

OREGON STATE UNIVERSITY - Extended Campus/DISTANCE EDUCATION  
ONE (1) SPRING TERM 2009 CREDIT (Quarter Hour System)

Continuing Professional Development for Licensure Renewal: A Professional Development Unit (PDU) equates to one clock hour per unit. One quarter hour of university credit equals 20 PDUs.

**Washington Teachers may not register for both clock hours and course credit.**

**EXSS 508     WORKSHOP: NW CONFERENCE ON CHILDREN'S K-8 PHYSICAL EDUCATION**

**Instructor:** Barbara Ewens Cusimano, Ph.D.     ([barbara.cusimano@regonstate.edu](mailto:barbara.cusimano@regonstate.edu))  
541-737-5925

**DATES/CONTACT HOURS: One OSU Distance Education credit requires attending the entire conference to fulfill the 10 hours of contact time.**

Friday, February 27, 2009 (6:00–8:00PM) AND Saturday, February 28, 2008 (8:00AM–4:00PM)

**REGISTRATION PROCEDURES: Register in person on Friday, February 27 ONLY by completing the Registration Form for Spring Term 2009. Come to the OSU Clock Hours Registration Table next to the Conference Registration Table in the Commons area of Conestoga Middle School.**

**COST: \$75.00** Oregon State University will bill you.

**PLEASE NOTE: If you have not enrolled in an OSU course for the past 3 terms, you will be charged an additional \$25 (\$100 TOTAL)**

**NOTE: OSU WILL NOT bill your school district.**

**WORKSHOP DESCRIPTION: The course is designed to promote and extend professional growth for participants of the 2009 Northwest Conference on Children's Physical Education K-8.**

**Course Objectives: Following this workshop, participants will highlight in writing current concepts, methods, and materials from sessions attended and articulate ideas on the application of this content to their current teaching situations.**

**CONTRACT GRADE REQUIREMENTS:**

**Required for All:**

- **Attendance and Involvement:** EXSS 508 Workshop participants are expected to attend both conference days (Friday 6:00 – 8:00 and Saturday 8:00 AM- 4:00 PM), actively participate in all movement experiences, and contribute to discussions as appropriate.
- **Reflection Assignments:** EXSS 508 Workshop participants will reflect in writing at the A or B level to integrate current and/or future teaching practices with conference content. A written project must be postmarked no later than **Monday March 30, 2009**

Indicate your contract grade selection on your cover page (see directions below).

**A= Task # 1 (Both Keynote Presentations) plus 2 “CHOICE” Application Tasks**  
**B = Task # 1 (Both Keynote Presentations) plus 1 “CHOICE” Application Task**

## **DIRECTIONS TO COMPLETE WORKSHOP:**

### **Title page**

1. Full Name
2. Home/School Address
3. Phone & E-Mail Address
4. OSU Student Identification Number or Social Security Number
5. List of contents (Selected Assignment Tasks)
5. Contract grade: Indicate your selection of the contract grade.

**A = Task # 1 (Both Keynote Presentations) plus 2 “CHOICE” Application Tasks**

**B = Task # 1 (Both Keynote Presentations) plus 1 “CHOICE” Application Task**

### **Application Tasks (cite references):**

**Task # 1 (REQUIRED): KEYNOTE PRESENTATIONS: Summarize the two keynote presentations: Chip Candy and Jim Ross and give specific examples of how you have or might apply information/ideas from the keynote presentations into your school setting.**

### **CHOICE:**

- Assessment:** Demonstrate knowledge of Oregon Physical Education Content Standards and Benchmarks or equivalent Washington or home state documents and appropriate assessment **procedures by creating an assessment plan for current teaching situation using process measures in authentic environments.**
- Physical Activity:** Demonstrate knowledge of Physical Activity Guidelines for Children (NASPE 2004) and the implications of current research related to Physical Activity. Design a program for your current school setting to motivate children/youth to be physically active outside of physical education.
- Technology:** Discuss one method for assessing your students' physical activity and/or psychomotor skill data collection utilizing technology (i.e. pedometers, PDA's, heart rate monitors). Identify 5 specific steps in an action plan to obtain funding sources (list grant options), develop goals, and implement the use of technology in your program. Cite specific resources/references.
- Inclusion:** Discuss inclusion for students with disabilities within your school setting and describe 10 ways you have modified **or could modify** your content for specific students. Do not include student's real names.
- Innovative Curriculum:** Demonstrate your understanding of one of the innovative curricular models: Adventure Education, Sport Education, Tactical Games, Teaching Games for Understanding, or Fitness for Life by describing the model and discussing specific examples of how you have or could implement aspects of the model in your physical education setting. Cite specific resources/references.
- Climbing/Bouldering, Dance OR Team Building:** Create a 5-8 day unit on one of these topics for your school. Describe the environment. Develop specific unit objectives (one of each: psychomotor, cognitive, and affective) and show how these tie to the Oregon or National Physical Education Standards and Benchmarks. Create a block plan showing progression of your unit. Create three lessons for

the unit. Develop one rubric to show how you will assess your psychomotor objective.

**SUMMARY Project** must be **typed** with **double spacing**, **numbered pages**, **no more than three pages per task** and include:

- a) TASK #1 (and A, B, C, D, E, F, ), title, description
- b) Name(s) of the sessions and presenter(s) where related content was presented & discussed.
- c) **Content to support completion of application tasks**
- d) Cite references for content from reading list and/or list additional resources to support content

<b>Evaluation Guide</b>	
<b>+</b>	<b>Application Task is complete showing thoughtful reflection of content and specific examples to modify existing curricula and/or current teaching practice. References are cited from sessions attended and reading list.</b>
<b>√</b>	<b>Application Task is complete and includes some application of the content to modify existing curricula and/or current teaching practice. References are cited from sessions attended and reading list.</b>
<b>-</b>	<b>Application Task is minimal showing little thought or evident to apply the content to modify existing curricula and/or current teaching practice. References are cited from sessions attended and reading list.</b>

Send a printed hard copy of the Summary Project to address below. Include a self-addressed, stamped, 9 X 12 mailing envelope (if you want materials returned).

**Dr. Barbara Ewens Cusimano**  
**Exercise and Sport Science/WB 107A**  
**Oregon State University**  
**Corvallis, OR 97331**

**ALL MATERIALS MUST BE POSTMARKED NO LATER THAN**  
**Monday, March 30, 2009!**

A final grade will be submitted at the end of Spring Term/Quarter on June 16th. OSU no longer mails student grade reports, but they are readily available on the Web

**Grade and Transcript Information**  
<http://ecampus.oregonstate.edu/services/transcripts/default.htm>

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**Direct questions about tuition and fees directly to OSU's E-Campus.**  
<http://ecampus.oregonstate.edu/services/tuition/default.htm>

**Direct questions about the course assignment and/or grade to Barbara Cusimano**  
[barbara.cusimano@oregonstate.edu](mailto:barbara.cusimano@oregonstate.edu) 541-737-5925

## **RECOMMENDED READING LIST:**

Corbin, C. B. & Lindsey, R. (2005). *Fitness for life* (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics

Darst, P. W. & Pangrazi, R. P. (2009). *Dynamic physical education for secondary school students* (6<sup>th</sup> ed.). San Francisco, CA: Pearson.

Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.

Harrison, D. (2003). *Teaching responsibility through physical activity* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

Lauder, A. G. (2001). *Play Practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.

Locke, L. F. & Landin, D. (2003). *Putting research to work in elementary physical education: Conversations in the gym*. Champaign, IL: Human Kinetics.

Madura, D. W. & Gover, D. R. (2005). *Essentials of Team Building: Principles and practices*. Champaign, IL: Human Kinetics.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2<sup>nd</sup> ed.). Reston, VA: Author.

National Association for Sport and Physical Education. (2004). *Physical Activity for Children: A statement of guidelines* (2<sup>nd</sup> ed.). Reston, VA: Author.

Pangrazi, R. P. (2007). *Dynamic physical education for elementary school children* (15<sup>th</sup> ed.). San Francisco, CA: Pearson.

Pangrazi, R. P. (2007). *Curriculum Guide: Lesson plans for dynamic physical education for elementary school children* (15<sup>th</sup> ed.). San Francisco, CA: Pearson.

Pittman, A. M., Waller, M. S., & Dark, C. L. (2009). *Dance a while: A handbook of folk, square, contra, and social dance*. (10<sup>th</sup> ed.). San Francisco, CA: Pearson.

Siedentop, D., Hastie, P. A., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

Siedentop, D. & Tannehill, D. (2000). *Developing teaching skills in physical education* (4<sup>th</sup> ed.). Mountain View, CA: Mayfield.

Stiehl, J. & Ramsey, T. (2005). *Climbing walls: A complete guide*. Champaign, IL: Human Kinetics.

Stiehl, J. & Chase, D. (2008). *Traversing walls: 68 activities on and off the wall.*

