
Curriculum Vitae

Paul T. Stuhr, Ph.D.

Contact details

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Education

- 2004-2008 Ph.D., The Ohio State University, Columbus, Ohio
Major: Sport and Exercise Education - Physical Education Teacher Education
Cognate: Teacher Education
- 2000-2002 M.A., Saint Mary's College of California, Moraga, California
Major: Health, Physical Education, and Recreation
- 2000-2001 Teaching Credential, San Diego State University, San Diego, California
Credential: California K-12 Preliminary Single-Subject CLAD Physical
Education
- 1998-2000 B.S., San Diego State University, San Diego, California
Major: Kinesiology with specialization in physical education
Graduated Magna Cum Laude with distinctions in Kinesiology
- 1995-1997 A.S., Cuyamaca College, El Cajon, California
Major: General Education, Graduated with Honors

Professional Experience

- 2008-Present Assistant Professor, Department of Kinesiology; California State University San
Marcos, San Marcos, CA
- 2004-2008 Graduate Teaching Assistant, School of Physical Activity and Educational
Services; The Ohio State University, Columbus, Ohio
- 2006-2007 Graduate Teaching Assistant, School of Policy and Leadership; The Ohio
State University, Columbus, Ohio
- 2001-2004 K-12 Physical Education Teacher, Co-department chair
Marston Middle School, San Diego, California
- 2000-2001 K-12 Physical Education Student Teacher, San Diego, California

2000-2001	Track and Field Assistant Coach, Valhalla High School, El Cajon, California
1999-2000	Student Mentor, Co-Lead Mentor, San Diego State University, San Diego, California
1998-1999	College Student Worker, San Diego City Schools, San Diego, California

Area in Scholarship

Teaching Area	Kinesiology: Physical Education Teacher Education
Research Interests	Positive Emotionality of Teachers and Students Teacher Effectiveness (Physical Education Content Knowledge and Pedagogical Content Knowledge) Adventure Based Learning and Experiential Learning Teaching Methods – Issues related to Pedagogy and Professionalism

Peer-Reviewed Publications

- Stuhr, P. T.**, Sutherland, S., & Ward, P. (in review). A rendering of lived-positive emotionality in two elementary physical education ecologies. *The Elementary School Journal*.
- Sutherland, S., & **Stuhr, P. T.** (in review). Adventure based learning in physical education. *Journal of Experiential Education*.
- Ayvazo, S., Ward, P., & **Stuhr, P. T.** (in press). Teaching and assessing content knowledge in preservice physical education. *Journal of Physical Education, Recreation, and Dance*.
- Stuhr, P. T.**, & Baringer, B. (2005). Jump start the beginning of your school year: Using cooperative activities to get everyone involved. *Future Focus, Ohio Journal of Health, Physical Education, Recreation, and Dance*.

Peer-Reviewed Published Abstracts

- Sutherland, S., Ressler, J., & **Stuhr, P. T.** (2009). Adventure-based learning in an undergraduate pete program. *Supplement to Research Quarterly for Exercise and Sport*, 80, A-78.
- Sutherland, S., Ressler, J., **Stuhr, P. T.**, & Psimopoulos, C. (2009). Understanding the debrief process in adventure-based learning. *Supplement to Research Quarterly for Exercise and Sport*, 80, A-78.
- Stuhr, P. T.**, (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*. Article reviewed: Zembylas, M. (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. *Teaching and Teacher Education*, 26, 321-329.

- Stuhr, P. T.** (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 26, 210-211. Article reviewed: Eekelen, I.M., & Boshuizen, H.P.A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, 22, 408-423.
- Stuhr, P. T.** (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 26, 91-92. Article reviewed: Faison-Hodge, J., & Porretta, D.L. (2004). Physical activity levels of students with mental retardation and students without disabilities. *Adapted Physical Activity Quarterly*, 21, 139-152.
- Stuhr, P. T.** (2006). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 25, 329-341. Article reviewed: Ha, A.M., Johns, D.P., & Shiu, E.W. (2003). Students' perspectives in the design and implementation of the physical education curriculum. *The Physical Educator*, 60(4), 194-207.

International Presentations

- Stuhr, P. T. & Cohen, R.** (2006, June). Helping preservice teachers develop basketball pedagogical content knowledge. Oral presentation at the Teaching and Learning Physical Education in the 21st century Professional – Scientific Conference. Endorsed by AIESEP International Association for Physical Education in Higher Education. The Zinman College of Physical Education and Sport Sciences at the Wingate Institute, Israel.

National Presentations

- Sutherland, S., Psimopoulos, C., **Stuhr, P. T.**, Ressler, J., & Lorson, K. (In review). Moving beyond the *what*: Strategies for reflection and discussion. Peer-reviewed paper presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Indianapolis, IN.
- Stuhr, P. T.**, Sutherland, S., Lorson, K., Ressler, J., & Psimopoulos, C. (In review). A debrief model for adventure-based learning. Research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Indianapolis, IN.
- Sutherland, S., Ressler, J., **Stuhr, P. T.** (2009, April). Adventure-based learning and reflection: The journey of preservice teachers. Paper and Round table presentation at the American Educational Research Association (AERA) 2009 Annual Meeting. San Diego, CA.
- Stuhr, P. T.** (2009, April). Teaching with feeling: The essence of lived-positive emotionality and care among physical education teachers and their students. Peer-reviewed paper presentation at the American Educational Research Association (AERA) 2009 Annual Meeting. San Diego, CA.
- Stuhr, P. T.** (2009, April). Relationships between prior experiences and subject matter knowledge. Research symposium: Re-examining content knowledge for physical education—Implications for teacher preparation. Research presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.
- Stuhr, P. T.**, & Ortiz-Castillo, E. M., Sutherland, S., & Geis, M. (2009, April). Creating caring and equitable

communities for children of all abilities. Practitioner presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.

Sutherland, S., Ressler, J., **Stuhr, P.T.**, & Psimopoulos, C. (2009, April). Understanding the debrief process in adventure-based learning. Research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.

Sutherland, S., Ressler, J., & **Stuhr, P.T.** (2009, April). Adventure-based learning in an undergraduate pete program. Research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.

Stuhr, P. T., & Ortiz-Castillo, E. M. (2008, Nov). Equitable conditions within pe for *all* children using adventure based learning. Practitioner presentation at the 37th National Adapted Physical Education Conference. San Diego, CA.

Sutherland, S., Lorson, K., **Stuhr, P. T.**, and Ressler, J. (2008, April). Adventure education in pete: A tale of two cities. Oral presentation at American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Fort Worth, TX.

Sutherland, S., Lorson, K., **Stuhr, P. T.**, Dunn, R., and Ressler, J. (2007, Oct.). The use of the debrief process to promote student learning in Physical Education. Round Table Presentation at the Historic Traditions & Future Directions in Research on Teaching & Teacher Education in Physical Education. Pittsburgh, PA.

Stuhr, P. T. (2007, June). The exploration of positive emotionality involving a physical education teacher. Poster Presentation at the 19th Annual Conference on Ethnographic and Qualitative Research in Education. Cedarville, OH.

Stuhr, P. T., Ayvazo, S., Cohen, R., Zhang, P., & Heydinger, B. (2006, Oct.). Enhancing undergraduate physical education student's content knowledge towards developing pedagogical content knowledge. Oral presentation at the Physical Education Teacher Education Conference - "Directions for the 21st Century." Long Beach, CA.

Ward, P., Ayvazo, S., & **Stuhr, P. T.** (2006, Oct.). Teaching the subject matter of physical education. Oral presentation at the Physical Education Teacher Education Conference - "Directions for the 21st Century." Long Beach, CA.

Stuhr, P. T. (2005, April). Bridging the gender gap: Cooperative activities for everyone. Practitioner presentation at American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Chicago, Illinois.

State Presentations

Stuhr, P. T., & Ortiz-Castillo, E. M. (In review). Adventure-Based Learning in Physical Education: From Brief to Debrief. Presentation at California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Ontario, CA.

- Ortiz-Castillo, E. M., & **Stuhr, P. T.** (In review). Implementation of the Fundamental Skills and Adaptations for ALL Swimmers. Presentation at California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Ontario, CA.
- Smith, R., & **Stuhr, P. T.** (2007, Nov). Utilization of the five star track and field program within P-12 physical education. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Stuhr, P. T.**, Lee, Y.S., Ressler, J., Rodrigues-Neto, M., Zhang, P. & Ward, P. (2007, Nov). The relationship between prior soccer experience and current soccer content knowledge. Poster presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Sutherland, S., **Stuhr, P. T.**, & Lorson, K. (2007, Nov). Give'em something to talk about?: The importance of reflection in adventure education. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Stuhr, P. T.** (2006, Dec). Learning by doing: Implementing an adventure curriculum to establish a community of physically educated learners. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Ayvazo, S., Cervantes, C., Collins, F., Gross, M., Hugo, J., Robinson, L., Smith, R., **Stuhr, P. T.**, Vigo, A., Zhang, P., & Barrett, T. (2006, Dec). Got Pedagogy? The systematic redesign of a pedagogical course through cooperative learning. Poster presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Ayvazo, S., Cohen, R., Robinson, L., **Stuhr, P. T.**, Ward, P., & Zhang, P. (2006, Dec). Developing pre-service teacher's pedagogical content knowledge. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Stuhr, P. T.**, Cohen, R., Collins, F., Smith, R.C., & Lorson, K. (2006, Dec). An analysis of basketball pedagogical content knowledge. Poster presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Stuhr, P. T.**, & Robinson, L. (2005, Dec.). Opening the door to graduate education: Is graduate school for you? Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Larson, K., Hovatter, R., Goodway, J. D., **Stuhr, P. T.**, Ward, P., Martin, B., Grissom, T., Borchers, S., & Wallace, D. (2005, Dec.). Teacher work sample methodology: A means to improve programmatic & teacher candidate outcomes. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
- Stuhr, P. T.** (2004, Dec.). Think outside the box: Cooperative activities for everyone. Oral presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.

Local and District Presentations

- Stuhr, P. T.** (2009, October). Implementing an adventure based learning unit to kick start the school year. Practitioner presentation at the 2009 San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Fall Workshop. San Diego, CA.
- Stuhr, P. T.** (2007, April). A phenomenological inquiry regarding positive emotionality and the caring characteristics of a physical education teacher. Oral Presentation at the 21st Annual Edward. F. Hayes Graduate Research Forum. The Ohio State University, Columbus, Ohio.
- Smith, R., **Stuhr, P. T.**, & Zhang, P. (2006, May). Got pedagogy? The systematic redesign of a pedagogical course through cooperative learning, Group 1: Increasing Instructional Time. Poster presentation at The 11th Annual Graduate Student Symposium. The Ohio State University, Columbus, Ohio.
- Stuhr, P. T.** (2002, Nov.). Secondary school curriculum design: Incorporating a bleachball unit. Oral presentation at the Fall 2002 San Diego City Schools Physical Education District Workshop. San Diego, California.

Grants

- Stuhr, P. T.** (Received March, 2009). Total funds: \$470 from the Faculty Center Professional Development Grant at CSUSM. For research presentation travel at the American Education Research Association (AERA) Annual Meeting, in San Diego, CA. I was able to present research findings during two sessions. During my oral presentation I was able to share findings from a year long investigation regarding lived-positive emotionality. In my round table session I was to share findings involving adventure based learning. In addition to presenting I was able to attend several sessions, network with other colleagues within the field of physical education pedagogy, and receive written feedback from the discussant regarding my lived-positive emotionality findings. I plan to use this feedback to complete edits before submitting this manuscript to the Elementary School Journal. In addition, I was able to further discuss a conceptual framework regarding debriefing during an adventure based learning curriculum. I am in the process of working with a colleague on an investigation involving the enactment of this framework.
- Stuhr, P. T.** (Received Feb, 2009). Total funds: \$250 from The Office of Community Learning at CSUSM. For additional resources to support a service learning experience involving my students in an adventure based learning course. Adventure based learning (ABL) is defined as helping individuals improve intra and inter-personal relationships (e.g., increased self-esteem, higher personal confidence, ability to cooperate with others, establishing synergy within a group, etc.) through an assortment of low and high risk activities (e.g., ice-breakers, cooperation games, trust activities, hiking, climbing, white water rafting, orienteering, etc.). My students were learning about the different activity progressions when designing an ABL unit for physical education at the secondary level. Once my students had learned about and experienced these activities they taught ABL lessons to middle school students. These activities are progressive and are based on the following themes: community, cooperation, communication, emotional trust, physical trust, problem solving, and challenge. The activities start with low risk and then progressively build to higher levels of risk. All activities are non zero-sum and fully inclusive. This grant allowed my students to experience

leadership skills during rock climbing at the Solid Rock Gym in San Marcos. The focus was on ways my students could exhibit/experience physical trust and challenge with fellow peers through several challenges (belaying a partner, blind climbing with a guide, bouldering with a peer attached, etc). This experience was the culminating event prior to my students going over and teaching the ABL curriculum to the middle school students.

Stuhr, P. T. (Received Dec, 2008). Total funds: \$4,000 for The Sport Education Initiative.

Submitted to the Research, Scholarship and Creative Activity Grant at California Sate University San Marcos. This grant helped support the implementation of a 6-month PE CPD program called the Sport Education Initiative (SEI). The SEI program was made available to all three middle schools within San Marcos Unified School District (SMUSD). The SEI program had a direct impact on each participating teacher in regards to: Tracking student moderate to vigorous physical activity (MVPA) levels through the use of pedometers, Allowing for further research linking PE CPD to teacher and student outcomes, Fostering collaborative PE CPD within a middle school culture that included both formal (workshops, meetings, on-site activities) and informal learning experiences (day-to-day teacher discussions), emphasizes student-centered goals, and is evaluated to determine whether the PE CPD is impacting teacher and student learning, Supporting university outreach and engagement by collaborating with SMUSD, Supporting teacher training in the use of the Sport Education instructional model through six workshops, Contributing to students' overall success related to the National Association for Sport and Physical Education (NASPE) standards 1, 3, 5, & 6, and Helping to improve student attitude toward sport participation.

Current Research Projects

Topic 1 - Pedagogical Content Knowledge. Data collection on level of CK and PCK of undergraduate physical education teacher education students. (Specifically: Basketball CK & PCK Study; Soccer CK & PCK Study; and Track and Field CK & PCK). 2005 – present.

Topic 2 - A Phenomenological Inquiry Regarding Positive Emotionality and the Caring Characteristics of Two Teachers and their Students within Physical Education. 2006 – present.

Topic 3 - Influence of participation in an undergraduate Adventure Education course on attitudes toward Adventure Education. 2006 – present.

Teaching

Courses Taught at California State University San Marcos

<i>Term</i>	<i>Year</i>	<i>Course</i>	<i># of Students</i>	<i>Other Information</i>
Fall	2009	KINE 401	9	
Fall	2009	KINE 202	45	
Fall	2009	KINE 202	45	
Spring	2009	KINE 400	9	New prep
Spring	2009	KINE 390-2	22	New prep
Spring	2009	KINE 304	33	
Fall	2008	KINE 401	10	New prep
Fall	2008	KINE 304	35	New prep
Fall	2008	KINE 202	60	New prep

Course Descriptions

KINE 401 Principles, Organization and Management of Secondary School Physical Education: students Physical education teaching and management skills associated with student learning, design of instructional materials and techniques for implementation, and strategies to teach diverse learners in various physical education settings. This course is designed to prepare students interested in entering the California State Credentialing program. The course focuses on the critique, design, instruction, and evaluation of middle and high school physical education.

KINE 400 Movement Theory and Practice of Elementary Physical Education for Children: Provides a comprehensive overview of physical education activities for elementary school children. Includes the study of child development, personality development, analysis and practice of fundamental skills, selection of activities, organizational materials, and the evaluation of teaching ability.

KINE 390-2 Team Building and Adventure Education for Professionals. Acquisition of performance skills including philosophy, facilitation techniques, and safety of adventure/experiential based activities and their roles in various sport cultures.

KINE 309 (formerly KINE 208) This course is designed to provide students with the knowledge and skills pertaining to the instructional planning and teaching of track & field and adventure based learning at the secondary level. Students are exposed to and demonstrate competency in developing content knowledge and pedagogical content knowledge as it relates specifically to these two sports/activities.

KINE 307 (formerly KINE 205): This course is designed to provide students with the knowledge and skills pertaining to the instructional planning and teaching of basketball and badminton at the secondary level. Students are exposed to and demonstrate competency in developing content knowledge and pedagogical content knowledge as it relates specifically to these two sports/activities.

KINE 304 Adapted Physical Education: This course is designed to provide an introduction to adapted physical education for individuals with disabilities. This course also provides students with information and knowledge on how to teach physical activities to individuals with and without disabilities in a group setting.

KINE 202 Introduction to Physical Education and Kinesiology: A general introduction to physical education and kinesiology. Examination of the current scene, career opportunities, and needed personal competencies within the field of physical education and kinesiology.

Courses Taught at The Ohio State University

P&L 609 Teaching as a Profession: Winter 2007 - This course is a prerequisite upon applying to the M.Ed. program for K-3 teacher licensure. Average class size is 25 students. Examines complexities surrounding the practice of teaching at national, state and local levels, highlighting legal, professional, and ethical issues surrounding American schools and teaching.

The following four courses are intended for students entering the P-12 physical education teacher licensure program within EDU PAES. Average class size is 25 students.

PAES 601 Physical Education Pedagogy/Methods: Winter 2007 and 2008 - To introduce teaching and management skills associated with student learning, design of instructional materials and techniques for implementation, and strategies to teach diverse learners in various sport, leisure, and exercise settings.

PAES 307 Adventure Education: Spring 2006, 2007, and 2008 - Acquisition of performance skills including philosophy, facilitation techniques, and safety of adventure/experiential-based activities and their roles in various sport cultures.

PAES 303 Individual Sports: Autumn 2005, 2006, and 2007 - Acquisition of performance skills in a variety of individual sports, including rules, traditions, and values of the sports and their roles in various sport cultures.

PAES 208 Introduction to Sport and Leisure: Autumn 2005, Winter 2006, Spring 2006, and Summer 2006 - A general introduction to sport and leisure studies. Examination of the current scene, curricular opportunities, careers, and needed personal competencies.

The following five courses are elective GEC courses offered to any undergraduate student. Average class size is 20 to 30 students.

PAES 178 Swimming I: Spring 2005 - Fundamental swimming and diving skills with emphasis on personal safety.

PAES 170 Racquetball: Autumn 2004 and Winter 2005 - Beginning skills and knowledge.

PAES 148/149 Jogging: Spring 2005 - Students have the opportunity to experience the conditioning activity of jogging as a way to increase cardiovascular fitness.

PAES 148/149 Weight Training: Autumn 2004 - Students will have the opportunity to experience the conditioning activity of weight training.

PAES 102 American Red Cross First Aid: Autumn 2004 and Winter 2005 - A consideration of first aid

practices; designed to lead to Red Cross certification in first aid.

Courses Taught as Co-Instructor (Shared responsibility teaching the course with another GA)

The following courses are intended for students entering the P-12 physical education teacher licensure program within EDU PAES. Average class size is 25 students.

PAES 741 Secondary Curriculum/Field Experience: Spring 2005 - Teaching and curricular issues as they relate to middle and high school physical education programming. Emphasis placed on the use of various instructional models for effective teaching.

Teaching Assistant (Assisted the faculty in teaching the lab portion of the course)

PAES 601 Physical Education Pedagogy/Methods: Winter 2006 - To introduce teaching and management skills associated with student learning, design of instructional materials and techniques for implementation, and strategies to teach diverse learners.

PAES 542 Motor Development Lab: Winter 2005 - Physical growth, development, and motor behavior across the lifespan: Pre-K Elementary Field Experience.

Supervision of Undergraduate Students

California State University San Marcos

College of Arts and Sciences

Department of Kinesiology

KINE 401 Principles, Organization and Management of Secondary School Physical Education: Fall 2008 (10 students enrolled). Observation, analysis, and evaluation of teacher candidates during on-campus teaching experiences.

KINE 400 Movement Theory and Practice of Elementary Physical Education for Children: Spring 2009 (9 students enrolled). Observation, analysis, and evaluation of teacher candidates during on- and off-campus teaching experiences.

KINE 390-2: Team Building and Adventure Education for Professionals: Spring 2009 (22 students enrolled). Undergraduate students were supervised as they taught Adventure Education to 7th and 8th grade students at San Marcos Middle School for 3-weeks.

The Ohio State University

College of Education and Human Ecology

School of Physical Activity and Educational Services

PAES 786/787 Internship in Elementary and Secondary Physical Education: Autumn 2006 – Observation, analysis, and evaluation of three teacher candidates in a public school; dual and three-way conferences with supervisor and cooperating teacher.

PAES 689 Secondary Schools Field Experience: Spring 2007 – Observation, analysis, and evaluation of eight teacher candidates in a public secondary school; one-on-one conferences with supervisor and

teacher candidate.

PAES 489 –Early Field Experience: Winter 2007 - Directed teaching experience for undergrad students in Sport and Leisure Studies.

Curriculum Development

California State University San Marcos College of Arts and Sciences Department of Kinesiology

KINE 307, 308, 309 - An innovative redesign of a series of undergraduate courses with a primary goal of helping students to develop strong content knowledge (CK) and start Pedagogical Content Knowledge (PCK) acquisition. I was able to re-design a series of courses specifically to help undergraduate students improve their CK in a variety of sports that are appropriate and can be used at the P-12 level. The rationale for redesigning these courses primary focuses on increasing CK towards the development of PCK. The organizational structure of these courses includes how knowledge of rules, techniques, and tactics are taught and pedagogically infused using the Sport Education Model. The technology used to support development of CK in this course was videotape of actual undergraduate performance; which allowed for performance analysis of techniques and tactics, and vignette discriminations to help elicit CK and PCK for the CSUSM students.

KINE 304 Adapted Physical Education: For this particular course I designed all of the pedagogy and learning assignments (PowerPoint slides, exams, projects, and presentations):

Exams: Students completed 10 exams posted on WebCT. All exams were based upon chapters in the course textbook and used to determine student comprehension of the course material.

Unit Planning Project: In small groups, each student completed a 10-day adapted unit plan. All material for these units were posted on WebCT for students to access and use.

Teaching Facilitation: In groups of two students have the opportunity to teach their peers an adapted physical education mini-lesson.

Case Study Reflection Papers: read, review, reflect, and respond to 7 assigned case studies from selected case studies posted on WebCT.

Disability Presentation and Paper: This assignment is used to assess student knowledge and practical application of course content. Presentations (using PowerPoint) are required. Working in small groups, students work together to prepare one critique of an article from a relevant journal such as *Palaestra*, *JOPERD*, *APAQ*, *Exceptional Children*, *Research Quarterly*, etc.

The Ohio State University College of Education and Human Ecology School of Physical Activity and Educational Services

PAES 601 Physical Education Pedagogy/Methods — I taught this course with a faculty member in Winter 2006 and helped design the midterm and laboratory experiences. Then in Spring 2006, I led a team of 12 graduate students in the systematic re-design of three specific parts of this course: (a) the content in the laboratories, (b) infusing diversity consciousness throughout the course, and (c) condensing certain sessions in each laboratory to create more instructional time for other content. I am now the instructor of

this course (Winter 2007) and have created new PowerPoint slides, lectures, quizzes, reflection assignments, midterm, and final exam.

PAES 307 Adventure Education – Student assessments were redesigned: midterm exam, micro-teaching sessions, peer evaluations of micro-teaching sessions, and reflective practices within the course. In addition, rock climbing and repelling lessons were added to the course curriculum.

San Diego City Schools

Marston Middle School

Physical Education Department

Middle School Physical Education Curriculum – A series of non-traditional units were developed and aligned with district and state physical education standards over a period of three years. These units include: Bleachball, Self-defense, Swimming, Adventure Education, Dance, Medieval Times, VolleyTennis, and Track & Field. This curriculum led to receiving the California Exemplary Secondary Physical Education Program awarded by the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD)

Professional Service

California State University San Marcos

College of Arts and Sciences

Department of Kinesiology

2009-Current	CSUSM Kinesiology Undergraduate Advisor for the Physical Education and Health Science Options
2009	San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Fall Workshop Committee Chair
2009	Master of Ceremony for the San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Awards Evening
2009	Review Committee Member for Entrance into CSUSM Single Subject Credentialing Program – Emphasis in Physical Education
2008-Current	CSUSM Representative for the San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD)
2008-Current	Member of the Faculty Mentoring Program at California State University San Marcos
2008-2009	Co-Chair and committee member for a student's Master Thesis

The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services

- 2008 Member of the interview panel for admissions to the undergraduate physical education major at The Ohio State University, Columbus, Ohio
- 2008 Interviewer for Policy and Leadership 609: Teaching as a Profession, for students apply to the M.Ed. program at The Ohio State University, Columbus, Ohio
- 2007 Sport and Exercise Education representative on the Graduate Associate Advisory Council at The Ohio State University, Columbus, Ohio
- 2007 Interviewer for Policy and Leadership 609: Teaching as a Profession, for students apply to the M.Ed. program at The Ohio State University, Columbus, Ohio
- 2007 Member of the interview panel for admissions to the undergraduate physical education major at The Ohio State University, Columbus, Ohio
- 2006 Panel Presenter in PAES 208 Introduction to Sport and Leisure Studies. The Ohio State University, Columbus, Ohio
- 2006 Sport Education Workshop for administrators and teachers from Puerto Rico at The Ohio State University.
- 2006 Member of the interview panel for admissions of undergraduate physical education majors at The Ohio State University, Columbus, Ohio
- 2006 Team Handball Workshop. Team handball content: including how to implement a team handball unit of instruction to secondary students. The Ohio State University, Columbus, Ohio
- 2006 Professional development support. Curriculum (team handball unit) developed for Columbus Public School District physical education teachers, Columbus, Ohio
- 2006 OAHPERD "Storm the Hill" advocacy day at the Ohio Statehouse - visit to state representatives regarding the passage of a physical education bill
- 2005 Member of the interview panel for admissions of undergraduate physical education majors at The Ohio State University, Columbus, Ohio
- 2004 Panel Presenter in PAES 208 Introduction to Sport and Leisure Studies. The Ohio State University, Columbus, Ohio

P-12 School and Community Collaboration

2009	Professional Development Workshops on the Topic of Sport Education for Physical Education Teachers from San Marcos Middle School
2009-Current	Student Service Learning with San Marcos Middle School
2008-Current	Member on the San Marcos Unified School District Physical Education Committee.
2004	Volunteer Judge at the Track & Field Special Olympics. The Ohio State University, Columbus, Ohio
2002-2004	Jump Rope For Heart (JRFH) program coordinator for San Diego Unit in the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD)
2002-2004	Unit board member for the San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD)
2002-2004	Track and Field Coach for after school sport clubs, Marston Middle School, San Diego, CA
2001-2004	Physical Education Curriculum Writer. Marston Middle School, San Diego, California
2001-2004	Demonstration School Co-Coordinator for physical education. Marston Middle School, San Diego, California

Professional Organization Membership

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Member since 2000

American Educational Research Association (AERA) - Research on Learning and Instruction in Physical Education Member since 2007

California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Member from 2000-2004, 2008-current

Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) Member from 2004-2008

Honors and Awards

- 2008 Nominated for the 2007 Graduate Associate Teaching Award (GATA). This award program, now in its thirty-fifth year, is the university's highest recognition of the exceptional teaching provided by graduate students at the Ohio State University.
- 2007 The Daryl and Bobbie Siedentop Scholarship awarded from The Ohio State University to an outstanding graduate student to help support research during the dissertation phase.
- 2007 Awarded The College of Education and Human Ecology Student Council Outstanding Teacher Award. This award included nominees who were faculty and graduate assistants. "Each year, Education and Human Ecology students select an instructor as "Outstanding teacher." Honored at the EHE Celebration of Excellence Awards ceremony on Friday, May 11th, 2007.
- 2007 Received membership invitation to The Honor Society of Phi Kappa Phi at The Ohio State University – "Membership is by invitation only to the top 10 percent of seniors and graduate students"
- 2007 Nominated for the 2007 Graduate Associate Teaching Award (GATA). This award program, now in its thirty-fifth year, is the university's highest recognition of the exceptional teaching provided by graduate students at the Ohio State University.
- 2006 Ward, P., Goodway, J., Sutherland, S., Ayzazo, S., Cohen, R., Hedyinger, B., Robinson, L., Stuhr, P. T., & Zhang, P. The 2006 PAES Collaboration in Instruction Award: "Teaching content and pedagogical content knowledge to preservice teachers." Awarded \$1200.
- 2006 Received membership invitation to The Honor Society of Phi Kappa Phi at The Ohio State University – "Membership is by invitation only to the top 10 percent of seniors and graduate students"
- 2006 Received a perfect 5.0 on all categories of the Student Evaluation of Instructor for PAES 307 – Adventure/Experiential Education. In addition, received recognition from the director of the School of Physical Activity and Educational Services on the excellent teacher evaluation.
- 2005 Received The Wesley and Katharine Cushman Memorial Scholarship awarded from The Ohio State University
- 2005 Received membership invitation to The Honor Society of Phi Kappa Phi at The Ohio State University – "Membership is by invitation only to the top 10 percent of seniors and graduate students"
- 2004 California Exemplary Secondary Physical Education Program awarded by the

California Association for Health, Physical Education, Recreation, and Dance
(CAHPERD)

- 2004 Marston Middle School 7th grade Teacher of the Year – voted by students
- 2003 Marston Middle School 7th grade Teacher of the Year – voted by students
- 2002 Graduated with M.A. from Saint Mary's College of California with 3.925 G.P.A.
- 2001 Received California Teaching Credential with 4.0 G.P.A.
- 2000 Graduated with B.S. from San Diego State University Magna Cum Laude with 3.77 G.P.A
- 2000 Graduated from San Diego State University with distinctions in Kinesiology within the Exercise and Nutritional Sciences Department
- 2000 Awarded Outstanding Physical Education Major of the Year at San Diego State University by the National Association of Sport and Physical Education (NASPE)
- 1999 Received the Mary Cave Scholarship for excellence in undergraduate physical education at San Diego State University