

OREGON STATE UNIVERSITY - Extended Campus/DISTANCE EDUCATION
SPRING TERM 2010 ONE 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 PDU's.

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

***PASS/NO PASS Grading: This workshop credit may not be allowed on a graduate program of study.**

EXSS 808 WORKSHOP: NW CONFERENCE ON CHILDREN'S K-8 PHYSICAL EDUCATION (1 QUARTER HOUR CREDIT) (Spring 2010)

Instructor: Barbara Ewens Cusimano, Ph.D. (barbara.cusimano@oregonstate.edu) 541-737-5925

DATE/TIME: Friday, Feb. 26, 2010 (6:00–9:00PM) & Saturday, Feb. 27, 2010 (8:00AM- 9:00PM)

One OSU Extended Campus credit requires 30 workshop hours which means attending the entire conference plus approximately 15-20 hours reading, preparing, and writing your summary project.

REGISTRATION PROCEDURES: Register in person on Friday, Feb. 26 **ONLY** by completing the Oregon State University Registration Form for Spring Term 2010. Come to the OSU/Washington Clock Hours Registration Table next to the Conference Registration Table.

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: Oregon State University will NOT BILL your school district.

WORKSHOP DESCRIPTION and Overview: The course is designed to promote and extend professional growth for participants of the 2010 Northwest Conference on Children's Physical Education K-8. Following this workshop, participants will read supporting materials of their choice from the reading list and 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.

Course Outcomes/Objectives: Each student will complete Task 1 & Task 2.

Task # 1 (REQUIRED): KEYNOTE PRESENTATIONS: Summarize the four keynote presentations: Robert Pangrazi, Jean Blaydes-Madigan; Don Hellison, George Graham and give two specific examples from each of the four presentations on how you will (or have post-conference) apply information/ideas from the keynote presentations into your school setting.

Task # 2 (REQUIRED): Select two CHOICE/Application Tasks: Follow directions for selected application tasks below.

COURSE OUTCOMES/Objectives Continued (CHOICE/Application Tasks):

A. 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. Cite references.**

B. Physical Activity: Demonstrate knowledge of Physical Activity Guidelines for Children (NASPE 2004) and the implications of current research related to Physical Activity **by designing a program for your current school setting to motivate children/youth to be physically active outside of physical education. Cite references.**

C. 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.

D. 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. Cite references specific to this topic.

E. Innovative Curriculum: Demonstrate your understanding of one of the innovative curricular models: Dynamic Physical Education (Pangrazi); Skill Themes (Graham), Brain Gym/Research (Jean Blaydes-Madigan), Adventure Education (Steihl/Sinclair/Steffen), Sport Education (Wegis), Tactical Games, Teaching Games for Understanding (Wegis), or Fitness for Life (Abbadessa) 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.

F. 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. Cite references.

G. Levels of Responsibility: Design a behavior management plan to include positive implementation of Don Hellison's Levels of Responsibility. Create a 3-5 day unit showing how you would introduce this new behavior plan to your students. Give specific examples. Teach the 3-5 day unit with one class or grade level and reflect on the experience focusing specifically on the Levels of Responsibility.

Evaluation Guide for Written Materials Submitted by Students	
PASS	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.
NO PASS	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.

GRADE REQUIREMENTS:

- **Attendance and Involvement:** EXSS 808 Workshop participants are expected to attend both conference days (Friday 6:00 – 9:00 and Saturday 8:00 AM - 9:00 PM), actively participate in all movement experiences, and contribute to discussions as appropriate.
- **Reflection Assignments:** EXSS 808 Workshop participants will reflect in writing at a PASS level to integrate current and/or future teaching practices with conference content. **It is expected that you will cite reference/resources used in the preparation of your final project**

PASS/NO PASS Grading:

PASS = All Four Keynote Presentations plus 2 “CHOICE” Application Tasks at “PASS” Level on Evaluation Guide

DIRECTIONS TO COMPLETE WORKSHOP Credit: Attend the entire conference.

Friday, February 26, 2010 (6:00–9:00PM) AND Saturday, February 27, 2010 (8:00AM- 9:00PM)

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)
 - ___ Pangrazi Keynote
 - ___ Blaydes-Madigan Keynote
 - ___ Hellison Keynote
 - ___ Graham Keynote
 - ___ Choice Application Task # _____
 - ___ Choice Application Task # _____

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

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
Nutrition and Exercise Sciences/WB 107A
Oregon State University
Corvallis, OR 97331

ALL MATERIALS MUST BE POSTMARKED NO LATER THAN
Monday, March 29, 2010!

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>

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

541-737-5925

RECOMMENDED LEARNING RESOURCES:

American Alliance for Health, Physical Education, Recreation, and Dance (2005). *Physical best activity guide: Elementary level (2nd ed.)*. Champaign, IL: Human Kinetics

American Alliance for Health, Physical Education, Recreation, and Dance (2005). *Physical education for lifelong fitness: The physical best teacher's guide (2nd ed.)*. Champaign, IL: Human Kinetics

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

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

Graham, G. (2008). *Teaching Children Physical Education: Becoming a Master Teacher (3rd ed.)*. Champaign, IL: Human Kinetics.

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

Hellison, D. (2003). *Teaching responsibility through physical activity (2nd 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. & Lambdin, D. (2003). *Putting research to work in elementary physical education: Conversations in the gym*. Champaign, IL: Human Kinetics.

Midura, D. W & Glover, D. R. (2005). *Essentials of Team Building: Principals and practices*. Champaign, IL: Human Kinetics.

Mitchell, S. A., Oslin, J. L., Griffin, L. L. (2006). *Teaching sport concepts and skills: A tactical games approach (2nd ed.)*. Champaign, IL: Human Kinetics.

Mitchell, S. A., Oslin, J. L., Griffin, L. L. (2003). *Sport foundations for elementary physical education: A tactical games approach*. Champaign, IL: Human Kinetics.

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

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

Pangrazi, R. P. & Beighle, A. (2009). Dynamic Physical Education for Elementary School Children (16th ed.). San Francisco, CA: Pearson Education.

Pangrazi, R. P. & Beighle, A. (2009). *Curriculum Guide: Lesson Plans* (16th ed.). San Francisco, CA: Pearson Education.

Pittman, A. M. , Waller, M.S. & Dark, C. L. (2009). *Dance a while: A handbook of folk, square, contra, and social dance*. (10th 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* (4th ed.). Mountain View, CA: Mayfield.

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

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