President’s Message

Dear Colleagues:
May 9th I attended a workshop sponsored by the Iowa Public Health Association (IPHA). According to their website, IPHA “Is the voice for public health in Iowa.” All the voices offered at the conferences were engaging. I chatted with Chris Atchison - Director of the Iowa’s Hygienic Laboratory, Beth Hochstedler - Education, Training and Outreach Director at the State Hygienic Laboratory, and Louise Lex - Planner and Healthy Iowans Coordinator with the Iowa Department of Public Health.

Then I attended a workshop presented by Adewale Troutman the past president of the American Public Health Association. If the APHA is, like IPHA, the voice of health in America, then Dr. Troutman has the pipes for it with his James Earl Jones-like vocal projections.

Let me share three bullets from Dr. Troutman’s talk:
❖ There are too many silos (and he wasn’t talking about grain storage).
❖ Health is impacted by where one lives, color, and what one earns.
❖ Greater energy must be spent putting health and equity theory into action.

While listening to Dr. Troutman speak to a roomful of individuals who had traveled from around Iowa, Nebraska, Missouri, and Kansas to advocate for public health I had the same thought I often have at IAHPERD and AAHPERD meetings. Too bad this speech isn’t being heard by business leaders, candidates, legislators or even the public.

‘President’s Message’ Continues on page 2
I am 100% sure now is the time to do something about this. This is because I always believe the present is the best time to start. Thus now is the time to let IPHA know IAHPERD is the voice of health in Iowa (Disregard that last sentence…I was being my usual sarcastic self). But we do need to find ways of breaking out of our silo and working with IPHA and many others to promote the health and well-being of all Iowans.

Obviously, I like the approach of featuring an IAHPERD speaker in a community populated by lots of folks in addition to IAHPERD members, as we are planning for RAGBRAI. But to build on that theme I will extend an invitation for IPHA to join us in Ames on October 3 and 4 to discuss how we can “Change the Shape of Iowa’s Future”… together.

There are three last things I wish to share. Firstly, IPHA likes to state; “Public health matters To every Iowan…In every home…In every school…In every clinic…In every business…In every community Every day!” (I say we steal that motto.)

Secondly, the analogy about a choir is a good one. We need all the voices we can muster and those voices when in harmony can inspire and perhaps foster change.

Finally, if you ever have the opportunity to view ‘Unnatural Causes’, the acclaimed documentary series from PBS, it will give you new insight that can expand your view of health even while perched on top of our IAHPERD silo.

Tim Lane
2014 IAHPERD President
On March 11 and 12, 2014 Jennifer Peterson, president-elect of the Iowa Association for Health, Physical Education, Recreation and Dance (IAHPERD) represented Iowa at the national ‘SPEAK Out! Day’ in Washington, DC. SHAPE America, who is the national voice for physical education and physical activity in America, organizes national ‘SPEAK Out! Day’. When meeting with congressional and senatorial office staff, Jennifer was advocating for greater support for PEP (Carol M. White Physical Education Program) Funding. PEP is the only federal education funding for physical education. Jennifer sought out co-sponsor the of the PHYSICAL Act, which would be used to designate health and physical education as core subjects in federal education law.

When asked about her attendance, she stated, “It means a great deal professionally for me to have been able to attend national ‘SPEAK Out! Day’ for AAHPERD in Washington DC. The trust our association has in me to travel to DC and speak on behalf of Iowa Health and Physical Education teachers is very humbling.”

She was able to share her opinions with a Steve King (IA) congressional aide, a congressional aide to Senator Harkin (IA), as well as two different congressional aids from West Virginia. The highlight of the two days was a personal conversation with Iowa Senator Grassley on the need for greater support of physical education in the country.

Tim Lane, current President of IAHPERD, was ecstatic that Jennifer was able to represent the IAHPERD on Capitol Hill. "We might have other educators as dedicated and informed, but none more so than Jennifer!", said Lane.

Jennifer, a teacher at Oskaloosa Elementary School, reflecting on her trip stated, “Moving around on Capitol Hill was truly an amazing and humbling experience. I can’t wait to go back again next year and do it all over again! I wish this experience for ANY teacher - it’s so worth it and I learned a lot about our nations capital.”

Central District Delegates from Colorado, Minnesota, Kansas, North Dakota, South Dakota, Wyoming, Iowa (Jennifer Peterson – front row, right side- Next to the National SHAPE America President Mr. Gale Wiedow )

Iowa Association of Health, Physical Education, Recreation and Dance
Left: Montana, Iowa (Jennifer Peterson, second from left) and West Virginia delegates for Speak Out day heading to their next meeting on Capitol Hill

Below: Delegates from around the United States for Speak Out day in Washington, D.C. Jennifer Peterson (Iowa) – front row second from the left

**Connect with your Legislator**
Reach out to your legislator and encourage them to designate school health and physical education as core subjects under federal law! Head to SHAPE America’s [Legislative Action Center](http://www.aaahperd.org). There you will find a pre-drafted letter calling attention to the PHYSICAL Act that will go directly to your Congressional representative. Just fill in your information and hit submit!

Iowa Association of Health, Physical Education, Recreation and Dance
Change the Necessary Element

During the summer of 2012, I attended my first Leadership Workshop as President Elect for IAHPERD. Dr. Paul Roetert, CEO of Shape America (AAHPERD) stated, “If you are not at the table, then you become part of the menu.” This statement has been very impacting as I continue to reflect on our profession and our state association. As we continue to loose physical education jobs in Iowa it is obvious we are the menu. How can we continue to help others outside our profession understand the importance of physical activity? What type of tasks can IAHPERD become a part of that will make the biggest impact? Sunday’s board meeting was extremely important in the continuing push to move our profession forward.

The National Association has made many changes in the past year as we continue to strive for best practices while the nation faces major health challenges. The following are some highlights of the changes that have taken place during the past year. Each area will have a hyperlink for deeper information on the changes for our profession:

✓ Assessment is a big topic in our Nation for Education. The President’s Challenge has been redesigned and is now known as Presidential Youth Fitness Program. Stating the Physical Fitness Test will no longer be available after the 2012-2013 school year. School systems are encouraged to implement Presidential Youth Fitness Program. The drive behind this change is focusing health-based assessments. At Iowa’s state convention Shellie Pfohl updated our state on the national initiatives and encouraged us to write for grants to help programs get started in the assessment process.

✓ There was a reconstructing of the National Association and the 2012 Alliance Assembly, under the guidance of President Irene Cucina, set the stage for this change. There were many meetings with deep, passionate, discussions leading to the 89 percent approval vote to unify the five national associations and the Research Consortium as one organization called AAHPERD.

✓ June of 2013, AAHPERD announced a change in the National Standards. There are now only five national standards as the old standard three was eliminated and standards four, five, and six moved up a spot. In the back of this years program and in this journal your will find the updated standards. The week of the National Convention Shape America printed a text outlining the outcomes for the standards. The hyperlink provided will guide to a pdf version of the outcomes.

‘Past-President’s Message’ Continues on next page
During Iowa's state convention, AAHPERD President Gale Wiedow prepared us for the next change. The national organization was founded in 1885 and now has its seventh name, SHAPE America, or the Society of Health and Physical Educators.

In the upcoming months the board will be meeting on various topics focusing on how our organization can support its membership. Topics to be discussed include; assessments, restructuring, grant writing, and building partnerships as Iowa continues to strive to become the healthiest state by 2016. There will be a few topics the membership will be asked to vote on such as restructuring and considering a name change to follow the national organization. Please follow our new website as the board will be providing the membership with current updates on the above topics.

Grateful to serve you and this organization,

Bev Ahern
IAHPERD Past-President
You Become Part of Our Leadership Team ~ Or Nominate a Colleague

**Be Part of the IAHPERD Team!**

The Nominating Committee requests professionals participate in identifying and recommending potential candidates (including nominating yourself) for the following offices by **September 4th, 2014**. All persons recommended must be a current IAHPERD member and indicate to the committee a willingness to be a candidate.

**Positions open for service:**

- President Elect
- Sports Section Chair Elect
- Fitness Promotion Section Chair Elect
- VP PE & Sport Elect
- ES PE Section Chair Elect
- School Health Section Chair Elect
- VP Health Elect
- Secondary PE Section Chair Elect

**Candidates contact information:**

Name:__________________________________________________
Address:________________________________________________ Phone:____________
City, State, Zip:___________________________________________
E-mail:__________________________________________________

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It takes the effort of many individuals for any professional organization to operate successfully. These **voluntary** positions are fulfilled knowing **service** is an important component of **professionalism**. An interest in professional growth and a willingness for effort qualifies you to serve on this board. The IAHPERD Executive board meets 3 times a year. They are typically on Sundays, in a central part of Iowa, during mid-winter, late-spring and just prior or post convention. A meal is provided as well as mileage compensation for the winter and spring meetings.

Other requirements are found in the operating codes on our state website: [http://www.iowaahperd.org](http://www.iowaahperd.org).

A typical term is 3 years and will include writing an annual article for our journal, soliciting quality presentations for convention, advocating membership and products.

Please consider nominating yourself or a respected person as a candidate. Election for these positions take place at the state convention during the fall. **If contacted by the committee to be a candidate you will need to submit a brief bio and photo one month prior to convention.** Please contact the chair if you have any questions:

Buena Vista University
c/o Bev Ahern
610 W 4th Street  Smith Hall 322
Storm Lake, Iowa  50588
#712.420.5952
e-mail: ahern@bvu.edu

Iowa Association of Health, Physical Education, Recreation and Dance
I am Jennifer Peterson, currently the president-elect for IAHPERD, from Oskaloosa, Iowa. I teach K-5 Physical Education at the largest elementary in the state of Iowa! Yes, Oskaloosa is currently the largest elementary with roughly 1,100 students. Our upcoming school year we are looking to have 10 sections of Kindergarten and 9 of 1st grade. I think we will be adding on to our 2005 building very soon.

I am very excited to be apart of IAHPERD and continue the wonderful leadership that has preceded me. Here are the details for the 2015 convention:

WHERE: Oskaloosa, Iowa – William Penn University
DATE: JUNE 12 - 14, 2015 (that’s right - we’re having convention in the SUMMER!)

There will be lots of FAMILY options in Oskaloosa that weekend so plan to bring everyone! We have 3 golf courses, great food, a local art festival on the square, wonderful bike trails, community swimming pool, parks, live band on Friday night and lots more!

I really hope you can make it June 2015, as it will be another WONDERFUL chance to network, share ideas, and meet other great educators! Until then, I look forward to meeting you and visiting at our fall convention, October 3-4, 2014 in Ames, Iowa.

Please feel free to contact me anytime with questions and about IAHPERD Memberships!

Jennifer Peterson
2014 IAHPERD President Elect
petersonj@oskycsd.org
@OESPHYSED
(C)641-660-7707
(H)641-672-2284
District & National Awards for Iowa's Very Own

Kelli Tuttle: Iowa & Central District’s Secondary Physical Education Teacher of the Year

Kelli has been a physical education teacher at Sioux City East High, in Sioux City, IA for 26 years. Currently she is the head physical education teacher for the Sioux City School District. Kelli organizes department professional development for the K-12 physical education teachers. Her professional development opportunities are well organized, relevant for teachers and cause teachers to implement best practices. She has led the physical education teachers to adopt a standards-based grading system. She has implemented the use of iPods to assess student performance, making the recording of student performance more manageable for teachers. As head teacher, she leads her department in the development and implementation of academic programs, goals, and learning targets that are designed to meet district and state standards and benchmarks while focusing on individual student achievement.

Inspirational, motivational, enthusiastic, and caring define Kelli. She is an exceptional example of what the teaching profession is all about. Positive reinforcement is one of her greatest assets. She is sensitive to the strengths and weaknesses of all students. She cares about teaching and truly believes each student can and will reach their potential. One family knows firsthand of Kelli’s dedication and outreach towards students as she helped their son by mentoring him. They felt her positive attitude and encouraging words helped their son on over several occasions throughout his high school career. The student’s mother recalls, "Without Kelli and her passion for education and helping others succeed, I don't feel my son would have made the progress that he has made to this day."

Congratulations Kelli for this well deserved recognition!

Iowa Association of Health, Physical Education, Recreation and Dance
Ryan Eberly: Iowa & Central District member, earns multiple recognitions at the 2014 National Convention in St. Louis, MO

Since 1995, SHAPE America (AAHPERD) has awarded scholarships to outstanding undergraduate and graduate student members. The Ruth Abernathy Presidential Scholarship, developed by the past presidents of SHAPE America to honor deserving students, is awarded to three undergraduate students and two graduate students in January of each year.

Ruth Abernathy Scholarship Recipient Ryan Eberly (IAHPERD) is currently a senior majoring in elementary and physical education with minors in health, reading and coaching at Buena Vista University, Storm Lake, IA. His leadership and service experiences include: captain of the track and field team, member of the FCA leadership team and co-president of IMPACT~ the Buena Vista campus ministry program. His well deserved awards are: IAHPERD Scholarship, BVU Dean’s Lists, academic all-conference for track and being a Capital One Academic All-American nominee. Currently student teaching 3rd grade, Ryan is a motivated educator with a love of sports and a strong desire to help students develop healthy lifestyles! While in St. Louis Ryan was also the recipient of the Major of the Year Scholar Award as well. Not too bad for your first SHAPE America National Convention!!

Ryan Eberly, seen here shaking hands with SHAPE America President Gale Wiedow, accepts the 2014 Ruth Abernathy Scholarship. Introducing the award is Dolly Lambdin, SHAPE America President Elect.
If you know of someone who fits the criteria below, you can nominate them TODAY to be awarded at next year’s convention. Inform Debby Eldred at the contacts listed below:

**Awards**

Every year at the IAHPERD convention professionals are honored for the contributions that have been made to their profession and the Iowans they teach and come in contact with. We have a membership filled with talented individuals that have not been acknowledged with an award. Please take time to nominate someone for an IAHPERD award. You nomination letter need only include the nominee’s name, phone number, address, the name of the award for which the person is being nominated and your name. The nominee will then be notified of the nomination and receive a packet of information requesting further information.

Below are the IAHPERD awards:

* Elementary Physical Educator of the Year
* Middle School Physical Educator of the Year
* Secondary Physical Educator of the Year
* Adapted Physical Educator of the Year
* Dance Educator of the Year
* Health Educator of the Year
* Distinguished Service Award—5 year member of IAHPERD, five years of professional involvement, distinguished professional service.
* Honor Award (to be the highest award IAHPERD bestows upon recipients.) member of IAHPERD, 10 years of professional involvement, distinctive leadership, distinguished and meritorious service.

To nominate contact:

Debby Eldred
515-221-2382—home
515-242-8210—school
515-242-8214—fax
debeldred@mchsi.com

**Fun Fact:**

In 1983, IAHPERD’s Regina (Reggie) McGill was named as NASPE’s FIRST National Teacher of the Year! She still attends National Conventions!
Sport Stacking in the Junior Olympic Games is coming to Iowa this summer, and you’re invited. Free!!

Come be a part of this summer’s games at the Iowa Events Center in Des Moines on August 1st & 2nd. You can come watch for free or if you’re interested in volunteering, we’d love to have you take part. Sport Stacking joins 19 other sports in the largest youth sporting event in the country.

For free admission to the AAU Sport Stacking Championships on August 1st or 2nd, or if you’re interested in volunteering, contact Roger Washburn at rwashburn@speedstacks.com.

For more information on sport stacking and this summer’s Junior Olympic Games go to:

theWSSA.com
Hi everyone, my name is Kari Bullis. I teach 7-12 grade physical education and swimming in Williamsburg. I am also the Secretary of IAHPERD. I wanted to take a moment to introduce myself as well as this column. I am always searching for new apps to use in class but there are very few sites devoted specifically to physical education/health education apps. I figured the IAHPERD Journal would be a great place for me to share a list of my five favorite apps that I use the most in my daily teaching in hopes you will be able to find one useful to your teaching.

Hopefully this can be an ongoing column, highlighting a different Iowa teacher’s five favorite apps. If you would like to contribute to this column by submitting your five favorite apps, please email me at karibullis@williamsburg.k12.ia.us.

**Seconds (free) and Seconds Pro ($4.99)** (iOS & Andriod): Interval timers. Great for circuit training and will allow you to use music from your device that is already playing or you can select certain songs to play during each interval. You can set the music to stop during the rest periods as well as at the end of the timer. Seconds Pro will let you name and save your timers so you will only have to make them once. After you have saved a timer you can share the timer with anyone that has the Second’s Pro app.

**PowerTeacher Mobile (free)** (iOS & limited function on Andriod): If your school uses PowerSchool for grading, this app lets you take attendance and do all of your grading from your mobile device. There are even pictures of each student to make learning names much easier. There is a comment section I use to explain why a student was deducted points.

**CloudOn (free)** (iOS): Connects to your Dropbox and Google Drive accounts and lets you modify all Microsoft Office documents on your iPad or iPhone! It looks just like your Microsoft Office document on your computer and is much more user friendly than the Google Drive app. This app will synch all of your modifications to all of your devices so you can make changes on the go. It also saves you from carrying a ton of different papers with you to all of your different teaching areas.
Scorekeeper XL (free) (iOS&Andriod): Best scorekeeper app. You can have two or up to ten teams/individuals. You can add/subtract scores (most apps only let you add and clear scores), you can name teams anything you want, teams are color coded for easy identification, and it will automatically order your scores from highest to lowest or lowest to highest depending on your settings. I use this for Omnikin as well as other games having more than two teams.

Chronolite (free) (iOS): Chronolite lets you run and view multiple timers simultaneously. I am sure this app does many other wonderful things I am not aware of but I use this app to time up to four students at the same time. The best thing about this app is you can start all four timers at the same time and stop them all individually. You can also start them all individually but have them running at the same time. This is the only free timer app I have found where you can time four students simultaneously.

**Note from the editor:** Thank you Kari for this addition to the journal that truly lets us collaborate ideas that are working in the classroom for us. As our conversation went, lets not just stop at applications. Here is a list of several other ideas that you could submit (if you don't have 5 or 10 submit what you've got):

- Top 10 people to follow on Twitter
- Top 5 pieces of equipment used in the gym (include pictures)
- Top 5 YouTube clips to view for your classes
- Top 5 professional development books
- Top 5 Health/Wellness/Nutrition/Physical Education Documentaries
- Top 5 Health/Wellness/Nutrition/Physical Education websites

or make up your own and submit to: tohagan@spiritlakecsd.org
Margaret Beuter, Jump Rope for Heart Joint Projects Chair  
Longfellow Elementary School  
Iowa City Iowa

Dear Margaret,

On behalf of the Iowa Skipper Jump Rope Team, I would like to thank you for your continuous support this year as our main funding sponsor. Without the monetary support that IAHPERD provides, our team could not do all the amazing things we have done. We truly appreciate you believing in our team and our mission to educate students about heart health.

This year the Iowa Skipper Jump Rope Team made over 35 appearances for the American Heart Association all to support the Jump Rope for Heart program. We performed at 20 schools, high school halftime shows, University of Iowa men’s and women’s basketball game halftimes, the Iowa Women’s State Basketball Tournament 4A semi-final game and honored to perform at a NCAA Women’s Basketball Tournament Regional Game in Iowa City, Iowa. The Iowa Skippers have performed in front of over 32,000 people encouraging heart health, and the Jump Rope for Heart program. We always acknowledge IAHPERD as our primary supporter when allowed to. Thank you for all you have done!

One of the Iowa Skipper yearly highlights is to conduct a summer jump rope camp for Kindergarten – 8th grade students in Cedar Rapids. We have kids come from all over Iowa to participate in this camp as well as a few from surrounding states to learn from the team. This year our camp will be held June 23rd, 24th, and 25th for approximately 250 children. We would like to request monetary funding of $1500 again for the 2014 Iowa skipper camp. This money will be used for the following; building rental, insurance, healthy snacks, scholarships for kids unable to afford camp, incentives, door prizes, postage, paper/certificates, printing, advertising, and funding to bring Matt Bemer, former Iowa Skipper/National Rope Jumper to provide our Skipper team with new ideas and skills building.

We appreciate all you have done for the Iowa Skippers this year and truly hope you would consider supporting our Jump Rope Camp again this year. Please feel free to contact me with any questions you may have.

Sincerely,

Kathy Szabo, Sue Bullis, Jim Patterson, and Hal Garwood

Kathy Szabo  
Director Iowa Skipper Jump Rope Team  
6225 1st Ave SW  
Cedar Rapids, Iowa 52405
JUMP ROPE CAMP 2014
Camp Directors: Kathy Szabo, Sue Bullis, Hal Garwood, Jim Patterson
www.iowaskippers.org

Camp will be held June 23, 24, 25th at Taft Middle School, 5200 E AVE NW, Cedar Rapids, Iowa. Sign up early as camp fills up fast and we can only take a limited number of students.

Camp fee is $40.00 if paid by June 10th. After that the fee will be $50.00. A free jump rope is included with the fee. Sign up soon and save the late fee. No Fees will be returned after June 10th, 2014

CAMP FORMAT:
Camp is divided into two sessions based on student’s 2013-14 grade to allow for specialization of ability.
- Monday, Tuesday, Wednesday: 8:00 - 11:30 AM --- Current Iowa Skippers & Jumpers who have attended Jump Rope Camp three or more years, and current 3rd, 4th, 5th, 6th, 7th, and 8th graders.
- Monday, Tuesday, Wednesday: 12:30 - 3:30 PM --- Current K, 1st, and 2nd.

***Kindergarten students must be able to jump 5 consecutive times to qualify for participation***

Adult teachers, former Skippers, and present Iowa Skippers will serve as assistant instructors. The Iowa Skippers are a traveling Jump Rope Demonstration Team from Cedar Rapids that has performed at over 600 school assemblies and various sporting events in Central and Eastern Iowa during the last twenty years. This camp is a fun, enjoyable experience for all ages and is one method students can be selected for next years Iowa Skippers Team if they are interested.

Wednesday June 25th, we will have two short programs demonstrating rope skills learned during camp.
- Morning Session: 10:45 AM
- Afternoon Session: 2:45 PM

Return entry form by June 14th, 2014. Maximum of 140 participants per session.
For additional information call 393-4897 or 390-3439.

*******SAVE DIRECTIONS ABOVE AS THERE WILL BE NO FOLLOW-UP LETTER*******

MAIL REGISTRATION AND FEE TO: Jump Rope Camp
Hal Garwood
3405 Riverside DR NE
Cedar Rapids, Iowa  52411

Name______________________________________
Circle 2013-14 grade   K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
Address______________________________________School Attended this year
City_________________________ Zip___________
Phone___________________ AM (Advanced Session)
__________ PM (Beginner/Intermediate)

My son/daughter has permission to attend Jump Rope Camp. By registering for this camp your child is assumed to be in good health. I understand that the Cedar Rapids Community School District and any of the personnel involved with the camp can not be held responsible for any injury incurred to and from, or while my child is attending this camp.

Parent__________________________Emergency Phone Number________________________

In case of an emergency __________________________ is requested to act in my behalf. Phone________________________

***If you want to purchase additional ropes fill in the quantity and enclose payment. THESE ROPES ARE NOT AVAILABLE FROM LOCAL STORES. ORDER NOW TO BE GUARANTEED THAT YOUR ROPES WILL BE AVAILABLE AT CAMP.

_____ 16 ft. white single long rope -- one for $7.50, two for $13.00 (used for Double Dutch) This is a very popular rope.
_____ Additional 8 or 9 ft. ropes -- $4.00

Number of Ropes Amount for Rope(s) Total Enclosed - Please attach ONE check for camp fee and ropes payable to Jump Rope Camp

Iowa Association of Health, Physical Education, Recreation and Dance
Hoops For Heart is a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students learn basketball skills, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke. Millions of students have joined with us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of this great event and your school will earn gift certificates for Free P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

©2013, American Heart Association. Also known as the Heart Fund. 8/13DS6910
IAHPERD Grant Application Form

Project Title: ___________________________________________

Amount Requested: ___________________

Maximum Award is $1,500  (we have awarded higher amounts if approved by our committee)

Name of Applicant(s)  (Must be IAHPERD members)  Date of Application

Position(s)

Name of School/Agency

School/Agency Address  Work Phone

Email Address  Home Phone

Name of Principal/Administrator  Signature of Principal/Administrator

SEND REQUEST TO:
Tom Spalla
3309 Brook Hollow Dr.
Asbury, IA 52002
563-582-8893 (h)
563-744-3371 (w)
tspalla@w-dubuque.k12.ia.us

(Continued on next page...)

Iowa Association of Health, Physical Education, Recreation and Dance
ALL PROPOSALS MUST BE POSTMARKED BY March 1
Applicants will be notified by May 31 & receive payment at fall convention.

Project Title:

1. Provide a summary description of your proposed project.

2. State the project objectives/goal.

3. Describe how this project will meet the needs of children/students.

4. Describe how this project will enhance the mission/strategic plan of IAHPERD.

5. Approximately, how many children/students will be targeted by the proposed project?

6. How will you measure project goals and objectives to determine the projects?

7. If total of amount is not received, where will remaining funds, if necessary come from?

Detail your budget request. Use a separate page if necessary. List specific brands, descriptions, quantities, catalog or part numbers, shipping, etc. Include any estimates, if necessary.

Iowa Association of Health, Physical Education, Recreation and Dance
If you would like to present at the 2014 IAHPERD Convention, please fill out and submit ASAP!

Iowa Association for Health, Physical Education, Recreation and Dance

Call for 2014 IAHPERD Convention Presenters
October 3 - 5, 2014
Iowa State University
Ames, Iowa

Please complete this form and mail/e-mail to:

Tim Lane
2220 EP True Pkwy. #20
West Des Moines, IA 50265
E-mail tim.otblane@hotmail.com

Phone: 515.480.3717

Name:  Title:
Address:  City:  State:  Zip:
Phone:  Fax:
E-mail:

Title of proposed presentation (limit of 12 words or less):

Brief description of presentation content (50 words or less):

Mode of presentation:
_____Lecture  _____Panel  _____Activity/Participation  _____Demonstration

Willing to present the session twice?  _____Yes  _____No
Content is aimed for this audience (Please check all that apply):

_____Elementary  _____Middle  _____HS  _____College
_____Adapted  _____Dance  _____Health  _____Aquatics
_____Retired  _____Recreation  _____Physical Education

Room:

_____Classroom  _____Gymnasium  _____Weight room
_____Auditorium  _____Dance Studio  _____Rock Wall
_____Pool  _____Wrestling room (padded floor)

Audio/Visual equipment (check all that apply):

_____Screen  _____Projector  _____DVD Player/Monitor
_____Microphone  _____Extension Cord  _____VCR Player/Monitor
_____Power Strip  _____Other (please list below)

Day and time preference (every effort will be made to accommodate your request):

_____Friday (Pre-convention)  _____Saturday morning  _____Sunday morning
 _____Saturday afternoon  _____Sunday afternoon

Please submit as soon as possible-thanks!
Famous people of influence have been saying it for centuries: physical education is key

by Clayton Ellis on March 13, 2014

Clayton Ellis is currently teaching physical education at Aurora Central High School in Aurora, CO. He was selected as the 2010 National Association for Sport and Physical Education (NASPE) High School Physical Education Teacher of the Year. Clayton was awarded the AAHPERD Honor Award at the 2013 Charlotte National Convention for his efforts in advocating for and promoting quality physical education. With more than 28 years in education, Clayton’s commitment to his students’ physical education and health is evident in all of his work. Clayton’s former principal states, “During my long career in education, no one that I know has been the voice for physical education that Clayton is and has been.” Clayton was recently elected to be the President of the Governor’s Council for Active and Healthy Lifestyles. Clayton is also on the Leadership Council for the 9 state Central District Association for Health, Physical Education, Recreation and Dance (CDAAHPERD). He is a past-

Colorado parents need to take a more active role in these so called education reforms occurring in our schools. Last November, Colorado failed to pass Amendment 66, which was supposed to put nearly a billion dollars directly into our classrooms, bypassing the school administrators. Supporters even provided commercials stating we could bring “gym class” back for a mere $133 a year per household! Quality “physical education” is a valuable content area which educates our children on the concepts required to live an active and healthy lifestyle. This is Colorado! Go outside and go for a walk! Henry David Thoreau said, “Me thinks that the moment my legs began to move, my thoughts began to flow.” President Thomas Jefferson said, “Walking is the best possible exercise. Habituate yourself to walk very far.”
president of Colorado Association for
Health, Physical Education and Dance
(COAHPERD). Clayton has also
served on the President’s Youth Fitness
Program (PYFP) Task Force, and the
Colorado Department of Education
Subcommittee to review and rewrite
physical education standards for
Colorado. He serves on the Advisory
Board for the Denver Public Schools
Sound Body/Sound Mind Program and
the K-12 Advisory Board for the Metro
State University Physical Education
Teacher Education (PETE) Program.
Clayton has coached a variety of sports
at the high school level including:
football, basketball, baseball, volleyball
and swimming.

In 2004, the Robert Woods Johnson
Foundation found that 92 percent of parents
consider P.E. and health as important as
English, math and science. Although core
content areas are expected to provide
evidence of student growth, due to local
control issues or values, Colorado does not
assess nor evaluate physical education
programs. Many school administrators
expect physical education teachers to
demonstrate growth in math and literacy
rather than physical education content.
President Harry S. Truman said, “We
should resolve now that the health of this
nation is a national concern; that financial
barriers in the way of attaining health shall
be removed; that the health of all its
citizens deserves the help of all the nation.”

According to the CDC and Health Policy Solutions, Colorado’s childhood obesity
rates have increased by the second fastest rate at 23 percent in three years. One
could assume this is due to Colorado having one of the least funded education
systems in the country and the influx of education reforms, which focus on the
“core” content areas in order to achieve higher scores on state assessments.
President John F. Kennedy stated, “Intelligence and skill can only function at the
peak of their capacity when the body is healthy and strong.” Colorado is one of
only two states in the country that does not require any physical education from
kindergarten to 12th grade. High school graduation requirements in Colorado vary
from ZERO to three credits, with the average being one and a half credits.
Plato said, “Lack of activity destroys the good condition of every human being,
while movement and methodical physical exercise save it and preserve it.” What
type of physical education program did you have in high school? There are
basically two types of a secondary physical education program in our schools:
“New school” and “Old school”.

Iowa Association of Health, Physical Education, Recreation and Dance
“New school” physical education programs are standards-based and include lifetime fitness and active and healthy lifestyle. These programs include a large variety of mainly individual fitness/sport type activities, where students benefit from the knowledge and concepts to participate for the rest of their life. Unfortunately, there are very few “new school” physical education programs in Colorado that offer a comprehensive variety of activities due to funding and lack of priority.

“Old school” physical education programs include very large class sizes that include: roll out the ball (weight), athletic centric, power lifting, and represent what many adults had when they were growing up. Team sport skill development is the featured goal of an “old school” program. But how much do baby-boomers bench press these days? When less than three percent of high school athletes continue to play their sport after they graduate, and only three in ten thousand high school boys’ basketball players actually get drafted to play professionally. Why are team sports still the focus of many of the secondary physical education programs across the country? In short, these “gym” classes with fifty to seventy students in them are easier to manage. All a student has to do is show up appropriately dressed and simply participate without causing problems.

President Thomas Jefferson said, “Leave all the afternoon for exercise and recreation, which are as necessary as reading.” I would rather say more necessary because health is worth more than learning. One of the most alarming trends occurring around the nation is the practice of waiving or exempting students from physical education because they are in some other EXTRA curricular activity; they do not take into account the actual content being taught or the physical and mental benefits provided through brain research in a quality physical education class. Don’t get me wrong, extracurricular activities are very important and teach some important concepts that assist with the education of the whole child, but they are extra. Colorado also allows for extracurricular coaches to be hired without any kind of teaching certification. They may have gained their experience playing the particular sport they are hired to coach but are not provided with the professional development required for quality physical education.

Physical education was created in order to develop our young men for military
service. President John F. Kennedy said, “A country is as strong as its citizens, and I think mental and physical health, mental and physical vigor go hand in hand.” It was President Kennedy that renamed the President’s Council for Physical Fitness to include ALL Americans. Currently, 75 percent of high school students that would like to enter a career in a service profession do not qualify physically and military and policy academies are forced to reduce the physical requirements because of this.

As far back as 300 BC, Herophilis said, “When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot be executed, wealth is useless, and reason is powerless.” Colorado’s school children are in school for seven hours a day; with all this knowledge and the resources available, shouldn’t our schools assist students by teaching them how to live a healthy lifestyle? Parents: if you would like for your children to develop healthy lifestyle habits, you should ask the important questions around how these habits are being developed in their school. If more parents would ask the important questions concerning their priorities for their children, then our local control school administrators, school boards and legislators would have to focus on improving the system towards educating the whole child.
How to Raise the Status of Physical Education at Your School

Karen M. Lux

Physical education deserves to be taken seriously.

“W

e are going to have an assembly in the gym today. But it doesn’t matter, it’s just PE, and you can teach that somewhere else, right?” Initially, statements like this from a classroom teacher or administrator may seem harmless, and the chances are that they do not intend to be disrespectful. Upon closer inspection, however, they communicate an underlying conviction that physical education (PE) is less important than other subjects. In fact, this is a belief that is implicitly (and sometimes explicitly) introduced to students in schools each day. This belief is also reinforced among those pursuing a career in education in their undergraduate teacher education programs, society, and school life (McCullick, Belcher, Hardin, & Hardin, 2003). To some, a statement such as this one may appear to be opinion, speculation, or blind loyalty to a profession, but it is not. Nearly 35 years of research on this phenomenon has demonstrated that PE is in fact considered less valuable in the hierarchy of school content areas (O’Sullivan, 1989; Stroot, Collier, O’Sullivan, & England, 1994). Because of this, PE teachers experience life in schools as marginalized professionals. Research has indicated that PE teachers report feeling isolated, having limited (or no) access to resources, and struggling to be perceived as legitimate professionals by other teachers, students, administrators, and parents (Hendry, 1975; Macdonald, 1995; Templin, 1988). These feelings influence how teachers feel about their job, their effectiveness, and their interaction with students. At worst, these feelings can lead to burnout and compromised program quality (Sparkes & Templin, 1990).

The current educational reform movement and implementation of No Child Left Behind (NCLB, 2001) have only exacerbated the situation with the explicit prioritization of reading, mathematics, and the traditional academic curriculum. In order to provide more time for reading and math, time for other subjects that are not included in NCLB (such as PE) is often diminished. As time and resources for PE continue to be reduced, PE’s marginal status is intensified. However, there are some things that can help combat this marginalization and raise the status of PE in schools, as well as improve physical educators’ daily work environment. This article identifies strategies used by physical educators who have successfully elevated PE’s status at their school. Based on a rigorous exploration of this area (Lux, 2009; Rovegno & Bandhauer, 1997; Templin, 1988), five strategies are proposed here: (1) create “PE wallpaper,” (2) “see and be seen,” (3) “walk the walk,” (4) extend “the olive branch,” and (5) become involved in “academic” matters. (Please note that quotation marks around the word
academic are used to communicate the notion that some view only those subjects taught in a traditional classroom as academic in nature. Conversely, individuals with this perspective consider subjects like art, music, and PE, and things taught in nontraditional classroom settings, as having less academic value. Rest assured that this is not the view of the author.)

Create “PE Wallpaper”
Hanging student work and PE content on the gymnasium walls provides a visual demonstration that the teaching space is for physical education. Establishing the true purpose of the gym increases the educational value of PE, which can help to improve its position within the school (Rovegno & Bandhauer, 1997). It can also serve as a permanent, tangible, and visible advertisement of interdisciplinary teaching. By demonstrating the integration of content that is perceived as more “academic,” PE is promoted as a more valuable component of education. In addition, covering and highlighting the use of “academic” content serves to improve the perception of a PE teacher’s capabilities as an educator. Some ways to achieve this include (1) creating and mounting a “word wall” in the gym that highlights physical education words as well as terms that are being used in the classroom (Pellett & Pellett, 2010), (2) using charts and posters to record and display student achievement and skill performance, (3) putting up posters supporting heart-healthy behaviors and the Food Guide Pyramid in order to make connections to science concepts, and (4) displaying PE program values and expectations for personal and social behavior that parallel or exceed classroom and school expectations.

“See and Be Seen”
Increasing and maintaining involvement in various community affairs can give teachers the opportunity to speak with students and parents in a more personal setting. These experiences can help build relationships and bonds that provide a supportive network. As a result, parents may remember to ask their child about PE more often. Also, students are teachers’ most powerful advocates; the more they tell their parents about PE, the more likely that parents will be supportive of the subject and the teacher when needed. By building these relationships and establishing these connections, PE teachers can gain the help and assistance of parents and promote the value and importance of physical education to children. The support of students, parents, and the community can translate into valuable political capital that can help PE teachers deal with the social and political forces within their school (Lux, 2009). For example, the physical educator could attend students’ sport events or other events that are important to the school community; go to plays, shows, or recitals that his or her students will be performing in; or participate in community fundraisers and charity events. This could be especially meaningful if the teacher does not tell students that he or she will be attending. Additionally, preparing an annual presentation for the local school board can also increase the visibility of PE and its educational value for students at the community level.
“Look the Part”

Do not underestimate the power of outward physical appearance. While it may seem superficial (and, alone, it is) when making judgments about the value of what a person represents, physical appearance can be powerful. Teachers can demonstrate professionalism daily through their appearance and conduct within the school working environment. As opposed to other measures of instructional capital, a professional image is an intangible resource that can help PE teachers to communicate their educational contribution to their school (Lux, 2009). Some suggestions for presenting a professional image include (1) dressing professionally, (2) arriving early and staying late, and (3) seeking and earning advanced certifications and recognition awards. Dressing professionally serves as a physical demonstration of expertise and authority. For example, wearing a tucked-in collared shirt, loosely but well-fitting exercise pants, and clean tennis shoes sends the message to colleagues that PE is more than just exercise. Conversely, T-shirts, unkempt clothing, and shoes that have been used for yard work might communicate that, as a whole, PE teachers are messy, disorderly, and no more than activity supervisors whose job is to provide classroom teachers with a break. Purposely arriving early and staying late (without being required to do so) demonstrates a willingness to work above and beyond what is required. This helps to promote the perception that physical educators are dedicated and hard-working professionals. Achieving advanced degrees or honors such as National Board certification demonstrates elevated levels of expertise and teaching performance, which are perceived as highly professional by other school teachers and administrators.

Extend “the Olive Branch”

Offering meaningful and consistent help to “academic” teachers can help PE teachers to establish alliances within the teacher community and strengthen connections with other colleagues. Lending a hand to coworkers can help to build mutual respect and shows sympathy toward the stress they experience on the job. As a result, other teachers might be more willing to view the physical educator as an ally. Some ways that PE teachers can extend assistance to classroom teachers include (1) helping teachers of lower grades with management tasks such as lunch counts and clerical work, (2) offering to supervise students between classes so that teachers can use the restroom or make an important phone call, or (3) helping teachers to guide students to and from classrooms when needed.

Offering help to classroom teachers is not intended to place the PE teacher in a position of service, inferiority, or lower status. While engaging in this type of behavior might initially send such a message, research in this area has indicated that this strategy actually helps PE teachers to elevate their status with their colleagues (Lux, 2009;
Rovegno & Bandhauer, 1997). In order to be most effective, PE teachers need to “extend the olive branch” consistently. In order to demonstrate support and be seen as an ally by classroom colleagues, offering help needs to be a part of the physical educator’s daily operation and interaction with other teachers. This strategy works best when physical educators offer to help with those tasks and responsibilities that are most meaningful to their colleagues and least burdensome for themselves. Of course “extending the olive branch” should not keep a PE teacher from his or her work or in any way compromise one’s ability to deliver quality physical education lessons and programming for students.

**Become Involved in “Academic” Matters**

Many times, “academic” matters may initially seem to have little to do with PE content. Grade-level meetings, Individualized Education Plan (IEP) meetings, or professional development workshops planned for the “academic” teachers often exclude PE teachers (illegally in the case of IEP meetings). While attending these meetings and participating in these matters may not be directly linked to the function of the PE program, involvement can go a long way toward increasing the visibility and reputation of the PE program and teacher. Failure to attend such events may not lead to reduced program quality or teaching effectiveness, but an opportunity would be lost to support colleagues or to get the workshop presenter to show how the content is related to work in the gym. Some of these meetings also provide useful information about policies and procedures that have the potential to affect a physical educator’s daily work.

Participating in these matters can help to keep PE teachers involved in nonmarginal functions and make them a player in central school functions. Involvement in “academic” functions also demonstrates the PE teacher’s interest in the work of colleagues and the educational experiences of students outside of PE class. This can support the idea that all areas and teachers are equally valuable. In fact, PE teachers have an important advantage in that they know and have experience with all (or most) of the students in the school. Physical educators thus have valuable insight into the entire school population, which only compounds when they teach students year after year and see their growth and development over the course of their whole educational experience. Attending optional meetings such as grade-level meetings also helps to further the notion that teaching PE requires the same pedagogical skills and abilities that are necessary for teaching “academic” content. This promotes the image of PE as a subject with educational value and reminds colleagues that a physical educator is an equally important part of the faculty. Speaking to colleagues about the existence and use of the national standards for PE (National Association for Sport and Physical Education, 2004) can also help to demonstrate the credibility and legitimacy of physical education.
Involvement in “academic” matters and functions makes classroom colleagues more likely to view a PE teacher as a contemporary with a job that has work expectations and requirements similar to those to which they are held accountable. This is important because it often seems that classroom teachers have the perception that PE teachers (and other “auxiliary” staff) do not work as hard as they do or that the nature of the job is less strenuous than work in the classroom. This perception could be validated if PE teachers do not attend meetings that are required of classroom teachers, as this is seen as providing them with additional “free” time. Voluntarily attending these meetings and injecting oneself into important school functions can help physical educators gain credibility with their colleagues. Additionally, the old adage of “out of sight, out of mind” does not help any teacher looking to reposition his or her place in the school hierarchy. This is not to suggest that PE teachers need to engage in school gossip. In fact, it is essential to do just the opposite and establish a reputation as someone who is uninterested in gossip as professional practice.

**Conclusion**

The perception and status of PE significantly influences the feelings that physical educators have about their work. Because physical educators often feel isolated and struggle for legitimacy, the foregoing strategies to help them elevate the status of PE in their school can contribute to their personal and professional well-being. Taken together, these strategies can help PE teachers to verbally defend, espouse, and advertise what they do in their classes, the value of the content, and its contribution to students’ academic performance. Exemplary and successful PE teachers are not dissuaded by their marginalized status; they work even harder to rectify it.

**References**


This article was printed in JOHPERD, Volume 81 No. 8, October 2010. At that time Karen M. Lux was an assistant professor in the Department of Kinesiology and Health Education at Southern Illinois University at Edwardsville, in Edwardsville, IL 62026. She is now Karen L. Gaudreault, Ph.D. (klux1@uwyo.edu) and is an Assistant Professor of Physical Education Teacher Education for the University of Wyoming, in Laramie, WY 82071.

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Clockwise from upper right: Olympian Shannon Miller keynotes the general assembly, SHAPE America CEO Paul Roetert with distinguished guests, Deborah Tackmann addresses ‘best practices’, watching Shannon Miller’s perfect 10 on the beam in the 1996 Olympics with Shannon!, SHAPE America President Gale Wiedow unveils the SHAPE logo
Clockwise from upper right: Susan Flynn leaves you with no choice but to get up and dance, UNI students at a well attended UNI Social, Drum FIT about to start a session, UNI students 'rocked' this session, Iowa contingency with CO President Chris Watts did 'spelunking' through the City Museum 'caves'
Clockwise from upper right: Words from Dr. Jayne Greenberg of the President’s Council on Fitness, Sports & Nutrition, Iowa’s Bullis, O’Hagan, Ahern, Peterson, Lucke & Bibler get a ‘selfie’ with the Arch, UNI students at their target heart rate?, a forest of ‘trees’, awesome activity session by Chad Triolet.
Clockwise from upper right: Reggie Regg of H3 TV leads the crowd in a flash mob, Marshall Faulk attends as the ‘NFL Play 60’ representative, the ever eclectic City Museum.
2014 St. Louis SHAPE America Convention

Clockwise from upper right: City Museum chairs worked your core, BVU’s Ryan Eberly receives the National Ruth Abernathy Presidential Scholarship, just like at Iowa’s convention Judy LoBianco graces us with her rendition of ‘God Bless America’, Iowa’s Shellie Pfohl represents the President’s Council on Fitness, Sports & Nutrition, student jumpers demo team.
2014 St. Louis SHAPE America Convention

Clockwise from upper right: Sioux City’s Kelli Tuttle with Dr. Gale Wiedow at the Hall of Fame Banquet, Kelli with the other 4 districts HS PE TOY’s, Colorado’s MacKenzie Mushel receives the National TOY for Dance, Minnesota’s President Elect, Mike Doyle, with District Adapted TOY’s, two great Olympians: former National AAHPERD President Lucinda Adams & Jackie Joyner Kersee
Clockwise from upper right: Jackie Joyner Kersee & Carl Lewis announce USATF/SHAPE America partnership, exhibit hall, test your balance skills at slacklining, GIANT Speedstacks competition, John Thompson works the crowd at a US Games