

SHAPE COLORADO JOURNAL

President's Message

Hello SHAPE Colorado!!!!

Phew, how is it December already?? While this past year has definitely sent all of us on a whirlwind adventure, I am so blessed to work alongside some of the most amazing Health and Physical Education professionals in the state and feel very honored to be the new SHAPE CO president. I want to take a moment to fill you in on all the great work SHAPE CO has been doing.

The challenging wild roller coaster 2019-2020 has thrown at us has been nothing short of that, but SHAPE CO has kept its mission in the forefront; to provide leadership, professional development and advocacy for health, physical education, recreation and dance professionals in the state of Colorado.

First, let me start by welcoming the 2020-2021 SHAPE CO Board members; new and returning. ALL parts of the state, including health and physical education teachers, higher education faculty, community members, retired teachers, administrators, and preservice teachers from Colorado universities are represented on this board. I am confident the strengths within this group will continue to drive us forward as an organization.

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Deanne Romero
SHAPE CO
President

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President's Message (continued)

I would also like to acknowledge the SHAPE CO Past President, Jaimie McMullen; her work and leadership within the organization has been remarkable and I am truly blessed to have her as a mentor. In addition, want to give a shout out to the SHAPE CO President-Elect, Murray Wallace. Murray is a strong advocate for quality health and physical education, and is a great asset to SHAPE CO.

In October, SHAPE CO hosted its FIRST EVER fully virtual convention. This was a new opportunity for us as an organization and let me just tell you, the Convention and Awards committees really delivered. We had 183 people register for the convention, 61 of which were first time attendees. In addition, 12 exhibitors participated in a virtual exhibit hall. Our annual conventions always include an awards ceremony, and this year did not disappoint; the Awards committee orchestrated an outstanding virtual awards ceremony that was attended by award winners, their guests and members of the board. If you missed it, you can access a recording on the SHAPE Colorado YouTube page.

You can guarantee that each of the SHAPE CO committees; Advocacy, Convention/Awards, Developing Leaders, Membership, and Professional Development are working hard to ensure that our students receive quality health and physical education programs across the state so that they can and will live healthy, active lives throughout the entirety of their lives.

This year has been emotionally taxing, physically draining, and darn right DIFFICULT!!! BUT..... y'all have continued to **SHOW UP** and make a difference in students lives given our current situation, and that right there deserves more self GRATITUDE and GRACE than I am sure you are giving yourself. Here is a little reminder I try to follow, "When you feel like your day is unraveling or you've been hard on **yourself** for whatever reason, **"giving yourself grace"** is about **giving yourself** that kindness you often deserve." *Print it out, tape it on your bathroom mirror as a friendly, DAILY reminder because YOU deserve it.*

Stay HEALTHY,

Deanne
deanne@shapeco.org

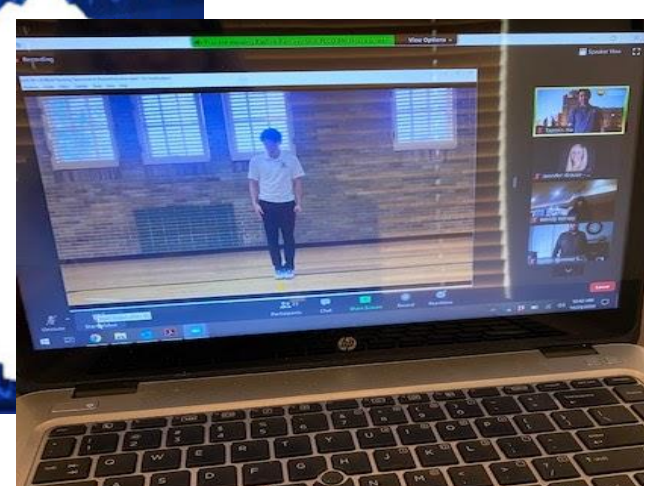


Convention 2020: A Virtual Success!

Thank you to everyone who virtually attended, presented and exhibited at the 2020 SHAPE Colorado annual convention. Wow! What an incredible convention experience. The awards celebration was so special, and it was great to hear the heartfelt acceptance speeches from our award winners.



Donna Carey
SHAPE CO
Convention
Manager



While I love to savor success, I am eager to start planning the 2021 annual convention. To put on another fantastic convention, we need your help. A post-convention survey will be arriving in your email box soon and I am asking that you PLEASE fill it out. We need your feedback on social functions, content for sessions, feedback on growing our digital presence, and membership. Is there a topic we should address? A session that we should bring back from a previous conference? The post-convention survey is your opportunity to speak up. We are only as good as the information we have, so please share your thoughts, suggestions, and comments with us. Please save the dates of September 30 – October 2, 2021 for next year's convention which will be held, once again, at the Hyatt Regency Aurora-Denver Conference Center and Hotel!

Congratulations to the SHAPE CO 2020 Award Winners!

SHAPE CO is proud to recognize such amazing individuals that have dedicated their time and effort to the fields of Health and Physical Education. The winners were honored at our first ever virtual SHAPE CO Awards Ceremony on Oct. 23rd. Please join us in congratulating these outstanding professionals.



Award winners: Top, right to left: Emerging Leader: Joseph Malanga from University of Northern Colorado, Young Professional of the Year: Johnny Ford at Sunset Elementary, Moffat County, Elementary Physical Education Teacher of the Year: Loren Glen at Malley Drive Elementary, Adams 12, Middle School Physical Education Teacher of the Year: Holly Wells at McAuliffe Manual Middle School, Denver Public Schools, High School Physical Education Teacher of the Year: Bonnie Walker at Lakewood High School, Jefferson County, Adapted Physical Education Teacher of the Year: Danielle Musser from Montrose County Public School District, Dance Teacher of the Year: Tyler Crippen at College View Elementary, Denver Public Schools. **Bottom, right to left: Graduate Student Research: Scholar Award: Xiaopan Fan from University of Northern Colorado Administrator of the Year: Dr. Jennifer Krause from University of Northern Colorado Administrator of the Year: Tad McDonald, at Gilcrest Elementary, Weld County School District RE-1, Administrator of the Year: Donald Beuke at Coronado Hills Elementary, Adams 12. Joy of Effort: Karen Marley from Colorado State University, Pueblo, Distinguished Service: Jon Buck with Project ReCYCLE.**

Member Spotlight

Sheila Love

Health & Physical Education
Overland Trail Middle School

What is your "why" for teaching Physical Education/Health?

Why PE? Why not! I can directly influence students' love of being healthy and fit. And to live a healthy happy lifestyle. Without understanding the importance of being physically active, making smart nutritional choices, and living a healthy lifestyle bad things can happen.



Favorite best practices game/activity to teach?

Rock climbing. We at OTMS have a 40' high 3 route climbing wall. Kids learn how to belay and climb. Talk about trust! Watching the kids overcome their fears and summit, or just going a little higher than last time is amazing. Students build communication skills. Encouraging others to go higher, to challenge themselves, try it. Do it. Some take on climbing disabled: blindfolded, tying an arm or leg up. They race for time. It is so awesome to watch it all unfold in front of me how much the kids can accomplish.

What is your best trick in your teaching toolkit?

Being crazy. Not caring if I look like a fool. I always try to have fun so the students will.

Why did you become a SHAPE Colorado member?

I became a member to have access to incredible resources and people.

One interesting fact about yourself?

Skiing is life. Skied Arapahoe Basin July 4th. Opened ABasin in October. Closed it for Covid19 in March. Re-opened it May 27th. 1 of 600 who won the lottery to do so ❤️🏂😄

What Happened to My Future Career?

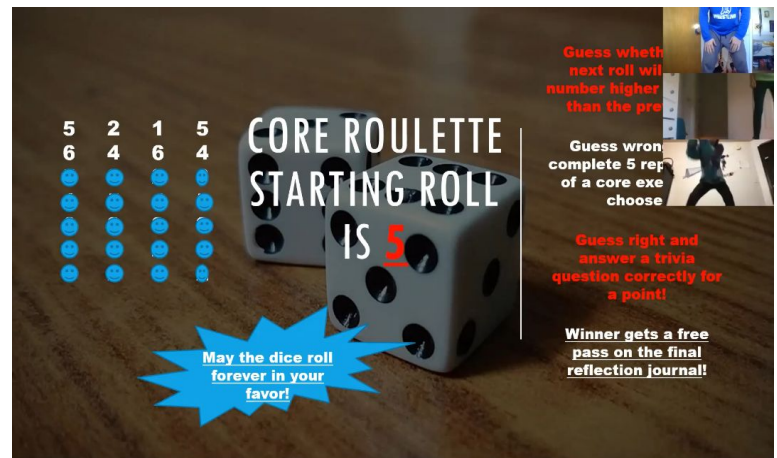
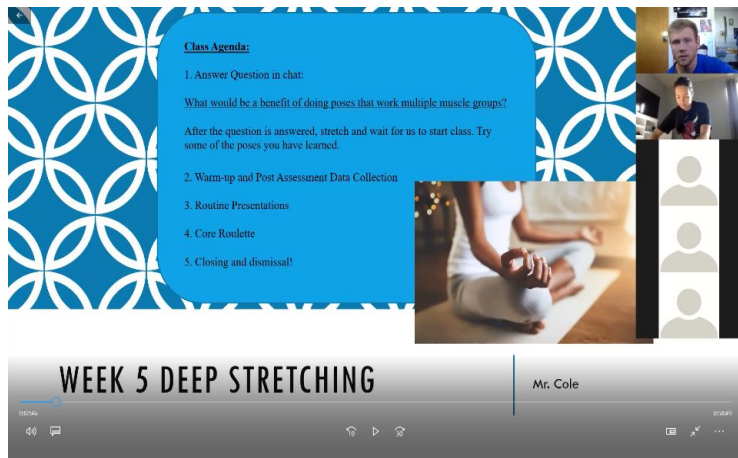
The Pandemic P.E. Perspective of a College Student

It has been almost a year since the Covid-19 outbreak first surfaced. At this point in the global Pandemic scramble, it is apparent that this unfamiliar episode in our lives has both lasted longer than most would have previously expected and will more than likely remain to integrate itself within our “new-normal” for a long time to come. For many individuals around the globe, the Pandemic has forced mega shifts in terms of how people perform their professional work duties, and the field of physical education is not excluded from that. of their redefined positions.



Cole Kennedy
SHAPE CO Board
Member &
Emerging Leader

Established physical education professionals have been caused to reevaluate their program scopes and sequences, lesson structures, and some have shifted to a completely virtual physical education experience. Luckily, most professionals have adjusted well by finding ways to accommodate these new requirements



As a college student sitting merely a semester’s length away from graduating and starting my own career as a professional physical educator, these times are as many parts anxiety provoking as they are exciting in terms of looking towards the future.

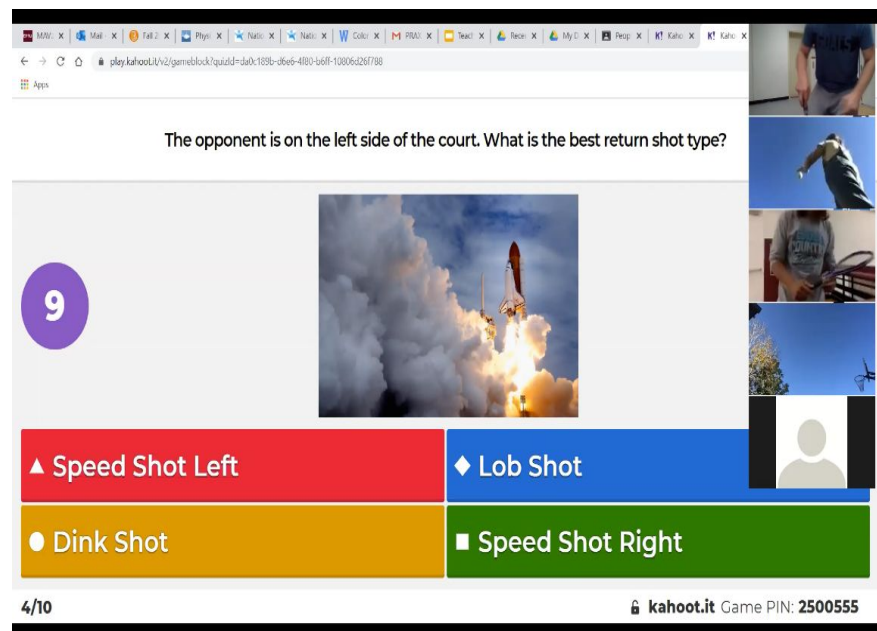
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What Happened to My Future Career (continued)

Covid-19 has made obtaining in-school observation hours tougher than semesters past, but it has also provided a multitude of opportunities for online physical education teaching experiences. Whether those have been via virtual Zoom lessons, created and uploaded video lessons, or simply google classroom structured units, the importance of the online perspective of physical education has never been more relevant.

Nonetheless, I still have so much to learn before I will feel prepared to direct my own program. Firstly, I look to obtaining more in-person teaching experiences as I start my final semester of school, but that does not mean I do not feel like I have more to learn from an online physical education perspective. This last semester has revealed to me just how challenging it can be to create engaging virtual lessons that keep students motivated while utilizing improvised equipment. On top of that, the more I learn about the tools and resources available online, the more work and responsibility I take on in terms of preparing myself to be the best online and in person physical educator.

Although the world we currently live in is loaded with uncertainties and unknowns, the future of physical education is brighter than ever. As we all move forward and culture our online teaching tools, we set the stage for a future where quality physical education can reach more individuals than ever before. The possibilities are endless in our new age of physical education, and I personally cannot wait to see what my future professional experiences hold in store



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Alex Stanislawski
SHAPE CO
Member

A Real-Life Hug

About a month ago, my 5-year-old son Nolan was sleeping in. So far so good, right? Although, it started to be that scary, “why is he sleeping in so long” type of weird parent worry. Sure enough, my wife went to go wake him up to get ready for school and his entire face was swollen, he couldn’t open his eyes and was screaming in a panic when he realized something was wrong and different. With about 30 minutes left before the kids needed to get on the bus for school, it would be fair to say that that morning got off to a rocky start.

Anxiety and Worry - Having no idea what was going on and with no allergic history, my wife was forced to transition from Mom to Nurse pretty quickly, all while also trying to get our 8-year-old daughter, Vivi, off to school. Triaging this situation required almost full attention to figuring out what was wrong with Nolan, while, by necessity, Vivi had to step up to the plate and get herself dressed, fed, packed up and on the bus. As you would imagine, that bus ride was full of anxiety, uncertainty and worry for her little brother, in a time already ripe with all three. What was wrong with him? Was he going to be okay? How am I going to get through the school day?

The Power of Educators – Even during remote learning, I knew my daughter had a great teacher. You could just sense it in the way things were communicated and the care she put into establishing a positive culture from the start. When Vivi got to school that day, her teacher (Mrs. Elkins), noticed right away that something was wrong with her usual joyful, smiling, bubbly student. Never being one to shy away from sharing her feelings, Vivi let loose all her tearful worries and emotions for her brother right then and there. And what did masked-up Mrs. Elkins do? She gave Vivi a hug. She gave her a hug to let her know everything was going to be okay. She gave her a hug to let Vivi know she heard her and acknowledged that she was feeling worried and scared. In this weird, uncertain, socially and physically distanced COVID world, Mrs. Elkins gave my daughter a hug.

The Power of a Hug – A simple hug can turn a day around. Research tells us that meaningful physical touch releases oxytocin, a hormone and neurotransmitter, in the body and the brain, resulting in increased levels of happiness, trust and feelings of safety, while reducing feelings of stress and anxiety. Vivi came home that night, and much to her relief, found out Nolan was doing just fine. We never officially figured out what happened (my guess is some sort of spider bite). Everything checked out with the pediatrician and they even did a COVID test just to cover all the bases. All negative. Yet, when Vivi was recounting her day at school over dinner and mentioned that Mrs. Elkins gave her a “real life hug”, it quickly became apparent to us how much that meant to her. As a 3rd grader, Vivi does not yet possess the breadth of vocabulary to explain how meaningful that was, yet the power of that decision to hug a student, amidst a pandemic, was not lost on us.

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A Real-Life Hug (continued)

CDC Guidelines -In my scope as PE teacher, I never would have thought I would know as much as I currently do about the CDC and public health guidelines. The teacher part of me knows we need to be safe. We must wear our masks. We must provide an environment that makes it easy to be “physically” (not socially) distant. Sidebar: I have never liked the term “socially distant”. We can still be social even though our physical bodies need to stay at least 6 feet apart. But I digress...We must remain diligent and encourage our students to do the same. Our students are looking to us in how we are either thriving or struggling. They look to see if we are wearing our masks and doing our best to keep everyone safe. They also notice when we are lax or simply disregard best advice. Yet, it is *also* from us they begin to learn things like compassion and empathy. This is a fine line we walk, isn't it?

Thank You – Some may argue that Mrs. Elkins' choice to hug my daughter amidst a pandemic was a bad choice. She shouldn't have done that. Too risky. But my wife and I reached out specifically to say thank you. That was what she needed at that moment. Not an “air-hug”. Not words of encouragement from a safe distance. She needed a hug. After teaching in-person for a month, I find it hard to imagine teaching without some form of meaningful touch. This could be a fist-pound. A pat on the back. A gentle encouraging touch on the shoulder. And yes, even a hug. For those digging and clawing their way through remote or asynchronous teaching, there are ways to “hug”, even when you can't. I have been sending “Positive Digital Postcards” lately simply using Screencastify and hyperlinks. I choose 4 students a week...those whom I have noticed have been working really hard and continue to maintain a positive attitude in the face of overwhelming odds. I send an email to one of their parents with my Screencastify video message link celebrating their child. Four students takes me less than 10 minutes, but this small effort can have a huge impact. The replies and feedback I have received from these “postcards” alone make this digital “hug” well worth my time.

There is only so much we can control as educators. We are all doing the best we can with the current hand we are dealt. This is also not to say that your personal comfort level with students trying to hug or touch you is not validated. There are real worries and concerns out there. We want kids in school. They *need* to be in school. Some of the best ways to ensure this happens is to remain diligent in the face of continued Zoom, Google Meets, mask, and physical distancing fatigue. This is simply one perspective, from a father and a teacher.

Thank you, Mrs. Elkins. Your effort, care and love is noticed and appreciated, and I am thankful you are Vivi's teacher.

**In Health and Wellness,
Coach S.**

Is Professional Development in Physical Education in Need of an Overhaul?



Dr. Chorney

Dr. David Chorney & Dannen Dornstauder, M.Ed.
Department of Secondary Education,
University of Alberta, Canada

A shift in the orientation and delivery of professional development for physical and health education teachers is necessary for a variety of reasons. Physical education curriculum has experienced a process of conceptualization since the mid 20th century (Ennis, 2006). Curriculum is known as education’s plan for facilitating learning (Jewett, 1980), therefore, if curriculum is changing and evolving, teachers must inevitably change and evolve as well.

Armour & Yelling (2007) explained that the professional community of teachers is an important contributor towards instructional improvement and school reform. However, while physical education is often considered a less valuable subject than other curriculum areas, many physical educators feel isolated and limited to resources (Sears, Edgington, & Hynes, 2014). Such perceptions can lead to teacher washout. Washout is referred to as the “erosion of pedagogical skills learned during preservice teacher education including planning, implementation of new curricular ideas, and assessment of students learning” (Henninger & Carlson, 2011, p. 17). Washout can negatively affect teachers’ ability to provide quality physical education for students, contributing to the devaluation of learning content (Henninger & Carlson, 2011). Subsequently, meaningful professional development of health and physical education teachers is necessary in order to avoid teacher washout.



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Is Professional Development in Physical Education in Need of an Overhaul? (continued)



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Another need for change in the orientation of physical and health education PD is that teacher education must be understood as a career-long process. Teachers as lifelong learners seek to build their teaching capacities in order to better understand their roles as teachers (O’Sullivan, 2007). Teacher education programs do not fully prepare or guarantee that teachers have learned everything they need in order to become proficient teachers.

Teacher preparation programs often assume that teachers should be fully equipped with the technical skills needed to be a successful teacher. In reality, teachers must continue to develop as they progress through their teaching careers (Stremmel, 2015). Stremmel (2015) explained that teachers typically experience at least three different distinct stages throughout their teaching career.

The first stage is focused on survival, as teachers are initially concerned with becoming comfortable being in front of children, having a sense of control in the classroom, and trying to get children to respect and like them. During the second stage, teachers become more focused on mastering curriculum, developing competencies, and learning procedures and strategies in order to become effective teachers. It is believed that some teachers will stay stuck in the second stage throughout the entirety of their teaching careers

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Is Professional Development in Physical Education in Need of an Overhaul? (continued)

During the third stage, teachers are no longer just teaching a set of curriculum, they now feel more creative and innovative, as they have developed a unique self and pedagogical orientation with their students. This empowers them to learn as teaching becomes an extension of one's own being. One may question; how do teachers reach the third stage of teaching? Stremmel (2015) suggested that teacher preparation should be reframed as teacher development, as the goal of teacher education should not simply be to develop teaching expertise, but instead to foster genuine and ongoing professional learning throughout one's career. A starting point for effective professional development is to help teachers rid prior judgments of what classrooms and pupils should look like, and instead, focus on what is actually happening in their classrooms (Armour & Yelling, 2004). This may allow teachers to shift their mindset towards the belief that teacher education is a lifelong process and professional learning must continue throughout their careers.

I challenge all teachers who read this article to consider what they are doing this year to be a better teacher of physical education than last year. What have you done as a professional physical or health educator to learn more about yourself and the profession you are working within. Simply learning a new game or activity for your classroom instruction is a good start, but perhaps it is time to set the bar higher for yourself. This will ultimately benefit your students and raise the status of our beloved subject area and vocation of teaching.

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PROGRAM COORDINATOR:
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A Free Sex Ed Curriculum That's Remote-Ready

Nora Gelperin, Director of Sexuality Education & Training, Advocates for Youth

Looking for a sex education curriculum - or just some great lessons to supplement what you're already teaching? [Rights, Respect, Responsibility: a K-12 Curriculum](#) is a great option for free, quality sex education lessons and resources.

Rights, Respect, Responsibility, sometimes called The 3Rs, fully meets the National Sexuality Education Standards and seeks to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors. Rights, Respect, Responsibility reflects the tenets of social learning theory, social cognitive theory and the social ecological model of prevention.

The 3Rs was developed by a team of sex education experts at Advocates for Youth, a national nonprofit committed to ensuring young people get the information they need to protect their reproductive and sexual health and plan their futures. For four decades, Advocates for Youth has led the field in developing teacher tools and providing expert training.

3Rs has been downloaded by over 17,000 educators and youth serving professionals, and over 125 school districts across all 50 states are using it.

We know remote is the reality for a lot of folks right now, so the 3Rs has been optimized for remote learning through an adaptation for Google Classroom which nearly 3000 teachers are using. 3Rs has also been translated into Spanish.

All versions of 3Rs are free and you can use them as you need - in keeping with requirements in your own district. Just sign up as a co-teacher in our Google Classroom, then make any changes you need to be able to share with students!

[Sign up for English](#)

[Sign up for lessons in Spanish](#)



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Reach out to Nora Gelperin, Director of Sexuality Education and Training at Advocates for Youth, with questions.

Submit YOUR Article for the Next SHAPE CO Journal!

The SHAPE Colorado Journal is published on a quarterly basis. The purpose is to keep members up to date with happenings around the state, share teaching ideas, and provide information relevant to the SHAPE Colorado mission.

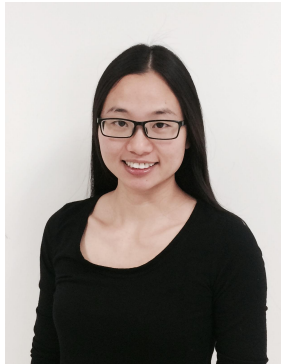
Submissions should be between 300 and 400 words and have appropriate citations where necessary (research articles can be longer – please contact editor). Authors are encouraged to include photos to help emphasize key article points. Please proofread articles prior to submission.

Anyone may submit articles to the journal. Prospective authors should submit their article, name of article, professional headshot to accompany article and any other materials needed for publication using the submission form.

Each journal will offer a theme, but the submission does not have to follow it. It can be written based on anything that meets the SHAPE Colorado Mission and Vision. The author may choose to have an “Editor/Peer-reviewed” process (typical) or a “Blind Review” process (for scholarly articles).

For more information, please contact the SHAPE Colorado Journal editor at:
Jennifer.Krause@unco.edu

Submit your article through our online submission form:
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