

PE Metrics: Measuring Student Success
Presented by Lori Williams and Tim Bott, The Citadel

This presentation is designed to introduce the NASPE elementary assessments for National Standard One. A brief history of the development of the assessments as well as sample assessments will be offered. The purpose of PE Metrics is to provide valid and reliable standards-based assessments and rubrics to measure student achievement of critical outcomes. Assessment protocols, scoring techniques, and criteria for determining level of competence for student performance of various manipulative skills will be presented. Session attendees will be provided an opportunity to score sample student performances using scoring criteria. The advantage of this assessment approach is that it provides students, teachers and parents with highly specific information. Assessment information will help teachers align their curriculum instruction to state and national standards.

Abstract

A condition is and has been plaguing Physical Education Teacher Education (PETE) Programs nationwide for quite some time now: Preservice teachers leave our programs lacking the physical skills and content knowledge necessary to teach a comprehensive and appropriate K-12 curriculum. Previous research has largely ignored this issue and focused on the development of pedagogical content knowledge (Barrett & Collie, 1996; Chen, 1994; Doutis, 1997; Kutame, 1997; McCaughtry, 2004; Schempp, Manross, Tann, & Fincher, 1998; Tsangaridou, 2002), but the reality is PETE is putting the cart before the horse. PETE professionals cannot reasonably expect preservice teachers to leave PETE programs with pedagogical content knowledge if they do not have the prerequisite content knowledge (Siedentop, 2002). In a recent review of PETE programs across the country, Ayers and Housner (2008) discovered that only 9.61/130 credit hours were devoted to content knowledge.

PETE professionals at the University of South Florida discovered a means to address this long-withstanding issue: Individual Development Plans (IDPs). Preservice teachers (PTs) at USF are selecting activities for which they have little knowledge/skill and are developing these to a level of competency as established by the South Carolina Physical Education Assessment Program. PTs are responsible for the development of their skill/knowledge and self-assessment. Self-assessments and videotapes of skill performances are then submitted to professors for assessment. Part of PTs' grades in several courses are contingent on their completion of each assessment.

Participants attending this session will learn about the model implemented at the University of South Florida. Information disseminated will include: Activity selection, skill development process, cognitive knowledge development, and project outcomes. The presenter will share samples of student work including videos of skill assessment, cognitive knowledge tests, and excerpts from assignments and journal entries. Attendees will also gain practical knowledge about how to implement this model into their PETE programs and discuss the implications of a self-directed learning model.

Basketball: It's Not Just Dribbling, Passing, and Shooting

*Todd Layne & Peter Hastie
Department of Kinesiology, Auburn University, Alabama*

Purpose:

This activity session will provide participants with activities to help students improve tactical decision making skills in invasion type games.

Program Description:

Basketball is the ultimate team game. The success of a team depends on how well all members work together to achieve a common goal. As a teacher we constantly spend time trying to improve the technical skills of our students. In Basketball we work on dribbling (in and out of cones), passing (chest, bounce, overhead, etc...), shooting (lay ups, set shot, etc...), and defense (one on one), etc... Technical skills are important, but do they really prepare students for game situations? Tactical awareness (moving without the ball, creating open shots, etc...) is an important key to experiencing success as a team.

During this session we will take a look at some warm up drills prepared to assist students with applying tactical skills such as *Passing & Cutting*, *Throwing a Lead Pass*, *Applying a Screen*, and others. We will also take a look at some different game scenarios that can be given to a group of students to encourage better decision making skills.

Game Scenarios:

Here is an example of some game scenarios that we will address during the session...

1. *Progression*: What if the defensive team had more players than your team? The offensive team will attempt to progress the ball without dribbling.
2. *High Percentage Shots*: Participants will attempt to advance a ball to a scoring area. To score students must dribble the ball through the area.
3. *1 Shot*: What do you do if you are only given 1 shot? Students will work to find the best shot available.
4. *All Together*: In a certain period of time, all members of the offensive team must score.
5. *Others*...

You Can Dance with Anything

One of the major areas in Physical Education is rhythm and dance. This can be an exciting and fun part of class, but not all children are thrilled about dance. We will introduce dances using non-traditional equipment and a variety of music. These dances will use parachutes, noodles, paper plates, balls, hoops and canes. The music will vary from fairly current music to some oldies but goodies. All of these dances are designed for elementary children but can be easily adapted for use in middle school as well. We have found that using this kind of dance instruction gets more children excited about dancing and our ultimate goal of teaching them beat awareness and movement to the beat is achieved.

This presentation is very active so come prepared to work off some calories and have some fun while learning some new dances.

We will use the following songs in our presentation:

I Like to Move It

I Don't Dance

Rockin' in the USA

Ain't No Mountain High Enough

Put a Little Love in Your Heart

You Can Count on Me

Abstract For Share The Wealth Conference
Allgood Elementary- Shellye Harris, Natasha Lee and Jack Paris

Today's schools have been putting a lot of emphasis on reading and math scores. The emphasis can be seen in the School Improvement Plan and Vision/Purpose statement that each school in Georgia must follow. As physical education teachers, we too must help our schools meet their goals. The methods and activities that we use to integrate math and reading still allow for students to be very active and have fun but at the same time we are reinforcing ideas and concepts that the classroom teacher has taught. At the conference, we would demonstrate several ways to integrate reading and math skills into Physical Education classes for grades Kindergarten through 6th grade. The integrated activities will follow the state academic curriculum that is being taught in Georgia schools. We will include detailed written instructions that will include the integrated activity and the subject/number of the standard that is being taught. We will also demonstrate and allow all teachers to participate in each integrated activity. The integration methods that we use here at Allgood Elementary have been so successful that we have presented at several parents function, teacher in-services and we also teach in the E. Y. P. program.

Session Title: "Making a Difference in Physical Education!"

Presenter: John Thomson, US Games Education Director & '91 NASPE National T.O.Y.

This activity session will feature John Thomson, a former NASPE National T.O.Y. John will showcase traditional equipment in non-traditional ways AND non-traditional equipment in traditional ways. Tips, tricks, and techniques will be provided that maximize success and participation. You'll use these activities to hook your skilled, unskilled, and disinterested students.

Practical, adaptable, and two tons of fun!

Experience U.S. Games newest innovative equipment:

- * Alpha-Buddies! * Fruits 'n Vegie Mini-Critters!**
- * Xtra Balls! * Let it Fly!**
- * Fitness Spots! * Bounceable Medicine Balls!**
- * Penguins! Flamingos! Cows! And More!**

Expected Attendance: 300+

Attendance Limited To: Unlimited

Equipment Required: CD player

Schedule Preference: Thursday, AM

Submitter's email: hopperbb@aol.com

Creating a Field Day Activities Kit

Ellen Martin, Jeanine Fittipaldi-Wert, Ann Klinkenborg
Columbus State University, Department of Physical Education and Exercise Science

One of the biggest events in a school year is field day. The physical education teacher is often responsible for the design and implementation of the activities for field day. To lessen the burden for physical education teachers, we have created the Field Day Activities Kit. The purpose of this presentation is to highlight the activities in the kit and show how they can be used to help you have a successful field day. The presentation will begin with a brief introduction of each activity, followed by session participants engaging in the activity.

Cajun Dance for Middle and High School Students

Abstract

Native to South Louisiana, Cajun dancing has taken off in popularity, not only in the United States, but also in other countries. The songs are sung in Cajun French and the music is very melodic. Participants in the session will learn basic steps for traditional Cajun dances and suggestions for integrating Cajun dance with social studies. They will also be able to connect National Physical Education and Social Studies Standards to teaching Cajun dancing and Cajun culture.

Cajun dancing is suitable for teaching in school settings for middle school through high school, and is an excellent tool for teaching fitness, social skills, cooperation, and cultural appreciation. This topic lends itself to course integration and thematic units.

No prior knowledge of dancing is required for this session, but enthusiasm and a sense of adventure are essential. The participants will come away with a cultural experience that will be rewarding for themselves and the students they teach. Handouts will provide descriptions of the steps and appropriate music, as well as a list of resources for acquiring free music and other relevant materials.

MAT BALL

Grades 4-8

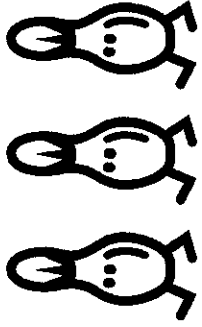
Donna Lewis

Brookside Elementary

Gastonia, NC

Equipment List : 3 Big Mats or Bases, 2 Cones, Soft Ball (about the size of a kick ball)

Description of the Game : This game is better with middle school and high school players. It requires a lot of strategy. It is so cool. Kids love it. Divide the class into 2 equal sides. I am going to explain the game using the basketball court markings. You can play it outside also. It is easier to learn or explain on the basketball court. The bases are for first, second and third. Home is created by the 2 cones. One cone is placed on one side of the free throw line and the other cone on the other side of the free throw line. The players on the throwing team (think of them as the batting team) are sitting down on either side of the free throw lane. I usually put the girls on the right of the lane and the boys on the left. The fielding team is scattered all over the rest of the gym. The only place a fielding player may not be is the free throw lane at the end of the gym where the throwing team is sitting. There is no need for players to play the base because a runner cannot get out by the ball getting to the base before them. The pitcher stands at the midcourt line to roll the ball between the cones to the throwing player standing in the free throw lane. If the throwing player picks the ball up cleanly they may throw or roll it anywhere in the gym. They may also just put it down in the lane and run. Once they get rid of the ball they must run between the cones and go to first base. IF they get their without getting hit by the ball they are safe. They may stay there as long as they want. If the first player to throw was a girl then the next player will be a boy. The next player to throw will also run to first. It is ok to have as many players on any base at any given time. Once a player takes both feet off the base they must go to the next base. So, if they run past the base they have no choice except to keep going. The fielding team may throw the ball at them to get them out. The runner may stop and dodge the ball. The hit must be below the waist. While one runner is going and distracting the fielding team another runner from any base may attempt to get to the next base. Once a runner makes it to third base they must go between the 2 cones at the free throw line and go back around the bases again, stopping at any base and staying as long as they want. The runners on the bases do not have to wait for the pitcher to roll the ball. They may leave anytime they want. The pitcher can pretend to roll the ball to get a player to step off a base then hit them with the ball. When a player gets hit it is counted as an out. When a player fails to pick up the rolling ball cleanly it is considered an out. Play three outs then change up the sides. If the throwing player throws the ball in the air and the fielder catches it, it is considered an out and any player who was running must stop and go back to the base they were on without getting hit by the ball. This is the only time a runner must go back to the base.



GUARD THE PIN

Grades 2-8

Donna Lewis

Brookside Elementary

Gastonia, NC

Equipment List: Foam Balls (10-12), Bowling Pins(10-12), Poly Spots

Description of the Game : Scatter the pins over the playing area. Place one player at each pin. The rest of the players will form the waiting line. Throw the balls out and then sound the whistle to begin play. The players guarding the pins must play both defense and offense. They are trying to keep a ball from hitting their pin while trying to roll a ball at other pins attempting to knock them over. When a player's pin gets knocked they will go to the end of the waiting line. The player at the front of the waiting line standing on the poly spot will then go in and set up the pin and become the new guard. This game is very fast paced. Watch for players only playing defense. This will slow the game down. Players in the waiting line usually do not stay there long. The ball must be rolling when it hits the pin. If it is in the air on contact it does not count. A player leaving the waiting line must set up their pin before going after a ball. They are not allowed to get a ball first and then set up their pin. Players are not allowed to touch each other while playing this game. Players may block the ball when it is rolling toward their cone..

With younger players I usually put poly spots out and place the pins on top of the spot so the pins do not get too close to each other. Another option is to place colored poly spots around the playing area and require the players to be on a spot when they roll the ball. If you choose to play this way then the player who knocks the pin down will then set the pin up and guard that pin. This way takes away the waiting line. Either way is fun.