



SHAPE
America®

PETE & HETE
Conference 2018

OCTOBER 17-20, 2018 • SALT LAKE CITY, UT

*Creating Healthy and Active Schools:
The Roles of PETE and HETE*



PROGRAM



shapeamerica.org/PETEandHETE #SHAPEHigherEd

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WELCOME FROM THE CEO



Dear Friends:

On behalf of the SHAPE America Board of Directors and staff, I am pleased to welcome you to the 2018 Physical Education Teacher Education and Health Education Teacher Education Conference (PETE & HETE) in beautiful Salt Lake City.

This will be my first time attending this event and I'm thrilled for the opportunity to meet many of you and to exchange ideas. Indeed, only by working together can we identify ways in which we can take bold steps forward to recruit and equip the next generation of health and physical educators.

The challenges facing the health and physical education profession are significant. Declines in enrollment and reductions in the number of qualified, licensed teachers are troubling and it demands our full attention.

The 2018 PETE & HETE Conference was developed with a strong focus on fostering innovative discussion and debate regarding how the higher education community can best help advance the health and physical education profession. I am thankful to the planning committee for putting together a thoughtful and provocative program with this goal in mind.

Whether it is taking a fresh look at how we can collectively work together to better recruit pre-service teachers, identifying new ideas for standards-based practice and assessment, or discussing research-based teaching methods that may enhance marginalized students' learning, I know you will leave feeling invigorated and excited about the future of our profession and the opportunities to make a real impact.

And of course, one of the most valuable aspects of any SHAPE America conference is the opportunity to network, meet new colleagues, mentor and be mentored, and participate in spirited round-table discussions that address timely and critical topics.

I know you will find this week's conference stimulating, thought-provoking and informative.

Thanks again for joining us.

Stephanie Morris, CEO, SHAPE America



GENERAL INFORMATION

Conference Planning Committee

Tim Brusseau	Joe Halowich	Keven Prusak
Rebecca Bryan	Louis Harrison	Jared Russell
Mary Connolly	Mike Messerole	Deborah Shapiro

- View, update and send notes on your conference sessions.
- Start conversations and share resources on mySHAPE America, SHAPE America's online community.
- Connect to Facebook, Twitter, Instagram and Pinterest.

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If you have already downloaded the app, please be sure to update to the latest version to access materials.

- Receive last minute updates and program changes.
- Create your own personal schedule for events and access location and speaker information.

Registration Hours

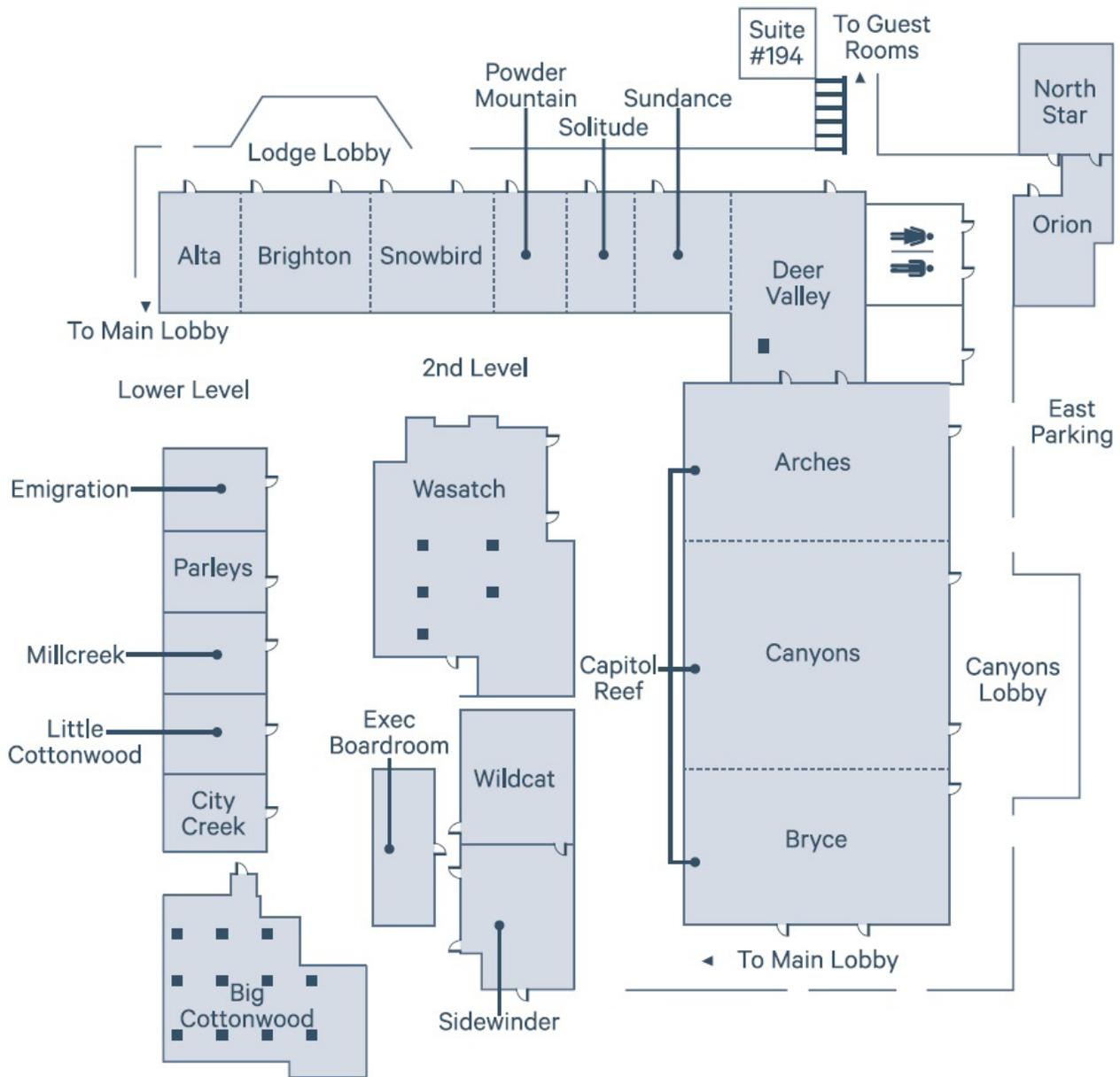
Wednesday, October 17	7:30 a.m. – 3:30 p.m.
Thursday, October 18	7:30 a.m. – 3:30 p.m.
Friday, October 19	7:30 a.m. – 1:00 p.m.
Saturday, October 20	7:30 a.m. – 11:00 a.m.

Session Types

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

- **General Sessions** – There is one general session each day, Thursday-Saturday, that features some of the top university PETE & HETE faculty and noted professionals from kinesiology and health education.
- **Workshops** – These are noted in this program book with a  symbol. They will be taking place on Wednesday.
- **Poster Sessions** – Discuss the latest research with your colleagues during these two, 45 minute sessions on Thursday and Friday afternoon.
- **Oral Sessions** – There are three, one-hour oral sessions which allow presenters to discuss their research and have a Q&A session with attendees.
- **Sessions offering CECH** – These sessions offer continuing education contact hours for CHES/MCHES and are noted in this program with a  icon (CECH).
- SHAPE America Contact Hour packets are also available for purchase on-site. Attendees must purchase, complete, and return the packet to receive contact hours. Every session hour equals one SHAPE America Contact Hour.
Contact Hours cost \$25 for members, \$35 for non-members.

MEETING FACILITIES



The logo features a stylized human figure in blue and orange, followed by the text "SHAPE Tampa America® 2019" in blue and orange. The background of the top section shows a city skyline at night with palm trees in the foreground.

SHAPE Tampa America® 2019

National Convention & Expo | April 9–13

Join Us in Tampa

Join thousands of your peers at the leading convention for health and physical education professionals — from preK–12 educators who teach our country’s youth about the benefits of living a healthy, physically active lifestyle, to university professors who conduct much-needed research and teach our industry’s future professionals.

WHAT WILL YOU BRING BACK TO YOUR CLASSROOM?

Focus on standards-based student outcomes in health education and physical education that improve academic performance.

- ▶ **Gain insight from experts on successful strategies to inspire** all students to develop a lifelong enjoyment of health and physical activity.
- ▶ Ensure healthy behaviors school-wide using the **Whole School, Whole Community, Whole Child (WSCC)** model and a **comprehensive school physical activity program (CSPAP)**.
- ▶ Identify **evidence-based strategies** that support student success.



The 2019 national convention will be held in partnership with SHAPE America Southern District and SHAPE Florida.



shapeamerica.org/convention

[#SHAPETampa](https://twitter.com/SHAPETampa)

PRECONFERENCE WORKSHOPS

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

WEDNESDAY, OCTOBER 17, 2018

8:00 AM – 12:00 PM

ROOM LOCATION: *Snowbird*

Initial PETE Standards Orientation and Program Report Preparation



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

This workshop will provide up-to-date information for the higher education Physical Education Teacher Education (PETE) field on the revised Initial standards. The workshop will cover “unpacking the standards” and program report preparation.

SPEAKER: Tab Uhrich; Towson University

8:00 AM – 12:00 PM

ROOM LOCATION: *Brighton*

Initial HETE Standards Orientation and Program Report Preparation



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

This workshop will provide up-to-date information for the higher education Health Education Teacher Education (HETE) field on the revised Initial standards. The workshop will cover “unpacking the standards” and program report preparation.

SPEAKER: Irene Cucina; Plymouth State University

1:00 PM – 5:00 PM

ROOM LOCATION: *Brighton*

HETE: Aligning Assignments, Assessments and Rubrics



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

For higher education, Health Education Teacher Education (HETE), programs seeking SHAPE America Program Review with National Recognition toward CAEP Accreditation, this workshop will focus on aligning assignments, assessments and rubrics with the revised standards and components. Participants should bring along their assessment tools. Sign up for short consultations with experienced reviewers to discuss assessments in your program or your potential program submission.

SPEAKER: Kelly Boyd; East Stroudsburg University

1:00 PM – 5:00 PM

ROOM LOCATION: *Snowbird*

PETE: Aligning Assignments, Assessments and Rubrics



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

For higher education, Physical Education Teacher Education (PETE), programs seeking SHAPE America Program Review with National Recognition toward CAEP Accreditation, this workshop will focus on aligning assignments, assessments and rubrics with the revised standards and components. Participants should bring along their assessment tools. Sign up for short consultations with experienced reviewers to discuss assessments in your program or your potential program submission.

SPEAKER: Caryl Martin; St. Cloud State University

CONFERENCE SCHEDULE

WEDNESDAY, OCTOBER 17, 2018

8:00 AM – 12:00 PM

ROOM LOCATION: *Sundance*

Skills-Based Health Education (SBHE) for HETE/PETE Faculty

CECH

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Today's pre-service students must be prepared to meet the needs of a diverse student body in a variety of settings. A skills-based approach uses principles of behavior change to support the development of healthy habits and is designed to be flexible and adaptable so that curriculum is relevant and meaningful. In this hands-on, interactive workshop, we will share evidence supporting the approach and strategies you can use to prepare your students to implement skills-based health education.

SPEAKERS: Sarah Benes¹ and Holly Alperin²; Merrimack College¹ and University of New Hampshire²

8:00 AM – 12:00 PM

ROOM LOCATION: *Powder Mountain - Solitude*

Expanding Your Approach With CDC School Health Tools and Resources

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

This session will provide an overview of CDC's School Health E-Learning Series and general tools and resources that are available to professionals to strengthen their school health policies, programs and curricula, and professional development (PD) events. Participants will be able to apply the knowledge learned from this presentation to incorporate and enhance their training and teachings in initiating health policies and curricula changes in schools or districts, communities, and states by interactively using hands-on technology.

SPEAKERS: Melissa A. Fahrenbruch and Sarah Lee; Centers for Disease Control and Prevention

1:30 PM – 2:30 PM

ROOM LOCATION: *Wasatch*

Standards-Based Grading and Assessment in Physical Education: A Leadership Perspective

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

The purpose of this presentation is to provide PETE faculty with an examination of the leadership and implementation of a standards-based grading and assessment system in a K-8 school district in New Jersey. Participants will learn the origins of this change, leadership theories, change framework, structural components, policy implications, and stakeholder feedback. Attendees will gain the knowledge, tools and leadership needed to effectively prepare pre-service teachers for implementing this change initiative in their prospective schools.

SPEAKER: Edward B. Olsen; Laura Donovan Elementary School

1:30 PM – 2:30 PM

ROOM LOCATION: *Sundance*

SEL and HPE! A Powerful Alignment

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

Social-emotional learning (SEL) is sweeping the country! How do we train candidates to be prepared to include SEL in health and physical education? Join this session to learn how to align the social-emotional competencies and sub-competencies into skills-based health and physical education. Challenge our candidates to take a leadership role in SEL by using the WSCC model to implement initiatives in their school and engage parents and the community.

SPEAKER: Mary C. Connolly; Cambridge College

1:30 PM – 2:30 PM

ROOM LOCATION: **Powder Mountain – Solitude**

Encouraging University Collaborations through State Associations

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

Do you know what your colleagues are doing across the state to prepare their students? Are you engaged in collaborative efforts with other programs? It is common for faculty to feel isolated at their Universities if they are in a small department or if they are the only PETE faculty employed. This session will tell the story of Colorado Universities that used the state association as an avenue to connect and support each other's programs.

SPEAKERS: Elizabeth B. Sharp¹, Susan M Barnd², Jennifer M. Krause³, Jaimie McMullen³; Colorado Mesa University¹, Metropolitan State University of Denver² and University of Northern Colorado³

2:45 PM – 3:45 PM

ROOM LOCATION: **Sundance**

Making the Case for Collaboration in Health Education

CECH

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

Inter-professional collaboration is a highly valued concept among health professions at colleges and universities. As such, sustainability and structure become limiting factors. The inclusion of trained school health educators is vital to ensure the educational aspects are aligned to best practice. The purpose of this session is to discuss collaborative approaches among health professions in higher education and to further make the case for a place at the table for trained school health educators.

SPEAKER: Elizabeth A. Whitney, The University of Kentucky

2:45 PM – 3:45 PM

ROOM LOCATION: **Wasatch**

Developing Effective School-Community-University Partnerships: Lessons Learned From McDowell CHOICES

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

The purpose of this presentation is to share lessons learned regarding a school-community-university partnership through McDowell CHOICES (Children's Health Opportunities Involving Coordinated Efforts in Schools). This three-year collaboration was supported by corporate foundation and federal sources and used whole-of-school approaches to physical activity promotion across an entire district in rural Appalachia.

Lessons learned include the strategies for effective relationship building, needs- and assets-based assessment, and navigating contextual constraints.

SPEAKERS: Sean M. Bulger¹, Eloise M. Elliott¹, Andrea Taliaferro¹ and Emily M. Jones²; West Virginia University¹ and Illinois State University²

2:45 PM – 3:45 PM

ROOM LOCATION: **Powder Mountain – Solitude**

Putting research into "action" through brain energizers in the classroom

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

There are many factors influencing the learning environment in public school settings. As such, the recognition of developing a multidimensional approach incorporating physical activity can be very effective. This session will share results of a study exploring the effects of brain energizers in a first-grade classroom in rural Appalachia. Results of the study indicated that brain energizers had a positive effect on off-task behaviors and academic achievement.

SPEAKERS: Rebecca R. Buchanan¹, Patricia Cury² and Mary Connolly³; Emory & Henry College¹, Meadowview Elementary School² and Cambridge College³

4:00 PM – 5:00 PM

ROOM LOCATION: **Sundance**

Literacy & Health/Physical Education. The Course Designed for Our Majors

CECH

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

A "cutting-edge" modification of the proverbial "reading" literacy course required by most states for teacher licensure. A course taught by experienced educators of physical education and literacy put in direct perspective of how the health/physical education teacher candidates can implement grade-level literacy components into their lessons. Teacher candidate response to this course is above expectations due to the acquired ease and reward of including literacy with activity.

SPEAKERS: Tony DeGregorio¹ and Claudia DeGregorio²; George Mason University¹ and Fairfax County Public Schools²

4:00 PM – 5:00 PM

ROOM LOCATION: **Wasatch**

Integrated Public Health-Aligned Physical Education: Proposed Curriculum for Teacher Candidates

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

A proposed PETE curriculum will be presented that focuses on preparing teacher candidates for integrated public health-aligned physical education (IPHPE). IPHPE blends multiple disciplines from physical education and public health with the aim of maximizing physical literacy development for all children and adolescents. The presentation will include the scope and sequence of coursework deemed necessary to prepare teacher candidates to use whole-of-school approaches to help all youth achieve physical activity guidelines and physical education standards.

SPEAKER: Collin A. Webster; University of South Carolina

4:00 PM – 5:00 PM

ROOM LOCATION: **Powder Mountain – Solitude**

PSA for PBA: Developing PETE/HETE Partnerships to Address Performance-Based Assessments



TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

This session will stress the importance of developing mutually beneficial partnerships given increased expectations for performance-based assessments, including PPAT and edTPA. Presenters will share strategies for PETE/HETE providers to ensure development of quality partners for clinical preparation and discuss shared guidance of HPE teacher candidates who are implementing instructional units aligned with performance-based assessment criteria and expectations. Additionally, a review of CAEP Standard 2 will emphasize the need for quality partnerships for providers seeking national accreditation.

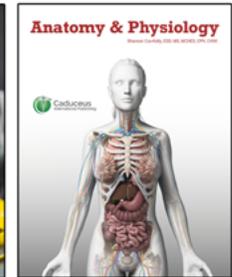
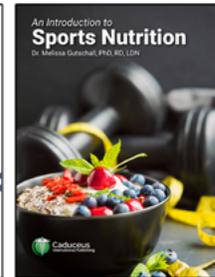
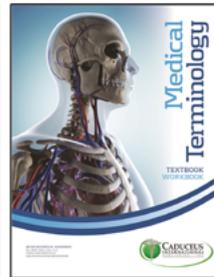
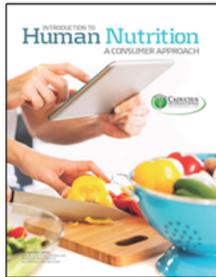
SPEAKERS: Stephanie L. Little¹ and Rachel L. H. Burns²; Meredith College¹ and University of South Carolina Beaufort²



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THURSDAY, OCTOBER 18, 2018

8:30 AM – 9:30 AM

ROOM LOCATION: *Deer Valley*

Need stuff? Get a grant!



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Health and PE teachers are often underfunded, and teaching candidates about grant writing can help prepare them for work in districts without sufficient resources. This session will describe how to find grants, typical grant requirements, characteristics of successful grants, and teaching tips for a grant writing unit. Since beginning a grant can be intimidating, time will be set aside for participants to begin drafting a mini grant opportunity for organizations that serve youth.

SPEAKER: Beth A. Canfield-Simbro; University of Mount Union

8:30 AM – 9:30 AM

ROOM LOCATION: *Sidewinder*

Methods of grading students who receive adapted physical education services

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

The session will present the importance of giving accurate grades to students with disabilities in physical education. Methods of grading students — which can be taught to future physical educators — will be introduced and discussed. The importance of the IEP process in the administering of grades in physical education will be discussed. In addition to lecture, attendees will engage in activities to emphasize and demonstrate the process of determining grades in this setting.

SPEAKER: Matthew D. Luca; Longwood University

8:30 AM – 9:30 AM

ROOM LOCATION: *Snowbird*

Advocating for an Internationalized PETE/HETE Program

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Providing opportunities and creating culturally relevant PETE/HETE programs is necessary for our increasingly diverse schools. Faculty must be able to step outside their own experiences and biases to engage in opportunities that are more global. This international engagement will ultimately influence pedagogy in PETE/HETE programs. Our session will explore the growth of international organizations in physical education, the importance of making contacts globally, and our personal experiences with a variety of these organizations.

SPEAKERS: Ingrid L Johnson¹, Eve R Bernstein², Tess Armstrong¹ and Ulana Lysniak³; Grand Valley State University¹, Queens College - C.U.N.Y.² and Bronx Community College³

8:30 AM – 9:30 AM

ROOM LOCATION: *Arches*

Passed TPA: Helping PETE programs find success.

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

With currently 768 educator preparation programs within 40 states and the District of Columbia participating in edTPA, chances are your state is either introducing, exploring, or implementing this performance-based, subject-specific assessment. Learn how one PETE program navigated the waters of edTPA and found success. We invite you to join in on a collaborative session where we'll share tips and strategies to better assist your students, faculty and program with edTPA requirements.

SPEAKER: Laura Bruno and Anne Farrell; The College of New Jersey

8:30 AM – 9:30 AM

ROOM LOCATION: *Sundance*

Meeting the Needs of "Kids Today" through Skills-Based Health Education



TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Pre-service teachers must be prepared to support the needs of "kids today" growing up in a rapidly changing world. This session explores current trends and issues facing today's youth and ways a skills-based approach can support healthy development across multiple domains. The focus will be on creating safe and supportive learning environments where students engage in meaningful dialogue about issues, are empowered to use their voices in and out of the classroom, and effect change for themselves and others.

SPEAKERS: Sarah Benes¹ and Holly Alperin²; Merrimack College¹ and University of New Hampshire²

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using the mobile app
by visiting the Google Play or
Apple App Store and searching
for 'SHAPE America.'**

8:30 AM – 9:30 AM

ROOM LOCATION: **Powder Mountain – Solitude**

Using Innovation to Enhance PETE: The Utility of iSOFIT

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

It is important for future teachers to be able to objectively assess meaningful outcomes and use results to improve their effectiveness over time. To this end, the System for Observing Fitness Instruction Time (SOFIT) is recognized as a valuable tool. An innovative iSOFIT iOS application is available for free. The purpose of this presentation is to demonstrate how the innovative iSOFIT iOS application can be used to enhance assessment in PETE.

SPEAKER: Nicole J. Smith; California State University, Fresno

8:30 AM – 9:30 AM

ROOM LOCATION: **Alta-Brighton**

Grade-Level Outcomes in Developmental Skill Courses - Show and Tell

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

Modeling effective teaching practices using the National Standards in PETE developmental skill classes can help pre-service teachers prepare for their careers. Participants in this session will be introduced to teaching team sports by using transferrable skills in 6 developmental steps including footwork, offensive and defensive tactics, offensive and defensive techniques, and game play. Each step will illustrate progressive tasks, extensions and refinements, management and organizational concepts, and alignment with the National Standards.

SPEAKERS: Anthony S Smith¹ and Robert J Doan²; Bethel University¹ and Charleston Southern University²

9:45 AM – 10:45 AM

ROOM LOCATION: **Snowbird**

Designing culturally relevant online health and PE courses

CECH

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Health and physical education teachers must use teaching methods that enhance marginalized students' learning and their ability to advocate for social change. This session will provide guidelines that make the process simpler and highly rewarding. This session addresses the unique challenges of online education at the college level. Online learning is increasing in PETE/HETE and more attention to Culturally Relevant

Teaching (CRT) is needed in that context. Students from traditionally marginalized groups deserve CRT online.

SPEAKER: Erika Bonadio; University of North Carolina at Greensboro

9:45 AM – 10:45 AM

ROOM LOCATION: **Powder Mountain – Solitude**

Promoting Social and Emotional Learning through Physical Education

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Social-emotional learning (SEL) competencies such as self-awareness, relationship skills, and responsible decision-making are increasingly recognized as an important aspect of K-12 education. Based on extensive research, many states have adopted SEL learning standards that apply across all grade levels and subjects. In this session, we describe the promotion of SEL in physical education in Illinois School District 129, a highly diverse urban district in a state that has adopted SEL standards.

SPEAKERS: Paul M. Wright¹, Todd Gingerich², Jim Ressler¹ and Zachary Wahl-Alexander¹; Northern Illinois University¹ and West Aurora School District 129²

9:45 AM – 10:45 AM

ROOM LOCATION: **Deer Valley**

Ohio's Health & Opioid Prevention Education (HOPE) Curriculum

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

The HOPE Curriculum is a K-12 health education curriculum designed to provide opioid prevention and medication safety to Ohio's students to meet the requirements of Ohio's HB 367. The HOPE Curriculum includes lesson plans and instructional guides for health education teachers and classroom teachers. This session will provide an overview of the curriculum and discuss the lessons learned, as well as the implications on health education curriculum, school-wide drug prevention efforts, and advocacy efforts to bring quality health education to schools.

SPEAKER: Kevin Lorson; Wright State University

9:45 AM – 10:45 AM

ROOM LOCATION: *Sidewinder*

Stress, Relatedness, and Motivation to be Active: Staff Wellness Initiatives in Schools

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

Staff wellness is a component within the Comprehensive School Physical Activity framework (CSPAP). This presentation will focus on staff wellness initiatives as these were implemented in public schools in the South East region of the US. Teachers' level of stress, relatedness to each other, and motivation towards physical activity were measured. Presenters will share these initiatives protocols, its application at the school setting, and their perspectives on the challenges associated with staff wellness initiatives implementation

SPEAKERS: Gi-cheol Kim, Marcel Lima, Casey Hollibaugh, Rachel Gurvitch and Jacalyn Lund; Georgia State University

9:45 AM – 10:45 AM

ROOM LOCATION: *Sundance*

How Programs address advocacy and promotion for initial PETE Standard 6c.

TRACK: ADVOCACY AND POLICY CHANGE

In the initial Physical Education Teacher Education (PETE) standards (2017) Standard 6: Professional Responsibility requires teacher candidates to demonstrate a knowledge of promotion/advocacy strategies for physical education and expanded physical activity. This Session will discuss how item 6.c “Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities” (SHAPE, 2017) is addressed in an undergraduate school-based fitness programming course and provides program data for CAEP as well as asking participants to discuss what they are doing in their programs. The session is designed to be a building session for ways we can create advocacy opportunities and strategies for delivery in undergraduate programs.

SPEAKERS: Rebecca Bryan and Erica Pratt; SUNY Cortland

9:45 AM – 10:45 AM

ROOM LOCATION: *Alta-Brighton*

Combined Programs: Pitfalls and Possibilities

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

The State Board of Education has approved new teacher preparation standards for Physical and Health Education and mandated combined teacher preparation programs. (Institution Name) will begin offering this program commencing Fall 2018. This presentation will describe the benefits, process and reconfiguration of the combined major as well as the challenges and practical limitations. The importance of inter-professional collegiality and collaboration as foundational during this process will be highlighted.

SPEAKERS: Sandra Vamos and Suzan F. Ayers; Western Michigan University

9:45 AM – 11:45 AM

ROOM LOCATION: *Arches*

Assessing PETE Training in Whole of School Approaches (WOS)

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

The presentation will explore how PETE programs are preparing and assessing pre-service teachers in relation to WOS. Institutions, highlighted in the JOPERD Special Editions, v88, (2017), will provide examples of WOS assignments, delivery and assessments used in their programs. Through a roundtable format, the audience will be able to share their activities and provide suggestions for improving WOS program assignments, delivery and assessment. A resultant compendium of assignments and assessments will be provided.

SPEAKERS: Cate A. Egan¹, Grace G. Karp¹, Collin Webster², Jennifer Krause³, Erin Centeio⁴, Hayley McKown⁵, Sarah Doolittle⁶, Shannon Mulhearn⁷, Ja Youn Kwon⁷, Carol Ciotto⁸, Timothy Brusseau⁹, Brent Heidorn¹⁰, Cathy Berei¹¹, Jaimie McMullen¹², Marybeth Fede¹¹, Pamela Hodges Kulinna⁷, Peter T. Stoepker³, Sean M. Bulger¹³, Brian Dauenhauer³, Emily M. Jones¹⁴, Steve Virgilio⁶, Hyeonho Yu⁷, Janelle Griffo⁷, Russell L. Carson³ and Brian Mosier¹⁰; University of Idaho¹, University of South Carolina², University of Northern Colorado³, University of Hawaii at Manoa⁴, Wayne State University⁵, Adelphi University⁶, Arizona State University⁷, Central Connecticut State University⁸, University of Utah⁹, University of West Georgia¹⁰, Southern Connecticut State University¹¹, University of Northern Colorado¹², West Virginia University¹³ and Illinois State University¹⁴

11:00 AM – 12:00 PM

ROOM LOCATION: *Deer Valley*

Preparing Pre- and In-service PE Teachers to Teach with Technology

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

This section will discuss how physical education teacher educators need to prepare pre- and in-service PE teachers to meaningfully and efficiently integrate technology in teaching for students' learning. The presenters will discuss three important issues: 1) challenges PE teachers encounter during technology integration attempts; 2) methods that PETE programs have used to train PE teachers to incorporate technology; and 3) evidence-based effective technology integration training methods implementing the Technological Pedagogical Content Knowledge (TPACK) framework.

SPEAKERS: Jun-Hyung Baek¹, James Wyant², Adam Keath³ and Emily Jones⁴; University of Maine Orono¹, West Virginia University², Anderson University³ and Illinois State University⁴

11:00 AM – 12:00 PM

ROOM LOCATION: *Sundance*

Leveraging community partnerships to foster CSPAP and PAL implementation

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

This session will focus on identifying the various community partners one could recruit and engage with as you consider implementing a CSPAP or PAL effort. More particularly, discussion and conversation will provide attendees a better understanding on how to build relationships, utilize the assets of the identified community partners, clarify reasons why supporting these school-based efforts are mutually beneficial, and how to best acknowledge the efforts of these external stakeholders in a community-building way.

SPEAKER: Mark G. Urtel; Indiana University Purdue University Indianapolis

11:00 AM – 12:00 PM

ROOM LOCATION: *Alta-Brighton*

School Wellness Education: Preparing Future K-12 HETE PETE Professionals

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

At Slippery Rock University, the teacher preparation curriculum was completely revised and renamed School Wellness Education (SWE). The SWE curriculum prepares new professionals to view the whole school as their area of influence

and is based on SHAPE America National Standards and the Whole School, Whole Community, Whole Child (WSCC) Model. Learn “why,” “what,” and “how” we’re preparing future teachers to create a culture of wellness in schools while earning K-12 teaching certification.

SPEAKERS: Hannah Brewer, Randall Nichols, Istvan Kovacs, Joanne Leight, Gary Clark, Wei Bian, Wenhao Liu, Ethan Hull and Dallas Jackson; Slippery Rock University

11:00 AM – 12:00 PM

ROOM LOCATION: *Snowbird*

Accessing Self-Identity in PETE/HETE

CECH

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Do your students explore their self-identities to gain an understanding of who they are and how multiple intersecting identity factors may influence their teaching? This session will provide you with the knowledge, understanding, and examples on cultivating your students' sense of social justice starting with exploring their own social identity. Students' knowledge, interests, cultures, and linguistic resources are invaluable to empower social responsibility and create social change (Cochrane-Smith, 2004).

SPEAKERS: Sue Sutherland¹, Jennifer Walton-Fisette², Shrehan Lynch³ and Daekyun Oh¹; Ohio State University¹, Kent State University² and University of Alabama³

11:00 AM – 12:00 PM

ROOM LOCATION: *Sidewinder*

Culturally Relevant Physical Education and Teacher Education

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

This session will examine research on Culturally Relevant Physical Education (CRPE). While there has been an increase in scholarship on CRPE, there is a need to summarize and evaluate its present state. The broader field of education has aggressively studied this issue and promote a culturally relevant pedagogy; however, physical education has lagged in this quest. This session seeks to appraise the present state of CRPE and make suggestions for future research and practice.

SPEAKERS: Sara Flory¹, Erin Centeio², Langston Clark³, Brian Culp⁴ and Laura Azzarito⁵; University of South Florida¹, University of Hawaii at Manoa², University of Texas at San Antonio³, Kennesaw State University⁴ and Columbia University⁵

11:00 AM – 12:00 PM

ROOM LOCATION: **Powder Mountain – Solitude**

PHETE Programs: Are we on the brink of extinction?

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Given the recent PHETE program closings, the areas of teacher recruitment and PHETE program stability require immediate attention and action. This panel discussion will: 1) provide an overview of data focused on factors affecting PHETE recruitment across the country; 2) present follow-up information from the SHAPE America session in Nashville; and 3) provide an opportunity for audience participation to further the conversation concerning the future of PHETE programs across the U.S.

SPEAKERS: Shonna L. Snyder¹, K. Andrew R. Richards², Bethany L. Hersman³, Philip Ward⁴, Jacalyn L. Lund⁵, Kimberley A. Razzano⁶ and Fran Cleland⁷; Gardner-Webb University¹, University of Illinois at Urbana-Champaign², Wright State University³, Ohio State University⁴, Georgia State University⁵, East Stroudsburg University⁶ and West Chester University⁷

1:00 PM – 2:00 PM

ROOM LOCATION: **Canyons/Bryce/Arches**

GENERAL SESSION

“You Are Here...”

SHAPE America voted to maintain school health education within our national association. When unification was approved in 2013, health education grew and flourished. This presentation will share updates on school health education within SHAPE America and where we should be going as HETE/PETE faculty in order to promote best practices in the field.

SPEAKER: Irene Cucina



Irene Cucina

2:15 PM – 3:00 PM

ROOM LOCATION: **Canyons Lobby**

K-12 FOCUS POSTER SESSION

Benefits of involvement in community: Service-learning experiences among undergraduate students

TRACK: **COLLEGIALITY AND COLLABORATION IN HETE/PETE**

Service learning, which enables students to get involved in community-based projects through utilizing classroom learning for positive changes in the community, has obtained substantial attention from both educators and researchers in all academic disciplines (Levesque-Bristol et al., 2011). Literature has shown various outcomes of service-learning experiences such as social responsibility, ageism, self-esteem, civic-mindedness, and personal efficacy (Penick et al., 2014). This study is unique because one of the service-learning experiences in which undergraduates were involved was pickleball competition. Pickleball is especially prevalent among older adults in the U.S., and over 80% of pickleball participants are age 50 and older. Planning and implementing pickleball events provided opportunities for undergraduates to interact closely with older adults. Intergenerational service learning can bridge younger and older generations and decrease misconceptions and stereotypes about older adults (Hanks & Icenogle, 2001). Therefore, this study investigates the effects of service-learning experiences on ageism, civic engagement, and mental health among undergraduates.

SPEAKERS: Jungsu Ryu¹ and Jinmoo Heo²; University of Georgia¹ and Yonsei University²

Perceptions of CSPAP sustainability following PEP grant implementation

TRACK: **COLLEGIALITY AND COLLABORATION IN HETE/PETE**

A CSPAP is designed to help children achieve 60 minutes of physical activity (PA) each day. The Carol M. White Physical Education Program (PEP) grants provide K-12 schools with opportunities to improve PA programming so students can be physically active. Previous research during a PEP grant indicated physical educators felt the CSPAP components of quality physical education (QPE), staff involvement, and out-of-school engagement were influenced by the PEP grant. This is a follow-up study to examine PE teachers' roles and experiences sustaining CSPAP following the three-year PEP grant implementation.

SPEAKERS: Catherine P. Berei¹, Cate Egan² and Grace Goc Karp²; Southern Connecticut State University¹ and University of Idaho²

Pre-Service and Novice Teacher Perceptions of Behavior Management Preparation

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Student engagement relies heavily on the environment of a classroom, as well as the management of behaviors before and during a lesson (Hirn & Scott, 2014). Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, thus influencing the level of motivation they have to learn and progress in their education (George Lucas Educational, 2011). In many cases, a lack of student engagement can be attributed to a discrepancy in behavior management competence on the teacher's behalf — often a result of limited teacher preparation (Lavay, Guthrie, & Henderson, 2014). The purpose of this study was to examine the perception of behavior management differences among pre-service and novice physical education (PE) teachers.

SPEAKERS: Shane Turpen¹, Mary L. Henninger², Skip Williams² and Margo M. Coleman²; Smith Elementary School¹ and Illinois State University²

Comparison of Content Knowledge Between Experienced and Inexperienced PE Teachers

TRACK: **COLLEGIALITY AND COLLABORATION IN HETE/ PETE**

Importance of content knowledge (CK) has been emphasized in various subject areas because CK is considered the most influential knowledge bases that impacts teachers' PCK. Ball, Thames, and Phelps (2008) classified CK into common content knowledge (CCK) and specialized content knowledge (SCK). Ward (2009) conceptualized CCK as knowledge of rules, skills and tactics; SCK as knowledge of error detection and instructional tasks. Ward et al. (2017) proposed the content map as a measuring tool to assess teachers' SCK and contended that the tool can provide more detailed understanding of instructional tasks and a sequence of the tasks used by teachers. The purpose of this study was to examine and compare experienced and inexperienced PE teachers' content knowledge of the soccer unit.

SPEAKERS: Sas-Byul Moon, Han-Joo Lee, Jun-Hee Ji, Su-Ryun Ryu and Ju-Hyun Kwak; Yonsei University

Is Your Teaching on Target?

TRACK: **COLLEGIALITY AND COLLABORATION IN HETE/PETE**

The purpose of this research study was to evaluate the teaching practices of physical education student teachers to determine if their students are effectively reaching target heart rate goals during physical education classes. Research proposes required amounts of MVPA to include a minimum of 30 minutes most days of the week. The research will also be an effective measurement of the PETE program, determining if the program adequately prepares student teachers to engage their students in MVPA during their student teaching semester.

SPEAKERS: Tiffany A Dirks and Ross Friesen; Washburn University

Implications of Implementing After-School PE Programs

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

The purpose of this poster presentation is to highlight the implications of implementing an After-School physical activity program. Specifically, an experience will be shared from a first-year program developed in a southeastern metro region for middle school aged children. Anecdotal data was collected from the supervisor of the program. Experiences related to constraints of environment, equipment, scheduling, program content, and overall implementation were recorded. Results discuss the importance of communication and budget tactics.

SPEAKER: Casey I Hollibaugh; Georgia State University

Physical Education Student's Perceptions of an International Cultural-Immersion Teaching Experience

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Recent demographic data in the United States illustrates increasing ethnocultural diversity in students entering K-12 settings. However, teachers entering the field do not integrate methods of inclusivity reflective of this growing diversity. Consequently, teachers are ill-prepared to differentiate their teaching to the needs of an ethnically and culturally diverse classroom. To combat this, teacher education candidates have been encouraged to engage in meaningful intercultural experiences through the addition of coursework and experiences. The purpose of this study is to examine preservice physical education teachers' (PPET) perspectives after an intercultural immersion experience in order to represent changes in ethnocultural teaching competencies. Furthermore, this study will explore the retrospective impact of the international cultural immersion experience on teacher cognition and beliefs about inclusive classroom environments.

SPEAKERS: Karie Lee Orendorff¹, Allison D. Anders¹, Matthew Patey¹, Jenna Fisher¹, Ryan Sacko¹ and Cate Egan²; University of South Carolina¹ and University of Idaho²

Experiences of School Personnel Implementing a University-partnered PA Program

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

Considering the importance for youth to accumulate the recommended amount of daily physical activity (PA), a university in the Southwest region of the United States partnered with schools to implement a comprehensive school physical activity program (CSPAP). The goal of the CSPAP was to supplement the weekly physical education classes with classroom and structured recess activities, as well as before- and after-school activities. Stand-alone PA coordinators were hired to implement the CSPAP in the schools. The purpose of this study was to examine the experiences of school personnel who were involved in the implementation of CSPAP in their schools.

SPEAKERS: Tan Leng Goh¹, Timothy Brusseau² and James Hannon³; Central Connecticut State University¹, University of Utah² and Kent State University³

Re-imagining professional development for Irish physical education teachers.

TRACK: COLLEGIABILITY AND COLLABORATION IN HETE/PETE

Professional development (PD) aims to provide teachers with opportunities to enhance their knowledge and develop new instructional practices, as well as encouraging them to view themselves as learners (Patton & Parker, 2015). Historically PD for Irish teachers has consisted of sporadic, one shot in-service days where content is delivered on behalf of government agencies. This delivery method routinely forefronts teachers as passive learners and recipients of knowledge from experts (Patton & Parker, 2015). Current PD efforts are more active, but still remain unsustainable. These PD delivery methods rarely satisfy the needs of teachers (Tannehill & MacPhail, 2016) resulting in cognitive disengagement, high dissatisfaction, and animosity. Professional development should be teacher-centered, providing continual, meaningful and regular support (O'Sullivan & Deglau, 2006).

This study's purpose was to examine the impact of participatory PD on teachers and students. Specifically, we sought to understand impacts on: 1) teacher knowledge, empowerment and practice; and 2) student learning.

SPEAKERS: Cathal Óg O'Sullivan, Melissa Parker and Tom Comyns; University of Limerick

The Relationship between PA and AA in Chinese Middle Schools

TRACK: COLLEGIABILITY AND COLLABORATION IN HETE/PETE

Research indicated that physical activity influenced students' academic achievement positively as well as healthy status (Esteban-Cornejo, et al., 2015; Pesce, et al., 2016). With a lack of support from parents and school teachers, Chinese students were discouraged from being active, which led to an increase in obese rates in the K-12 population (Zhu, et al, 2014). Li and Ji (2016) reinforced that Chinese parents have been in favor of academic achievement over the years. Therefore, the purpose of this study was to investigate the relationships between physical activity and academic achievement within Chinese middle school populations.

SPEAKERS: Lingshu Li¹, Tanjian Liang², Timothy A. Brusseau³ and Jun Wang¹; Shanghai International Studies University¹, Central Washington University² and University of Utah³

Inappropriate Practices Persist in Physical Education

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Physical education is critical to the physical, psychological and social development of children. The methods employed by physical education professionals can greatly impact students in positive and, unfortunately, negative ways. This investigation focused on appropriate practices used by teachers in physical education. Physical education has the potential to positively influence declining rates of physical activity and the rising trend in obesity (Chen, Kim, & Gao, 2014). This is critical now more than ever before in history as "physical inactivity is the fourth leading cause of death worldwide" (Kohl et. al, p. 294). Paradoxically, physical education programs are being eliminated at K-12 and collegiate levels. Recently, The Ohio State University announced it will be phasing out its physical education undergraduate program by the year 2022. It is incumbent upon physical education teachers to be use appropriate practices and advocate for their profession. SHAPE America offers many resources to support teachers in this effort such as The Essential Components of Physical Education guidance document, which includes an appropriate practices emphasis (2015). In spite of resources available and research supporting appropriate practices, a majority of teachers have been found to continue the use of inappropriate practices (Strand & Bender, 2011). The specific purpose of the investigation was to identify appropriate and inappropriate practices observed in a multiple case study of four physical education teachers.

SPEAKERS: Julia A. Valley¹ and Jamie A. O'Connor²; Northeastern Illinois University¹ and University of Wisconsin Eau Claire²

Effects of Occupational Socialization on Secondary Teachers' Beliefs Regarding Curriculum

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

To our knowledge, there are no studies directly aimed at examining the relationships between physical education teacher socialization, teacher beliefs, and school curriculum development. Therefore, the purpose of this study was to examine the effects of occupational socialization on the development of secondary physical education teachers' beliefs and actions regarding curriculum design. The specific questions that we attempted to answer during the study were: (a) What were teachers' beliefs about the physical education curriculum?; (b) What actions did teachers take when designing and modifying their curricula?; and (c) How did teachers' socialization influence their beliefs and actions concerning the physical education curriculum?

SPEAKERS: Laura F Prior¹ and Matthew D. Curtner-Smith²; University of Mississippi¹ and University of Alabama²

3:15 PM – 4:15 PM

ROOM LOCATION: **Powder Mountain – Solitude**

Mentoring in PETE: Perspectives from Junior and Senior Faculty Members

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

The aim of this presentation is to engage PETE faculty members and graduate students in discussions about: (a) planned and incidental mentoring practices; (b) the time, interests, needs, and responsibilities involved in effective mentoring; (c) potential struggles for mentors and protégés; and (d) recommendations for mentoring in PETE. Panel participants have mentoring relationships at the postgraduate and the institutional levels. They represent both high research activity and comprehensive universities.

SPEAKERS: Matthew D. Curtner-Smith¹, Brian A. Mosier², Thomas N. Templin³, Amelia M. Woods⁴, Michael Hemphill⁵, Anne M. Merrem², K. Andrew R. Richards⁶ and Jesse Rhoades⁷; The University of Alabama¹, University of West Georgia², University of Michigan³, University of Illinois⁴, University of North Carolina at Greensboro⁵, The University of Illinois at Urbana-Champaign⁶ and University of North Dakota⁷

3:15 PM – 4:15 PM

ROOM LOCATION: **Snowbird**

Using PLC Principles in PETE Programs to Ensure edTPA Success

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

Professional Learning Communities (PLCs) in the K-12 setting involve common and formative assessments for learning. Drawing from collaborative principles of PLCs, participants will learn how to effectively infuse projects into elementary and secondary methods courses to prepare PETE students for the edTPA. Attendees will learn an effective and easily implemented system of “bite-sized” tasks called “self-analysis projects” that have helped propel UW-L students' edTPA passing scores beyond state and national levels. Join us!

SPEAKERS: Deb Sazama and Zack Beddoes; University of Wisconsin La Crosse

3:15 PM – 4:15 PM

ROOM LOCATION: **Sidewinder**

Partnering with a Community Program to Enhance Student Learning

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

This presentation will talk about how a university kinesiology class on disability and diversity partnered with a community-based soccer program. This program allowed university students the opportunity to gain real-life work experience with children ages 3-6. Presenters will discuss with participants how the program started and their experiences setting up and running a successful partnership between a university course and community program to create a mutually beneficial learning environment.

SPEAKERS: Allison Tsuchdia and James Barry; University of Hawaii at Manoa

Save the Date!

SPEAK Out! Day – March 5th & 6th 2019

Join us for SHAPE America's annual lobby event in Washington, DC to “speak out” in support of school health and physical education.

shapeamerica.org/speakout

3:15 PM – 4:15 PM

ROOM LOCATION: *Sundance*

Using Critical Experiences to Prepare Culturally Responsive and Inclusive Professionals

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

To fulfill the aspirations of 50 Million Strong and develop physically literate students, physical education teacher candidates must not only be sound in pedagogical practice but also be an inclusive and culturally responsive professional. This session will focus on the use of “critical” experiences, within PETE curricula, designed to trigger cognitive dissonance, disruption, and/or disequilibrium in order to help teacher candidates expand and/or challenge their worldviews as they develop personally and professionally.

SPEAKERS: Stephanie K Canada-Phillips and Lauren L Loucks; University of Central Oklahoma

3:15 PM – 4:15 PM

ROOM LOCATION: *Deer Valley*

Introducing the 2018 Health Education Teacher Education (HETE) Standards

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**



Ready for an introduction? The 2018 HETE standards are ready to be introduced to the professional community. Join the authors of the HETE book as they unveil the new standards and components and share the story of how they were informed by feedback from the field and CAEP Guidelines. Learn how the new standards differ from the 2008 standards, see assessment samples, and receive guidance on how to develop assessments for your program.

SPEAKERS: Kelly Boyd¹ and Irene Cucina²; East Stroudsburg University¹ and Plymouth State University²

3:15 PM – 4:15 PM

ROOM LOCATION: *Alta-Brighton*

RESEARCH ORAL SESSION

Undergraduate Issues in Physical Education Teacher Education

This session will highlight issues facing undergraduate programs including teacher placement, program credits, recruitment and student knowledge.

PETE Student Placement Procedures: In-Depth with Six Programs

TRACK: **ADVOCACY AND POLICY CHANGE**

Student teaching is widely regarded as the most formative experience of a teacher preparation program. Because the experience is so influential, it is imperative that the occupational socialization that occurs during student teaching is achieved through quality physical education programs with quality cooperating teachers at sites with supportive ecologies. Unfortunately, general education research finds that most student teaching placements are made out of convenience rather than quality of the placement, with little to no research on the placement process for physical education teacher education. The purpose of this study was to explore how PETE faculty experience the student teacher placement process of PETE teacher candidates within different governance structures and placement systems.

SPEAKER: LeAnn E. Kesseling; East Tennessee State University

General Education and Total Credit Hour Comparisons Across PETE Institutions

TRACK: **COLLEGIALITY AND COLLABORATION IN HETE/ PETE**

Undergraduate physical education teacher education (PETE) program curricula varies from institution to institution throughout the United States. University general education requirements help to prepare an undergraduate student for life beyond graduation. Some general education courses may include English, math, religion, liberal arts, humanities, and physical sciences. Typically, these general education courses are taken prior to entering one's major or are woven in throughout the undergraduate curricula. Total credit hours, on the other hand, are the number of credit hours required to graduate. It is important to note that general education credits and total credit hours differ from institution to institution according to the 2015 Basic Carnegie Classifications (carnegieclassifications.iu.edu). For example, some programs require more general education credit hours than others. In turn, this requirement may affect the total number of credit hours required for graduation and thus, may take away from actual courses dedicated to the PETE major. PETE institutions were classified utilizing the Basic Carnegie Classifications as follows: 1) doctoral universities; 2) master's colleges and universities; and

3) baccalaureate colleges. The purpose of this study was to determine the general education requirements and total credit hour requirements offered within PETE programs across the Basic Carnegie Classifications.

SPEAKERS: Ashley Nicole Phelps¹ and Chad Killian²; The University of Texas at Austin¹ and University of Illinois Urbana-Champaign²

Using Journey Mapping to Design Targeted Recruitment Efforts in PETE

TRACK: COLLEGIALLY AND COLLABORATION IN HETE/PETE

Faced with the threat of declining enrollment and closing of prominent physical education teacher education (PETE) programs, PETE faculty must re-examine the effectiveness of recruitment strategies used to acquire and retain high-quality PETE teacher candidates. Student journey maps and student personas have been used to better understand the decision-making process and internal/external factors influencing the college choice process. The purpose of this project was to explore PETE majors' experiences with and perceptions of their engagement with university, college, school, and program-specific recruitment efforts during the process of deciding to enroll in a four-year public university. We aimed to generate student journey maps and student personas that would be used to inform future strategic marketing and recruitment strategies employed at the school and program levels.

SPEAKERS: Emily M Jones, Skip Williams, Mary Henninger and Karen Gaudreault; Illinois State University

Pre-Service Classroom Teachers' Knowledge of Physical Activity and Health-Related Fitness

TRACK: COLLEGIALLY AND COLLABORATION IN HETE/PETE

An effective physical education teacher should have sufficient content knowledge in physical activity (PA) and health-related fitness (HRF) to promote lifelong physical activity of students. Nonetheless, inadequate PA and HRF content knowledge of pre-service (Santiago, Morales, Disch, & Morrow, 2016) and in-service physical education teachers (Santiago, Disch, & Morales, 2012) has been reported. In elementary schools, classroom teachers often have to teach physical education. However, there is limited research on PA and HRF content knowledge of classroom teachers. Thus, the purpose of this study was to assess the level of PA and HRF content knowledge of pre-service classroom teachers.

SPEAKERS: Seung Ho Chang, José A. Santiago and Jihyun Lee; San Jose State University

3:15 PM – 5:15 PM

ROOM LOCATION: *Arches*

Strategies to infuse inclusion practices into PETE courses

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Based on current practices, the majority of students graduating from PETE programs typically take one 3credit course in adapted physical education. This presentation will explore opportunities to infuse inclusive practices in a variety of courses required within the PETE curriculum to enable students to become more confident and competent in working with all K-12 students.

SPEAKERS: Michael J. Messerole¹ and Susan J. Tarr²; University of Nebraska Omaha¹ and Minnesota State University, Mankato²

4:30 PM – 5:30 PM

ROOM LOCATION: *Alta-Brighton*

Developing Preservice Teachers' Intercultural Competence Using Collaborative Online International Learning

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

To reach more students, institutions of higher learning are adopting a more global perspective. Parallel to this initiative are efforts by teacher education to critically evaluate current practices with attention on how programs can produce teachers who are equipped to meet the needs of a diverse student population. The workshop focus is to outline one university's globalization initiative and discuss how a PETE program has leveraged this movement to promote intercultural development in pre-service teachers.

SPEAKERS: James D Wyant, Emi Tsuda, Sean M Bulger and Dana K Voelker; West Virginia University

4:30 PM – 5:30 PM

ROOM LOCATION: *Powder Mountain-Solitude*

An Exciting New Resource for Training Skills-Based Health Educators! Skills-Based Health Education, second edition

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Join the author, Mary Connolly, to learn how to use the second edition of Skills-Based Health Education with your pre-service students. Mary will demonstrate how the text is aligned with the new HETE standards and take you on a journey through the text, highlighting the Social Emotional components, grade span worksheets, and online resources.

SPEAKER: Mary Connolly, Cambridge College

4:30 PM – 5:30 PM

ROOM LOCATION: *Deer Valley*

Preparing Inclusive General Physical Educators: A Community Service Learning Practicum

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

The development and implementation of a service-learning practicum embedded within an adapted physical education course for PETE students will be presented. The purpose of the practicum is to provide developmentally appropriate physical activity experiences for children with autism spectrum disorder with an emphasis on the establishment of an emotionally safe and welcoming environment. PETE and Special Education Teacher Education (SETE) candidates work collaboratively to design, deliver, and assess PA across 12 weeks of programming.

SPEAKERS: Mary L. Henninger and Karen Gaudreault; Illinois State University

4:30 PM – 5:30 PM

ROOM LOCATION: *Sundance*

Supporting the Next Generation of Health Education Teachers

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**



This is a skills-building, interactive workshop designed for health education professors to identify strategies to advance health education. Participants will explore the National Teacher Preparation Standards for Sexuality Education and identify strategies to create/expand strategic partnerships to progress health education and to enhance their curricula. Additionally, strategies will be shared that can support a safe learning environment that meets the needs of all young people

SPEAKER: Brittany McBride; Advocates for Youth

4:30 PM – 5:30 PM

ROOM LOCATION: *Snowbird*

Integrating TGFU and TDFU across the PETE Curriculum

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

Teaching Games for Understanding (TGFU) is a globally utilized approach to teaching skills and tactics that increase physical literacy. Teaching Dance for Understanding (TDFU), was recently developed in Canada, and has similar goals to increase physical literacy. At our institution, course revisions have been made to better link TGFU and TDFU strategies across our classes. Emphasis has been on similarities of both models' frameworks, and strategies to promote confident and competent movers for a lifetime.

SPEAKERS: Tess Armstrong and Ingrid Johnson; Grand Valley State University

4:30 PM – 5:30 PM

ROOM LOCATION: *Sidewinder*

Merging FSA and EdTPA: Fine-tuning the Teacher Candidate

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Increased accountability on teacher education programs, in regards to the edTPA process, presents challenges and opportunities for teacher educators to produce a viable product. Field Systems Analysis (FSA), creates behavioral systems, specific to the teacher their corresponding students. These systems are then analyzed for subtleties and nuances in the data, which may be hidden in pure linear analysis. This session provides insight into these behavioral profiles and why it is relevant to teacher candidate preparation.

SPEAKER: William J. Davis; Athens State University

FRIDAY, OCTOBER 19, 2018

8:30 AM – 9:30 AM

ROOM LOCATION: *Snowbird*

Curriculum Development as a Skill in Professional Preparation Programs



TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

Professional preparation is a pivotal time to develop and reinforce the skills of future health educators. Developing a health education curriculum as one aspect of this training can help future teachers assess, plan and prioritize health education instruction, and this session will provide an example of a university community partnership of which the goal was to develop a health education curriculum. The session will include strategies and suggestions for incorporating this activity into any HETE program.

SPEAKER: Elizabeth A. Whitney, The University of Kentucky

8:30 AM – 9:30 AM

ROOM LOCATION: **Deer Valley**

Supervision: Learning Community Collaboration for Supporting In-service PE/APE Teachers

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

This presentation will share the procedures for development and implementation of an externally funded collaboration between one university and a local school district in which PETE/APE Ph.D. students supervised, supported, and provided feedback to veteran and novice elementary physical education teachers teaching general, inclusive and/or adapted PE. The presentation will conclude with a discussion of the impact on teacher improvement and doctoral student training, as well as strategies for improvement.

SPEAKERS: Marcel Lima, Rachel Gurvitch and Deborah Shapiro; Georgia State University

8:30 AM – 9:30 AM

ROOM LOCATION: **Powder Mountain – Solitude**

Collaborate to Infuse Diversity and Social Justice into Your Courses

CECH

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

We live in challenging times. The divisions among people related to race, gender, gender identity, and class are becoming more apparent. As physical education and health teacher educators we need to commit to standing for social justice and most importantly in our classes. Our students must develop the knowledge, skills and attitudes necessary to effectively teach all students and to respond to the challenging situations they will find themselves in when teaching in American schools.

SPEAKER: Anna Marie Frank; DePaul University

8:30 AM – 9:30 AM

ROOM LOCATION: **Arches**

Integrating a Skills-Based Approach across the Whole School

CECH

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

There is a lot of buzz about skills-based health education, yet little focus on how this approach integrates and coordinates with other school-wide efforts. HETE/PETE programs must ensure that pre-service teachers are prepared to work beyond their classrooms to create a culture of health and learning in their school. In this presentation, participants will consider how a skills-based approach works with, and among, other components of the Whole School, Whole Community, Whole Child model.

SPEAKER: Holly L. Alperin; University of New Hampshire

8:30 AM – 9:30 AM

ROOM LOCATION: **Sundance**

EdTPA: Challenges and Strategies

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Following a national trend to emphasize performance-based assessment of teacher quality, adequately preparing teacher candidates for edTPA has been a challenge in PETE at one university in North Carolina. This session will share the program's first-year experience implementing edTPA. Particularly, the session will highlight challenges the program faculty have encountered and strategies they have employed to effectively implement edTPA. The audience will have opportunities to offer their insights and feedback on implementing edTPA.

SPEAKERS: Jinhong Jung, Amy Linder, Asherah Allen and Andrea Woodson-Smith; North Carolina Central University

8:30 AM – 9:30 AM

ROOM LOCATION: **Sidewinder**

Introducing the 2018 Physical Education Teacher Education (PETE) Standards

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Ready for an introduction? The 2018 PETE standards are ready to be introduced to the professional community. Join the authors of the PETE book as they unveil the new standards and components and share the story of how they were informed by feedback from the field and CAEP Guidelines. Learn how the new standards differ from the previous standards, see assessment samples, and receive guidance on how to develop assessments for your program.

SPEAKERS: Tab Uhrich¹ and Bruce Pietz²; Towson University¹ and University of Mount Union²

9:45 AM – 10:45 AM

ROOM LOCATION: **Deer Valley**

Navigating the Four C's of Google

CECH

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Google offers multiple applications that support the four C's: communication, collaboration, critical thinking, and creativity. These tools help students and teachers with assessment, planning, instruction, productivity, organization, and advocacy. This session will explore how to teach our future health and physical educators to use Google tools innovatively and how to model their use in a paperless classroom.

SPEAKERS: Joanne M Leight¹, Hannah J. Brewer¹ and Keri S. Kulik²; Slippery Rock University¹ and Indiana University of Pennsylvania²

9:45 AM – 10:45 AM

ROOM LOCATION: **Alta-Brighton**

Tips from the trenches: Preparing candidates to successfully navigate edTPA

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Come hear from an experienced teacher educator and edTPA scorer on how to best prepare your teacher candidates to successfully pass edTPA. Tips will be provided on how to avoid common errors, how to prepare a physical education portfolio that will effectively meet the criteria outlined in the edTPA rubrics, and strategies to implement within your teacher education program to better prepare your students for the edTPA process as well as their future careers.

SPEAKER: Kristin B. Carlson; University of Illinois at Urbana-Champaign

9:45 AM – 10:45 AM

ROOM LOCATION: **Wasatch**

Evidence-Based Practices and Strategies for Engaging Generation Z Students

CECH

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Are you struggling to engage undergraduate students? This session will highlight 10 research-based, practical strategies that will encourage critical thinking, problem-solving, cooperation, and conflict resolution in your college classroom.

SPEAKERS: Holly Aungst and Kortney Zesiger; Northern Arizona University

9:45 AM – 10:45 AM

ROOM LOCATION: **Snowbird**

Teaching PETE Students to Integrate Multi-Disciplinary Academics in Traditional Activities

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

An interdisciplinary approach has been at the core of attention in K-12 education in recent years. An interdisciplinary curriculum in PE should align with the goals of a high-quality PE program. We will explore the reasons for interdisciplinary integration, how to create interdisciplinary lessons and teams, and some examples of interdisciplinary PE lessons that can be implemented with simple adjustments to traditional lessons.

SPEAKER: Scott W Klungseth, Dakota State University

9:45 AM – 10:45 AM

ROOM LOCATION: **Arches**

Creating Culturally Competent Physical Educators

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

One-third of America's youth are overweight or obese with a disproportionate number being students of color (SOC). Physical educators must be prepared to teach this increasingly diverse population of students. Using informational and multimedia activities, this session will discuss culturally relevant pedagogy (CRP) in physical education and PETE. Cultural competence will be emphasized as a catalyst for implementing CRP, along with a discussion on how PETE professionals can include these approaches in curriculum.

SPEAKERS: Erin E. Centeio¹, Langston Clark², Nathan A. McCaughtry³ and Louis Harrison⁴; University of Hawaii at Manoa¹, University of Texas at San Antonio², Wayne State University³ and University of Texas at Austin⁴

9:45 AM – 10:45 AM

ROOM LOCATION: **Powder Mountain – Solitude**

Taking the Lead in Promoting School-Wide Wellness

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

With increasing frequency, health and PE teachers are being asked to take the lead on whole-of-school (WOS) approaches that go beyond traditional HPE instruction to provide students with the knowledge, skills and opportunity to practice healthy lifestyles. In alignment with 2017 Initial PETE Standard 6.c, this session will discuss best practices for implementing a WOS program including strategies for engaging stakeholders, leading a school wellness team, coordinating programming across campus departments, and overcoming implementation obstacles.

SPEAKER: John Krampitz; CATCH Global Foundation

9:45 AM – 10:45 AM

ROOM LOCATION: *Sidewinder*

Infusing Disability Examples into Motor Learning Course for PETE Majors

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

The purpose of this session is to provide motor learning faculty ready-to-use disability examples and information on how to infuse the examples into each course topic to enrich PETE majors' learning opportunities about students with disabilities throughout the teaching preparation program. Examples shared in this session have been implemented for the last two years in motor learning/development courses at two universities.

SPEAKERS: Maria Zandrea, David Barney, Todd Pennington and Carol Wilkinson; Brigham Young University

9:45 AM – 11:45 AM

ROOM LOCATION: *Sundance*

Preparing Tomorrow's Skills-Based Health Educators Using the New HETE Standards

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Join this session to update your pedagogical practices to meet the new HETE standards. Discover resources for each standard, the pedagogical steps to teaching and implementing skills, the design of performance assessments and rubrics, using formative and summative assessment to improve teaching and learning, and brainstorming how to instill professionalism in teacher candidates. Leave with ideas and tools to enhance your program.

SPEAKER: Mary Connolly; Cambridge College

11:00 AM – 12:00 PM

ROOM LOCATION: *Sidewinder*

Maximizing Instructional Time Using MVPA: Student Assessment and Teacher Performance

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

One measure of an effective physical education program is the assessment of moderate-to-vigorous physical activity (MVPA). This session provides a protocol for the use of heart rate monitors to gather MVPA data and use this data to assess student performance (daily activity, long-term goals, cross-curricular assignments) and teacher effectiveness (selection of content and teacher evaluation such as the Danielson Framework) on an ongoing basis in teacher education and professional development programs.

SPEAKER: Debra S. Berkey; Western Michigan University

11:00 AM – 12:00 PM

ROOM LOCATION: *Snowbird*

Addressing program impact, CAEP standard four: A case-study.



TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

This session will explore CAEP Standard 4 (Program Impact) (CAEP, 2013). The Danielson Framework (2011) was used as a tool for observing teaching practice in K-12 HPE. Qualitative findings from four case studies suggested the need for HPE teacher education programs to develop an understanding of the value of assessment during pre-service training. In addition, professional development for in-service teachers must address how assessment data can be used to impact teaching and learning.

SPEAKERS: Matthew Madden, Helena Baert and Erica Pratt; State University of New York

11:00 AM – 12:00 PM

ROOM LOCATION: *Wasatch*

Exploring a Service Learning Program Involving Young Children

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

The current movement is for PETE students to participate in service-learning activities that captivate and broaden their college experiences. At Texas State University, PETE students are designing developmentally appropriate lessons for low-income pre-K children in San Marcos, TX. The lessons were created in response to pre-testing from PDSM-2 results. Even though the majority of these students are not trending toward working with young children, this experience opened their eyes to new possibilities.

SPEAKERS: Stacia C Miller¹ and Teri L Carter²; Midwestern State University¹ and Texas State University²

11:00 AM – 12:00 PM

ROOM LOCATION: *Deer Valley*

Teaching Inclusivity and Social Justice to Our PETE/HETE Students



TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

This session will present PETE and HETE faculty with higher education and K-12 lessons on incorporating and teaching inclusivity and social justice in their pedagogy classes. Participants will engage in dynamic activities and assessments to gain insight into implementing diverse components of inclusivity and social justice using a variety of strategies. The examples provided will be linked to the National Health Education Standards and SHAPE America's National Standards for K-12 Physical Education and will be easy to implement immediately.

SPEAKER: Terri D. Farrar; Pacific Lutheran University

11:00 AM – 12:00 PM

ROOM LOCATION: *Arches*

OLPE Research: Implications, Best Practices, & Future Direction

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

This presentation focuses on current research regarding online physical education (OLPE). The Handbook of Research on K-12 Online and Blended Learning, Second Edition (in press) includes a revised chapter on physical education. This session addresses research reviews in physical education and other classroom disciplines. An active discussion is planned regarding policy implications, best practices, and the future impact on PETE programs. This session will conclude with a preliminary update from SHAPE America's revised OLPE Guidelines Committee.

SPEAKERS: David N. Daum¹ and Craig A Buschner²; San Jose State University¹ and California State University at Chico²

11:00 AM – 12:00 PM

ROOM LOCATION: *Alta-Brighton*

RESEARCH ORAL SESSION

Graduate Education, Faculty and Community Perspectives in Physical Education Teacher Education

This session will discuss graduate program innovation, PETE faculty issues, and perspectives on school physical activity.

Moving Beyond 'Business as Usual': Fostering Innovation in Graduate Education

TRACK: COLLEGIALLY AND COLLABORATION IN HETE/ PETE

Considering the declining enrollment trends in physical education teacher education (PETE) and challenges associated with resourcing traditional on-campus graduate programming, teacher education faculty cannot continue to approach graduate education with a "business-as-usual" mindset and expect outcomes to improve. Calls for innovation in graduate programming have included enhanced partnership and collaboration among universities, K-12 schools, and corporations to prepare future professionals with the skills, knowledge and dispositions needed to assume the roles and responsibilities of today's educator. Toward this end, Korthagen and Kessels (1999) challenged the traditional classroom-based, on-campus approach to teacher training where theory is introduced in isolated, context-free settings. Rather, Korthagen and Kessels outlined an approach that emphasized experiential learning where teachers are confronted with authentic, instructional challenges, and theory is used as a tool to guide reflection and inform future behaviors. The purpose of this study was to investigate key stakeholders' perspectives on the factors that influenced the planning and launch of a contextually based, full-immersion PETE master's degree program.

SPEAKERS: Emily M Jones¹, Andrew Eberline² and Robert Knipe³; Illinois State University¹, Ball State University² and University of Texas- Austin³

Teacher and Student Behavior Improvements throughout a CSPAP-Aligned Master's Program

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

Comprehensive school physical activity programming (CSPAP) is the national framework for promoting physical activity (PA) in schools (CDC, 2017). Physical education (PE) teachers are ideal school leaders of CSPAP, but often lack implementation knowledge and skills (Moore et al., 2017). Recent attention has shifted to building PE teachers' capacity through teacher preparation programs, rather than solely professional development workshops (Kulinna et al., 2017). The University of Northern Colorado developed a Master of Arts in Teaching Physical Education and Physical Activity Leadership (MAT-PEPAL) program to equip school professionals with the knowledge, skills

and support for successful CSPAP implementation. The purpose of this study was to explore changes in instructional practices and student PA behaviors of a current MAT-PEPAL seeking PE teacher over multiple time points.

SPEAKERS: Russell L. Carson, Peter Stoepker, Brian Dauenhauer, Lauren von Klinggraeff, Jaimie McMullen, Ann Pulling-Kuhn and Michael Capps; University of Northern Colorado

PETE Faculty Members' Preferences for Research, Teaching, and Service Roles

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Metzler and Freedman's (1985) physical education teacher education (PETE) faculty study provided the first profile of individuals responsible for physical education teacher training. The landscape of PETE has evolved in the last several decades, and a contemporary investigation into PETE faculty members' roles and responsibilities is warranted. Analyses should account for institutional classification as faculty roles in teaching, research and service differ across universities (Gormley, 2003). Gender should also be considered as evidence suggesting male and female faculty members experience their roles differently (Eagan & Garvey, 2015). The purpose of this study, therefore, was to examine the research, teaching and service preferences of PETE faculty members while accounting for gender and institutional classification using the Carnegie Classifications of Institutions of Higher Education (Carnegie Foundation for the Advancement of Teaching, 2015).

SPEAKERS: Kim C. Graber¹, Amelia Mays Woods¹, Chad Killian¹, Jesse L. Rhoades² and K. Andrew R. Richards¹; University of Illinois at Urbana-Champaign¹ and University of North Dakota²

Education Leader's Voices: Physical Education and Physical Activity in Schools

TRACK: ADVOCACY AND POLICY CHANGE

Public health agencies have called for schools to increase physical activity opportunities for students for several decades. Schools, however, have not responded well. One reason for schools not providing ample physical activity (PA) may be that the public health recommendations have not included the voice of diverse education leaders. Our research aimed to understand the perspectives of diverse education leaders regarding feasible ways to increase student access to physical activity at schools. More specifically we sought to identify what professionally diverse education leaders felt were barriers to school physical activity and invite them to provide creative solutions for overcoming them. We also sought to learn about the integration of health and education as a function of the Whole School, Whole Community, Whole Child model (WSCC; ASCD & CDC, 2014).

SPEAKER: Monica A. F. Lounsbury; Long Beach State University

ROOM LOCATION: **Canyons/Bryce/Arches**

GENERAL SESSION

"An Interview about Recruitment and Retention in PETE/HETE"



K. Andrew R. Richards



Phil Ward

PETE/HETE enrollments have been declining at many universities around the country. Taking the style of a television talk show, this session will provide for a conversation amongst current and future faculty members who have explored recruitment and retention issues. Topics discussed will include: (a) issues affecting recruitment and retention, (b) practical strategies for increasing enrollments, (c) practical strategies for retaining students in programs, and (d) new designs and directions forward for PETE/HETE.



Suzan F. Ayers



Kim C. Graber



Amy Woods

SPEAKERS: K. Andrew R. Richards, Phil Ward, Suzan F. Ayers, Kim C. Graber, Amy Woods, Benjamin Sibley, Kyymm Ballard, Frances Cleland, Shonna Snyder, Erin Centeio, Mary Connolly, Chad Killian

ROOM LOCATION: **Canyons Lobby**

ISSUES IN PETE/HETE POSTER SESSION

PETE Majors Attitudes towards LGBTQ Individuals

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Little research has been conducted that looks at the readiness of PETE majors to work with LGBTQ individuals. Attitudes play an important role in future behaviors and it is hypothesized that the attitudes of PETE majors towards LGBTQ individuals will impact their teaching behaviors and teacher effectiveness. An important first step in identifying educational strategies to aid all PETE majors in working with LGBTQ students is to determine the attitudes of PETE majors toward LGBTQ individuals. The purpose of this investigation is to determine the attitudes of PETE majors, based upon their gender, sexual orientation, age, and community type, toward LGBTQ individuals.

SPEAKERS: Kevin Mercier¹, Sheri M. Treadwell², Mara Manson¹ and Brenna Martini¹; Adelphi University¹ and SUNY Brockport²

Student Reflections on Urban PE and Involvement in College

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

To understand freshman college students' reflections on urban high school physical education (PE) programs and to discern the extent to which their experiences influenced selection of college physical activity participation and enrollment in college PE classes.

SPEAKERS: Jeremy S Lackman¹, Jepkorir Rose Chepyator-Thomson² and Staci Drewson¹; Monmouth University¹ and University of Georgia²

Results of design, diversity, and partnership: A PETE program tapestry

TRACK: **COLLEGIABILITY AND COLLABORATION IN HETE/ PETE**

A regional, Midwestern university PETE program offers practicum experiences in each of its five professional semesters. These include early observations and small group instruction in pre-K settings, creating and administering assessment tools, adapted, elementary, middle, and high school practicum, and outdoor/environmental immersion. Most of the applied experiences for pre-service teachers were conducted in the local, large Midwestern community school district for which a formalized Professional Development School model (NAPDS, 2018) had been in place since 2007 across all subject areas. The PETE team of continuing faculty, full-time and part-time instructors aimed to engage more locally. First, they explored school-based opportunities for each course in the professional K-12 program. Concurrent with faculty shifts and declines, lower enrollments, and feedback from accreditation reports and external reviews, two continuing faculty members aimed to uncover all possibilities to rethink how common topics in a PETE methods course could take form in a local school (Ressler, Parker, & Montavon, 2015). This included an aim to invest in our alumni, regularly inviting K-12 PE professionals back to university methods courses and apply known best practices.

SPEAKERS: Jenn Jacobs, James D. Ressler, Jenn Jacobs, So-Yeun Kim, Gail Koehling, Jenny Parker, Zachary Wahl-Alexander and Laurie Zittel; Northern Illinois University

Using Planned Behavior to Determine Intention to Employ Sport Education

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

The Sport Education curriculum model was created with the intent of providing students with an authentic sporting experience within the physical education setting (Siedentop, Hastie & van der Mars, 2011). This model was developed mainly because “many physical education programs, even when taught effectively, were not interesting or challenging enough to inspire students” (Siedentop, 2002, p.411). Although Sport Education is prominently used by many PETE programs, there are countless physical educators who choose not to utilize this model, relying on more traditional approaches (Glotova & Hastie, 2014). The Theory of Planned Behavior (TPB), was utilized in this investigation as the theoretical framework due to its ability to interpret pre-service teachers' beliefs regarding Sport Education by linking them to behavioral intention. The purpose of this study was to use the TBP to examine pre-service teachers' beliefs and behavioral intention to utilize Sport Education following their participation in various experiences designed to foster future implementation of the model.

SPEAKER: Zachary Wahl-Alexander; Northern Illinois University

Examining the Connection Between Movement and Learning

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

It is estimated that children spend approximately five hours of each school day sitting. However, early evidence indicates that changing this behavior and increasing activity in the classroom may result in better health outcomes, as well as improved learning outcomes for elementary school children. In fact, studies suggest that regular physical activity supports healthy child development by improving memory, concentration and positive outlook. Moreover, recent studies have documented that exercise may be more important to student learning outcomes than extra time spent working on academics. This exploratory study examines the effects of utilizing a kinesthetic classroom on learning outcomes for elementary school children. This study focused on implementation science, and researchers hypothesized that the kinesthetic classrooms will result in significant improvements in learning outcomes for children in a general education setting. In addition, we hypothesize that the implementation of a kinesthetic classroom intervention will be viewed positively by all stakeholders (i.e., students in teacher preparation programs, parents, teachers, administrators and elementary students).

SPEAKERS: Emily Clapham, Michelle Flippin and Shane Tutwiler; University of Rhode Island

Pre-Service Teacher's ability to negotiate with elementary students following intervention

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

The negotiation process is a continual fluctuating connection between a teacher and student that can have a severe impact on a lesson (Doyle, 1992). Research indicates that students will traditionally negotiate to reduce standards of performance or alter an instructional task and do so when they deem a task as insignificant (Wahl-Alexander & Curtner-Smith, 2015;). To date, there has been initial evidence that the introduction of a training program can be effective at reducing the amount of negative negotiations that occur in pre-service teachers' (PTs) instruction. Although this preliminary examination occurred within a secondary context, it is clear that PTs struggle with negotiations in elementary physical education classes as well. To date there has not been any research examining the effect of a training program on the ability of PTs to negotiate with elementary students. Therefore, the purpose of this study is to determine the influence of a training program on the ability of PTs to negotiate while teaching using a Skill Themes/ Movement Concept approach.

SPEAKER: Zachary Wahl-Alexander; Northern Illinois University

Comparison of PETE Programs between Japan and Taiwan

TRACK: **ADVOCACY AND POLICY CHANGE**

In Japan, pre-service teachers, who hope to become teachers, are showing uncertain dispositions toward study abroad because they are required to complete PETE-related courses and are not allowed to choose optional courses. It is supposed that pre-service teachers are promoted to go to study abroad when the credits for the teacher license are transferrable across universities. The purpose of this study is to clarify the similarity of PETE between Japan and Taiwan and indicate the possibility of the credit interchange.

SPEAKER: Masanobu Sato; Bunkyo University

CAEP Accredited PETE Programs' Processes for Assessing Teacher Candidates' Professionalism

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Physical education teacher education (PETE) programs seeking to receive or maintain national accreditation have faced increased pressure from accrediting agencies, such as the Council for Accreditation of Educator Preparation (CAEP), to provide compelling evidence of teacher candidate (TC) achievement across the National Initial PETE Standards. Inclusion of Standard Six in the 3rd edition of the Initial PETE Standards (NASPE, 2008) has challenged programs to identify, define, monitor and assess the professional dispositions of TCs in systematic ways. Few studies have attempted to describe assessment practices of accredited PETE programs pertaining to TC dispositions that contribute to overall professionalism as outlined in Standard Six. Therefore, the purpose of this study was to provide a current description of the ways in which CAEP-accredited PETE programs assess the professionalism of TCs.

SPEAKERS: Brandy M. Lynch¹ and Mark A. Smith²; University of Central Missouri¹ and University of Northern Colorado²

Physical Education Teacher Education Students' Technological Pedagogical and Content Knowledge

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

The National Standards for Initial Physical Education Teacher Education include technology as a key component for planning and implementation, instructional delivery and management, and professional responsibility (SHAPE America, 2017). However, preparing students to integrate technology in physical education can be challenging (Roth, 2014). Effective integration of technology in physical education includes the incorporation of pedagogy around subject content, delivered with appropriate technology, otherwise referred to as Technological, Pedagogical, and Content Knowledge (TPACK) (Koehler & Mishra, 2008). The purpose of this study was to determine PETE students' TPACK and its development with regard to program level, observing faculty and cooperating teachers, and first-hand experiences with technology. Additionally, the researchers sought to determine which sub-constructs of TPACK were most relative to overall TPACK.

SPEAKERS: Jennifer M. Krause¹ and Kason O'Neil²; University of Northern Colorado¹ and East Tennessee State University²

PETE/HETE Collegiality and Collaboration: Development of the Heart Walk Through©

TRACK: COLLEGIALITY AND COLLABORATION IN HETE/
PETE

Students often have conceptual difficulty retaining cardiovascular function content. To increase students' understanding of the systematic and pulmonary circulation of the heart, and the important role it plays in their overall health, a pedagogical approach has been developed and is called the Heart-Walk-Through© (HWT©).

SPEAKERS: Ulana Lysniak and Stacia Reader; Bronx Community College

Evaluation of Online Courses Using the Community of Inquiry Framework

TRACK: PREPARING CULTURALLY RELEVANT AND
INCLUSIVE PROFESSIONALS

There are increasing trends in online education in teacher preparation program for the sake of practicality. For theoretically supporting the trend, the Community of Inquiry (CoI) model views the online learning experience as a function of the relationship between three elements: social presence, teaching presence, and cognitive presence. The present synthesis rereview focuses on how the CoI framework can be used to guide the design, implementation of online courses through evaluation of the CoI. Besides, influential factors of the online instruction are reviewed.

SPEAKERS: Gi-Cheol Kim and Rachel Gurvitch; Georgia State University

Factors Impacting Swimming Participation and Competence: Qualitative Report

TRACK: ADVOCACY AND POLICY CHANGE

The USA Swimming Foundation commissioned a follow-up study concerning past research on Constraints Impacting Minority Swimming Participation. These studies were focused on learning more about limitations to swimming ability as well as gaining a better understanding of perceptions of swimming held by underserved minority children. Results from these prior studies served as a contribution to the physical activity and aquatics safety body of knowledge, providing swimming ability benchmarks and participation predictor variables as well as dispelling numerous myths associated with swim participation among marginalized youth within metropolitan settings in the U.S. The primary purpose for this study was to provide analysis of variables which emerged from previous studies, and their impact on all U.S. populations. Specifically, the objectives were to measure youth swimming ability based on self-reported demographic/psychographic variables as well as predictive variables associated with swimming ability; test the connection between the likelihood a child will learn to swim and the parent/caregiver's swimming ability; and uncover motivating factors

as well as constraining barriers that cause a parent/caregiver to enroll, or not enroll, their child(ren) in swim lessons.

SPEAKERS: Todd E Layne¹, Carol C. Irwin¹, Jennifer Pharr² and Richard Irwin¹; University of Memphis¹ and University of Nevada, Las Vegas²

A Longitudinal Examination: Teachers' Beliefs and Instruction of Competitive Activities

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-
SCHOOL APPROACHES

The purpose of this longitudinal study was to examine the beliefs of pre-service teachers regarding competitive activities and whether their experience in their pre-service programs had an effect on these beliefs and instruction during their student teaching experience. The Theory of Reasoned Action (Ajzen, 2005) that guided this study states that teachers may hold strong beliefs that can affect not only their attitude but also behavior, and this can influence how they plan and implement instruction.

SPEAKERS: Eve Bernstein¹ and Ulana Lysniak²; Queens College¹ and Bronx Community College²

University-community collaboration: Sport skill sessions for the homeschoolers

TRACK: COLLEGIALITY AND COLLABORATION IN HETE/
PETE

A typical early field experience has been done through the university-school collaboration. The present study describes an innovative collaboration between the university and the homeschool population in the community. Particularly, the implementation of the sport skill sessions and the perceptions of the participants on the sessions are discussed.

SPEAKER: YuChun Chen; Louisiana Tech University

Experiences of Teacher Candidates and Teacher Educators Participating in edTPA

TRACK: SECURING A PLACE FOR HPE IN TODAY'S
EDUCATIONAL LANDSCAPE

At Central Connecticut State University, edTPA was implemented in 2017-2018. All teacher candidates (TCs) were required to complete edTPA to fulfill their student teaching requirement. Considering that research remains sparse regarding best practices in edTPA in universities, the purpose of the study was to understand the experiences of TCs and teacher educators (TEs) in the physical education program, participating in edTPA. Specifically, the study seeks to answer these questions: 1) What are the barriers in participating in edTPA?; 2) What are facilitators in participating in edTPA?; and 3) What changes should be made to enhance the experience and successful completion of edTPA?

SPEAKERS: Tan Leng Goh, Jan Bishop and Carol Ciotto; Central Connecticut State University

E-Learning Systems to Document the Impact of PE: Unrealized Potential

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Documenting student progress through robust and ongoing assessment procedures is a key component of quality physical education (QPE) programs (SHAPE America, 2010). However, a variety of factors unique to physical education (PE) often inhibit best assessment practices. Limited instructional time and large class sizes represent two primary institutional barriers to QPE (Boyle, Jones, & Walters, 2008; Jenkinson & Benson, 2010). Traditional assessment practices such as grading based on attire and effort also remain prevalent (López-Pastor, Kirk, Lorente-Catalán, MacPhail & Macdonald, 2013), and represent teacher-related barriers to quality assessment. Using e-learning systems for the purposes of student assessment may offer a means to overcome these issues and enhance assessment practices to more effectively drive instruction and demonstrate the impact of PE to relevant stakeholders. E-learning systems provide teachers with the ability regularly and efficiently monitor student mastery of content across the cognitive, affective and psychomotor learning domains. This feature is often automated, which increases the convenience of assessment in large classes and represents a potential advantage of using e-learning over many conventional in-class assessment methods (Welsh, Wanberg, Brown, & Simmering, 2003). To date, there is limited research into the use of e-learning systems in PE, which represents a gap in the literature that has practical implications for in-service PE teachers, teacher educators, and stakeholders alike. Therefore, the purpose of this study was to investigate the use of a supplemental e-learning curriculum in secondary PE.

SPEAKERS: Chad M. Killian and Amelia May Woods; The University of Illinois at Urbana-Champaign

3:15 PM – 4:15 PM

ROOM LOCATION: **Sidewinder**

Aligning Social Emotional Learning to Skills-Based Health Education

CECH

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Social-emotional competencies! National Health Education Standards! Is social-emotional learning a new practice or are we already training candidates in SEL as part of their skills-based health education training? Join this session to learn the similarities and differences between these pedagogical practices, how to align SEL to current candidate training, and how to plan skills-based/SEL units and performance assessments.

SPEAKER: Mary Christine Connolly, Cambridge College

3:15 PM – 4:15 PM

ROOM LOCATION: **Arches**

Youth in Motion!: Collaborating to Enhance PETE/HETE Recruitment

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

Proactively combatting the decline of pre-service teachers is essential to the future of PETE/HETE. Faculty at Springfield College have leveraged Occupational Socialization Theory to design and successfully implement a program to enhance PETE/HETE recruitment in collaboration with secondary physical educators and on campus constituents. At this session, the Youth in Motion: Exploring and Advancing Skills in Leadership program will be shared. Discussion of evidence-based strategies will be facilitated with a focus on applications to varied settings.

SPEAKER: Michelle E. Moosbrugger, Springfield College

3:15 PM – 4:15 PM

ROOM LOCATION: **Wasatch**

Transforming HPE Teacher Preparation - Pioneering School Wellness

CECH

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

The WSCC model is reflected in curriculum revisions at West Chester University. Four courses, Foundations of School Wellness Education, Secondary School Wellness Education, Urban School Wellness Education and School Wellness Education Practicum will prepare our candidates for the dynamic role they play in creating a culture of wellness in schools. This curricular approach exploits synergies between the two fields and recognizes that promoting wellness happens everywhere, not just in the gym or health classroom.

SPEAKERS: Matthew Cummiskey and Frances E. Cleland; West Chester University

3:15 PM – 4:15 PM

ROOM LOCATION: *Snowbird*

Repackaging the importance of movement analysis: One PETE program's journey

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

In physical education (PE), teachers have to observe, assess, analyze and enhance gross motor skills to strengthen their students' physical literacy. Gross motor skill development is critical in the development of physically literate children. This session will explore the experiences of one PETE program on their attempt to integrate movement analysis skills and knowledge. The implementation process will be shared using the data collected from students using an online educational resource embedded within the program.

SPEAKERS: Helena Baert and Matthew Madden; State University of New York, College of Cortland

3:15 PM – 4:15 PM

ROOM LOCATION: *Deer Valley*

EdTPA, training the educator: The Ph.D students' perspective.

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

This session will focus on a unique perspective of training Ph.D. candidates through the edTPA process. Many new teacher education positions have minimal experience and knowledge regarding edTPA but are still expected to guide pre-service students through this high-stakes program. Faculty in one university decided to "coach" its Ph.D. candidates throughout the edTPA training. The innovative approach will be shared along with the Ph.D. student perspective and lessons learned through this experience.

SPEAKERS: Casey I. Hollibaugh, Rachel Gurvitch, Marcel Lima, Gi-Cheol Kim, Myung Ha Sur and Hyok Ju Maeng; Georgia State University

3:15 PM – 4:15 PM

ROOM LOCATION: *Powder Mountain – Solitude*

Physical Education/Physical Activity Policy Research: The Bigger Bang Theory

TRACK: ADVOCACY AND POLICY CHANGE

The future of school physical education and physical activity depends, in large part, on public perception of program importance. We address the need for conducting translational research to enable stakeholders and policy makers to make evidence-based decisions. We provide insight into using evidence to inform school physical activity practices and related advocacy. Emphasis is on policy-related research and the roles

school personnel and PETE preparation institutions can play in generating compelling evidence-based advocacy.

SPEAKERS: Thomas L. McKenzie¹ and Monica A. F. Lounsbury²; San Diego State University¹ and Long Beach State University²

3:15 PM – 4:15 PM

ROOM LOCATION: *Sundance*

Reverse Integration as a strategy for inclusion

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

This session will address the development of reverse integration opportunities for teacher candidates. Collegiate Goal Ball will be highlighted as an example for how students can benefit from such experiences. Suggestions will be provided for how to use reverse integration in physical education to create more inclusive teacher candidates and learning environments.

SPEAKERS: Catherine MacDonald and Rebecca Bryan; SUNY Cortland

3:15 PM – 4:15 PM

ROOM LOCATION: *Alta-Brighton*

RESEARCH ORAL SESSION

Teacher Education and Diverse Settings

This session highlights issues around social justice, rural education, ethnic minority students and culturally relevant physical education.

Barriers faced delivering social justice physical education

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Numerous scholars have argued that it is time physical education addressed issues of diversity and included a social justice lens to bridge social inequality in schools (Harrison & Clark, 2016; Rovengo, 2008). It is deemed important to raise the consciousness of multiple oppressors (power and social relations, political and economic factors, dominant and subordinate group discourses) in physical education (Azzarito, Macdonald, Dagkas, & Fisette, 2017). This, however, is difficult when schools are becoming increasingly more diverse, juxtaposing the white, female, and monolingual identity that most teachers now represent (DiAngelo, 2016, Sensoy & DiAngelo, 2017). Whilst several scholars advocate for a social justice education (Cochran-Smith, 2004; Hackman, 2005; Adams, Bell, Goodman, Joshi, 2016) there is very little known about how this is made difficult for practicing social justice physical educators in schools.

SPEAKERS: Shrehan Lynch and Matthew Curtner-Smith; University of Alabama

The PETE experiences of ethnic minority female PE teachers

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Literature in the field has acknowledged that deeply rooted discourses of whiteness and hegemonic masculinity are embedded within physical education (PE), resulting in potentially marginalizing and oppressive experiences for those who fall outside the “norms” of these dominant discourses. Given that the vast majority of PE teacher education programs are overwhelmingly white and lack both a diverse student and faculty population, the process of teacher socialization, or the acculturation of a pre-service teacher, is significant for the self-actualization of ethnic minority female PE teachers. Therefore, the purpose of this research was to employ an intersectional lens informed by the theories of feminist poststructuralism, critical race theory, and teacher socialization theory, in order to examine the racialized and gendered embodied identities of ethnic minority female PE teachers who attended predominantly white PETE programs.

SPEAKER: Mara Simon; Springfield College

Incorporating Culturally Relevant Physical Education into Preservice Teaching Training

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

While schools continue to diversify, physical education (PE) teachers are still predominately white and from middle-class backgrounds (McCullick, et al., 2012). This cultural distance can challenge teachers’ ability to connect with and educate their students (Ladson-Billings, 2000, McCaughtry et al., 2006). Thus, it is imperative that culturally relevant PE (CRPE) be integrated into teacher education programs to help pre-service PE teachers (PSTs) recognize and address differences between themselves and their students (Flory, 2016). The CRPE model includes three phases related to (a) knowing the public; (b) identifying cultural distance; and (c) adopting approaches that reduce cultural distance. One approach to integrating CRPE is through the Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2011), which is a humanistic approach to teaching life skills in physical activity. The purpose of this study was to understand PSTs’ process of learning to teach CRPE through TPSR.

SPEAKERS: Victoria Nicole Ivy¹, K. Andrew R. Richards² and Michael A. Lawson¹; University of Alabama¹ and University of Illinois at Urbana-Champaign²

Understanding motivation in a Rural physical education setting

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Achievement motivation research in physical education has shown that students who lack motivation have the potential to experience disengagement from physical activity in general. However, the populations in these studies have been almost exclusively students from middle, upper-middle, and affluent socioeconomic backgrounds, from either metropolitan cities or suburban areas in the United States and abroad (Carroll & Loumidis 2001; Hill 2015). Investigations that focus on high school students’ motivational profiles and experiences during physical education lessons in rural settings are scant in physical education literature. The current study was guided by the recommendations of Oliver (1999) and Oliver and Lalik (2000) and employs a transformative mixed methods design to address the research questions. The transformative mixed methods design is one which is committed to addressing issues of social justice and nonhierarchical methods. Basic quantitative and qualitative data collection and analysis techniques were used to gain a comprehensive understanding of participants’ experiences in a rural high school physical education setting. The Amotivation Inventory in Physical Education (Shen et al, 2010a), the Physical Education Motivational Scale (PEMS) (Sulz, Temple, & Gibbons, 2016), and individual and focus group semi-structured interviews were utilized. The aim of this study was to gain a comprehensive understanding of students’ experiences in a rural physical education setting.

SPEAKERS: Korey Leon Boyd, Cory Dixon, Lekia Redmond and Peter Hastie; Auburn University

FRIDAY

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4:30 PM – 5:30 PM

ROOM LOCATION: *Snowbird*

“The Forgotten Affective Domain: Increasing Social and Emotional Learning”

TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Two of the five SHAPE America National Standards for K-12 Physical Education address the affective domain for social and emotional learning. Yet, too often this affective objective is left out of the physical education lesson. This session will provide ideas for how to design activities that promote social and emotional learning.

SPEAKERS: Janet B Forbess and Amanda L Sullivan; University of Arkansas

4:30 PM – 5:30 PM

ROOM LOCATION: *Wasatch*

Using PETE Students for Summer Programming Promoting Lifetime Sports

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

Children’s Lifetime Sports Academy, a summer program engaging PETE students, has developed into a 20+ year sustainable program at two Missouri universities. The program provides an applied learning opportunity in a practical setting, allowing participants the opportunity to interact with faculty and PETE candidates in a fun and non-competitive environment. The goal is to teach the skills and promote appreciation of selected lifetime activities, which can be utilized throughout life for fun, health and fitness.

SPEAKERS: Sheri L. Beeler¹, Britton Johnson² and Maryann Mitts¹; Missouri Southern State University¹ and Missouri Western State University²

4:30 PM – 5:30 PM

ROOM LOCATION: *Deer Valley*

Teamwork and Partnerships in HETE



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

This session will describe strategies for successful partnerships among HETE teachers and both campus and community partners. As we face requirements to partner on grants, team teaching and research, we will need to establish successful communication, division of labor and evaluation techniques. Working with teams requires flexibility, commitment, sharing workload, resource management and networking. The session will examine various models and lessons learned from effective teams.

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

4:30 PM – 5:30 PM

ROOM LOCATION: *Sidewinder*

Enhancing Advocacy: Infusion of education laws in PETE preparation

TRACK: **ADVOCACY AND POLICY CHANGE**

Less well-known among the education laws are the clarification and Dear Colleague letters surrounding school districts’ implementation of federal education mandates for general PE and extracurricular sports for students with disabilities. Content of these mandates can be infused into the general PETE curriculum to enhance advocacy by general PE teachers. Enhancing understanding and strategies of general PETE faculty to infuse education legislation into the PETE program will be the focus of this presentation.

SPEAKERS: Myung Ha Sur, Hyok Joo Maeng and Deborah Shapiro; Georgia State University

4:30 PM – 5:30 PM

ROOM LOCATION: *Powder Mountain – Solitude*

Proactively Responding to Change in the Contemporary Educational Landscape with Professional Learning Communities (PLCs)

TRACK: **SECURING A PLACE FOR HPE IN TODAY’S EDUCATIONAL LANDSCAPE**

In order to make change work for, rather than against physical education, we must know and operate within the existing educational structures and strictures. This panel will include PETE professors, district/school administrators, and teachers who operate within a Professional Learning Community (PLC) environment. Following a brief panel presentation, participants and panel members will engage in active discussion centered on using PLCs to drive changes that will benefit not hurt physical education.

SPEAKERS: Zack Beddoes¹, Keven Prusak² and Suzanne Kimball³; University of Wisconsin La Crosse¹, Brigham Young University² and Nebo School District³

4:30 PM – 5:30 PM

ROOM LOCATION: **Sundance**

Preparing PETE/HETE professionals for an inclusive and diverse world



TRACK: **PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS**

Session will feature presenters that will engage participants in dialogue regarding the identification of barriers and opportunities to preparing PETE/HETE professionals for an increasingly diverse student population. Specifically, strategies and “promising/best” practices for preparing PETE/HETE undergraduate and graduate students to implement inclusive learning environments will be discussed. Lastly, participants will reflect and evaluate their own respective practices regarding the development of PETE/HETE professionals as it relates to issues of inclusion, social justice, and equity.

SPEAKERS: Jared Russell¹ and Desmond Delk²; Auburn University¹ and Langston University²

SATURDAY, OCTOBER 20, 2018

8:30 AM – 9:30 AM

ROOM LOCATION: **Sidewinder**

Encouraging proper behaviors by all students in inclusive physical education

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

The session will provide a presentation on teaching future teachers techniques of encouraging respect for children with disabilities by children without disabilities in their inclusive physical education classes. The presentation will provide information in regards to the importance of the topic as well as methods to accomplish these goals. In addition to lecture, participants will be involved in interactive activities to highlight the proper methods to accomplish these goals.

SPEAKER: Matthew D. Lucas; Longwood University

8:30 AM – 9:30 AM

ROOM LOCATION: **Sundance**

Think Critically, Act Creatively, Work Collaboratively



TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Due to excessive testing, seldom are today's students required to collaborate, cooperative, create or think critically. Project-based learning (PBL) and cooperative learning strategies challenge students to do all of these things. Prospective health/physical

educators need to practice these principles in order to meet the challenge of teaching in the 21st century. This session will provide a detailed description of PBL and cooperative learning, as well as guidelines for successfully putting both strategies into practice.

SPEAKER: Sheri Beeler; Missouri Southern State University

8:30 AM – 9:30 AM

ROOM LOCATION: **Deer Valley**

A preschool program focusing on movement, nutrition and school readiness.

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

The Caminitos Collaborative, a community-university partnership, is a successful model of interdisciplinary research and outreach targeting low-income preschool children and families. In its fifth year of operation, the program integrates physical activity, healthy eating, gross and fine motor skills development, and school readiness for low SES preschool children. The purpose of this presentation is to discuss Caminitos research findings from the past five years as well as best practices for creating a sustained, successful partnership.

SPEAKERS: Jennifer N Ahrens and Ting Liu; Texas State University

8:30 AM – 9:30 AM

ROOM LOCATION: **Arches**

Developing Leadership to Enhance Advocacy

TRACK: **ADVOCACY AND POLICY CHANGE**

This presentation is designed to expand and enhance knowledge and comprehension of the science and art of leadership principles and skill application. Leadership will be considered and investigated as it applies to individuals, groups and organizations. Advocacy frequently involves challenging systems or organizations that are not willing to change. Developing individual leadership skills can unite like-minded individuals to enhance the advocating process. United voices can help educate policy makers to make healthy changes.

SPEAKERS: Jodie D. Leiss and Loren L. Butler; Northwest Missouri State University

8:30 AM – 9:30 AM

ROOM LOCATION: **Powder Mountain – Solitude**

Moving Competency-Based PE Forward in NH: A University/State-AHPERD/State DOE Collaboration

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

New Hampshire is moving to a competency-based education system. While other subject areas received support in their schools, physical education often did not. This presentation is designed to demonstrate how in NH, a state university's PETE faculty, NHAHPERD and the NH DOE came together to provide support and resources to assist physical educators' transition to a competency-based system. Examples of types and design of workshops, resources and other support will be shared.

SPEAKER: Lynn V. Johnson; Plymouth State University

8:30 AM – 9:30 AM

ROOM LOCATION: **Alta-Brighton**

Power Play: Leveraging Early Role Modeling to Influence Teacher Candidates

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

The purpose of this session is to discuss how the design, implementation and evolution of a prolonged, immersive, and high-quality PE activity experience for HPE majors — which is situated early in two different HPE programs — is being used to systematically address critical professional preparation issues such as:

recruitment and retention, occupational socialization, cultural relevance, and inclusivity. Such a foundational activity-based experience provides vast opportunities to connect with and positively impact teacher candidates' pedagogical values, knowledge and skills.

SPEAKERS: Derek J Mohr¹, J Scott Townsend¹ and Brian Mosier²; Appalachian State University¹ and University of West Georgia²

8:30 AM – 9:30 AM

ROOM LOCATION: **Zion**

Infusing CSPAP and Fitness Education in the HPETE Curriculum

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

The goal of this presentation is to propose an infused model for teaching CSPAP and fitness education in the HPETE curriculum. By including CSPAP and fitness education in a

single course, connections can be made between teaching health-related fitness and physical activity within a quality physical education program and facilitating physical activity outside of the school day. These connections create an approach that is consistent with the ASCD Whole School, Whole Community, Whole Child model.

SPEAKERS: Charles B. Corbin¹, Guy C. Le Masurier², Timothy A. Brusseau³, Terri D. Mitchell⁴ and Dolly D. Lambdin⁵; Arizona State University¹, Vancouver Island University², University of Utah³, Appalachian State University⁴ and University of Texas at Austin⁵

9:45 AM – 10:45 AM

ROOM LOCATION: **Arches**

Enhancing PETE and Community through Homeschool Physical Education

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

Springfield College collaborated with a homeschool network to create a physical education program for homeschooled students. The program provides instruction to meet community needs while enhancing early field experience in PETE and facilitating research opportunities. This session will include discussion of issues from program development to infusion with methods courses and establishing an associated research agenda. Attendees will discuss and evaluate possibilities for supporting their own communities through PETE/HETE fieldwork and community-based research opportunities.

SPEAKERS: Michelle E. Moosbrugger and Steven W. Groccia; Springfield College

9:45 AM – 10:45 AM

ROOM LOCATION: **Sidewinder**

Using the Backwards Design Framework to Strengthen SHE edTPA Understanding

CECH

TRACK: SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE

Do your students need to complete an edTPA portfolio, or similar system, for your school health education state licensure? This presentation will explore how the Backward Design framework, also known as Understanding by Design, allows future educators to not only succeed in completing the edTPA prompts, but also supports effective planning, instruction and assessment for all future teaching.

SPEAKER: Lori A. Reichel; University of Wisconsin La Crosse

9:45 AM – 10:45 AM

ROOM LOCATION: *Deer Valley*

“Healthy Hawks” – Collective impact to develop a healthy campus coalition



TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Assessing and addressing the health and wellness needs of faculty, staff and students in the school setting is key to success. Using a collective impact framework, faculty, staff and students collaborated to develop a culture of wellness on campus. Barriers encountered when tackling change might include lack of buy-in from faculty and staff, lack of administrative support, and the how to get students involved. This presentation will address strategies to overcome these barriers.

SPEAKERS: Deborah Gibson and Laura Brown; University of Tennessee at Martin

9:45 AM – 10:45 AM

ROOM LOCATION: *Snowbird*

Health Education in the Elementary School



TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

While quality school health education programs should be seen in context rather than in competition with the academic mission of schools, they are not a priority across all educational settings because there are no accountability measures for health education. Many institutions of higher education have recognized the importance of preparing future elementary school teachers to address health needs/issues of students and incorporate health lessons into their academic curriculum and daily classroom practices as professionals.

SPEAKER: Elizabeth A. Whitney, The University of Kentucky

9:45 AM – 10:45 AM

ROOM LOCATION: *Alta-Brighton*

Policy Change in Practice: Lessons Learned from a Small Country

TRACK: ADVOCACY AND POLICY CHANGE

Policy impacts the practices of school physical education and teacher education. Recent education policy changes in Ireland have led to a complete curriculum redesign for secondary physical education. The changes have reconceptualized the curriculum of secondary physical education to address learning outcomes, instructional and curricular models, and assessment. This session explores the nexus between key stakeholders as they navigate and enact these policy changes, physical education teachers, physical education teacher educators, and professional development providers.

SPEAKERS: Melissa Parker¹, Mary O’Sullivan¹, Cathal Og O’Sullivan², Daniel Tindall¹, Claire Walsh³, Jessica Mangione¹, Brigitte Moody¹ and Dylan Scanlon¹; University of Limerick¹, University of Limerick and Coláiste Nano Nagle School² and University of Limerick and Junior Cycle for Teachers³

9:45 AM – 10:45 AM

ROOM LOCATION: *Zion*

Using Social Media to Engage Students in a PETE Course

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

Social media has become a valuable tool for instructors to engage students both inside and outside of the classroom (Junco, 2014). This presentation is intended for teacher educators who are interested in how one instructor used social media applications (Group Me and Twitter) to build a learning community and enhance student engagement, assessment, and reflection.

SPEAKER: Daniel W Balderson; University of Lethbridge

9:45 AM – 10:45 AM

ROOM LOCATION: *Powder Mountain – Solitude*

Assessing CSPAPS Using Systematic Observation: SOFIT and SOPLAY

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

There is need for practitioners and researchers to assess CSPAP programs. This session provides opportunities for learning about: (a) advantages/ disadvantages of direct observation in assessing school physical activity policies, practices, and programs; (b) validated tools for assessing physical activity and contextual variables during physical education and sport instruction (SOFIT) and leisure time (e.g., SOPLAY during recess, club programs); and (c) procedures for training and maintaining reliable observers and managing and analyzing data.

SPEAKER: Thomas L. McKenzie; San Diego State University

11:00 AM – 12:00 PM

ROOM LOCATION: *Alta-Brighton*

Practice-Based Teacher Education: Concepts, Pedagogies and Designing Methods Classes

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

In this workshop for teacher educators, we introduce practice-based teacher education, an approach to teacher education that focuses on the work of teaching with the goal of helping pre-service teachers learn from their practice. We present the concepts and pedagogies of practice-based teacher education. Participants will learn core practices for teaching, teaching rehearsals, and repeated teaching, and we will discuss the design of methods classes to better integrate pedagogy and content

SPEAKERS: Phillip Ward, Yung-Ju Chen, Kyuil Cho, Kelsey Higginson and Xiuye Xie; Ohio State University

11:00 AM – 12:00 PM

ROOM LOCATION: *Snowbird*

Molding PETE/HETE candidates using the Whole School Whole Child approach

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

This session will challenge professionals to conceptualize the values and qualities that existing PETE programs instill in pre-service teachers. As the future of PE moves from a sports-based model to a Whole School, Whole Child approach, this session will then consider a few progressive strategies that professionals can integrate into their current PETE curriculum.

SPEAKERS: Brooke Towner¹, Adam J Keath², Eloise Elliott¹ and Hannah Kipfer³; West Virginia University¹, Anderson University², and Emporia State University³

11:00 AM – 12:00 PM

ROOM LOCATION: *Deer Valley*

Enhancing PETE: The Utility of Tablet Computers and Smart Devices

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Technology and innovation have potential to enhance teaching and learning related to evidence-based strategies and objective assessments in physical education. The purpose of this session is to describe how technology and innovation are used to enhance instruction in one elementary PETE methods course at California State University, Fresno. Students use tablets and smart devices in concert with the following innovations: SPARK University, QR codes, video, iSOFIT, and Heart Zones PE.

SPEAKER: Nicole J. Smith; California State University, Fresno

11:00 AM – 12:00 PM

ROOM LOCATION: *Powder Mountain – Solitude*

Creating Effective Physical Education Experiences for Refugee Children and Youth

TRACK: PREPARING CULTURALLY RELEVANT AND INCLUSIVE PROFESSIONALS

Refugee students face many challenges, which include struggling in school while trying to learn the language of instruction, adapting to the demands of a new culture (Lustig et.al. 2004) and facing sociocultural and economic barriers to participation in regular physical activity (Rotich & Fuller 2015). By focusing on holistic multicultural domains (Mayes et al 2007), physical educators play an important role in addressing the multifaceted needs and potentials of refugee students.

SPEAKERS: Deane M. Ravizza¹ and Brian Culp²; Salisbury University¹ and Kennesaw State University²

11:00 AM – 12:00 PM

ROOM LOCATION: *Sidewinder*

Service Learning, PETE Preparation, and Physical Activity Promotion in CSPAP

TRACK: PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES

The session will feature the successful implementation of a service-learning course as a curricular offering to develop the pedagogical content knowledge of future professionals while supporting the CSPAP whole-of-school initiative. The presenter will share logistical challenges and positive outcomes related to creating and instructing a service-learning course designed to provide physical activity opportunities for children in an after-school program. Attendees will be offered resources, such as a sample course syllabus and assessment materials.

SPEAKERS: Staci R. Drewson and Jeremy Lackman; Monmouth University

11:00 AM – 12:00 PM

ROOM LOCATION: **Arches**

Addressing Socialization in Health and Physical Education Teacher Education Programming

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

Progress in HPE has been slowed by socialization factors that perpetuate the status quo of the profession. Current PETE/HETE accreditation standards do not address the need for preservice teachers to question their own socialization and challenge school structures that marginalize the discipline. This presentation will stimulate discussion by reviewing relevant research, proposing a new initial teacher education standard to focus on socialization, and discussing strategies for address socialization in relation to the new standard.

SPEAKERS: K. Andrew R. Richards¹, Karen Lux Gaudreault², Lynn D. Housner³ and Thomas J. Templin⁴; The University of Illinois at Urbana-Champaign¹, Illinois State University², Illinois State University³ and University of Michigan⁴

11:00 AM – 12:00 PM

ROOM LOCATION: **Sundance**

What's New with CDC's Physical Education Curriculum Analysis Tool

TRACK: **SECURING A PLACE FOR HPE IN TODAY'S EDUCATIONAL LANDSCAPE**

The Physical Education Curriculum Analysis Tool (PECAT) was revised to align with the national physical education standards. This session will present the revised PECAT, which is designed to help educators assess, select, revise, or develop curricula based on key elements of effectiveness as identified by national standards, guidelines, and best practices. Participants will explore the tool, scoring information, and resources in the PECAT. Participants will also identify ways to use PECAT within teacher preparation programs.

SPEAKERS: Melissa Fahrenbruch and Sarah M Lee; Centers for Disease Control and Prevention

11:00 AM – 12:00 PM

ROOM LOCATION: **Zion**

Restructuring PETE classes through service learning and community engagement

TRACK: **PROFESSIONAL PREPARATION FOR WHOLE-OF-SCHOOL APPROACHES**

This session describes how one large regional comprehensive university in California adopted various service learning strategies to better impact student learning in the PETE undergraduate program.

SPEAKERS: Risto H J Marttinen and Debra Patterson; California State University, Fullerton

1:00 PM – 2:00 PM

ROOM LOCATION: **Canyons/Bryce/Arches**

GENERAL SESSION

“Preparing Great Teachers: A Long-term Mutual Symbiotic Relationship Between Schools and Universities”



Bob Pangrazi



Keven Prusak

Preparing great teachers and helping schools develop quality physical education are two primary responsibilities of PETE faculty. This discussion will give a brief overview of the Mesa Public



Deb Pangrazi



Tim Brusseau

Schools program that has excelled over the last 45 years. Implications for PETE faculty and their interaction with K-12 faculty members will too be discussed.

SPEAKERS: Bob Pangrazi, Deb Pangrazi, Keven Prusak, Tim Brusseau