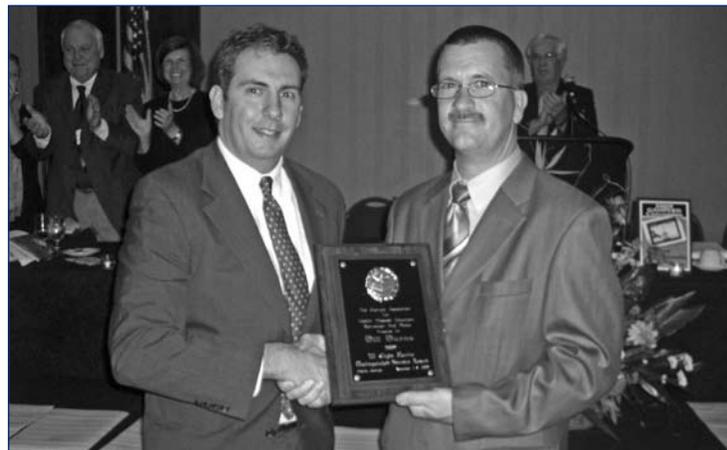
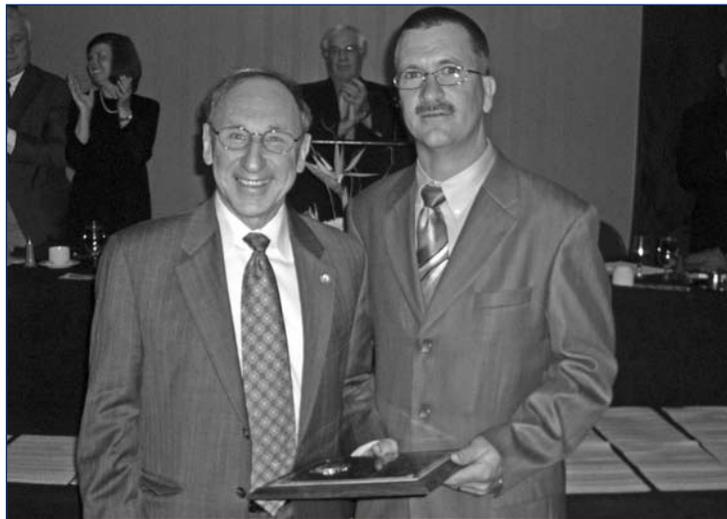


the GAHPERD JOURNAL

Georgia Association for Health, Physical
Education, Recreation and Dance
Volume 42 Number 3 Winter 2010



GAHPERD Advocate of the Year
Representative Brooks Coleman

W. Clyde Partin Distinguished Service Award
Mr. Bill Burns

(Both pictured with GAHPERD President Cecil Maret)

(See article page 2)

The Department of Health, Physical Education, and Sport Science at Kennesaw State University offers a Master's degree in Applied Exercise and Health Science. This graduate level professional program prepares students to engage in a variety of leadership positions in the increasingly challenging health and fitness fields. Graduates will demonstrate an in-depth understanding of complex problems associated with fitness and health promotion as well as possess the knowledge and skills to develop, implement, supervise, and evaluate effective exercise and health promotion programs.

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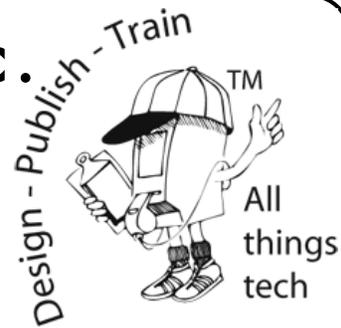
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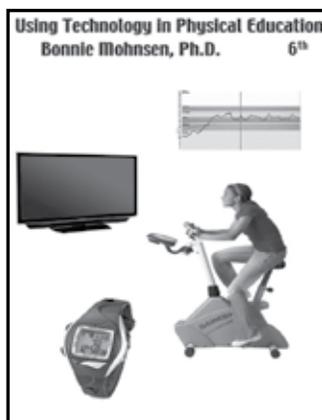
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GAHPERD Vision Statement

The Georgia Association for Health, Physical Education, Recreation and Dance envisions a society in which an active, healthy lifestyle is valued and practiced by all Georgians. GAHPERD takes a leadership role in promoting the professions it represents by broadening public perceptions and values, through dynamic services, creative products, innovative programs and on-going research. As a leader in the state, GAHPERD seeks to unite with professional and community organizations to achieve the vision of a healthy Georgia.

GAHPERD Mission Statement

GAHPERD is a nonprofit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.

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The GAHPERD Journal

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Mike Tenoschok
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PRESIDENT'S CORNER

Stephanye Peek
GAHPERD President

Thanks for a great GAHPERD Convention in Atlanta on October 31 – November 2. I thoroughly enjoyed serving as your Convention Director and appreciate all the positive thoughts and comments. I am most grateful for the outstanding Convention Committee that worked to make our Convention one of the best. Hope you are preparing to attend “Fitness is IN” in 2010 at the DeSoto Hilton in Savannah, GA.

I am serving on several leadership teams – Fitness Assessment with Dr. Bud Reiselt and the Childhood Obesity Summit Committee. If you have any concerns or ideas you want to share, please email me at stephanye.peek@cobbk12.org I want GAHPERD to be one of the best organizations in the United States and with your help and devotion it will be. I realize that if you are receiving this Journal you are a GAHPERD Member. But we need more active members, so please encourage any of your colleagues who are not already members to join GAHPERD. Also, think about serving on the Board - that’s how I got started six years ago as Elementary Chair-Elect.

Bill Burns, Georgia Advocacy Director, is urging us to let our elected officials know that we support HB 39 as a possible measure to raise much needed money and

to discourage the #1 preventable risk factor for heart disease and stroke. **Email or call your elected officials today and ask them to support HB 39.**

As an Elementary Physical Education Specialist I get to see lots of energy every day, and I want to continue to promote being active. Don’t wait for someone to speak or smile at you, you be the initiator. Smile first - it is contagious. Keep your energy up; it will make your life more pleasant and worthwhile.

I will be representing you at the Southern District AAHPERD in Myrtle Beach, SC February 10-14, 2010 and then the AAHPERD National Convention in Indianapolis, IN March 16–20, 2010. Hope to see some of you there. Thanks for your support and encouragement and I want to lead by a good example of promoting Fitness and Fight against Childhood Obesity. Get Fit and Stay Fit for Life!

Stephanye Peek
GAHPERD President



GAHPERD Advocate of the Year Representative Brooks Coleman

Representative Brooks Coleman serves as a member of the Georgia House of Representatives and Chair of the Education Committee. In this role, he promoted and fully supported the historic House Bill 229 (Student Health and Physical Education Act) of 2009. With the support and promotion of Representative Coleman, this Act was passed by the House of Representative and eventually signed by Governor Perdue on April 28, 2009. Representative Coleman is no stranger to education. He began his career as a teacher/coach in the Walton County School System in 1962. He served in varying capacities in the Gwinnett County School System through the years as teacher, principal, assistant superintendent and curriculum director. He has a long list of honors and achievements. He is a motivational speaker and consultant. He understands the need to promote health and fitness in the lives of the children of Georgia and for his efforts he is recognized as the 2009 GAHPERD Advocate of the Year.

W. Clyde Partin Distinguished Service Award Mr. Bill Burns

Bill Burns is Director of Governmental Affairs for the Georgia and Alabama affiliates of the American Heart Association. Through his efforts to lobby for what is now state law, HB 229, young school-age Georgians will have required physical education. He spoke in our behalf on numerous occasions to community and civic groups and used his influence to rally support from the legislature. The W. Clyde partin Distinguished Service Award recognizes Bill for his efforts in this historical achievement

Georgia Association for Health, Physical Education, Recreation, & Dance

Calendar of Events

IMPORTANT DATES

<i>February 10-14, 2010</i>	SDAAHPERD Convention, Myrtle Beach, SC
<i>March 16-20, 2010</i>	AAHPERD Convention, Indianapolis, IN
<i>November 6-9, 2010</i>	GAHPERD Convention, Desoto Hilton Savannah
<i>February 16-20, 2011</i>	SDAAHPERD Convention, Greensboro, NC
<i>March 15-19, 2011</i>	AAHPERD Convention, San Diego, CA
<i>October 22-25, 2011</i>	GAHPERD Convention, Atlanta Marriot NW (Cobb)
<i>February 8-11, 2012</i>	SDAAHPERD Convention, Orlando, FL
<i>March 13-17, 2012</i>	AAHPERD Convention, Boston, MA
<i>November 10-13, 2012</i>	GAHPERD Convention, Desoto Hilton Savannah
<i>April 23-27, 2013</i>	AAHPERD/SDAAHPERD, Charlotte, NC
<i>October 26-29, 2013</i>	GAHPERD Convention, Marietta Hilton
<i>March 18-22, 2014</i>	AAHPERD Convention, St. Louis, MO
<i>November 1-4, 2014</i>	GAHPERD Convention, Savannah Hilton
<i>March 17-21, 2015</i>	AAHPERD Convention, Seattle, WA
<i>October 23-26, 2015</i>	GAHPERD Convention, Marietta Hilton

GAHPERD Publication Information

General Information

When submitting information for publication in the GAHPERD Journal or GAME Newsletter:

- Send information to Mike Tenoschok mtenoschok@mtparanschool.com
- Submit electronically as an attachment to e-mail
- Information should be word-processed (Microsoft Word, size 12 Times font preferred)
- Any photographs submitted should be an actual photograph, not a photo cut from another publication. Electronic transmissions are encouraged.

Due Dates for Materials and Publication Dates:

<u>Due Date</u>	<u>Publ. Date</u>	<u>Publ.</u>	<u>Season</u>
Jan. 1	Feb. 15	GAME	Winter
Feb. 1	March 15	Journal	Spring
April 1	May 15 (Conv. info)	GAME	Spring
June 1	July/August	GAME	Summer
Aug. 1	Sept. 15 (Pre-Con) *	Journal	Fall
Sept. 1	October 15	GAME	Fall
Nov. 15	Dec. 15 (Post-Con) *	Journal	Winter

NATIONAL NEWS

Shiloh Point Elementary Earns "Stars" Status with Nationally Ranked Physical Education Program

RESTON, VA, October 23, 2009 – Shiloh Point Elementary School (Cumming, Georgia) is one of only 44 schools in the country to ever receive national acclaim as a National Association for Sport and Physical Education (NASPE) STARS school. The NASPE STARS program honors physical education programs that model the essential elements for quality physical education and provide meaningful learning opportunities for all students. In addition, STARS schools exemplify excellence in teaching students the knowledge, skills, and confidence needed for motor development to achieve movement competency, health-related fitness and promote lifelong physical activity. To earn that distinction, the Shiloh Point physical education staff compiled documentation over nearly a year which was then submitted to NASPE as an efolio and rigorously reviewed by an independent panel of judges.

As one of the elite physical education programs in the country, Shiloh Point Elementary will be recognized in March during the 125th national convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) in Indianapolis, Indiana. Principal Sharon Ericson and physical education teachers Cate Hernandez, Katie Landers, Jennifer Blankenship and Sandra Bice will be honored at the NASPE Hall of Fame Banquet. A STARS banner will be presented to the Shiloh Point staff as well as certificates of recognition and product coupons from FlagHouse, the official physical education equipment sponsor of the NASPE STARS program.

Shiloh Point Elementary School is located 45 minutes north of Atlanta, Georgia. Shiloh Point, with grades K-5, opened its doors to begin school for the first time in August 2006. Current enrollment is over 1400 students. The school serves students of many different ethnicities and families from various income brackets. There are several special needs classes (developmentally delayed kindergarteners and autistic students) in the school building. Two certified physical education teachers oversee the physical education program at Shiloh Point; one is a National Board Certified teacher. Students attend physical education classes twice a week. Each physical education teacher instructs one of two sections of students during the same class time (double classes) with the assistance of a paraprofessional. The curriculum, which is aligned with national and state standards, focuses on the development of motor/sports skills, improved fitness levels, dance, gymnastics and character education (social development). Extra opportunities such as Jump Rope Club, speed stacking, and tumbling are available for students before or after school.

Our nation's obesity epidemic has made the need greater than ever for all students to have access to quality physical education programs and instruction. Physical education is a key strategy for increasing physical activity and decreasing obesity, but only if schools take the responsibility for providing physical education programs of the highest quality. NASPE

STARS programs, like Shiloh Point Elementary School, become leaders in the effort to provide high quality physical education that meets national standards and guidelines.

According to NASPE President Steve Jefferies of Central Washington University, "NASPE STARS physical education programs are models for other schools to emulate. There is growing evidence that supports the relationship between health-related fitness and academic achievement. Healthy children learn better and systematic movement activities facilitate cognitive development. A quality school physical education program is the foundation for helping ALL children develop the knowledge, skills and confidence that promotes lifelong physical activity. By improving the quality of school physical education programs across the country, we will have a direct effect on the health of America's children. In a time of increasing health risks and health care costs in our country, prevention is a key and exemplary physical education programs must be part of the solution."

NASPE Executive Director Charlene Burgeson explains that the criteria for this award are based on the essential elements necessary for a quality physical education program – content based on the National Standards for Physical Education, educationally and developmentally appropriate instructional strategies and teaching skills, adequate facilities and equipment that are safe and appropriate for the age and abilities of the students and that enable the students to participate in the maximum amount of active time on task, and classes taught by certified physical educators, among others.

For more information about quality physical education programs and how your physical education program can apply to become a STARS school, visit the NASPE Web site at www.naspeinfo.org/stars. Physical education departments can download information for administrators on the STARS program, a STARS application, criteria, and suggestions for providing evidence that the criteria have been met. The next deadline to apply for STARS is October 15, 2010.

NASPE

The preeminent national authority on physical education and a recognized leader in sport and physical activity, the National Association for Sport and Physical Education (NASPE) is a non-profit professional membership association that sets the standard for practice in physical education and sport. NASPE's 16,000 members include: K-12 physical education teachers, coaches, athletic directors, athletic trainers, sport management professionals, researchers, and college/university faculty who prepare physical activity professionals. NASPE seeks to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs. It is the largest of the five national associations that make up the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD). For more information, visit www.naspeinfo.org.

NATIONAL NEWS

Georgia Schools Honored at National Conference

The Alliance for a Healthier Generation held its annual Healthy Schools Program in New York City to recognize schools across the nation that have made strides to create a healthy environment for students. This event took place on August 3-6, 2009 in New York City. The Alliance had over 250 attendees from around the country. **During this exciting event, the Alliance recognized 114 schools, 22 from Georgia, with National Recognition through the Healthy Schools Program.** Georgia had more schools recognized by the Alliance than any other single state in the country.

There were some very exciting guests that joined the event to celebrate the schools' successes, including President Bill Clinton, Dr. Clyde Yancy, president of the American Heart Association and Dr. Risa Lavizzo-Mourey, president and CEO of the Robert Wood Johnson Foundation (RWJF). Rachael Ray was honored to open our ceremony on Tuesday night. AHA Georgia State Advocacy Director Bill Burns was honored to be selected by the Alliance to serve as the statewide ambassador from Georgia, and received an honorarium stipend to attend the event from the Georgia Physical Activity and Nutrition coalition (GPAN).

Kennesaw Elementary JRFH

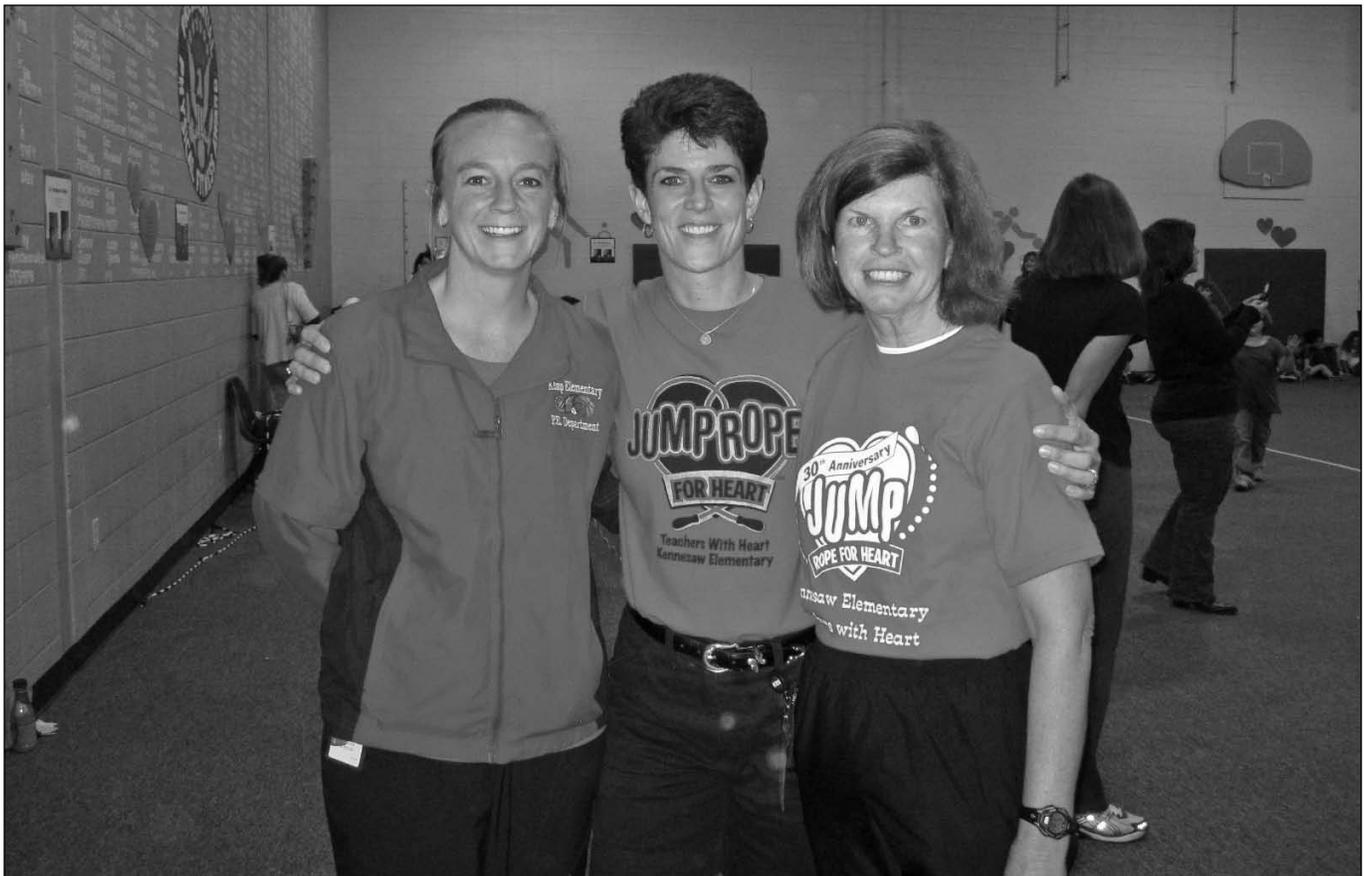
Congratulations to Kennesaw Elementary, Em Adams and Patti Zaino on being the # 1 Primary School in the Nation as the Top Donation School for Jump Rope for Heart and American Heart Association!

On November 10, I was honored to be invited as GAHPERD President to attend the Kennesaw Elementary "Jump Rope for Heart" Event from 2:45 - 4:45. Stephanie McDevitt of Kemp Elementary and I share a moment with Em as she takes a break from jumping with many of her students. Each year for the past ten years I have been attending and serving as team captain, usually a boys team. This year I got a team of first grade girls. They were so much fun. At the end of the event the K-2 school had raised over \$34, 000 for American Heart Association. Great Job Em Adams, Patti Zaino and students and teachers of Kennesaw Elementary in Cobb County, GA. The teachers that raised \$50 or more earned a commemorative t-shirt that is worn by Em, Patti and Beth.





Jumping at KES is fun!



Stephanie McDevitt and Stephanye Peek attend KES JRFH with S??

INNOVATION STATION

Assessment Challenges in Primary Grades

By Penny Pryor

McHenry Primary, Rome, GA

We can all agree that assessment in primary grades physical education is important for the student and for the teacher. However, each year seems to bring new constraints and new challenges to overcome in our discipline. One of the challenges is the focus on the amount of time academic classes need due to the ever increasing amount of accountability/testing. In the current educational climate, documentable evidence of student learning in all subject areas, including physical education is necessary. When I first started teaching 16 years ago, my students had physical education two or three times per week. As the years have gone by and teachers have increasingly been held more accountable for test results, my physical education classes have dwindled to once a week and every fourth Friday. However, I do feel fortunate to see only one class at a time. We have an activity block rotation which includes PE, Art, Music and Computers four days a week. It is very difficult to accomplish everything that needs to be taught in such a short time including beneficial assessment.

Another challenge is the mounting budget restraints. One of the first areas highlighted is the amount of paper that some schools allow teachers to use. Assessment is often associated with paper and pencil activities. However, by being organized and creative, assessment can be accomplished effectively. I will discuss later in the article some of my successes and some of my not so successful attempts at assessing students in the primary grades.

Jefferies, Jefferies, and Mustain (1997), writes:

Probably the best way to implement assessment is to make it continuous. In other words, to create some means by which students are always aware of what they have already learned and the remaining expectations..... Well folks, the not-so-secret truth is that if you aren't assessing, you probably are not teaching! If we as teachers are not aware of what our students already know and can do, how can we possibly be confident that what we are teaching is what they need? If we as teachers are not aware of what our students already know and can do, how can we possibly be confident that what we are teaching is what they need? Effective teachers are always continuously assessing. These teachers watch how their students are performing and make adjustments to the lesson. The big difference in what will be expected in the future is that learning must be documented rather than exist in the teacher's head.

Assessment is more than grading. It is an important means of gaining insight into strengths and weaknesses of our program, our student's skill levels, and their understanding of specific

concepts. It also increases our credibility as professionals and generates documentation that provides evidence of learning.

In our county, we do not give grades in primary physical education so assessments are primarily for my knowledge. However, I do send the papers home with the students to share with their parents. By sending the papers home, helps the parents be aware that we are doing more in physical education than just playing games.

According to Olrich (2002), assessment of fundamental motor skills in the elementary school program is especially important. Fundamental motor skills provide a wide base of movement abilities from which more advanced skills can be developed. Physical education teachers have a tendency to assume that by the age of eight or nine, basic movement patterns will simply be acquired and mastered through the normal developmental process. While it is true that some fundamental motor skills (such as walking) will naturally develop to an acceptable level, the majority of fundamental motor skills must be taught, reinforced, and assessed to ensure that all children have the skills needed for more advanced success. Worrell, Evans-Fletcher and Kovar (2002) noted that when students leave the class, they must be able to use the acquired knowledge on their own in their "real life," The only way to know if knowledge has "passed on" is to assess the extent of student understanding.

One of the critical items for success is for the teacher to integrate assessment throughout the entire lesson. For example, the teacher may conduct an assessment while the students are involved in a large group game. During this time the teacher can assess various motor skills by telling the students to travel in a certain way such as skipping. By conducting assessment as a group activity, students may not even realize they are being assessed which allows them to relax. Game situations are a good format for assessment. They give the students the stage to show their abilities both mentally and physically

It is suggested that self and peer assessment are good techniques to use when classes are large and time is limited. Self-assessment allows students to assess and modify their own performance. Peer assessment has the additional advantage that students (peers) often serve as effective tutors when reading and language barriers exist. According to Olrich (2002), the key to an effective assessment conducted by elementary school peers is to use clear, simple rubrics. The rubrics should be developed using simple terminology, pictorial representations of significant skill elements, and straightforward methods of assessing acceptable skill performance.

Physical education teachers should keep in mind that assessment needs to occur in all three domains. While it is obvious that the psychomotor domain is the easiest and the most assessed, the cognitive and affective areas must also be addressed. Schiemer (2000) suggested that students be informed at the beginning of instruction as to what they are expected to learn in all three domains. Therefore, the cognitive component of each lesson needs to be identified by the teacher and presented to the students. This information assists the students in mastering the cognitive educational objectives for the lesson.

In the cognitive domain, students can acquire knowledge in a variety of areas such as: physical fitness principles, proper nutrition and exercise, plus rules and strategies. Instruction and assessment in these cognitive areas, assists students in maintaining a healthy lifestyle. One way I summarize their knowledge of specific skills, is to have them pretend that aliens have just come to our planet and they are to tell them five things they know about soccer. This is a hard concept for my younger ones. At first they only want to say it is fun or they like soccer. However, after I explain to them that answers like those tell them nothing about the game, and I ask them a few questions, they proceed to give answers such as; you can not use your hands or naming the kicks. Word searches, word scrambles, crossword puzzles, mazes, and number blocks may also be used in the cognitive domain.

Attitudes and sportsmanship are measurable and important elements of the affective domain. Personal Feelings check lists and self-reflection worksheets with questions such as: Did you feel good about your performance? or, How did you encourage your partner today? Are just two examples of questions that could be used. One worksheet that I use is a Juggling Assessment Sheet that involves the students completing a face beside the questions.

There are many different places in which to find quick, effective and easy assessments. I will list a few of the ones that I often use. Suzann Schiemer's book *Assessment Strategies for Elementary Physical Education* is a good source. She incorporates four themes that have far-reaching assessment applications. These four (in brief) are: 1. Assessment drives instruction. Frequent assessment (formative evaluation) of the student's skills, knowledge, and behavior is expected. 2. Teachers should assess the critical content across all three domains. 3. Students need to participate in assessment strategies designed to demonstrate abilities in the areas of comprehension, interpretation, application, analysis, synthesis, and evaluation. 4. A balanced approach reflecting traditional, alternative, and authentic assessment principals should be used.

Another great resource is www.pecentral.org. There is a section on assessment that leads to all types of traditional and nontraditional assessment. I have used many of these ideas throughout the years. There are also other links you can follow for more ideas. Joanne Landy and Keith Burridge's book *Fundamental Motor Skills and Movement Activities for Younger Children*, is another good source. The book includes

teaching, remediation and assessment ideas. There are several excellent rubrics on basic skills and skill pointer cue cards. Another book on assessment is *Teaching for Outcome in Elementary Physical Education: A Guide for Curriculum* by Christine Hoppel.

Although I have just touched the tip of the iceberg on assessment resources, one of the best resources are your colleagues. Many times I have asked colleagues how they assess certain areas in a short time frame. A good idea that a colleague of mine is using because of the budget crunch/paper, is the tried and true over head projector. She often places a sheet for everyone to see and answer the questions in a group format.

Throughout the years I have tried many different ways to assess. Some have worked and some have not worked as well as I would have liked. When I taught fourth and fifth graders I would use cumulative portfolios. This seemed to work well but as we moved into a "paper crunch", I was limited to the amount of sheets that I could use. I have also learned that papers with too many word/instructions turn a child off. Students will spend too much time deciphering the instructions which in turn takes more time away from the initial lesson focus.

Since I see my primary students (pre-k-3rd), once a week and every fourth Friday, I often use Friday to do assessments that are a little more involved. This does not allow me to assess everyone on every unit, but it does give me a good representation of how my program is progressing. Using a station format is another avenue that has worked well in a short time frame. For example, there might be six stations set up from my unit on using pathways but three of those stations will have some form of assessment that the students will perform. These assessments include tracing pathways with different colors of crayons, to using various manipulatives to create pathways or drawing a card and walking the pathway that you draw. (see pictures) I also use peer assessment sheets (uses 1/2 the paper) with stations. After they do the activity for their peer, they come to me for the final assessment. This allows me to work with two students one at a time while the others continue to be productive at the other stations. Although I teach two classes of Pre-K students, I do not use any paper assessments that they must mark. This would just take way to long and be too chaotic especially at the beginning of the year. I do question them often about what we are doing and why. I am also observing constantly throughout the lessons. However, during various motor skills the Pre-k parapro marks an assessment sheet that she is required to do on each student. We then share information and adjust lessons accordingly to the results. Olrich (2002) notes:

Not all skills need a formal, summative assessment on an annual basis. In the best-case scenario, this would be an excellent occurrence. However, considering the extreme time restrictions facing most physical educators, a distribution of fundamental skills assessment over several grades provides a realistic alternative that still maintains a high quality level.

Do I use assessment in my program while only seeing my students once a week and working around a paper crunch? The answer is yes. However, I feel that there is always room for improvement and I am always looking for new and innovative ways to save time. By being creative, trying different activities and being organized, providing quality assessment at the primary level ensures that students have the foundation to enjoy a lifetime of rewarding movement experiences.

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INNOVATION STATION

Using Rubrics and Assessment Worksheets to Overcome Grading Relevance Issues in Advanced Sports Fitness

By Jeffrey C. Imperial, MEd
Walton High School, Marietta, GA

Speed and explosion training is one of the areas of focus now in high school athletics. Resistance training has made its mark, but now it about flexibility, movement, and building those fast twitch muscles. Many large high schools with very competitive athletic program have begun to coordinate these programs into the physical education departments. Walton High school has adopted an advanced sports fitness class. The department has invested in an XPE program package that includes a resistance band shed. The type of training we do is not necessarily based on goal achievement. It is more about participation, technique, and understanding what the training is for.

The problem that came with creating a class like this was the objective grading. It was easy to see the subjective. The rubric is used as a guide so that the student-athlete can be aware of the class expectations. The rubric is also used as a grading tool for participation and technique. For the knowledge/content-based assessment, we use handouts to give key points for understanding the benefits of each exercise, and also muscle groups involved. They are given quizzes on these to show understanding. The quizzes are based on the information handouts. The students are made to keep notebooks with the information handouts in it, and they are also required to keep a log of workouts and written reflections on their experiences.

The use of rubrics and assessment worksheets provide guidance and directions that are easy to follow. They provide consistent reference points and are a record of accomplishment for the student-athlete. It takes the subjectivity out of grading. Objectivity, understanding the routines of this type of “classroom,” and keeping students on task is the reason we use rubrics and worksheets.

SAMPLE FORMAT FOR RUBRIC

	Advanced (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginner (1 pt)
Completion of Required elements (1, 16%)	All of the requirements are complete.	Missing one required element.	Missing more than one element.	Missing two or more elements.
Handouts Completed (1, 16%)	Answered and completed all questions thoroughly.	Questions not included with answers.	Missing two or less questions and answers.	Missing more than two questions and answers.
Exercises Executed Properly (1, 16%)	Three exercises are represented accurately.	Two exercises are represented accurately.	One exercise is represented accurately.	None of the exercises are represented accurately.
Effectiveness of Personal Program (1, 16%)	Program will be very effective for developing and maintaining strength.	Program will be effective for developing strength.	Program will be effective for maintaining strength.	Program will have little effectiveness for developing and maintaining strength.

SAMPLE INFORMATION HANDOUT (quizzes based on this information)

EXERCISE: The Bloody Nose

INSTRUCTIONS:

1. BODY POSITION
 - a. Feet
 - b. Hands
 - c. Posture
2. USE OF EQUIPMENT
3. MOVEMENT

MAJOR MUSCLE GROUPS:

MINOR MUSCLE GROUPS:

IMPORTANCE OF EXERCISE

RESULTS

I followed these guidelines over the semester and found that the use of assessment tools is much more beneficial to the student and the teacher. First of all, the rubric lays out the expectations for the students. At the beginning of the semester we went through it in class and clarified whatever confusion there may have been. The handouts made it easy for them to take in the information, record it, and then use the notebook for organization. The quizzes were a great way to assess the knowledge-based understanding. The exercise, and participation outcome seemed to be the same, but the efficiency of the class was better, and there was greater understanding for the students.

CONVENTION THANKS

Special thanks to Michael Wilson as Exhibits Coordinator for GAHPERD Convention '09!

Special thanks to all our Exhibitors:

American Heart Association, Body Quest Ice Cream, Coastal Enterprises - Sportswear, HOPSports, Human Kinetics, PAGE, SKATETIME School Programs of Georgia, Special Olympics of Georgia, SPEED STACKS, Walk Georgia, and WALLZ - Horizontal Traverse Climbing Wallz. Looking forward to many more at the GAHPERD Convention in Savannah in October 30 - Nov. 2, 2010.

Have you moved?

*Have you changed schools? Has your e-mail address changed? Help us stay in touch!
Please fill out the form below with the information that has changed.*

Name

Mailing Address

Phone (home) (work)

Email Address

Fax Number

Return this form to:

Dr. Jacque Harbison, 731 Oak Mountain Road NW, Kennesaw, GA 30152; Phone: 770-794-8527

JUMP ROPE FOR HEART AWARD WINNERS

Top Ten JRFH Schools

- 1 - Vanderlyn Elementary School - \$60,958 (Kelly Dwyer)
- 2 - Greater Atlanta Christian School - \$46,022 (Kristy Shelton & Kim Kinser)
- 3 - Kennesaw Elementary School - \$39,122 (Emily Adams & Patti Zaino)
- 4 - Savannah Christian Prep School - \$28,836 (Dewey Hooper)
- 5 - Mt. Bethel Elementary School - \$24,626 (Pat Ziegman, Theresa Collins, and Chuck Jones)
- 6 - Cogburn Woods Elementary School - \$22,361 (Jill Selzer)
- 7 - Carrollton Elementary School - \$19,923 (Robin Doldan)
- 8 - Mountain View Elementary School - \$18,564 (Nancy Janas & Brian DeVore)
- 9 - Perdue Elementary School - \$18,142 (Kelly Purvis)
- 10 - Morris Brandon Elementary School - \$17,529 (Joan Wyman)

Top Participant Average - Kingsley Charter School (Jimmy Thomas)

Top First Year School - Burnt Hickory Elementary School (Linda Reque)

Most Improved Elementary School - Avery Elementary School (Marge Moses)

Top Middle/High/College School - Carrollton Middle School (Scott New)

Outstanding Primary School - Kinchafoonee Primary School (Dina Tanner)

Outstanding Combination JRFH/HFH School - Hesse Elementary (Ann Marie White)

Outstanding JRFH Coordinator of the Year - Vanderlyn Elementary School (Kelly Dwyer)

JRFH/HFH Grants

Acworth Elementary
Austell Primary
Bells Ferry Elementary
Big Shanty Elementary
Blackwell Elementary
Chalker Elementary
Ford Elementary
Hollydale Elementary
Lewis Elementary
Mountain View Elementary
Mt. Paran Christian School
North Hart Elementary
Pickett's Mill Elementary

Hoops for Heart Award Winners

Top Schools

1. Welch Elementary School: \$19,153 (Ken Chambless)
2. Newnan Crossing Elementary School: \$10,100 (Todd Kelley)
3. Sharon Elementary School: \$9580 (Kristen Barinowski, Jeff Spera, Karen Maavere)
4. Purdue Primary School: \$7276 (Kristy Lamb)
5. Southwest Middle School: \$6477 (Brad Crow)

Coordinator of the Year – Charles Todd, Dalton Middle School

GAHPERD AWARD WINNERS 2009

Outstanding Student Major's Club
Albany State University

College/University Physical Education Teacher of the Year
Dr. Bridget Melton
Georgia Southern University

Undergraduate Student Scholarship
Aimee Willingham
Kennesaw State University

Young Scholar Award
Dr. Tony Pritchard
Georgia Southern University

GAHPERD/NAGWS Pathfinder Award
Norma Paton Gibson
Cross Keys HS (DeKalb)

K-12 Health Educator of the Year
Margaret "Peggy" Sikes
Taylor Road Middle School (Fulton)

Elementary Physical Education Teacher of the Year
Pete Charrette
Pickett's Mill Elementary (Cobb)

Middle School Physical Education Teacher of the Year
Meredith Murphy
Chamblee Middle School (DeKalb)

Secondary Physical Education Teacher of the Year
Kathleen Richey-Walton
SW DeKalb HS (DeKalb)

Adapted Physical Education Teacher of the Year
AnnaMarie Strini Roberts
Cobb County

Award of Excellence in PE
Austell Primary School

Robert W. Moore Professional Recognition Award
Linda Galloway

2009 GAHPERD AWARDS BANQUET









JRFH/HFH GRANT RECIPIENTS



THANK YOU...
Hoops For Heart & Jump Rope For Heart

**EVENT
COORDINATORS**



**You
ROCK!**



PAST PRESIDENT'S LUNCHEON

Dexter Mills, Linda Galloway, Jane Doss, Kim Thompson, Beverly Mitchell and Bud Reiselt attended Past President's Luncheon at the Fire Iron Grill at the Atlanta Marriott with special guest Dr. Dana Brooks, AAHPERD President, Dr. Milton Wilder, and Sue Moore, past-president Bob Moore's wife.

Share the Wealth Conference

Jan. 28-30th 2010

For information and fees contact
Judy Phillips at judyphil@valdosta.edu
or Deb Baber at dbaber.westside@bibb.k12.ga.us.

GAHPERD Membership Form

Please print clearly and provide all information requested. This will help us serve you better. Make check payable to GAHPERD and send this form with payment to: Dr. Jacqueline T. Harbison, GAHPERD Executive Director, 731 Oak Mountain Road, NW, Kennesaw, GA, 30150. **You may also join or renew and pay online at www.gahperd.org.**

New: _____ Renewal: _____ Female: _____ Male: _____

Title: _____ Last Name: _____ First Name: _____

Classification and Membership Dues (check one)	(please circle)		
	1-year	2-year	3-year
_____ Professional (includes full time grad student)	\$25	\$45	\$65
_____ First Year Professional	Free if a GAHPERD student member the senior year. Send official transcript with membership form.		
_____ Retired	\$12	n/a	n/a
_____ Future Professional (undergraduate student)	\$8	n/a	n/a

Preferred Mailing Address: (Street, Apt. #) _____

(City) _____

(State, Zip) _____

County of Residence: _____

County of Employment: _____

School/Organization/Employer: _____

Home Phone: _____ Work Phone: _____

FAX Number: _____ Email Address _____

Employment Classification:

- | | |
|---|--|
| <input type="checkbox"/> Elementary
<input type="checkbox"/> Middle School
<input type="checkbox"/> Secondary | <input type="checkbox"/> Two-Year College
<input type="checkbox"/> College/University
<input type="checkbox"/> City/County Administrator
<input type="checkbox"/> Other _____ |
|---|--|

Other Memberships:

AAHPERD <input type="checkbox"/> Yes <input type="checkbox"/> No Membership #: _____	GAE <input type="checkbox"/> Yes <input type="checkbox"/> No Membership #: _____
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Areas of Interest:

Division (check one)

- Dance
- General
- Health
- Physical Education

Sections (check two)

- College/University
- NAGWS/Men's Athletics
- Recreation
- Future Professional (Student)
- Elementary
- Middle School
- Secondary
- Exercise Science