

Professional Development Grant: Final Report

Rockie D. Pederson

Arkansas Tech University

The 89th Annual Texas Association for Health Physical Education, Recreation, and Dance Conference

Galveston, TX, November 29 – December 1, 2012

Address Correspondence to:

Rockie D. Pederson

Department of Health and Physical Education

Arkansas Tech University

Russellville, AR 72801

rpederson@atu.edu

Restatement of problem

A Professional Development Grant was submitted to attend and present a session at the 89th Annual Texas Association for Health, Physical Education, Recreation, and Dance (TAHPERD) held at Moody Gardens, Galveston, TX. In addition to presenting at the conference, the following were goals of attending the conference:

- Present a session entitled “Lessons Learned: Maintaining Collegiality and Collaboration across States” with faculty from the University of Texas at El Paso
- Attend sessions presenting innovative and exemplary methodologies and practices in the preparation and continuing education of quality physical education professionals relevant to the PETE program at Arkansas Tech University
- Share new ideas and collaborate with PETE faculty at various universities
- Network with physical education teacher educators from Texas

Brief review of the presentation and enhancement opportunity

The session “Lessons Learned: Maintaining Collegiality and Collaboration across States” was presented on Saturday, October 6. The presentation presented collaborative interactions between PETE faculty and students at culturally diverse universities in order to expose future physical educators to teaching philosophies, perspectives, and approaches that they would not normally be exposed to without inter-institutional collegiality and collaboration. ATU and UTEP faculty presented the background and organization of the interaction and UTEP students presented their experiences, perspectives, and learning from participating in the interaction. Multiple universities from Texas expressed interest in participating in the interactions in the future.

TAHPERD is composed of over 4,500 professional and student members serving education from kindergarten through college. At the conference, I attended sessions addressing teaching the millennial student in higher education, NASPE accreditation, and new teacher mentoring.

Summary of outcome and experiences

Attending TAHPERD is both a practical and a theoretical experience. Sessions are presented for all levels of education – from kindergarten to higher education – and all sessions are focused on an applied perspective. I gained new ideas and new tools to use in my classes as well as share with my colleagues. The conference provided time for reflection on current practices while gaining exposure to new strategies to new approaches to teaching both in public school and higher education.

A huge bonus of attending TAHPERD is the practical sessions for middle and secondary school physical education. Many of the program’s sessions are directed toward development and implementation of quality physical education programs at the high school level. In addition to these sessions, I attended sessions presented by the 2012 National NASPE Middle School Physical Education Teacher of the Year, Jessica Shawley. This provided a great opportunity to observe a National Board certified Early Adolescence-Young Adult Physical Education Specialist. Mrs. Shawley shared many physical activities from her middle school classes as well as connecting the cognitive and affective aspects of teaching physical education.

Conclusions

The TAHPERD conference was both a motivational and informational experience. Attending allowed me to experience new strategies and activities for use in physical education pedagogy classes as well as gather ideas, materials, and information to share with colleagues and students regarding secondary physical education.

A goal is to include Tech students as presenters in future presentations so they have the opportunity to attend an out-of-state conference to expand their perceptions of professionalism and high quality physical education in the K-12 setting.