

August 25, 2009

**NASPE Physical Education Teacher Education Conference
Myrtle Beach, SC
“Exploring An Ocean of Change”**

PROGRAM

Wednesday, October 7

Wednesday Workshops

9:00 am – 5:00 pm

Integrating Physical Best Into the PETE Curriculum (includes certification exam and three textbooks)

Palisades East Ballroom (A, B, C)

Clinicians: Suzan F. Ayers, Western Michigan University and Brian Mosier, Florida State University

PETE faculty can enhance their own credentials/certifications, the quality of the course content, and the practical value to their students by attending the Physical Best workshop and becoming a Physical Best Specialist. This 7-hour workshop will orient participants to the Physical Best program and give them the information and tools necessary to introduce Physical Best in their university classes. This workshop covers the history and philosophy of health-related fitness education and assessment, uses activities from the Physical Best Activity Guides, and demonstrates how these activities teach K-12 students the components and principles of health-related fitness. The FITNESSGRAM assessment protocols and an overview of the FITNESSGRAM software are also included.

Using Technology in Physical Education Teacher Education (Sponsored by POLAR)

Palisades Ballroom D-E

Clinicians: Derrick Mears, Western Washington University; Lisa Hanson, University of South Florida; Joanna Leight, Slippery Rock University; and Patrick Fine, Chesterfield Elementary School, Chesterfield, MO

This is one of our most exciting NEW workshops. It is “just for university faculty” presented by university faculty and designed to help you become tech-savvy. This workshop is hands on. Bring your wireless laptop and actually participate in the exercises and create your own materials. Walk away with a great handbook containing the how-to materials and resources from the workshop.

Topics will include: POLAR HRM and Physical Activity Monitoring Devices; Active Gaming and Interactive Fitness:

Implementation Strategies; Using Technology for Assessment and Reflection: Excel, Blackboard; Student Information/Informal Assessment/Analyzing Student Performance – Pod-casting, student response systems, motion analysis; Web 2.0 : Wiki, Blogging, desktop applications

12:00 noon – 5:00 pm

**Orientation to the NASPE 2008 Initial PETE Standards and NCATE Electronic Portfolio Preparation Workshop
Palisades Ballroom F**

Clinician: Tabatha Uhrich, Towson State University

For those PETE programs that go through NASPE/NCATE review, the PETE Standards workshop provides critical information to guide your program toward national recognition. This interactive workshop will “unpack” the new standards and give participants an opportunity to work with assessments and scoring guides that align with the standards. Participants will be shown the NCATE AIMS system for uploading a program report and attachments. Discussions will focus on using assessments to address all elements of the standards.

Wednesday, 2:00 – 5:00 p.m. Registration - Conference Center – Palisades Pre-function Area East Registration Desk

Thursday, October 8

Thursday, 7:30 – 3:30 p.m. Registration - Conference Center – Palisades Pre-function Area East Registration Desk

Thursday 9:00 a.m. – 9:50 a.m. Break-out Session 1

Transforming PETE Program from Committee to Community of Learners

Palisades A

Speakers: Connie Fox, Clersida Garcia, Ha Kim, and Charles Carter, Northern Illinois University

Ideas from one University for creating a cohesive PETE program of over 450 students and 13 faculty: working toward a community of learners. Changes that occur when students are put at the center of all decisions: the collaboration, the communication, the courses and the challenges and success stories.

Using Dartfish to Provide Instant or Delayed Visual Feedback - Commercial Presentation

Palisades B

Speaker: Patrick Fine, Chesterfield Elementary School, Chesterfield, MO

This session will give examples of how to use Dartfish in a K-12 physical education class. Improve communication with students thanks to objective visual support. Give students the ability to see themselves perform by providing them with automatic, instant or delayed visual feedback.

Global Opportunities in Pre Service Teacher Education: Study Abroad, Student Teaching Abroad, and Service Learning Abroad in Physical Education

Palisades C

Speaker: Amy Stringer, Elon University

This session will explore issues regarding student teaching abroad, service learning abroad, and study abroad in PETE. Key points: Why go abroad? Considering site selection, the student screening process, working with a study abroad office or an outside agency. Participants are encouraged to ask questions and share their experiences.

Where Did all the Fun Go? Preparing Teachers Who Teach for Fun

Palisades D

Speakers: Bonnie Tjeerdsma Blankenship, Purdue University; Suzan F. Ayers, Western Michigan University

In this session, we discuss the contribution of PETE programs to the utilitarian focus of school PE programs over the joy-oriented focus. The characteristics of PETE programs that prepare teachers to promote both joy and utilitarian goals – or if such programs are even possible - will also be discussed.

Balancing Physical Activity and Skillfulness

Palisades E

Speakers: Jennifer L. Fiset, Connie Collier, and Dana Perlman, Kent State University

Ideas will be shared for identifying and integrating physical activity into a variety of movement forms within physical education. Curricular examples representing moderate to vigorous physical activity expenditure will be presented to help teachers and teacher educators understand there is more to physically active physical education than fitness only options.

Acoustics in Physical Education Settings: The Learning Roadblock

Palisades F

Speakers: Stu Ryan, University of West Florida; Lisa Lucks Mendel, the University of Memphis

The focus of this research effort was to measure noise levels in physical education settings and compare them to established standards. All settings were significantly ($p < .05$) higher than the established standards and only 1 of the 22 physical education settings studied had background noise below 40 dB (A).

Considerations in Designing Meaningful Field-based Experiences: Preparing Individuals to Negotiate Diverse, Challenging Settings in Physical Education

Palisades G

Speakers: Charity Bryan, University of Louisiana at Lafayette; Donna Dunaway, Samford University; Donna Hester, University of Alabama at Birmingham

This session will foster dialogue with participants regarding quality field based experiences in PETE programs, with discussion centered on four themes (1) Selection of field experience teachers/schools; (2) Field experiences as service learning; (3) Effective field experience curriculums; and (4) Field experience as professional development opportunities for current teachers.

Thursday 9:00 – 10:00 a.m. Set up Poster Session 1 – Palisades Pre-function Area South (outside C,F,I)

Thursday 9:50 – 10:15 a.m. Morning Break – Posters

Thursday 10:00 – 12:00 noon Poster Session 1 – Palisades Pre-function Area South (outside C,F,I)

1 A Three-Phase Modified Delphi Technique Formulating Tennessee Independent School K-12 Quality Physical Education Program Guidelines

Speaker: Stuart Marshall Currie, Middle Tennessee State University

The purpose of this study was to formulate independent school K-12 quality physical education program guidelines. Independent school physical education representatives participated on a statewide panel of physical education experts. Opinions pertaining to current research-based physical education issues were solicited. A Delphi technique was the design implemented to ascertain opinions

2 Physical Education and Physical Activity Patterns of Elementary Minority Students

Speakers: Brian Dauenhauer, Willy Rotic, Xiaofen D. Keating, Dolly Lambdin, and Louis Harrison, Jr., University of Texas at Austin

Elementary minority students remain mostly sedentary with 90 minutes per week of PE. The length of PE lessons appears to have an important influence on overall PA levels with time spent in PE having a stimulating effect on PA outside of class. Girls may benefit most from extra PE time.

3 Motivate, Adapt, and Play (MAP): An Engagement Model of Physical Education and Physical Activity for Students with Intellectual Disabilities

Speakers: Kathryn L. Davis, Boni B. Boswell, Jim Decker, Pat Hodson, and Guili Zhang, East Carolina University
In North Carolina, the Healthy Active Children Policy requires all K-8 students to achieve 30 minutes of PA every school day. No additional resources were allocated to implement this policy for students with disabilities. The MAP Program was designed to specifically meet the PA needs of students with intellectual disabilities.

4 **Pre-Service Practicum Experiences: Bringing K-12 Students onto the University Campus**

Speakers: Steve Elliott and Clarice. S. Combs, University of North Carolina at Wilmington

The poster will describe (text and photos) on-campus teaching labs that have been established in two undergraduate teaching methodology courses – Adapted Physical Education and Secondary Teaching Methods.

5 **Integrating Cross Curriculum Activities in Physical Education for K-6**

Speaker: Megan Adkins, University of Nebraska – Kearney

PE teachers aren't just teaching the fundamentals of sport skills. Teachers are expected to work collaboratively with other curricular areas and provide cross-curricular activities to meet school wide initiatives. This session will show inventive ways of incorporating verbal and kinesthetic activities from other curricular areas into our PE classes.

6 **New Beginnings: An Examination of a Veteran and Novice Teachers' First Year Experiences in Teaching Physical Education**

Speaker: Deborah A. Garrahy, Illinois State University

The purpose of this study was to examine the first year experiences of three teachers. One returned to teaching after a 17 year absence, participant #2 was starting his second year at a new school, in a new community; while participant # 3 was a first year teacher

7 **Learning Math While Moving: An Interdisciplinary Approach for Academic Success**

Speakers: Beth J. Patton and Jennifer Gorecki, Ashland University; Amy Stine, Crestview Elementary School

Pilot program developed to document a link between exercising with GeoMotion Mat and learning multiplication skills.

Two classes of third grade students participated in the GeoMat unit of instruction for 35 minutes during the week in their physical education class. Comparison of math scores using two control groups was conducted.

8 **Changes in Pre-service Physical Educators' Planning Behavior Across a PETE Curriculum**

Speakers: Amy M. Sidwell, Robert L. Wiegand, and Jack W. Sager, West Virginia University; Tony Pritchard, Georgia Southern University

Pre-service teachers enrolled in a university's PETE program were chosen at random to participate in an assessment of their teaching and planning behavior. Participants were recruited from cohorts of pre-service teachers entering the program and from pre-service teachers as they were in their student teaching semester (exiting the program).

9 PETE Students' Knowledge of Appropriate Instructional Strategies and Perceived Practice of Their High School Physical Education Teachers

Speakers: Brad Strand and Angela Senne, North Dakota State University

PETE students answered a questionnaire based on appropriate practices in regards to instructional strategies and were also asked to identify whether or not their HS PE teacher used these practices. Overall, PETE students were knowledgeable about appropriate practices and results indicated that what a HS PE teacher practiced was considered appropriate.

10 CSI: Cap Stone Investigation

Speakers: J. Scott Townsend and Derek J. Mohr, Appalachian State University

Developing pre-service teachers who possess the autonomy to investigate their impact on student learning during the capstone experience referred to as student teaching, requires a formalized process. The presenters will discuss this process and how it is initiated during the induction to the PETE program and increases in complexity throughout.

11 Movement Education: Literacy and Fitness for the Whole Child (K-8)

Speakers: Karen Weiller Abels, University of North Texas; Jennifer Bridges, Saginaw Valley State University

This poster will: Introduce a curricular model encouraging children to develop content, fitness and communicate about the movement; Provide tools such as the Flip 'n Fold, pocket chart cards, and word wall charts; Provide examples of Task Analyses and Provide examples of activities addressing learning and performance of physical activities.

12 Infusing Technology into a PETE Program

Speakers: Joanne Leight and Randy Nichols, Slippery Rock University

Technology is changing the way we teach Physical Education. At Slippery Rock University, we are preparing future physical educators to utilize the myriad of technological options available in our field. This poster presentation will highlight the four year process of introducing and utilizing technology in our PETE program.

Remove posters after 12:00 noon

Thursday 10:15 a.m. – 11:05 a.m. Break-out Session 2

The 2009 NASPE Appropriate Practices Documents: Elementary, Middle, and High School

Palisades A

Speakers: Sandra Sims, University of Alabama at Birmingham; George Graham, the Pennsylvania State University; Dolly Lambdin, University of Texas – Austin; Patricia Van Volkinburg, University of Michigan

The newly revised NASPE *Appropriate Practices Documents* for physical education will be covered in a panel discussion, along with an explanation of the new K-12 Grid. The session will also include an open discussion on ways to use the documents in teacher preparation or teacher inservice settings.

Analyzing Program Coherency in PETE: A Self-Study Case

Palisades B

Speakers: Mike Metzler, Jackie Lund, and Barbara Green, Georgia State University

This presentation will outline the use of the 14 indicators used by Howey and Zimpher (1989) to analyze coherency in teacher education programs. Presenters will discuss the rubrics developed for the indicators, explain how each indicator was examined, and present the data gathered from a self study of the GSU PETE program.

PETE Personal Fitness Knowledge and Behaviors at CSU, Chico

Palisades C

Speakers: Kevin Patton, Catherine Himberg, Josh Trout, Craig Buschner, California State University, Chico

Session will share program's efforts to examine the personal physical activity and fitness knowledge and behaviors of majors. Data will indicate how physical activity/fitness role modeling is emphasized, nurtured and assessed. Finally, programmatic decisions with the intent of educating teacher candidates on the importance of role modeling will be shared.

Infusing Wellness and Advocacy Principles into the BYU PETE Program

Palisades D

Speakers: Carol Wilkinson, Todd Pennington, Keven Prusak, Brigham Young University

Two new courses will be discussed: *K-12 Healthy and Active Lifestyle Management* – prepares PETE students with the abilities to provide public school students with the knowledge and skills necessary for managing a healthy, active lifestyle; *Advocacy in PE* - prepares capable advocates for the profession and for quality PS programs.

Trends in Physical Activity Programs in the College and Universities

Palisades E

Speakers: Bridget Melton, Georgia Southern University; Jared A. Russell, Auburn University; Carrie Sampson-Moore, Massachusetts Institute of Technology; Michele M. Sweeney, Salem State College

Even though there is convincing data that supports the benefits of college/university physical activity programs, physical activity programs are in jeopardy of being cut or marginalized. The authors report on the current trends among colleges and universities physical activity education programs.

A New Conceptual Model for Principal Involvement and Professional Collaboration in Teacher Education

Palisades F

Speaker: Mary E. LaVine, Bowling Green State University

Few teacher education conceptual models exist which integrate the building principal into clinical experiences of teacher candidates. The study identified barriers that prohibit principal involvement with teacher candidates. M³ - in a new Model includes the principal, preservice teacher, university supervisor, and cooperating teacher in a community of practice for teacher preparation.

Technology-based Instructional Materials for Physical Education Majors

Palisades G

Speaker: Kemal Makasci, Utah Valley University

Thursday 11:15 a.m. – 12:05 p.m. Break-out Session 3

Project FAME – An Interdisciplinary Approach to Fitness, Mathematics, and Technology

Palisades A

Speaker: Gavin Colquitt, Georgia Southern University

The purpose of this presentation is to describe a course which provides students with additional time in physical activity outside of the physical education setting while also increasing students' scores in mathematics. The focus will be on its development and implementation at a suburban middle school in Atlanta, Georgia.

Formal Assessment of Student Learning in Physical Education: “They CAN Do ... But Will They?”

Palisades B

Speakers: Gay L. Timken, Western Oregon University; Jeff McNamee, Linfield College; Hans van der Mars, Arizona State University – Polytechnic Campus

Research has established that physical education teachers do little formative or on-going formal assessment of student learning during instruction. We worked with seven teachers, helping them implement formative-formal assessment. This qualitative data helps capture each teacher's views and experiences while they were learning to implement formative assessment.

Bridging Theory and Practice: Pre-service Physical Education Majors' Understanding and Perceptions of the Field of Physical Education

Palisades C

Speaker: David Chorney, University of Alberta, Canada

This study looks to answer many questions, but of key importance is how do undergraduate students majoring in physical education change in their beliefs, attitudes and perceptions of what it means to be an effective teacher of physical education as they progress through their teacher preparation program?

Preparing Physical Education Teachers as Advocates

Palisades D

Monica Lounsbery, University of Nevada, Las Vegas; Judy Young, AAHPERD

This session will first provide an overview of critical advocacy content for both inservice and preservice PE teachers. Secondly, attendees will dialogue appropriate techniques and venues within PETE and in-service professional development to facilitate learning and practice of effective advocacy.

Outcomes: 44; Standards: 10; Faculty: 5; Unconditional National Recognition: Priceless!

Palisades E

Speakers: Geoffrey Meek, Adrian Turner, Pamela Bechtel, and Janet Frederick, Bowling Green State University

An intra-ethnographic approach was used to examine from faculty narratives the pervasive patterns, tensions and themes that drew us together as a culture-sharing group during NASPE/NCATE report preparation experiences. Analysis and interpretations of the group are presented as pervasive patterns with inferences and forged expressions for others to consider.

Fit to Teach: Achieving NASPE Initial PETE Standard 2

Palisades F

Speakers: Lori H. Williams, Tim S. Bott, and Phillip Thomas, The Citadel

The purpose of this presentation is to describe how PETE programs are addressing 2008 NASPE Initial PETE Standard 2 - Skill and Fitness Based Competence. Results from a recent survey will be used to inform discussion of PETE faculty perceptions and common practices regarding teacher candidate's motor skill and fitness level.

Lose to Win/Shape-Up: A Partnership in Wellness

Palisades G

Speakers: Roberta E. Faust, Christine Karshin, Anna Micalakis, R. J. Gibbs, Eastern Michigan University

Data and experiences from the first year of a university – school district partnership funded by Blue Cross Blue Shield of Michigan are shared. A crossover design is used to evaluate program effectiveness. The ‘*Lose to Win/Shape-Up*’ program focuses on improving health and wellness of school employees, students and their families.

Thursday 12:05 p.m. – 1:00 p.m. LUNCH

North Lawn

Thursday 12:00 Exhibit Hall opens

Palisades H-I

Thursday 1:00 – 2:05 p.m. General Session

Hilton Ballroom Center/East

Introductions – Susan Lynn, Florida State University

Welcome – Steve Jefferies, Western Washington University, President, NASPE Board of Directors

Greetings – Beth Kirkpatrick, Director of Education, POLAR Electro, Inc

Address: **“Physical Education and the Health Crisis: Threat or Opportunity”** – Dr. Judy Rink, Distinguished Professor Emeritus, University of South Carolina.

Much of the literature outside of physical education addressing the obesity problem of children and the health crisis that results from this problem, sees the potential of physical education programs in schools as a contributor to increasing the physical activity levels of children. It also reflects a real pessimism that physical educators want to do anything about it or can be trusted to do anything. This presentation will discuss these issues in terms of physical education’s role in the obesity crisis, why we may be perceived as non contributors and what this may mean for both school programs and college and university faculty in our field.

Thursday 2:15 p.m. – 3:05 p.m. Break-out Session 4

Demographic and Professional Characteristics of PETE Faculty: Final Comprehensive Report

Palisades A

Speakers: Kim C. Graber, Amelia Mays Woods, University of Illinois; Heather Erwin, University of Kentucky; Jesse Rhoades and Weimo Zhu, University of Illinois

In 1985, Metzler and Freedman comprehensively examined the characteristics of PETE faculty. Given the need to understand the demographic and personal characteristics of PETE faculty from a contemporary perspective, the original survey was revised and sent to faculty throughout the nation. This session will review the results from that survey.

What is Going On in K-12 Online Physical Education?

Palisades B

Speaker: Brian Mosier, Florida State University

K-12 online physical education continues to grow at a staggering rate. This presentation will: (1) give an up-to-date overview of K-12 online literature; (2) reveal the current status of K-12 online physical education; (3) describe implications for PETE programs; (4) and discuss critical areas for future research.

A Practical Approach to Infusing Disability Issues into Physiology of Exercise, Athletic Training, and Motor Learning for PETE Majors

Palisades C

Speaker: Maria Zanandrea, Brigham Young University

The focus of this presentation is to provide practical information on how to infuse disability episodes into PETE theory courses, as well as to provide samples of disability episodes for physiology of exercise, athletic training, and motor learning. This presentation will be beneficial to faculty from PETE programs, infusing APE into their PETE programs.

Integrating Group Exit-Interviews into Teacher Candidate Reflections and Assessment

Palisades D

Mark Urtel, Katie Stanton, and Lisa Angermeier, Indiana University Purdue University Indianapolis

This session will report the preliminary findings from the recent infusion of 'group exit-interviews' for graduating teacher candidates. Group exit interviews were initiated to address a broad overhaul of yearly dispositions and to also provide data for submission toward NCATE accreditation. The presenters invite audience interaction and information sharing.

Change is Inevitable, Growth is Optional: Using the Accreditation Process as a Teaching/Learning Experience

Palisades E

Speakers: Margo Coleman, Deborah A. Garrahy, Mary L. Henninger, Illinois State University

This presentation will describe the process by which faculty of a large PETE program collaborated on designing and implementing six rubrics reflecting the NASPE Standards for Beginning Physical Education Teachers. The process includes the steps used to develop and implement the rubrics which in turn led to purposeful programmatic changes.

Engaging the Millennials: New Directions for Developing Student Teachers

Palisades F

Speakers: Melinda Campbell, Kimberly Bush, Marie Chamblee, Meredith College

Focusing on new teacher standards and expectations, teacher educators need to adapt methodology and practice for developing candidate dispositions that enhance teaching 21st century K-12 students. We offer information in an interactive session that allows the audience to construct their own models of educating and utilizing the positive dispositions of our Millenium students.

Gaming Technology in Physical Education – A New Way to Play?

Palisades G

Speakers: Monica A. Magner and Gina H. Blunt, Morehead State University

An online game, coined The Horsepower Challenge, was incorporated into two middle schools serving a rural community in Appalachia. Students wore accelerometers and chose a personal horse avatar that could be accessorized as step totals increased. Successes and challenges of the game will be presented, along with recommendations for utilizing gaming technology.

Thursday 3:05 – 3:40 Afternoon Break – Exhibit Hall

Thursday 3:40 p.m. – 4:30 p.m. Break-out Session 5

The Role of PETE Programs in Implementing the 2008 Physical Activity Guidelines

Palisades A

Speakers: Donna Hester, University of Alabama at Birmingham; Charity Bryan, University of Louisiana at Lafayette; Sandra Sims, University of Alabama at Birmingham; Donna Dunaway, Samford University

Results of a pilot study to investigate the effectiveness of a fitness-based elementary physical education curriculum and a successful secondary physical education curriculum based upon personalized fitness will be discussed as they relate to revising PETE programs to both meet and implement the 2008 Physical Activity Guidelines.

Are Physical Educators Responsible for Teaching Responsibility?

Palisades B

Speakers: Paul M. Wright and Ben Dyson, University of Memphis; Hugh Ferry, James Vardaman, and John Amis, University of Memphis

This session will examine the place of personal and social responsibility in physical education. The presenters will share findings from a longitudinal study of high school physical education in the Southern US. Recommendations for teacher preparation, policy formation, and future research on this topic will be discussed with the audience.

Sailing the Seas of Love: Mentoring our Young Scholars –The Interests, Questions, and Issues Affecting Graduate Students

Palisades C

This roundtable session is designed FOR graduate students and junior faculty to provide an opportunity to informally discuss issues in research with PETE scholars who mentor graduate students. Some of the topics that will be discussed include publishing, funding, current and future lines of inquiry and methodology, interdisciplinary collaboration.

Do You Hear What I Hear? Listening to Overweight Children’s Suggestions for Creating a FUN & FIT Climate in Physical Education

Palisades D

Speakers: Karen S. Meaney, Texas State University; Melanie A. Hart and L. Kent Griffin, Texas Tech University

Overweight children participating in a summer physical education program share ideas and strategies to “make PE more fun for everyone”. This interactive workshop will challenge current physical education teachers and teacher educators to re-think the structure and organization of their physical education classes.

A Programmatic Message: The Use of Rubrics to Assess the Design and Implementation of Physical Education Lessons

Palisades E

Speakers: Mary L. Henninger, Kristin B. Carlson, and Margo Coleman, Illinois State University

The purpose of this interactive session is to provide examples of two rubrics used to assess lesson design and implementation, provide participants time to practice using rubrics, and show how data gathered from these rubrics have been used in teacher candidates’ electronic portfolios to demonstrate programmatic compliance with NASPE/NCATE standards.

A Physical Activity Requirement for Pre-service Physical Education Students

Palisades F

Speakers: Brent Heidorn and Jeff Johnson, University of West Georgia

This session will discuss the physical activity points system used with one cohort of undergraduate physical education majors for two consecutive years. Initial student perceptions of the requirement were positive. Pre-service teachers were engaged in a variety of activities, and the majority of them mentioned interest in using a similar system with their future K-12 students.

Physical Education Teacher Education in Canada: What Are We Doing?

Palisades G

Speakers: Nick Forsberg, University of Regina, Canada; David Chorney, University of Alberta, Canada

This session shares the Canadian perspective in the preparation of physical education teachers from two Canadian post-secondary institutions. The session invites participants to discuss and debate issues related to the “whom”, “what”, “how”, and “why” related to the roles and responsibilities of faculties involved in physical education teacher preparation.

The Guard Fit Challenge

Hilton Ballroom West

Speaker: Scott J. Farrell, National Director of Educational Outreach, Army National Guard

The “Guard Fit Challenge” is a FREE National Guard program that provides physical education teachers, athletic directors, and coaches with a new way to get students excited about fitness. The program includes exercise and nutrition tips, videos demonstrating proper workout techniques, and interactive tools to measure and track fitness progress.

5:00 p.m. Exhibit Hall Closes

Thursday 7:00 p.m. – Keynote Address “Physical Education in the 21st Century – Historic Opportunities, Profound Threats”

Hilton Ballroom Center/East

Welcome – Chuck Morgan, University of Hawaii, Manoa

Speaker: Dr Russell R. Pate, is Vice-Provost for Health Sciences and Professor in the Department of Exercise Science in the Arnold School of Public Health at the University of South Carolina. Dr. Pate is a past-president of ACSM and the National Coalition on Promoting Physical Activity and is a national authority on physical activity and physical fitness in children and the health implications of physical activity.

Physical education has a long and proud tradition within the American system of public education. However, during the latter decades of the 20th century the profession encountered enormous challenges in association with changing demands on schools and evolving expectations for publicly supported physical activity programming. Public health research has solidly established the positive impact of physical activity on health in both adults and young people. Also, much has been learned about the factors that influence physical activity behavior. Research focused on the effects of physical education on overall physical activity participation and health outcomes in youth has lagged, but emerging evidence suggests the potential for positive effects. The future role of physical education will depend on its ability to provide deliverable outcomes that are consistent with society’s needs and expectations.

Thursday 8:15 p.m. – Welcome Reception

Dunes Ballroom – 16th floor Hilton Hotel

Friday, October 9

Friday 7:30 – 1:00 p.m. - Registration - Conference Center – Palisades Pre-function Area East Registration Desk

Friday 8:30 – 9:30 a.m. Set up Poster Session 2 – Palisades Pre-function Area South (outside C,F,I)

Friday 9:00 Exhibit Hall opens Palisades H-I

Friday 9:00 – 9:50 a.m. Break Out Session 6

SPARKing-up PETE Pre-Service and In-Service Collaborations

Palisades A

Speakers: Thomas L. McKenzie, San Diego State University; Paul Rosengard, the SPARK Programs, San Diego, CA

Few evidence-based PE programs exist and little is known about their dissemination. This session (a) presents background and research on SPARK [Sports, Play, and Active Recreation for Kids] programs, (b) describes efforts to disseminate those programs nationally, and (c) illustrates practical uses of the SPARK model in teacher preparation programs.

Teacher Socialization's Impact on Teaching Games for Understanding

Palisades B

Speaker: Steven Wright, University of New Hampshire

I will initially focus on research that I have done on student teachers' implementation of teaching games for understanding (TGfU), also known as teaching games via the tactical approach. Following will be an open discussion amongst the audience to share their experiences in this area.

The Use of Dispositions in the Development of Physical Education Teachers: What? How? When?

Palisades C

Speakers: Melissa Parker, Christina Sinclair, and Mark Smith, University of Northern Colorado, Greeley; Kevin Patton, California State University, Chico

This presentation focuses on one university's incorporation of dispositions into PETE as a means to guide professional growth. How the developed dispositions were taught, nurtured, and measured will be shared through preliminary findings. Roundtable discussions of questions and challenges regarding the use of dispositions will conclude the session.

A Teaching Module for Physical Education Teacher Education Pre-Service Teachers on Inclusion of Overweight or Obese Students in Physical Education

Palisades D

Speakers: Weidong Li, the Ohio State University; Paul Rukavina, Adelphi University

The health and social aspects of obesity present a historical challenge to physical education (PE) teachers: How to include overweight or obese students. A teaching module for PE pre-service teachers to include overweight or obese students in PE and the feasibility of incorporating it into undergraduate curriculum are discussed.

Help Shape the Development of PE Metrics Online

Palisades E

Speakers: Martha Lester Harris, Executive Vice President, and Justin Chlan, Project Manager, InnerLink, Inc

Come meet the developers of **PE metrics Online** and provide your input on web application development and how it can meet your needs from a research and pre-service instructional perspective. This is your chance to provide input into the development of an online tool to facilitate assessment, data collection, and research.

One University's Attempt at Doing Research-Based PETE – The Good, the Bad, and the Ugly

Palisades F

Speakers: Matthew Curtner-Smith, Oleg Sinelnikov, Margaret Stran, and Elizabeth Woodruff, the University of Alabama

This presentation will describe one university's attempt at doing research-based PETE. Rather than presenting our PETE program as exemplary, we will highlight our successes, areas in which we need to improve, and our failures. Our goal is to promote discussion of our own program, and programs guided by different frameworks.

Using Concept Maps to Explore Physical Education Assessment Concepts

Palisades G

Speakers: Jacalyn Lund, Georgia State University; Mary Lou Veal, Middle Tennessee State University

This session will explain how concept maps were used for exploring teacher candidate learning about assessment concepts. The webs created with concept maps along with the linking words used to connect the various concepts showed how teacher candidates organized their knowledge of assessment concepts. Sample concept maps will illustrate teacher candidate understanding of assessment practices.

Get Down, Get Fit, Get Funky with GeoFitness! Commercial Presentation

Hilton Ballroom West

Speaker: Paola Fontana, Southeast Region Manger/Master Trainer for GeoMotion Group, Inc.

This is an active participation session. Get down and funky with exciting new fitness activities, dance, and games for elementary up through high school and beyond! This curriculum can be adapted to all age groups and a variety of diverse interests. Aerobic Conditioning and Combinations, Hip Hop Combinations, Functional and Circuit Training, Speed and Agility, Kickboxing, Flexibility and Yoga, Latin Dancing, Partner Routines and Combinations.

Friday 9:30 – 11:30 a.m. Poster Session 2

Palisades Pre-function Area South (outside C,F,I)

1 The Effects of an Adapted Physical Education Practicum on Pre-Service Physical Education Teachers' Attitudes towards Students with Disabilities

Speakers: Daniel Balderson, University of Lethbridge; Geri Conlin and Monica Mize, Weber State University; and Jamie Hafey-Francke, Weber School District

A required practicum experience was added to better prepare our physical education majors to successfully work with students possessing a wide range of special needs. This poster will highlight the development of this practicum and identify results from the physical education major attitude survey.

2 Examining Technology Use of PETE Majors

Speakers: Pamela A. Bechtel, Bowling Green State University

This poster session presents results of a recent study, which explored where PETE Majors utilized technology (applications and forms). Technology used in both PETE majors' professional preparation lives and personal lives were examined and compared, in terms of percentage of use, to determine where technology use was more prevalent.

3 Designing Physical Activity Programs for Puerto Rican Adolescent Females

Speakers: Kimberly A. Bush, Meredith College; Alex Vigo-Valentin, Towson University; Samuel R. Hodge, the Ohio State University

There is a void of studies on physical activity behaviors of Hispanic females living in Puerto Rico. The purpose of this study was to determine and describe the food behavior considerations, physical activity patterns, and the body composition indices of school-aged female adolescents in Puerto Rico.

4 Meeting the National Standards for Beginning Physical Education Teachers: How Do We Do It?

Speakers: Kristin B. Carlson, Illinois State University; Kim C. Graber, University of Illinois at Urbana-Champaign

This study examined the extent to which physical education teacher education programs are designed to address the NASPE National Standards for Beginning Physical Education Teachers. Results found that PETE programs were largely successful in preparing students to meet the standards, and that similar strategies were often employed in doing so.

5 Teacher Employment Testing Policy in South Korea

Speakers: Mihye Cho, Inha University; Okseon Lee, Western Illinois University; Jinhong Jung, Northern Illinois University

The purpose of this presentation is to provide information on the teacher testing system in South Korea. The physical education teacher testing policy will be discussed in terms of: (a) written-test, (b) essay exam, (c) lesson plan and teaching performance evaluation, and (d) skill test.

6 The Relationship between School Reform and Physical Education Teachers' Professional Development

Speaker: Ooksang Cho, Purdue University

This study focuses on how the school reform movement influences physical education teachers' professional development using the following research questions: 1) What supportive conditions exist to motivate physical education teachers' professional development? and 2) How do physical education teachers use opportunities for teachers' professional development?

7 The Technology that Physical Educators Use in Physical Education: How It Has Changed?

Speakers: Wonseok Choi, the University of Georgia; Marianne L. Woods, Western Illinois University; Marilyn Buck, Ball State University; and Joseph D. Culhane

Education is advancing rapidly to keep pace with technological change. Through the use of technology, educators can enhance lessons to motivate students with interesting, challenging classes and perform efficient assessments. This session will present how the use of technology has changed among physical education teachers in Indiana over a period of 10 years

8 Recess Physical Activity Packs in Elementary Schools: A Qualitative Investigation

Speakers: Steve Elliott, Clarice. S. Combs, and Robert Boyce, University of North Carolina at Wilmington

A school district in North Carolina identified recess time as part of the state mandated 150 minutes of physical activity per week and purchased fitness equipment for the children to use. This study investigated the impact of the recess packs initiative through interviews with children, teachers, and principals.

9 Teaching & Learning Model of PETE Based on Professional Development and ICT

Speakers: Takashi Nakai, Nara University of Education, Japan; Mike Metzler, Georgia State University

This new model of PETE, based on the professional development model using ICT is composed of several main stages: 1) designing physical education classes; 2) teaching practice; 3) teacher reflection include the self-analysis of instruction using ICT; 4) setting goals for the next practice; and 5) the improvement of learning.

10 Direct Observation in High School Physical Education

Speakers: Nicole Smith, San Diego State University; Julie Frank, the SPARK Programs, San Diego, CA

The purpose of this study was to describe the quality and contribution of high school physical education to public health goals. The results of the study will help clarify the relative contribution of high school physical education to student participation in physical activity in the absence of professional development.

11 Effects of Social Skills Interventions on Middle School Physical Education

Speaker: Carla Vidoni, Ball State University

Physical education is one context which has been seen as an environment for development and improvement of students' social skills due to its potential to foster students' social interactions. The purpose of this presentation is to share findings from different studies involving social skills interventions on middle school physical education.

12 Recent High School Graduates' Knowledge about Physical Activity Guidelines and Disease Related to Sedentary Lifestyle

Speakers: Soojin Yoo, University of Wisconsin, La Crosse

The study provides recent high school graduates' knowledge of PA guidelines and diseases related to sedentary lifestyle and conceptualization in high school HE and PE. This study shows where the general public information access points are for gaining knowledge about PA guidelines and disease related to sedentary lifestyle.

Remove posters after 11:30

9:50 – 10:30 a.m. Morning Break – Posters – Exhibit Hall Sponsored by Southern District AAHPERD

Friday 10:30 – 11:20 a.m. Break Out Session 7

Tri-flection---the Correlation of Preservice Teachers' Self Reflections to University Supervisor and Cooperating Teacher Evaluations in Field Experience Teachings

Palisades A

Speaker: Jane A. K. Carlson, University of Minnesota Duluth

Tri-reflection research will be shared for physical education teacher educators to acquire greater understanding of the nature of preservice teachers' self reflections in field experience teachings, and their alignment with university supervisors' and cooperating teachers' evaluations over an extended period of time

Meeting the Demands of Today's PE Commercial presentation

Palisades B

Speaker: Beth Kirkpatrick, Director of Education - Polar, Inc.

This presentation explains what other colleges are doing to help meet today's demand for technology-savvy PE majors. Is your school keeping up with changing face of PE? Attend this session to learn more.

Varied Roles that PETE Faculty Can Provide in the Induction of Physical Educators

Palisades C

Speakers: G. Linda Rikard and Dominique Banville, George Mason University

Due to the demands placed on first year teachers, teacher induction programs have become a necessity in supporting and retaining new teachers. The additional support of PETE faculty for graduates is increasingly important. This session provides audience discussion on strategies for improving effectiveness of first year teachers.

Using Documentation Panels as an Alternative Assessment of Teacher Candidate Knowledge

Palisades D

Speaker: Patty Hacker, South Dakota State University

The use of documentation panels has been researched as a mechanism for teacher candidates to chronicle their growth in knowledge and the ability to reflect on their own professional practice. The use of these panels informs teaching through close observation of children's learning and the situations in which teaching occurs.

PE Metrics: Measuring Student Success

Palisades E

Speakers: Tim Bott and Lori Williams, The Citadel

This presentation is designed to introduce PETE faculty to the NASPE elementary assessments for National Standard One and to define what a preservice teacher should know and be able to do in terms of evaluating performance in elementary physical education.

Technology for PETE: Developing and Teaching an Undergraduate Technology Class

Palisades F

Speakers: Joanne M. Leight, Slippery Rock University

This session will introduce and discuss the many different components taught in a technology course for undergraduate PETE majors (efolios, web design, podcasting, interactive PowerPoint, blogs, wikis, digital videos, and more). The course syllabus, various assignments, numerous rubrics, and examples of students work will also be shared.

The Relationship between Professional Dispositions and GPA of Teacher Candidates

Palisades G

Speaker: Arlene A. Ignico, Ball State University

Participants for this study were 88 upper-level PETE students. A dispositions instrument that was developed and tested at Ball State University was used to assess professional behavior. Results revealed a significant correlation between disposition scores and GPA ($r=.58, p<.001$).

Comment [ai1]:

Friday 11:20 a.m. to 1:00 p.m. LUNCH

Hilton Ballroom Center/East

Friday 11:20 a.m. – 1:00 p.m. Lunchtime Roundtable Topics

Hilton Ballroom Center/East

Presentations:

1 Life Changing Strides

Speakers: Jeannette L. Brelsford, Coastal Carolina University; Michael A. Cillo, Montoursville Area School District, PA

Participants will discuss state of the art exercise technology in the physical education setting, how to obtain funding, and ways to have a community-based initiative which over flows into the physical education classroom while using key evidence-based behavioral strategies to grow your program into the guidelines for “The New P.E.”

2 Strategies to Empower Girls in Physical Education Weight Training

Speaker: Stephanie Armitage Kerr, Providence St. Peter Hospital

In weight training, individuals construct and perpetuate different forms of masculinities, femininities, exclusive practices and inequitable social positioning. In this presentation we will discuss issues surrounding the teaching of weight training to girls, environmental barriers, girls’ perceptions and constraining factors that can limit the quality of girls’ experiences in physical education.

3 Infusing Personal and Social Responsibility Model into PETE Program

Speaker: Okseon Lee, Western Illinois University

The purpose of this presentation is to share the practice and research on how to incorporate Personal and Social Responsibility Model into two different stages of the teacher education program: (a) sophomore level content course, and (b) senior level field experience.

4 An Examination of Content Knowledge Courses of PETE Programs Taught in the State of Ohio

Speakers: Yun Soo Lee and Insook Kim, the Ohio State University

Content Knowledge (CK) is a key foundation of knowledge for teaching (Shulman, 1986). The purpose of this study was to examine CK courses in Physical Education Teacher Education (PETE) programs at universities in the State of Ohio. This presentation will discuss findings and implications, and provide specific recommendations for change.

5 Adventure Education Instruction and its Relevance to Other Content Areas in Health and Physical Education in Teacher Education Programs

Speakers: Carolyn Masterson, Montclair State University; Jane Panicucci, Project Adventure

The purpose of this session is to share information about the cornerstones of adventure education and to enable other teacher educators to share their rationale for including adventure education into their teacher education programs including how adventure education's cornerstones can be used to teach health and physical education in schools.

6 Students 'At-Risk' Need Our Help!

Speaker: Sandra L. Nelson, Coastal Carolina University

Is mentoring a part of your candidates' course of study? Should it be? The Wellness Activities and Lifestyle Knowledge (W.A.L.K.) mentoring program requires candidates to utilize their wellness knowledge and skills to assist students at-risk in the public schools. This session will focus on program implementation, benefits, challenges and outcomes.

7 Creating Future Health Related Fitness Role Models: PETE Program Models

Speaker: Randy Nichols, Slippery Rock University

This session will address through discussion of the presenter and participants the issue of lack of health related fitness (HRF) and healthy physical activity behavior by PETE majors, recommendations for all PETE programs will be discussed.

8 Don't Call Me "Coach": Identifying Causes of Role Confusion in Physical Education

Speaker: David J. Pearson, California Baptist University

The author explores the relationship between the title of “coach” used for physical education teachers and the expectations/response of students. Questions and thesis are provided and qualitative research is ongoing to interpret if/how physical education specialists can be unwittingly isolated by innocent semantics.

9 Students Cheat Because They Can!

Speaker: Katherine Pebworth, Lincoln Memorial University

This presentation will discuss some of the many ways our students are cheating. Many of us set the stage for students to cheat very easily during tests. Come learn how out technology age students are cheating right in front of you.

10 To Win the Game, First We Need to Know How to Play: Impacting Policy for PETE at the State Level

Speaker: Constantine S. Psimopoulos, the Ohio State University

If we really want our profession not to be marginalized, we have to power to change it. But do we know how to play the “Game” of policy at the state or federal level? Or should we tailor our research based on what legislators could use on Capitol Hill?

11 An Alternative Approach to Peer Teaching: Using Home School Children in your PETE Curriculum

Speaker: Christine Rockey, Coastal Carolina University

We often get into a rut of using peer teaching in our PETE curriculum. Our students tend to get a less than realistic experience since their peers know the rules to most games, follow instructions well and are not discipline problems. This presentation will open the doors to a new possibility for your students: inviting a home school organization to your classroom.

12 Infusing Service Learning into the Pre-Service Curriculum

Speakers: Carol Ryan and Janene Grodesky, Northern Kentucky University

This session will detail three separate service learning programs offered to physical education students at Northern Kentucky University: an international spring break program held in Dominica; a fitness testing program for older adults; and a mentoring program for middle school children. Impact on participants, pictures, and stories will be shared.

13 Informing, Extending, Refining and Applying the Role of Physical Educators as Physical Activity Specialists

Speakers: Philip W. Scruggs and Grace Goc Karp, University of Idaho; Tyler G. Johnson, Boise State University; Jeff McNamee, Linfield College

Physical activity (PA) is central to impacting pediatric health due to rising sedentarianism and associated morbidities. School physical educators have been called to teach and promote PA. We invite round-table participants to share positions and practices regarding the redefined role of physical educators as PA specialists.

14 The Role of Homework in Physical Education Class

Speakers: Karen Smail and Andrew Lewis, College of Charleston

A major issue facing society is diminished fitness levels of elementary students as indicated by standardized fitness tests. This session will discuss the role homework in physical education has on combating obesity and increasing fitness levels. Practical examples will be provided of how schools are incorporating homework in physical education.

15 Relationship Between Pre-service Teachers' Learning Styles and Value Orientations

Speakers: Seidu Sofo and Shewanee Howard, Southeast Missouri State University

This session presents data on the relationship between 158 preservice teachers' (PTs') learning styles and value orientations. The profiles of PE and classroom preservice teachers are compared. Knowledge of the relationship between the two variables could provide insight about PTs' learning and acceptance or rejection of teaching practices and perspectives

16 New Standard, New Program? How NASPE Standard 2 Has Affected Two PETE Programs

Speakers: Kevin Sperry, Lynchburg College; Ritchie Gabbei, Western Illinois University

This round table will focus on how a Comprehensive 2 university PETE program and a liberal arts college PETE program are addressing NASPE Standard 2. Discussion will include how these programs addressed logistics, assessment, competency and remediation of skills and concepts that were selected to meet standard two.

17 The Future of Distance Education in Physical Education

Speaker: Bill Stobart, Pittsburg State University

This presentation will debate the advantages and disadvantages of teaching online courses. Discussion will include quality of the experience, computer and technology problems, academic honesty, and attitude of faculty and students concerning online courses. Future trends in teaching online courses will also be discussed.

18 The APE Consultation Model: Following the Lead of K-12 Physical Education Programs

Speakers: Ann-Catherine Sullivan, Saginaw Valley State University; Suzanna Rocco Dillon, Wayne State University

This session addresses the challenges facing PETE programs charged with preparing candidates with the knowledge, skills, and dispositions to meet the learning needs of a diverse student population, including students with disabilities (NCATE, 2007). Attendees are encouraged to share their experiences as well as concerns pertaining to this topic.

19 Adventure Based Learning in PETE

Speakers: Kevin Lorson, Wright State University; James Ressler, the Ohio State University

This discussion will highlight two Adventure Based Learning (ABL) courses taught at The Ohio State University and Wright State University. These courses aim to provide the student with the necessary knowledge, skills, and experience to implement ABL. The experiences the students undergo in these courses will be highlighted and explained.

20 College/University High Performance Teaching

Speakers: Michele M. Sweeney and Amy Everitt, Salem State College

Team based learning is an instructional strategy based on the theory of situated learning. TBL is designed to support high performance learning based around social units or “teams”. Not to be confused with cooperative learning, students report higher engagement in pre-class preparation, commitment to learning, and social responsibility to team.

21 A Brave New Program: Evidence and Divorce!

Speakers: J. Kevin Taylor, Jack Phelan, David Hey, Ann McDermott, and Camille C. O’Bryant, California Polytechnic State University

This presentation will share the design of two new PETE programs under development at Cal Poly, San Luis Obispo. The new programs propose that Physical Education needs to be evidenced based and must actively divorce itself from traditional ties to athletics in favor of an alliance with public health.

22 Collaboration Provides Better Teacher In-Service

Speakers: Gina Barton and Kym Kirby, Lander University; Josey Templeton, The Citadel

Collaborative efforts among administrators, university faculty, and teachers have developed in-service programs that provide continuing education and professional development for K-12 physical education teachers in our state. The trends from session evaluations have been examined and modifications have been made. This presentation will examine insight gained from these collaborative efforts.

23 What Concept Maps Reveal about Teacher Candidates’ Assessment Knowledge

Speakers: Mary Lou Veal, Andrew Alstot, Elizabeth Bowles, and Monica O’Rourke, Middle Tennessee State University

Concept maps using 25 assessment concepts were drawn by teacher candidates during the first week of an assessment course and at the end of the course. Researchers analyzed students’ assessment knowledge structures and tracked changes.

Interviews with 13 students were used to help explain changes in concept maps.

24 Pre-service Classroom Teachers’ Attitudes toward School-Based Physical Activity

Speakers: Collin A. Webster, University of South Carolina

The focus of this presentation is on a study in which background characteristics of preservice elementary classroom teachers' (PCTs) were examined in relation to their attitudes toward and perceived competence in promoting physical activity at school. Results are reported based on survey data collected with 248 PCTs.

25 Web-based Supervision Training for Cooperating Teachers

Speakers: Skip M. Williams, Illinois State University; James C. Hannon, University of Utah

This session is intended mainly for University PETE faculty or student teaching field supervisors. The objective of this session will be to provide the attendees with information regarding creating and using a web-based supervision training program and how to implement the supervision training into the PETE program for cooperating teachers.

26 Deal or No Deal? Skill and Fitness-Based Competence for PETE Students

Speakers: Sandy Wilson, Coastal Carolina University; Susan B. Nye and Jacqueline A. Williams, James Madison University

This presentation will facilitate a discussion based on past and present experiences within our programs regarding skill and fitness based competence. The focus questions include (1) How should PETE programs concentrate on competency for skill and fitness pedagogy, and (2) What assessments could be included within PETE programs?

Friday 1:15 – 2:45 p.m. – General Session sponsored by the Army National Guard, Guard Fit Challenge Hilton Ballroom Center/East

Introductions: Sean Bulger, West Virginia University

Greetings, Scott J. Farrell, National Director of Educational Outreach, Army National Guard

Address: “Effective Distance Learning: Distinguishing Features of Successful On-line Programs” - Rick Perkins and Tyran Butler - Florida Virtual School, and Andrew Hawkins, West Virginia University

In recent years distance learning has proliferated in public schools and colleges/universities. The rapid expansion of instructional technology has fueled this proliferation, enabling the instruction of students who have no geographical relation to an institution. The explosion of these programs carries numerous assets and liabilities for students and faculty at all educational levels. Unfortunately, there are few accepted guidelines for best practice in this area. The purpose of this presentation is to put forward recommendations regarding the use of web-based technology for the delivery of physical education content within school physical education and physical education teacher education.

Friday 2:45 p.m. - 3:35 p.m. Breakout Session 8

The Lived Experiences of International PETE Faculty Members Teaching Issues of Diversity

Palisades A

Speakers: Constantine Psimopoulos, Jihoun An, and Irmak Humeric, the Ohio State University

This study will describe the experiences of International PETE faculty member on issues of diversity in their teaching. It will focus on gaining a deep understanding of the meaning of diversity, the value they place on diversity in teacher preparation, and their position as a teacher educator.

Assessing the Impact of the 4Mat Teaching Model on a University Level PETE Course

Palisades B

Speaker: Jan Galen Bishop, Central Connecticut State University

Stretch your teaching...reach more students using the 4MAT model. 4MAT is a conceptual framework of teaching which systematically integrates principles of learning styles, the natural learning cycle, and linear versus lateral thinking. Share in an overview of the model, creative implementation in a PETE course, and statistical evidence of success.

Full Circle: Growing Our Own PETE Faculty

Palisades C

Speakers: Rockie D. Pederson, Roina Baquera-Shaw, and Nancy Torres, the University of Texas at El Paso

Perspectives from two individuals who've gone "full circle and are now faculty in the PETE program they previously graduated from. Both are involved in the Faculty Incubator Program at UTEP to facilitate obtaining their terminal degree. Challenges, triumphs, and frustrations encountered in going "full circle" will be presented.

Changing How We Prepare the Classroom Teacher

Palisades D

Speakers: Tina J. Hall and Stephanie Little, University of South Carolina

Research supports the idea that classroom teachers are not prepared to teach physical education. This session will explore the idea that we may be preparing classroom teachers for the wrong role. Rather, we should be preparing the classroom teacher to play a central role in the school physical activity program.

Past and Current Conceptualizations of Pedagogical Content Knowledge

Palisades E

Speakers: Shiri Ayvazo, University of Nevada, Las Vegas; Paul T. Stuhr, California State University San Marcos; Phillip Ward – the Ohio State University

This presentation is organized into three sections. First we will examine current conceptualizations of PCK. Second, drawing upon five years of research of pre-service and inservice teachers, we will propose a functional conceptualization of PCK. Third, we will discuss implications of this conceptualization relative to preservice and continuing teacher training.

An Electronic Lesson Plan Format for Physical Education Teacher Education Students

Palisades F

Speakers: Jim Rauschenbach and Daniel Swartz, Southern Connecticut State University

SCSU students use an electronic lesson plan format they employ in all of their classes. An interactive format teaches PETE students how to write lesson plans as they fill it out. Menus/links provide previously learned information to remind them of expectations for completing each part. A rubric is built into the form.

New Tools for Physical Education Program Evaluation

Palisades G

Speaker: Francesca Zavacky, National Association for Sport and Physical Education

NASPE is here to tell you about a variety of tools you can use to evaluate all aspects of your physical education program. NASPE's user-friendly, free, or low-cost tools allow you to examine your teaching practices, evaluate the curriculum, analyze the physical education environment, or assess your entire program.

Bowler's Ed - In-school Bowling Curriculum - Commercial Presentation

Hilton Ballroom West

Speaker: Kelly Bednar, Bowling Proprietors Association of America / The Bowling Foundation

Through a grant from The Bowling Foundation the BPAA distributes this bowling unit curriculum to physical education instructors at no cost. This presentation discusses the skills sets taught, rubrics, academic cross-over materials and NASPE Standards that are contained in the curriculum.

4:00 p.m. Exhibit Hall closes

Saturday, October 10

Saturday 7:30 a.m. – 11:00 a.m. - Registration - Conference Center – Palisades Pre-Function Area East Registration Desk

Saturday 8:30 a.m. – 9:30 a.m. Set up poster session 3

Palisades Pre-function Area South (outside C,F,I)

Saturday 9:00 a.m. Exhibit Hall opens

Palisades H-I

Saturday 9:30 a.m. – 10:20 a.m. Breakout Session 9

Assessing Pre-Service Teacher Dispositions throughout a PETE Program

Palisades A

Speakers: Susan Hagood and Myung-Ah Lee, Indiana State University

This session will focus on sharing (a) measurements of student dispositions (student and instructor assessments), (b) the developmental design of the program, and (c) preliminary results from the initiative. This interactive discussion session will also provide opportunity for others to share their efforts and suggestions related to pre-service teacher dispositions.

Action Research in Graduate and Undergraduate PETE Programs

Palisades B

Speakers: Starla McCollum, Tony Pritchard, and Gavin Colquitt, Georgia Southern University

The purpose of this presentation is to describe how action research can be utilized in PETE programs to meet NASPE/NCATE standards and guidelines. The focus will be on accreditation and facilitating reflection among students. Specific assignments and rubrics will be presented.

Effectively Preparing the 21st Century Pre-Service Physical Educator Utilizing a Progressive Approach

Palisades C

Speakers: Don Rainey, Renee Rainey, and Stacia Miller, Texas State University

Our progressive curriculum approach coordinates the applied pedagogical practices in activity classes with the pedagogical theory and methods courses. The curriculum is based upon health, fitness, and skill related learner outcomes, with an emphasis placed on pedagogical training, including planning, teaching demonstrations, best practices, technology integration and assessment.

Making Physical Education Safer: Risk Management Training for In-service Teachers

Palisades D

Speakers: George R. Schaefer, Auburn University-Montgomery; Temo Carboni, Weber State University; Catherine Tingstrom, Pacific Lutheran University; Colleen McGlone, Coastal Carolina University

This presentation will illustrate the need for professional development for physical education teachers with regard to risk management and injury reduction within the physical education classroom. Practical application of various strategies for risk management and injury reduction within activities and for facility management will be shared.

Preparing for NCATE Accreditation using an Online Assessment System

Palisades E

Speaker: Geffrey Colon, Eastern Michigan University

The online assessment system, LiveText, is an internet-based subscription service that allows students and instructors to create, share, and collaborate on educational curriculum. LiveText is currently being used for assignment submission, artifact collection, standards integration, and student assessment at Eastern Michigan University's teacher preparation programs.

Restructuring a Master's Degree to Prepare Future PETE Doctoral Candidates

Palisades F

Speakers: Keven A. Prusak, Todd R. Pennington, Susan V. Graser, Carol Wilkinson, and Maria Zanandrea, Brigham Young University

PETE vacancies are going unfilled. Most Master's degree programs seek to recruit in-service teachers; a model with several drawbacks: (a) limited residency candidates, (b) after hours or summer classes, (c) low interested in research; (d) faculty resources stretched, and (e) costs-benefits deficit in scholarly capital. This session will present BYU's new PETE MS degree doctoral preparation program.

NASPE STARS K-12 Physical Education Programs and PETE Programs: Collaboration and Partnership

Palisades G

Speakers: Carol A. Smith, Elon University; Beth Patton, Ashland University; Caroline Kuchinski, East Stroudsburg University of PA; Bridget Duoos, University of St Thomas

STARS provide a self-study for schools seeking evaluation and improvement of their physical education program. This session helps create collaboration and partnerships between K-12 and PETE faculty to benefit the field of physical education. A link between the STARS criteria, national standards and PETE program framework will be discussed.

The Virtual Administrator: Technology Comes to College! Commercial Presentation

Hilton Ballroom West

Speakers: Artie Kamiya, President, Great Activities Publishing Company, Inc and Patrick Conlon, President, Flat World Computing

The Virtual Physical Education Administrator is the ultimate physical education curriculum and instruction technology.

Designed to be a complete "higher ed-to-hired" platform, this innovative pedagogy portal provides you with instructional tools, student assessment, power standards, rubrics, gym posters, and instructional videos. The future of PE is here!

Saturday 9:30 a.m. – 11:30 a.m. – Poster Session 3

Palisades Pre-function Area South (outside C,F,I)

1 The Effect of Self-Determination and Theory Planned Behavior on Elementary Students' Physical Activity Intention and Participation

Speaker: Weiyun Chen, University of Michigan

This study aimed at investigating the elementary school student' current state of physical activity participation, intention, attitude, perceived control, and self-determination and examining the relationship among self-determination, attitude, perceived control, physical activity intention, and physical activity participation. The results confirmed the premises of the proposed theoretical model for this study.

2 Examination of a College-Level Basic Instructional Program Golf Course Utilizing the PSI Model with Supplemental Instructional Media

Speakers: Trey Leech and Tom Ratliffe, Florida State University

The use of an instructional DVD was heavily emphasized as a supplemental form of instruction for students to use while enrolled in a 16-week golf course taught using the Personalized System of Instruction Model (PSI).

Questionnaire results based on students' perceptions along with motor and cognitive pre- & post-test data will be reported.

3 Description and Effects of the Diffusion of SPARK on Physical Activity Levels in Elementary Physical Education

Speakers: Soojin Yoo, University of Wisconsin-Lacrosse; Monica Lounsbery, University of Nevada, Las Vegas

A large school district in the Southwest purchased SPARK for all 218 elementary schools. In the absence of policy to receive training or to use SPARK, this study examined the extent to which SPARK is implemented with fidelity and the effect of SPARK implementation on physical education lessons.

4 Problems in the Japanese Teacher Licensing System from the Perspective of 'Warranty of Quality' – Focusing on a Multiple Licensing System of Unified School Categories

Speaker: Hirofumi Mori, Kyoto Women's Junior College

In Japan, a multiple licensing system of unified school categories exists. Does a difference in teaching ability exist between these three licenses? If not, why does a multiple licensing system exist; if yes, there is a serious problem from the standpoint of education equality which should be provided to all students.

5 Learning-Related Social Skills (LRSS) Physical Education Program for Kindergarten Children

Speaker: Hsiu-Chen (Michelle) Liu, Averett University

Children are capable of learning and behaving responsibly if they are taught by adults. In order to teach young children proper social interaction skills and responsibility, a structured physical education program can provide face to face social interaction opportunities for them to practice skills and responsibility through participating in physical activities.

6 **Professional Development for Physical Education Teachers**

Speaker: Jack Kern and Paul Calleja, University of Arkansas

Professional development opportunities for physical education teachers are often limited. This presentation will examine the type of workshops (e.g. adventure education, technology in physical education) that have been offered around the country and provide ideas for implementing physical education/health professional development workshops for the benefit of public school teachers.

7 **PETE Faculty and Undergraduate Programs in the Central District**

Speakers: Kristen M. Hetland and Joe Deutsch, North Dakota State University

This poster describes a study conducted on physical education teacher education (PETE) faculty and programs in the Central District Association (AAHPERD). Specific questions to be answered include: WHO are the faculties that teach in undergraduate PETE programs? What are the similarities and differences among the undergraduate PETE programs?

8 **A Feminist Investigation of Perceived Confidence and Competence of Sixth Grade Girls as They Move from a Gender-Integrated to a Gender-Segregated Physical Education Class**

Speaker: Patrice Shearin, Anderson University

This study investigated sixth grade girls' perceptions of confidence and competence as they moved from a gender-integrated to a gender-segregated physical education class. This study utilized liberal and radical feminist theory as dual frameworks to study the influence of a gender-segregated physical education class on sixth grade girls' perceived confidence and competence.

Comment [LNC2]:

9 **The Effects of a Sound Field Amplification System on Managerial Time in Middle School Physical Education Settings**

Speaker: Stu Ryan, University of West Florida

The focus of this research effort was to examine the effect of a sound field amplification system on managerial time in the beginning of class in a physical education setting. The findings showed that managerial time clearly decreased when the teacher was using sound field amplification feedback to students.

10 **Preservice Teachers' Use of Productive and Reproductive Teaching Styles within Multi-Activity and Sport Education Units**

Speakers: Mitchum Parker, the University of Central Arkansas; Matthew Curtner-Smith, the University of Alabama
This study employed systematic observation (Instrument for Identifying Teaching Styles) to reveal whether Preservice Teachers were able to employ the Spectrum of Teaching Styles in congruence with the requirements of the Sport Education and Multi-Activity curricular models they employed and to compare teaching style use within the different curricular models.

11 **Gender Perceptions Among Preschool Students**

Speaker: Shannon Rankin, the Ohio State University
The purpose of this study was exploring the perceptions of gender among preschool children attending a Head Start Program in Columbus, OH. Gaining insight into the perceptions that preschool students obtain concerning gender roles is a crucial first step in understanding how these perceptions may limit opportunities for all students.

Remove posters after 11:30 p.m.

Saturday 10:30 a.m. – 11:20 a.m. Breakout Session 10

Integrating Technology Across and Within a Physical Education Curriculum

Palisades A

Speaker: Ken Felker, Edinboro University

This session will highlight the use of current and emerging technologies by PETE professionals to enhance student interaction, engagement, and comprehension. Examples, applications, and resources will enable attendees to easily integrate technology into their own curriculum.

Recent Findings on PETE Faculty Shortages and Higher Education Job Markets in PETE and Kinesiology

Palisades B

Speakers: G. Linda Rikard, George Mason University; B. Ann Boyce, University of Virginia

Data on the shortage of doctoral programs, the supply of doctoral level candidates and their respective institution's characteristics will be presented along with PETE position demands in higher education in the U.S.. Audience input will be solicited on Issues related to increasing the number and quality of PETE programs

Assessment of Student Motivation in Physical Education Using a Self Determined Perspective

Palisades C

Speakers: Dana Perlman, Kent State University; Collin Webster, University of South Carolina; Connie Collier, Kent State University

This presentation will attempt to translate the tenets of self-determination theory (SDT) into pedagogical practices. We will share observation instruments that are sensitive to the physical education context and attempt to codify various observable behaviors that align with SDT. Discussion will focus on potential pedagogical strategies that accommodate a self-determined perspective.

Assessing Physical Education Pre-service Teachers: Using Technology!

Palisades D

Speakers: Josey Templeton and Barbara Habegger, The Citadel

The presenters will share experiences using a variety of documentation techniques for assessing field experience and teaching internships of physical education teacher candidates. Demonstrations will include the use of laptops, PDAs, and LiveText.

The Livescribe Smartpen will also be demonstrated. Participants will have an opportunity to share their successful techniques.

Leading School-Based Physical Activity Promotion: The Role of the Physical Educator

Palisades E

Speaker: Aaron Beighle, University of Kentucky

Schools are being called on to take a leadership role in increasing the activity levels of youth. This session will discuss the role of the physical educator in comprehensive school physical activity promotion (CSPAP). The role of PETE in preparing physical educators to lead CSPAP will also be discussed.

Addressing Program Assessment Challenges: Student Learning and Teacher Candidate Dispositions

Palisades F

Speakers: Victoria S. Morley and Kimberly Kostelis, Central Connecticut State University; Irene M. Cucina, Lynn V. Johnson, and Louise S. McCormack, Plymouth State University

Assessments and implementation strategies for NCATE Assessment #5 include 1) detailed description of the assignment/assessment, 2) alignment with NCATE/NASPE standards, 3) assessment points by year and course, 4) methods of data storage and reporting and 5) how assessment results are used to improve respective programs.

Investigating the Philosophical Beliefs and Supervision Practices of University Student Teaching Supervisors in Physical Education

Palisades G

Speakers: Fran Cleland, Stan Cramer, John Helion, and Diane Bieberbach, West Chester University

A three-phase study will be presented. Phase I investigated philosophical beliefs via focus group interviews. Phase II involved analysis of one lesson plan and two teaching videotapes. Content analysis and inter-rater reliability results of Phases I and II will be reported along with highlights of Phase III work sessions.

Saturday 11:20 a.m. – 1:00 p.m. LUNCH
Hilton Ballroom Center/East

Saturday 11:20 a.m. – 1:00 p.m. Lunchtime Round Tables Topics
Hilton Ballroom Center/East

Presentations:

1 PETE Students' Perceptions of Professional Preparation

Speaker: Lance G. Bryant, Arkansas State University

It's no revelation to educators that many of today's students study less, pay attention less, are less disciplined, or put little effort into preparing themselves for their future careers. This discussion will examine the beliefs and attitudes of PETE students as they relate to their programs, courses, and instructor expectations.

2 I Am New PETE Faculty...Now What? Experiences, Expectations and Perceptions of the First Years as a PETE Professional

Speakers: Cuauhtemoc Carboni, Weber State University; Cathy Tingstrom, Pacific Lutheran University

The purpose of this discussion is to provide a question and answer session for graduate students. Newly hired faculty members are invited to share their own experiences. Topics to be discussed include: the interview process, contract negotiations, performance expectations, campus "politics", socialization, and preparation for the tenure and promotion process.

3 Checklist – Before, During, and After Teaching for Preservice Teachers

Speakers: Jane A. K. Carlson, University of Minnesota Duluth; Glenn R. Carlson, University of Wisconsin-Superior

PETE programs could benefit from using CHECKLISTS to inform preservice teachers of important steps needed to successfully plan, implement and reflect on their teachings. Information on creating, implementing, and the value of checklists will be provided to facilitate preservice teachers' self-regulation of best practices in teaching physical education.

4 The Controversial Issues in the Physical Education Teacher Certification Testing System

Speaker: Ooksang Cho, Purdue University

This study discusses the need of effective physical education teacher certification systems. The presentation will focus on dominant problems currently existing in physical education teacher education programs that make pragmatic connections with teacher certification tests. Consequently, justification for required physical education teacher certification testing will be presented.

5 How Physical Educators Can Benefit from Using Web 2.0

Speakers: Wonseok Choi and Rose Chepyator-Thomson, the University of Georgia

Web 2.0 technologies have become mainstays in many of our online educational programs. This session will present an introduction to the concept of Web 2.0, to the “social software” (such as blogs, wikis, podcasting, and social networking tools), and it will emphasize how physical education teachers can benefit by understanding and utilize it.

6 Innovative Ways to Blend Old Technology with New in Physical Education

Speakers: Gary E. Clark, Slippery Rock University; David G. Lorenzi, Indiana University of Pennsylvania

You want to go high tech but your budget holds you back? This presentation explores options to go “old school”, breaking out equipment that might be collecting dust and give it new life by using it with new technology. Example for microteaching will be given and ideas will be shared.

7 Walking the Walk - Action-Based Learning as an Instructional Strategy in Undergraduate Physical Education Teacher Education Programs

Speakers: Nancy H. Cummings, Florida Southern College; Dawn Ford, Sawgrass Bay Elementary

Discussion and activities at this roundtable will immerse the participants in current action-based learning research as well as engage them in action-based learning instructional strategies. The primary goal is to equip participants with strategies that successfully enhance learning outcomes in all PETE courses.

8 Reaching Out Through an On-Line PETE Masters Program

Speakers: Kathryn L. Davis, Bomna Ko, Dana S. Espinosa, and Boni B. Boswell, East Carolina University

East Carolina University offers the most comprehensive on-line curriculum in comparison to the other 16 University of North Carolina System institutions. This presentation will focus on innovative strategies to deliver content through web-based technologies, such as Centra and Second Life. The global initiative model for on-line education will be discussed.

9 Assessment of Assessment: Documenting What PETE Candidates Can Assess

Speaker: Connie Fox, Northern Illinois University

In the area of assessment, projects begin in the required “Measurement” class, and continue as part of the instructional models classes and into clinical practices, ending with a plan for student teaching which includes assessments in all domains, validity and reliability of assessments, and a grade following the use of assessments.

10 Preparing Students for Lawsuits ---The Reality of Today: A Student Centered Approach

Speakers: Eric J. Fuchs and John Ferguson, Eastern Kentucky University

Courses in physical education programs usually provide review and lecture on case law. A simulated deposition enhances the educational understanding and impact a lawsuit has on an individual. Grasha (2002) stated an active learning model can increase learning satisfaction while placing the responsibility for learning upon the student.

11 Technology in Physical Education: Real Application in PE for the Technologically Unsavvy

Speaker: Megan Adkins, University of Nebraska- Kearney

The craze of integrating technology into PE classes is upon us, how can it be easy and beneficial? Combining technology and PE will help motivate students and keep interest levels high. The purpose of this session is to provide teachers activities, using technology tools, while still having a core curriculum.

12 Preparing Pre-Service Teachers to Design Instructionally Aligned Programs

Speakers: Grace Goc Karp, University of Idaho; Deborah Tannehill and Ann McPhail, University of Limerick

Assessment for Learning (AfL) focuses on on-going assessment, is viewed as ‘educative’ (Wiggins, 1998) and is used to support, inform, shape and measure learning. The purpose of this research was to study our own practice of the teaching of goals, assessment and instruction and its impact on the learning of pre-service teachers.

13 The Student Teacher Triad: Collaboration of Cooperating Teachers and University Supervisors – Giving and Gaining Professional Development

Speakers: Ethel Gregory, Northern Illinois University; Ingrid Johnson, Grand Valley State University

Quality student teaching experiences profoundly impact and “professionally develop” student teachers (ST), cooperating teachers (CT’s) and university supervisor’s (US’s). Pedagogical practices aligned with NASPE/NCATE standards, effective collaboration, and communication yield development for all. Issues affecting ST-Triad members and ideas on how CT’s/US’s together can “give-and-gain” professional development will be discussed.

14 Developing a Master of Arts in Teaching (MAT) Program for Physical Education

Speaker: Lisa M. Griffin, Georgia College and State University

This session will share information on how to develop a Master of Arts in Teaching (MAT) Physical Education that provides an option for initial licensure for undergraduates who hold degrees but are not certified to teach PE. In addition, participants will learn about the rationale behind the development of the program.

15 Facilitating a Paradigm Shift to Appropriate Practices for Pre-service Teachers

Speakers: Tina Hall, University of South Carolina; Marcy Maurer, Austin Peay State University

Pre-service PETE students enter university programs with varying physical education experiences. Student perceptions of quality physical education may be in conflict with NASPE appropriate practices (Appropriate Instructional Practice Guidelines, 2009). The presenters will share strategies used in PETE courses that result in students rethinking and reconstructing their philosophical foundation.

16 Preparing Teachers to Implement Active Gaming in a Physical Education Classroom

Speaker: Lisa Hansen, University of South Florida

The use of technology is becoming more common in 21st century physical education classrooms. Active gaming allows children to play the video games they enjoy while being physically active. This session will provide PETE professionals with valuable information on how to implement active gaming in the physical education classroom.

17 Using Technology to Enhance Teaching Performance

Speakers: Susan Hagood and Myung-ah Lee, Indiana State University

Interactive discussion related to using technology for developing and enhancing teaching performance. First, implementation of a computerized systematic observation program with digital technology will be described. Second, a demonstration of utilizing editing and digitizing movie clips for improving teaching performance throughout the teacher education program will be discussed

18 An Analysis of Written Feedback Provided to Student Teachers

Speakers: Deb Bainer Jenkins and Brent Heidorn, University of West Georgia

This study describes the nature of written feedback provided to student teachers by university supervisors and cooperating teachers. Content analysis provided themes related to the level of dialogue, domains of instruction, and perceptions of effectiveness. Interview data showed the source and nature of feedback most helpful to student teachers.

19 Connecting PETE Experiences to the Real World: The Challenge Continues

Speakers: Jinhong Jung, Ethel Gregory, and Jenny Parker, Northern Illinois University; Cindy Schendel, Shenandoah University

The purpose of this session is to introduce how faculty in one PETE program at a large, Midwestern university have implemented three approaches (i.e., case-based, field-based, and curricular model-based) to make connections between PETE experiences and real world. The session will also discuss several possible ways to strengthen the connection.

20 PETE at Small Colleges – Meeting the Challenges

Speakers: Joy E. Kiger and Teri Walter, Otterbein College

If you are from or interested in teaching at small colleges (<5,000 students), this session is for you! This is a networking opportunity to come together, identify and discuss topics of concern and challenges unique to running PETE programs at smaller institutions (e.g. juggling program, unit, college and NASPE requirements; field placements; supervision).

21 Olympic Style Taekwondo into Physical Education Programs as a Lifetime Sport

Speakers: David Curby and Ha Young Kim, Northern Illinois University; and Chinman Ju, Sang-Ji University, Korea

Taekwondo (TKD) is a lifetime sport and an Olympic event for men and women. Learning TKD can provide the benefits of discipline, social interaction, respectful attitude, personal fitness, and safety. It can be a viable component of a sound physical education curriculum and the preparation of future physical educators.

22 Teacher Work Sample in a Health and Physical Education Program

Speakers: Kevin Lorson and Judy Jagger-Mescher, Wright State University

This presentation will discuss implementing TWSM within a dual licensure program (health and physical education); discuss rubric development; show TWSM examples; and provide perspectives from teacher candidates, university supervisors, cooperating teachers, and faculty on the successes and struggles of the TWSM process.

23 It's Not About Me Anymore! The Role of Teacher Work Sample in Promoting Effective and Reflective Teachers in a Physical Education Teacher Education Program

Speakers: Sue Sutherland, Jacqueline Goodway-Shiebler, and Weidong Li, the Ohio State University

Teacher Work Sample (TWS) is an effective strategy to fostering a more effective and reflective teacher. We will discuss the TWS process using examples of Teacher Candidate projects. Strategies for successful implementation of TWSM and the common frustrations along the way for members of the triad will be discussed.

24 Cultivating a Culture of Civic Responsibility through Service-Learning in PETE at Slippery Rock University: Making a Difference in Our Community through School-based and Community-based Projects

Speakers: Marybeth Miller, Slippery Rock University

This presentation reflects a streamline of PETE service-learning pedagogy. A framework will be illustrated in school and community-based projects. Learning objectives and assessment protocols will illustrate their alignment with NASPE/NCATE standards and the new K-12 Service-Learning Standards for Quality Practice. Action research initiatives hallmark SRU's scholarly service-learning voice.

25 The Career Cycles of National Board Certified Physical Education Teachers

Speakers: Amelia Mays Woods and Jesse Rhoades, University of Illinois

This study examines National Board Certified Physical Education Teachers' (1) perceptions of the certification process and the extent to which the process affected their teaching careers, and (2) the career stages at which NBCPETs place themselves.

Saturday 12:00 p.m. – 1:00 p.m. Set up for Poster Session 4 - Palisades Pre-function Area South (outside C,F,I)

**Saturday 1:00 p.m. – 3:00 p.m. Poster Session 4
Palisades Pre-function Area South (outside C,F,I)**

1 Using Written Responses to Assess Student Learning of the Active Lifestyle Standard

Speaker: Julienne K. Maeda, University of Hawai'i at Manoa

Assessment of student learning has been at the forefront of education across the country. Students living and valuing a physically active lifestyle is an important outcome that guides what we do in physical education. However, do students understand what being physically active actually means? This project sought to find out.

2 Implementation of a Core Stability Program in Physical Education Classes of Elementary School Children

Speakers: Heather R. Adams-Blair, Eastern Kentucky University; Gretchen D. Oliver, University of Arkansas

The purpose of the research project was to implement a core strengthening program for school-aged children in the states of Arkansas and Kentucky. The program was used as a pilot to motivate an alternative strengthening program in attempt to promote awareness of postural control and injury prevention.

3 Scaffolding Students Creating Integrated Games in One Integrated Unit

Speaker: Weiyun Chen, University of Michigan

This study explored how the teacher used task and instructional scaffolding to engage the students' prior knowledge and use of thinking and cooperation skills in creating their own integrated games. The task and instructional

scaffolding facilitated the students to take full responsibility for teaching the other students playing their own created-games

4 Junior High School Students' Attitudinal Responses Toward Physical Activity When Taught by Average and Overweight Appearing Physical Education Teachers

Speakers: Geri Conlin, Weber State University; James C. Hannon, University of Utah

Students ($n = 1618$) from eight schools participated in a study comparing both female and male teachers in varied overweight appearances. Implications for PETE programs may include the need for monitoring healthy weight and remediation, when needed, of undergraduate students to encourage graduates who model healthy weight.

5 Pittsburgh Obesity Prevention Initiative: Lessons Learned

Speakers: Nicole Smith and Thomas L. McKenzie, San Diego State University; Paul Rosengard and Julie Frank, the SPARK Programs, San Diego

The purpose of this presentation is to describe lessons learned from the Pittsburgh Obesity Prevention Initiative (POPI), a staff development intervention conducted by SPARK. The initiative involved 7 high schools from Pittsburgh Public School District in Pittsburgh, Pennsylvania. Lessons may be helpful to others interested in conducting staff development programs

6 A Snapshot of Doctoral PETE Programs in the United States

Speaker: Kristen Saxon, Wahpeton Public Schools, ND; Brad Strand, North Dakota State University

7 An Assessment Tool for Promoting Observation during Ball Game Units – For Professional Development

Speakers: Naoki Suzuki, Tokyo Gakugei University; Timothy D. Davis, State University of New York at Cortland

It became clear that teachers assess the contribution to a game according to context and situation as they became experts. Then, "Game Contribution Assessment Instrument" was developed based on "Game Performance Assessment Instrument". This tool led to improving teaching and assessing, and was utilized to promote the ability of reflection.

8 Top Characteristics that Physical Education Teachers Should Possess

Speakers: Dean O. Culpepper, Lubbock Christian University; Susan J. Tarr, St. Cloud State University; Lorraine Killion, Lamar University

NASPE stated a high-quality physical education program includes the opportunity to learn, meaningful content, and appropriate instruction. The purpose of this study was to examine whether NASPE attributes accurately reflected what current successful teachers thought were important behavioral and managerial characteristics of quality P.E. teachers.

9 Collaborative Lesson Planning in Physical Education: A Case Study

Speakers: David Cluphf and E. William Vogler, Southern Illinois University, Edwardsville

A case study was used to analyze the nature of a collaborative lesson planning experience by four elementary physical education teachers. Qualitative/ quantitative analysis of four planning, one teaching, and two debriefing sessions resulted in greater teaching effectiveness, more enthusiastic teaching experience, greater professionalism, and more reflective planning.

10 Perceptions of Pre-Service Teachers toward Creating a Caring Environment

Speaker: Doris L. Watson, University Nevada Las Vegas

Qualitative methodology was utilized to explore perceptions of pre-service teachers toward creation of a caring environment in an after-school physical activity program. The program was in an urban, low SES community and met for fifteen weeks, twice a week. Focus group interviews and observations were primary data for this study.

11 An Exploratory Study of Student Peer-Assessment and Self-Assessment in Physical Education

Speakers: Xiaozan Wang, East China Normal University; Lynn Housner, West Virginia University; Liu Ji, Feilu Mao, Yaohui He, and Gao Qiang, East China Normal University

The presentation will provide results related to peer and self assessment of motor performance by students in grades 3, 8 and 11. Students were capable of accurately assessing motor performance with strong agreement with the teacher. Issues related to student self- and peer assessment will be discussed.

12 A Descriptive Study of Florida Virtual School's High School Personal Fitness Course

Speaker: Brian Mosier, Florida State University

In July 2007, NASPE released a position paper indicating online high school physical education can be a viable option when designed and implemented appropriately. The purpose of this study was to investigate the FLVS personal fitness course as measured by the NASPE Initial Guidelines for Online Physical Education Checklist.

Remove posters at 3:00 p.m.

Saturday 1:15 p.m. – 2:05 p.m. Breakout Session 11

Wii, Xerdance, and Sportwall: Examining Video Games in Physical Education –

Palisades A

Speaker: Josh Trout, California State University-Chico

Students in physical education are exergaming (exercise + gaming) on stationary gamebikes, touch-sensitive sportwalls, dancing platforms, and even game consoles. This presentation will summarize exergaming products, present empirical evidence regarding their use, address how state and/or NASPE standards can be met, and discuss pedagogical strategies for use in physical education.

Implementing Blackboard's e Portfolio among Future Teacher Candidates: Constructing Meaning of the NCATE Standards

Palisades B

Speaker: Carolyn Masterson, Montclair State University

Montclair State University's Teacher Education Program has been developing a method in which Blackboard's ePortfolio and Content System not only helps future candidates construct meaning and reflection about their Program's work; it also substantiates future teacher candidates' skills, knowledge and disposition for the NCATE Initial Teacher Education Program Review.

PETE Meet Gym: Rethinking Physical Activity across the Curriculum

Palisades C

Speaker: Darla M. Castelli, the University of Texas at Austin

One third of the children entering Kindergarten are overweight and will likely have diabetes in their lifetime. PETE, are your majors prepared to prevent obesity? We will discuss the evolving role of K-12 physical education in relation to public health. If we don't take charge, someone else will.

"I Quit! The Boys Won't Throw to the Girls.": Addressing Students' Gendered Concerns in Physical Education

Palisades D

Speaker: Elizabeth A. Domangue, San Jose State University; Helene Afeman, Louisiana State University

It can be a daunting task for educators to negotiate and mediate students' claims of gender inequities in physical education. This session will provide opportunities for physical educators and teacher educators to participate in an interactive discussion that presents alternative pedagogies for addressing students' gendered concerns, without reinforcing gender stereotypes

A Discussion of the Content of PETE Doctoral Programs

Palisades E

Speakers: Sue Sutherland and Phillip Ward, the Ohio State University; Christina Sinclair and Melissa Parker, University of Northern Colorado-Greeley

We examined the content of doctoral programs in PETE. Doctoral education is highly variable across institutions in terms of admission requirements; coursework –there was little evidence of a common curriculum across institutions; and scholarly requirements and expectations. There was a notable absence of interdisciplinary coursework, policy research and public health.

Indicators of Pedagogical Content Knowledge in Physical Education

Palisades F

Shiri Ayvazo, University of Nevada Las Vegas

After more than 20 years of research the relations between Content Knowledge and Pedagogical Content Knowledge remain blurred. We report on the CK and PCK of two experienced elementary PE teachers in their self-described strongest and weakest content areas, and discuss implications for CK and PCK in teacher training programs.

The Challenge: Vertical Assessments that Link Institutional PETE Goals to State and NCATE Standards

Palisades G

Jan Galen Bishop and Victoria Morley, Central Connecticut State University

PETE programs are challenged to meet institutional standards, state requirements, and NCATE standards. This triple play– addressing standards at all levels is the ultimate goal. See how one university works with its state to provide continuity from PETE program entrance to second year teaching certification while meeting NCATE standards.

School Tennis -Fun, Safe, Easy, No Courts Required! – Commercial presentation

Hilton Ballroom West

Speakers: Karen Green, USTA National Coordinator Schools Tennis; Michelle Campanella, USTA South Carolina Community Tennis

Learn how to offer tennis in your PE curriculum without prior tennis experience and without tennis courts. Experience the USTA Physical Educators Guide for Teaching Tennis in School and the modified equipment that makes offering tennis easy and safe for large or small groups in a variety of settings.

Saturday 2:05 p.m. – 2:30 Afternoon Break, Posters

Saturday 2:30 p.m. – Exhibit Hall Closes

Saturday 2:30 p.m. – 3:20 p.m. Breakout 12

Preparing Pre-service and Novice Teachers in Physical Education

Palisades A

Speaker: Geffrey Colon, Eastern Michigan University

The relationship between the perceived competence of novice physical education teachers, pre-service education and personal characteristics was examined. Correlation coefficients addressed hypotheses to determine which of the six predictors were significant with regards to the overall perceived competence of physical education teachers toward their readiness to teach.

Assessment of Elementary Student Performance on NASPE Content Standards 1-6

Palisades B

Speakers: Steve Mitchell, Jennifer Fisette, and Dana Perlman, Kent State University; Lois Carnes, Ryan Conner, Lisa Grimm, and Matt Richardson, Solon City Schools, Ohio

This presentation describes the development and implementation of assessment procedures to measure elementary student learning and performance on the NASPE K-12 Content Standards. The presentation will provide information on the K-12/Higher Education collaboration, development of the standards based assessments, procedures for establishing reliability of the assessments, data collection and findings

Making Quality Job One – Admission and Retention of Quality PETE Majors

Palisades C

Speakers: Vonnie Colvin, Sarah M. Bingham, Matthew D. Lucas, and William C. Thomson, Longwood University

This presentation will describe how our PETE faculty has established a sequential process to (1) assist the future professional in meeting program admission requirements (with emphasis on meeting PRAXIS I standards) and (2) a process for continuous assessment while maintaining high program standards.

Round Table Mentoring

Palisades D

Speaker: Michael D. Vollero, New Haven Public Schools

Through bi-monthly conferences, beginning teacher receives coaching, tutoring, and modeling from mentors. Mentors share expertise regarding classroom management and the preparation for teacher certification. Supervisors, mentors, and beginning teachers receive valuable information and advice which are most helpful in significantly improving the potential for a successful teaching career.

From Newton to the Handheld Technologies of Today AKA: Helping PETE Educators of Today into Tomorrow

Palisades E

Speakers: Joseph G. Schmalfeldt and Pete LeRoy, New Mexico Highlands University

PETE educators have available to them handheld devices that facilitate their ability to carry out teaching obligations and, that enhance one's ability to do research. The authors will discuss and demonstrate several "state of the art technologies" from pocket-sized Digital SD camcorders and the MiPC II (Pocket Computer) to Tablet PC's.

Constructing a Second Content Examination for Physical Education Teacher Education Candidates

Palisades F

Speakers: Timothy Mirtz, University of South Dakota; Leon Greene, University of Kansas

NCATE accreditation calls for a second content examination for PETE candidates that cover the NASPE standards. The purpose of this presentation is to present several ways in which such an examination can be constructed. Strengths and challenges that were encountered during this process will also be presented.

PETE Programs Capitalizing on Video Gaming Technology

Palisades G

Tim Meyler and Sandy Wilson, Coastal Carolina University

This presentation will include the importance of fitness gaming in the physical education setting (preliminary data on use in our PETE methods courses); and specific strategies (contacts, equipment, cost) as to what you need to do in order for your PETE program to start your own video gaming motor lab.

Changing Teaching Behavior to Include Students with Disabilities in Inclusive Contexts: Application of Transtheoretical Model in PETE

Hilton Ballroom West

Speakers: Jooyeon Jin and Joonkoo Yun, Oregon State University

This presentation will introduce the central concepts of the Transtheoretical Model (TTM) along with practical examples in PETE context. Through this presentation, PETE professionals, especially PETE faculty, will learn how a theoretical approach (TTM) can be applied to change pre-service teachers' behavior toward including students with disabilities in physical education.

Saturday 3:30 p.m. – 4:20 p.m. Breakout 13

Assessing an Adapted Physical Education Program using Glaser's Teaching-Learning-Evaluating Framework

Palisades A

Speakers: Amy M. Sidwell, Adrienne King, and Chad Wall, West Virginia University

The purpose of this presentation is to describe an adapted physical education undergraduate training program. Glaser's Teaching-Learning-Evaluating framework was used to examine instructional goals of the program. Pre-service teachers' teaching episodes, self-efficacy questionnaires, and children participating in the program were observed systematically evaluate the program.

A Comparison of Video and Face-to-Face Observation of Student Teachers

Palisades B

Speakers: Deb Bainer Jenkins and Rachel Abbott Hilbish, University of West Georgia

This study examines the nature of written feedback provided to student teachers using traditional face-to-face observation and Video Analysis of Teaching (VAT). The cost, time involved, and satisfaction with the two supervision approaches is described and compared.

New Perspectives for Teaching Physical Education: Pre-service Teachers' Reflections on Outdoor and Adventure Education

Palisades C

Speaker: Gay L. Timken, Western Oregon University

The purpose of this study was to determine preservice physical education teachers' thought processes during one physical activity pedagogy course, teaching outdoor and adventure education. The results may help us think differently about socialization and belief change in PETE, as well as the construction of PETE curriculums

What's Happening in PETE? Conversations and Dialogues...

Palisades D

Speakers: Terry A. Senne, Texas Woman's University; Martie Bell, High Point University

The purpose of this session is twofold: 1) to get a "pulse" for what PETE faculty are currently doing in their programs and (2) to share with one another various aspects of our programs, pedagogy, applications, and/or initiatives that we find successful in development of our teacher candidates.

Professional Development: The Efficacy of the West Virginia Health and Physical Education Leadership Academy

Palisades E

Speakers: Kacey DiGiacinto and Lynn D. Housner, West Virginia University

The West Virginia Health and Physical Education Leadership Academy (HPELA) was created to provide teachers with a year-long series of PD activities on standards-based curriculum and instruction, advocacy, technology, and grant

writing. This presentation will highlight key aspects of the HPELA in order to help guide other professional development programs.

How Pre-service Teachers View Teaching: Implications for the Classroom

Palisades F

Speakers: Franco Zengaro, Armstrong Atlantic State University; Sally Zengaro, University of Alabama; Mohamed Ali and John MacBeth, Middle Tennessee State University

Preservice teachers come to teacher education programs with preconceived beliefs. The goal of this research was to have preservice teachers consider the education they received vs. the educators they want to be. Understanding preservice teachers' beliefs about teaching and learning enables us to evaluate the success of our educational mission.

Young Peoples' Ideas About and Expectations of Physical Education Teacher Education

Palisades G

Gary D. Kinchin, University of Southampton, UK

This research adds to the developing literature base on expectations of initial teacher education acknowledging the importance of young peoples' voices and calls to broaden efforts to seek the perspectives of other stakeholders. Data were collected from 40 participants aged 16-20 years who wished to train as secondary physical education teachers.

Innovative Field Experiences: Gaining a Home Field Advantage

Hilton Ballroom West

Speakers: Derek J. Mohr and J. Scott Townsend, Appalachian State University

The presenters will discuss how PETE programs can incorporate innovative physical education field placements through the utilization of university activity programs. This venue holds promise as a fertile field experience for all enterprising PETE programs. Several novel ideas about the utilization of such a field placement will be shared.

Saturday 6:30 p.m. Reception

Palisades Pre-function Area South

Saturday 7:00 p.m. Closing Dinner Celebration

Palisades Ballroom

Introductions: Rachel Gurvitch, Georgia State University

Address: **Celebrating PETE's Past and Looking at Some Challenges in PETE's Future** – Mike Metzler, Georgia State University; Lynn Housner, West Virginia University

Physical education teacher education faculty have a rich tradition of gathering to share ideas related to research, teaching, and service within the field. From the initial efforts to establish an "invisible college" in the 1980's to the "historic traditions" conference of the current decade, these periodic gatherings have provided an important vehicle for the open exchange of ideas and professional renewal. The purpose of this presentation is to take a retrospective look at PETE's accomplishments and to discuss some challenges looming in PETE's future.