



**CALL FOR PROPOSALS**

**2012 NASPE CONFERENCE ON  
PHYSICAL EDUCATION TEACHER EDUCATION**



October 3-6, 2012  
Planet Hollywood  
Las Vegas, NV

The purpose of this conference is to showcase exemplary research and practical applications reflecting the constant *change* involved in the preparation and continuing development of physical education professionals. The conference planning committee invites teacher educators, researchers, and graduate students in physical education teacher education (PETE) to submit proposals. Graduate students are encouraged to submit works in progress.

**PRESENTATION OPTIONS**

Proposal options are: 50-minute sessions and posters

**CONFERENCE TOPICS**

Presentations can reflect best practices NOW and/or our vision of the future. Research and practical applications related to the ever-*changing* ideas, challenges, and needs with regard to the following topics:

- ⊗ Comprehensive School Physical Activity Programs. Coordinated school approaches, such as a comprehensive school physical activity program (CSPAP), continue to be recognized as ideal agents for building healthier generations of K-12 youth. The goal of a CSPAP is to develop a school culture conducive to promoting lifelong physical activity across five integral components: (a) physical education as the foundation, (b) physical activity during school, (c) physical activity before and after school, (d) staff involvement, and (e) family and community involvement. The newest CSPAP public endorsements are AAHPERD's recently launched *Let's Move in School* (LMIS) initiative and NASPE's Director of Physical Activity (DPA) certification program.
- ⊗ Collegiality and Collaboration in PETE. Collegial collaboration is marked by productive communication and joint work among individual faculty, partnerships between institutions, and multi-institutional (including international) efforts. It is an essential element of a healthy college or university faculty, and is missed when absent. Contextual factors such as gender, ethnicity, faculty status and national context are important considerations in terms of collegiality and collaboration. Topics within this area may include planning and teaching, mentoring junior faculty, and successful collaboration in joint research endeavors. Research in collegiality and collaboration calls for exposing and examining the complexities within this area.
- ⊗ Preparing Teachers for Today's K-12 Students and Schools (e.g., technology, cultural competency/relevance, adapted PE, coaching education). In an era of technological and social change, teacher preparation programs need to equip teacher candidates with a broad skill set. This includes (but not limited to) confronting issues such as increasing racial and ethnic diversity in schools, reaching children who live in under-resourced or lower-income communities, working with students with disabilities, differentiated instruction, writing across the curriculum, higher-level thinking, assessment, planning, classroom management, legalities, online learning, bullying and school violence, bias reduction, and substance abuse. Further teacher candidates continue to struggle with the dual role of coaching and teaching and career-long professional development. Educational

reform proposals (i.e. Race To The Top, Breaking Ranks, etc.) may provide frameworks to examine how PETE professionals train teacher candidates.

- ⊗ Meeting the Needs of Today's K-12 Students and Schools. The Framework for 21st Century Learning provides a foundation for practitioners to integrate essential skills into the curriculum. Students must learn these skills for success in today's world (i.e., critical thinking, problem solving, communication and cooperation, and conflict resolution). Weaving learning and innovation skills, technological skills, and life and career skills into the curriculum prepares students for the increasingly complex life and work environments in today's world. To do so, innovative support systems (i.e., standards, assessments, curriculum & instruction, professional development, and learning environments) and present-day experiences can help ensure student mastery of 21st century skills.
- ⊗ Advocacy and Policy Change. The continued exclusion of physical education from the list of important academic subject-stemming from the 2001 No Child Left Behind legislation and continued from the most current ESEA reauthorization has once again sent a strong message that physical education is of marginal importance. In today's economic climate, few education agencies have surplus financial and staffing resources to address optional or elective subjects. Failure to include physical education among the academic subjects that are part of a well-rounded education completely undermines the White House Task Force on Childhood Obesity's recommendation to increase "the quality and frequency of sequential, age- and developmentally appropriate physical education for all students, taught by certified physical education teachers." Strategies and research documenting the efforts of physical educators and PETE professionals advocating for policy change regarding daily participation in K-12 physical education and physical activity are needed for the viability of the field.
- ⊗ Other. Some suggestions for additional topics include: increasing interdisciplinary collaborations; pipelining more PETE majors/new teachers into NASPE/AAHPERD membership and leadership; identifying PETE majors/ practicing teachers who could be future members of higher education; determining what we can learn from our international peers; and discussing methods of assessing and goal setting for PETE programs, majors, practicing teachers and students.

**Important proposal/abstract dates:**

Final reception date: January 6, 2012

Acceptance notification: March 9, 2012

**Instructions for submitting a proposal:**

An author's name may appear on no more than two proposals. All presenters must be registered for the conference and must pay all conference fees.

*Proposals submitted through electronic mail, U.S. mail, or facsimile will not be considered. Requests for late submission will not be accepted. Incomplete submissions will not be reviewed. Click on the following link to **begin submission** of a proposal: [2012 NASPE Conference on Physical Education Teacher Education](#)*

**NOTE:** Once you enter and submit your email address, an automated email will be sent with login information that can be used to resume or modify your proposal until the submission deadline.

The **deadline** for submissions and modifications is **Friday, January 6, 2012 at 11:59pm Pacific Time**

**For all proposals, the committee will consider the following criteria:**

- Clearly stated problem/rationale/hypothesis/purpose
- Adequate background information/theoretical framework
- Clearly described program procedures or research methods (design and data analysis)
- Clear and justified results/conclusions/discussion
- Relevant conference topic identified and explained

SEND INQUIRIES TO: Cheryl Richardson (crichardson@aahperd.org)