

The University of Texas at Arlington
College of Education
Department of Kinesiology

KINE 4320 – Methods of Teaching Secondary Physical Education

I. Course Information:

Instructor: Dr. Larry Nelson
Office: Physical Education Building, Room 308
Office Hours: MWF: 10-11am or by appointment
Office Phone: (817) 272-1102
Meetings: **MWF-9-10am; Mavericks Activities Center (MAC) Room 213**
Email: lnelson@uta.edu

Course Description:

This course is designed to enhance teacher candidates' understanding of curriculum modeling and development as it applies to theory of motor learning and the sciences of kinesiology for secondary physical education. These progressions are synthesized into a collaborative service-learning project with a public school partner(s). Candidates take responsibility for creating, coordinating, and facilitating learning experiences that are developmentally appropriate, motivating, and research-based. **Prerequisites:** KINE 1315, 2301, 3304, 3306, 3325, 3388, 4319.

Course Materials and Textbooks:

KINE 4320 Course Packet – Preparing for the TExES (Pick up at Bird's Copies)
<http://birdscopies.com/>

Dynamic Physical Education for Secondary School Students (6th Edition) by Paul W. Darst & Robert P. Pangrazi

Youth Development and Physical Activity: Linking Universities with Communities by Don Hellison, Nick Cutforth, James Kallusky, Tom Martinek, Missy Parker, & Jim Stiehl.

II. Course Assignments & Evaluation:

Attendance: Punctuality & participation in all class meetings is mandatory. Each candidate is afforded one free unexcused absence at which every unexcused absence thereafter will result in 3 percentage points off final grade.

Teacher Dispositions (5%): Each candidate's performance and ability to conduct him or herself professionally will be monitored at all times. Initiative, leadership, professional language/communication, appropriate dress, performance, and other professional dispositions will be factored into your overall evaluation.

<http://ossa.uta.edu/dispositions.asp>

POLAR Heart-Rate Monitoring Technology and Activities (5%): Candidates will be required to learn and use heart-rate monitoring devices and related Physical Education Management Software. There will be 3-5 related assignments depending on the nature of the service-learning project.

Curriculum Development & Instruction Assignment (10%): Each student will prepare and present a curriculum project based on one of the five curriculum models presented in the course.

See Assessment 1 attached.

Impact on Student Learning Teaching Assessment (20%): Each candidate will facilitate part of a service-learning project.

See Assessment 2 attached.

Peer Assessment (20%): Each candidate will assess and be assessed by his or her peers on initiative, motivation, and contribution to the course. This rubric will be created by the instructor and teacher candidates together during the first part of the course.

TEXES PE-EC-12 & PPR-EC-12 Exams (20%): Candidates will prepare for, take, and review the PE content and pedagogy and professional responsibilities practice teaching licensure exams. Through this process candidates will be cleared for official TEXES registration and introduced to “team-based” testing and learning.

<http://www.texas.ets.org/texas/>

http://www.texas.ets.org/assets/pdf/testprep_manuals/158_physedec_12_55016_web.pdf

http://www.texas.ets.org/assets/pdf/testprep_manuals/160_pedprofrespec_12_55015_web.pdf

Online Portfolio & Journal Entries (10%): Candidates will build an electronic portfolio <https://ossa.uta.edu/> via a sequence of assignments in the course. Within the portfolio, candidates will keep a journal of events, games, reading assignments, and questions posed throughout the course. Entries must be made at regular intervals and should serve as indicators of learning, successful participation, and evidence of meeting objectives and learning outcomes.

See Assessment 3 attached.

Self-Evaluation (10%): Each candidate will take full responsibility for establishing goals and assessing his or her own learning effort, creativity, behavior, contribution, and professionalism in the course. Self-evaluations must be typed and presented orally to the class as a final assignment.

III. Tentative Course Outline:

<u>Week</u>	<u>Topic</u>
1	Introduction, Ice-Breakers, and Initiative Games
2	Sociological Foundations of Physical Education & Sport Curriculum Theory for Secondary Physical Education Service-Learning & Project Brainstorming Exercise
3	Five Curriculum Models for Secondary Physical Education Applications of Motor Learning and Social Development Theory Service-Learning Project(s) Design and Community Building
4	Review TEXES PE EC-12 Certification Requirements and Study Guides PE EC-12 TEXES Practice Exam & Clearance Team-Based Learning

5	Service-Learning Project(s): Research and Development Global Youth Service Grants
6	Introduction to Polar Heart-Rate Monitoring Technology Fitness Scavenger Hunt Downloading and Reporting Heart-Rate Data Assignment
7-10	Service-Learning Project(s) Planning, Roles, and Responsibilities
11	Kolb's Experiential Learning Cycle Reflection Exercises and Developing the Online Portfolio
12	Problem-Solving at the Source Charting Progress of Service-Learning Activities and Assessing Outcomes
13	Service-Learning Project(s)
14	Review TExES PPR EC-12 Certification Requirements and Study Guides PPR EC-12 TExES Practice Exam & Clearance Team-Based Learning
15	Reflection Assignment Portfolio Completion and Artifact Upload Assignment
16	Self-Evaluations

IV. Student Learning Outcomes in the Course:

- TExES 1.** Demonstrate and understand a variety of human movement skill competencies and help students develop these skills **(1.14k, 1.15k, 1.11s-1.13s)**.
- TExES 2.** Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life **(2.13k-2.15k, 2.14s-2.16s)**.
- TExES 3.** Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students' self-management, self-motivation, and social skills through participation in physical activities **(3.13k-3.15k, 3.12s-3.14s)**.
- TExES 4.** Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development **(4.1k-4.5k, 4.1s-4.7s)**.
- TExES 5.** Provide equitable and appropriate instruction for all students in a diverse society **(5.1k, 5.3k, 5.4k, 5.1s-5.4s)**.
- TExES 6.** Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals **(6.1k-6.8k, 6.1s-6.12s)**.
- TExES 7.** Understand and use formal and informal assessments to promote students' physical, cognitive, social, and emotional development in physical education contexts **(7.1k-7.4k, 7.1s-7.5s)**.
- TExES 8.** Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally **(8.1k-8.4k, 8.1s-8.4s)**.
- TExES 9.** Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being **(9.1k-9.4k, 9.1s-9.8s)**.
- TExES 10.** Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management **(10.1k, 10.3k-10.6k, 10.2s-10.5s)**.

- NASPE-2004-1 STANDARD:** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person **(1.1-1.6)**.
- NASPE-2004-2 STANDARD:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development **(2.1-2.3)**.
- NASPE-2004-3 STANDARD:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences **(3.1, 3.2)**.
- NASPE-2004-4 STANDARD:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation **(4.1-4.5)**.
- NASPE-2004-5 STANDARD:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings **(5.1-5.4)**.
- NASPE-2004-6 STANDARD:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards **(6.1-6.9)**.
- NASPE-2004-7 STANDARD:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity **(7.1-7.4)**.
- NASPE-2004-8 STANDARD:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally **(8.1-8.3)**.
- NASPE-2004-9 STANDARD:** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity **(9.1-9.3)**.
- NASPE-2004-10 STANDARD:** Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being **(10.1-10.4)**.

V. Course Policies:

Attendance Policy: Due to the heavy emphasis on group interaction and experiential learning in the course, attendance at all class meetings is mandatory. Even though it is my goal and responsibility to motivate and challenge each one of you, it is ultimately your responsibility to attend meetings and live up to the high expectations of a capstone course.

Americans with Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services: The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, as well as federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

Academic Honesty: Academic dishonesty is a unacceptable mode of conduct and will not be tolerated in any form at the University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

VI. The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions:

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Assessment 1 - Curriculum Planning and Instruction			
NCATE/Professional Organization Standards Addressed: NASPE-1, NASPE -4, NASPE -5, NASPE -6			
Assessment Area	Target	Acceptable	Unacceptable
Content Knowledge NASPE 1.1, 1.2, 1.3, 1.4, 1.6	Lesson identified critical elements of motor skill performance across a variety of physical activities and combined these skills into excellent learning sequences. The lesson specifically described biophysical and performance-related concepts and strategies related to skillful movement patterns.	Lesson identified basic elements of motor skill performance across a few physical activities and combined these skills into appropriate learning sequences.	Lesson did not identify basic elements of motor skill performance and did not combine skills into appropriate learning sequences.
Management and Motivation NASPE 4.1, 4.2, 4.3, 4.4, 4.5	Lesson used strong managerial routines that created smoothly functioning learning experiences and environments. The candidate organized, allocated, and managed resources wisely and used developmentally appropriate practices to motivate students to participate. The candidate clearly had a well-developed and effective behavior management plan as well as strategies that helped students demonstrate responsible personal and social behaviors.	Lesson used managerial routines that provided adequate learning experiences and learning environments. The candidate organized, allocated, and managed their resources at a developing level, and was successful motivating students to participate. An appropriate behavior management plan was implemented and was effective helping students demonstrate responsible behaviors.	Lesson did not use managerial routines and behavior management strategies to motivate students and provide learning experiences that were effective for learning.
Communication NASPE 5.1, 5.2, 5.3, 5.4	Candidate demonstrated concise and effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was substantial and appropriate to learning the skills of the lesson. Language was clear, poised, and to the point. The candidate modeled excellent body language and teaching behavior	Candidate demonstrated effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was adequate and appropriate to learning the skills of the lesson. Language was clear and the candidate	Candidate did not demonstrate effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was inadequate and/or inappropriate to learning the skills of

	was confident and engaging.	modeled appropriate body language.	the lesson. The candidate modeled poor body language.
Planning & Instruction NASPE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10	Lesson identified, developed, and implemented outstanding long and short-term instructional goals based on student level and needs. Experiences were designed and facilitated with safety and relevance in mind, and allowed learners to integrate knowledge and skills from multiple subject areas. Instructional cues and demonstrations were appropriate and prompted high levels of performance and learning. There was an excellent use of resources and the candidate used a repertoire of direct and indirect instructional formats to facilitate student learning.	Lesson identified, developed, and implemented at least short-term instructional goals based on student level and needs. Experiences were designed with safety and relevance, and instructional cues and demonstrations were appropriate to prompt performance and learning. Resources were used appropriately to facilitate student learning.	Lesson did not identify nor develop instructional goals and experiences were not adequately designed with safety and relevance in mind. Instruction lacked appropriate instructional cues and demonstrations did not prompt performance and learning adequately. Resources were not identified and used appropriately to facilitate student learning.

Assessment 2 - Candidate Impact on Student Learning

NCATE/Professional Organization Standards Addressed: **NASPE-2, NASPE -4, NASPE -5, NASPE -6, NASPE-10**

Assessment Area	Target	Acceptable	Unacceptable
<p>Growth and Development</p> <p>NASPE 2.1, 2.2, 2.3</p>	<p>Candidate identified and implemented excellent learning/practice opportunities based on student understanding, learning environment, and tasks for success. She/he designed safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains, and clearly understands the biological, psychological, sociological, experiential, and environmental factors that influence the developmental readiness to learn and refine movement skills.</p>	<p>Candidate identified and implemented appropriate learning/practice opportunities based on student understanding, learning environment, and tasks for success. She/he designed safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains, and understands at a developing level the biological, psychological, sociological, experiential, and environmental factors that influence readiness to learn.</p>	<p>Candidate was not able to identify and implement appropriate learning/practice opportunities based on student understanding, learning environment, and tasks for success. She/he was not successful in designing safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains, and had little understanding of the factors that influence readiness to learn.</p>
<p>Management and Motivation</p> <p>NASPE 4.1, 4.2, 4.3, 4.4, 4.5</p>	<p>Candidate used strong managerial routines that created smoothly functioning learning experiences and environments. The candidate organized, allocated, and managed resources wisely and used developmentally appropriate practices to motivate students to participate. The candidate clearly had a well-developed and effective behavior management plan as well as strategies that helped students demonstrate responsible personal and social behaviors.</p>	<p>Candidate used managerial routines that provided adequate learning experiences and learning environments. The candidate organized, allocated, and managed their resources at a developing level, and was successful motivating students to participate. An appropriate behavior management plan was implemented and was effective helping students demonstrate</p>	<p>Candidate did not use managerial routines and behavior management strategies to motivate students and provide learning experiences that were effective for learning.</p>

		responsible behaviors.	
<p>Communication</p> <p>NASPE 5.1, 5.2, 5.3, 5.4</p>	<p>Candidate demonstrated concise and effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was substantial and appropriate to learning the skills of the lesson. Language was clear, poised, and to the point. The candidate modeled excellent body language and teaching behavior was confident and engaging.</p>	<p>Candidate demonstrated effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was adequate and appropriate to learning the skills of the lesson. Language was clear and the candidate modeled appropriate body language.</p>	<p>Candidate did not demonstrate effective managerial and instructional communication skills in ways that showed sensitivity to all students. Feedback was inadequate and/or inappropriate to learning the skills of the lesson. The candidate modeled poor body language.</p>
<p>Planning & Instruction</p> <p>NASPE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10</p>	<p>Candidate identified, developed, and implemented outstanding long and short-term instructional goals based on student level and needs. Experiences were designed and facilitated with safety and relevance in mind, and allowed learners to integrate knowledge and skills from multiple subject areas. Instructional cues and demonstrations were appropriate and prompted high levels of performance and learning. There was an excellent use of resources and the candidate used a repertoire of direct and indirect instructional formats to facilitate student learning.</p>	<p>Candidate identified, developed, and implemented at least short-term instructional goals based on student level and needs. Experiences were designed with safety and relevance, and instructional cues and demonstrations were appropriate to prompt performance and learning. Resources were used appropriately to facilitate student learning.</p>	<p>Candidate did not identify nor develop instructional goals and experiences were not adequately designed with safety and relevance in mind. Instruction lacked appropriate instructional cues and demonstrations did not prompt performance and learning adequately. Resources were not identified and used appropriately to facilitate student learning.</p>
<p>Collaboration</p> <p>NASPE 10.1, 10.2, 10.3, 10.4</p>	<p>Candidate was highly successful establishing productive and interactive relationships with parents, administrators, and/or school colleagues that advocated for physical activity in the schools and/or community. There was evidence of actively seeking out community resources to enhance these opportunities and further student growth and well-being.</p>	<p>Candidate was successful establishing productive and interactive relationship with parents, administrators, and/or school colleagues that advocated for physical activity in the schools and/or community.</p>	<p>Candidate was not successful establishing an interactive relationship with parents, administrators, and/or school colleagues that advocated for physical activity in the schools and/or community.</p>

Assessment 3 – Portfolio			
NCATE/Professional Organization Standards Addressed: NASPE -1, NASPE -3, NASPE -6, NASPE -7, NASPE -8, NASPE -9, NASPE -10			
Assessment Area	Target	Acceptable	Unacceptable
Content Knowledge Artifacts NASPE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Artifacts identify critical elements of motor skill performance across a variety of physical activities and combine these skills into appropriate learning sequences. The artifacts describe biophysical and performance-related concepts and strategies related to skillful movement patterns. Included here are critical thinking accounts of physical education/activity issues and laws based on historical, philosophical, and/or sociological perspectives.	Artifacts identify basic elements of motor skill performance across a few physical activities and combine these skills into appropriate learning sequences. The artifacts describe performance-related concepts related to skillful movement patterns.	Artifacts did not identify basic elements of motor skill performance across at least two physical activities. There were none or inappropriate learning sequences, and artifacts did not describe any performance-related concepts.
Diversity Artifacts NASPE 3.1, 3.2	Artifacts identify and implement excellent instructional strategies and resources that are sensitive to the needs and learning styles of diverse and special needs students. Multiple needs and learning styles are identified and addressed with indication of utilizing appropriate services and resources.	Artifacts identify and implement appropriate instructional strategies and resources that are sensitive to the needs and learning styles of diverse and special needs students.	Artifacts did not identify and/or implement appropriate instructional strategies and resources that are sensitive to the needs and learning styles of diverse and special needs students.
Planning & Instruction Artifacts NASPE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10	Artifacts identify, develop, and implement outstanding long and short-term instructional goals based on student level and needs. Experiences were designed with safety and relevance, and allow learners to integrate knowledge and skills from multiple subject areas. Exhibited in artifacts are appropriate instructional cues and demonstrations that prompt performance and facilitate learning. Appropriate use of resources and curriculum material are exhibited as well as a repertoire of direct and indirect instructional formats to facilitate student learning.	Artifacts identify, develop, and implement appropriate instructional goals based on student level and needs. Experiences were designed with safety and relevance. Appropriate use of resources and curriculum material are exhibited as well as some indication of direct and indirect instructional formats to facilitate student learning.	Artifacts did not identify, develop, and implement appropriate instructional goals based on student level and needs. Experiences were not designed with safety and/or relevance. Instructional formats were incoherent and did not suggest adequate student learning.
Student Assessment Artifacts	Artifacts exhibit a variety of authentic (i.e., self or peer assessment) and traditional types of assessment and	Artifacts exhibit some form of authentic and traditional types of	Artifacts did not exhibit at least one form of authentic and one form

NASPE 7.1, 7.2, 7.3, 7.4	describe their appropriateness to learning. Also, exhibited are multiple samples of performance and/or research-related data that are used to make informed curricular and/or instructional kinds of decisions.	assessment and describe their appropriateness to learning.	of traditional type of assessment. Descriptions of their appropriateness to learning were not exhibited or clear.
Reflection Artifacts NASPE 8.1, 8.2, 8.3	Artifacts demonstrate a clear and extensive reflective teaching cycle involving descriptions, justifications, and/or critiques of teaching performance, teaching goals, and planning. Included here must be evidence of self-improvement and professional growth based on the assessment of personal teaching performance.	Artifacts demonstrate a reflective teaching cycle involving descriptions, justifications, and/or critiques of teaching performance, teaching goals, and planning. There was some indication of self-improvement.	Artifacts did not demonstrate a reflective teaching cycle. Examples were weak and did not give specific descriptions of teaching performance, goals, and planning. Indication of self-improvement was not evident.
Technology Artifacts NASPE 9.1, 9.2, 9.3	Artifacts demonstrate extensive knowledge of current technologies and their application in physical education settings. Exhibited are the design, development, and/or implementation of student learning activities that use information technology in order to enhance learning. Also exhibited are technology skills necessary to communicate, network, and enhance professional development.	Artifacts demonstrate knowledge of technology and their application in physical education settings. Exhibited are technology skills necessary to communicate, network, and enhance professional development.	Artifacts did not demonstrate knowledge of technology and their application in physical education settings. There was no evidence that the candidate would be successful communicating and networking in the profession.
Collaboration Artifacts NASPE 10.1, 10.2, 10.3, 10.4	There were two or more artifacts that exhibited productive and interactive relationships with parents, administrators, and/or school colleagues that advocate for physical activity in the schools and/or community. There is evidence of actively seeking out community resources to enhance these opportunities and further student growth and well-being.	Artifacts exhibited at least one productive and interactive relationship with parents, administrators, and/or school colleagues that advocate for physical activity in the schools and/or community.	Artifacts did not exhibit at least one productive and interactive relationship with parents, administrators, and/or school colleagues that advocate for physical activity in the schools and/or community.