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Brent Heidorn & Brian Mosier

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INTEGRATING CSPAP INTO PETE PROGRAMS: Sharing Insights and Identifying Strategies — Part 1

Sharing Insights and Strategies from the University of West Georgia

BRENT HEIDORN
BRIAN MOSIER

Physical education teacher candidates need real-world experience in planning, delivering and assessing a comprehensive school physical activity program (CSPAP) so they can be prepared and confident to assist with maintaining or implementing the components of a CSPAP in whichever school employs them after earning their undergraduate or graduate degree. Physical education teacher education (PETE) programs play a significant role in helping new teachers prepare for school-wide physical activity promotion (Heidorn & Centeio, 2012). In addition to physical education professionals developing the role of a physical activity leader in a local K–12 school, other key stakeholders in the implementation of a CSPAP include school administrators, classroom teachers, the school nurse, and/or various community members. This article describes an approach used at the University of West Georgia (UWG) to assist preservice health and physical education teacher candidates with the development and implementation of specific CSPAP components in a real-world setting. It also identifies meaningful areas to explore for future CSPAP research efforts.

Overview of UWG's PETE Program and Where the CSPAP Focus Is Situated

The CSPAP model includes five components: physical activity during school, physical activity before and after school, physical education, family and community involvement, and staff involvement. The PETE faculty at the University of West Georgia have incorporated components of a CSPAP into their health and physical education courses for several years, but, most recently, specific requirements have been included for teacher candidates enrolled in the student-teaching internship (final semester of the program). Faculty members in the program are committed to CSPAP efforts, while also setting high expectations for effective, standards-based

Brent Heidorn (bheidorn@westga.edu) is the associate dean for research and assessment in the College of Education, and Brian Mosier is an associate professor and the department chair in the Department of Sport Management, Wellness, and Physical Education, at the University of West Georgia in Carrolton, GA.

teaching in physical education programs. For these reasons the student-teaching internship is continually used as the capstone experience, where the teacher candidates demonstrate the knowledge, skills and dispositions learned throughout the program. This also includes understanding the significance of a well-developed CSPAP in the local schools. The program faculty believe that the student-teaching internship (approximately 15 weeks) is one of the most influential contributors to a beginning teacher's career success, which is why CSPAP efforts are also highly emphasized at that stage. Some components within the CSPAP model have been modified in the undergraduate program after the first two years of data collection and assessment, which resulted in the process that has been fully implemented during the third year of application. Only minor adjustments have been made since that time. In addition, the program faculty developed and implemented a series of lectures for teacher candidates related to the successful implementation of a CSPAP, tailored to their experience in a local school, prior to the student-teaching internship.

All teacher candidates (TCs) in the student-teaching internship strategically target at least one component of the CSPAP model at their internship site. This includes a needs assessment, a plan of action, and action research (Kemmis & McTaggart, 2000). Specifically, student-teaching interns are asked to assess the needs and opportunities for a CSPAP, develop a proposal for implementation, receive approval from program faculty, implement the CSPAP component, maintain the program, and keep and submit accurate records (Mosier & Heidorn, 2013).

The PETE program at UWG focuses on the six standards (learning outcomes) set forth by SHAPE America – Society of Health and Physical Educators for initial certification (beginning) for physical education teachers (National Association for Sport and Physical Education, 2008). All courses within the program have been developed from or are closely connected to these standards. The content knowledge, skills and dispositions related to CSPAP throughout the PETE program at UWG are specifically tied to Standards 1 (scientific and theoretical knowledge), 2 (skill- and fitness-based competence), 3 (planning and implementation), 4 (instructional delivery and management), 5 (impact on student learning), and 6 (professionalism). Teacher candidates are assessed on all six standards not only in their rigorous coursework throughout the teacher certification program, but also in their student-teaching internship, which takes place for one full semester just prior to graduation from the program. This assessment includes content, skills, planning and implementation, instructional delivery and management, impact on student learning, and professionalism in a variety of areas emphasized throughout the program, as well as specific content, skills, planning and implementation, instructional delivery and management, impact on student learning, and professionalism based on the CSPAP model.

Throughout the program TCs are assessed on (1) identifying the CSPAP framework and strategies for implementing specific components within a K–12 school (Standard 1); (2) demonstrating the skills necessary to implement the content with K–12 learners; (3) planning learning experiences for K–12 students that incorporate physical activity before, during and after the school day (Standard 3); (4) teaching lessons and managing students in physical activity settings before, during and/or after the school day (Standard 4); (5) assessing student learning and physical activity patterns at the internship site (Standard 5); and (6) demonstrating leadership skills and other professional dispositions necessary for implementing a successful program (Standard 6). The UWG PETE program uses a detailed plan for holding students accountable in these mentioned areas (see Table 1).

While the concept of adding CSPAP as a component of an initial teacher standard is only beginning to emerge (at the national level), the PETE faculty within the program have modeled physical activity and emphasized living a healthy, physically active lifestyle for several years. The TCs quickly learn the importance of physical activity for themselves and their future K–12 students, families and communities. By the time the CSPAP framework was initially developed, certain components were already included within the curriculum. This is similar to what many K–12 physical educators have been doing for years in local schools, simply without the CSPAP name attached. The PETE program faculty only needed to determine where any formal assessment of a CSPAP would be conducted. The most logical place in the program was the capstone experience: the student-teaching internship, a 15-week experience in which TCs are fully engaged in a local K–12 school. This internship would not need to be drastically changed in any way, with the exception of adding the newly developed CSPAP requirement(s). Program faculty agreed that the added curricular components were essential to the overall development of a beginning physical education teacher.

Learning Experiences

The TCs in the UWG PETE program engage in 64 credit hours of professional content courses, in addition to 60 credit hours before beginning the teacher education program, for a total of 124 credit hours. Certain courses, however, are considered to be the backbone (foundation) of the program, while the other courses complement the foundation courses. These "foundation courses" include Instructional Strategies in Physical Education (a 3-credit hour plus lab methods course offered in Block 1), Physical Education in Elementary Schools (a 4-credit hour plus lab methods course offered in Block 2), Physical Education in Middle/Secondary Schools (a 4-credit hour plus lab methods course offered in Block 3), and the Student-Teaching Internship (9 credit hours of internship plus a 3-credit seminar course offered in Block 4; see Table 2). The CSPAP knowledge, concepts and strategies are initially identified and learned in the first methods course, with consistent review, highlights and practice opportunities in the second and third methods courses. All CSPAP knowledge and related components are assessed within the course(s) on a content exam, aimed at preparing TCs to be ready for successful maintenance and/or implementation of one or more CSPAP components during the student-teaching internship (Block 4). For example, the CSPAP content knowledge and learning experiences are formatively assessed during the first three semesters of the teacher certification program, but the assessment does not focus on full development and/or implementation of the CSPAP model. The TCs must demonstrate CSPAP knowledge, but they are not expected to monitor or track physical activity among K–12 students until the 15-week internship. In the student-teaching internship, summative assessments of TCs focus on the demonstration of the knowledge, skills and dispositions to effectively plan CSPAP-related opportunities, implement and/or maintain at least one component of the CSPAP framework, and reflect on the CSPAP experiences developed and/or maintained in a local K–12 school.

Teacher candidates within the UWG PETE program become familiar (through class discussion) with the importance of physical activity for K–12 students, including concepts related to one's

Table 1.
Key Program Assessments: Connection to Standards and CSPAP

	Name of Assessment	Connection to National Standards	Connection to CSPAP
Key Assessment 1	Content Exam: Pre- and Post-Test	Standard 1: Scientific and Theoretical Knowledge	Knowledge assessed on the content exam
Key Assessment 2	FITNESSGRAM and Physical Activity Requirement	Standard 2: Skill- and Fitness-based Competence	Physical activity and fitness development monitored throughout the program
Key Assessment 3	edTPA Portfolio – Task 1 + Teacher Effectiveness Evaluation (state adopted system)	Standard 3: Planning and Implementation	Planning and implementation efforts when conducting one or more components of a CSPAP in Block 4 (student-teaching internship)
Key Assessment 4	edTPA Portfolio – Task 2 + Teacher Effectiveness Evaluation (state adopted system)	Standard 4: Instructional Delivery and Management	Delivery and management efforts when conducting one or more components of a CSPAP in Block 4 (student-teaching internship)
Key Assessment 5	edTPA Portfolio – Task 3 + Teacher Effectiveness Evaluation (state adopted system)	Standard 5: Impact on Student Learning	Assessing, monitoring and tracking physical activity among K–12 students in Block 4 (student-teaching internship)
Key Assessment 6	Professional Dispositions (UWG PETE program–developed assessment rubric)	Standard 6: Professionalism	Leadership and professional dispositions when conducting one or more components of a CSPAP in Block 4 (student-teaching internship)

own health and well-being, the many benefits of physical activity and fitness, the prevention of chronic diseases, the overweight/obesity epidemic, and other research-based theories and/or models related to CSPAP. These overall concepts, including the importance of health, physical activity, and a physically active lifestyle, are major components throughout the program, and the TCs are assessed on the content. The PETE faculty members also model a physically active lifestyle and work to incorporate related concepts throughout all coursework, including health content (as TCs in Georgia become certified in both health *and* physical education). More specifically, CSPAP content is described through a series of lectures in Block 1, where TCs are first learning principles of effective teaching, including the planning, teaching and evaluation cycle (Rink, 2010, p. 210). In this course candidates quickly learn CSPAP content knowledge.

However, the emphasis in the program does not currently focus on connecting content knowledge (CK) to pedagogical content knowledge (PCK) — at least not formally. Faculty members share opportunities for service-learning and observation (described later) in quality programs, but making the specific connection from CK to PCK at this point in the program is a possible weakness needing further attention. The TCs are also introduced to the key assessments within the program, the progressive nature in which the program has been developed, and the significant emphasis that is placed on effective teaching. In addition to the importance of effective teaching, TCs learn the benefits of living a physically active lifestyle, and how a career spent teaching physical education can greatly influence the health and physical activity choices of K–12 students. It is within this frame that CSPAP is introduced.

During Block 2 of the program (specifically in the Physical Education in Elementary Schools course), TCs spend a significant amount of time working with local K–5 students in physical education, where they invest approximately three hours on two days each week of the semester. The TCs plan, teach and reflect on best practices in a quality K–5 physical education environment, the cornerstone of the CSPAP framework. The TCs also observe other physical activity components within the school day (e.g., recess, classroom lessons), volunteer for additional hours working in the local schools, and are assessed on CSPAP knowledge on an end-of-semester final examination. It is during this semester (Block 2) that many of the teacher candidates really begin to understand the effect they can have on the physical activity patterns of students in elementary schools. In addition, after each teaching experience where the teacher candidates plan and teach lessons, they are also required to reflect on their recent pedagogical experiences. Guided reflection questions (including CSPAP-related content) are used throughout the semester.

During Block 3 of the program (specifically in the Physical Education in Middle/Secondary Schools course), TCs build on their previous knowledge and experiences related to a CSPAP. During this semester the TCs plan, teach and reflect on best practices in a quality 6–12 physical education environment where they invest approximately three hours on two days each week of the semester. The TCs also specifically observe what appears to be a lack of physical activity opportunities at the middle and high school levels, especially for students who are not engaged in one of the after-school athletic programs. Health-related content is also delivered in the physical education environment, by integrating the

Table 2.
Methods and Skills Course Sequence: Overview and Assessment of CSPAP-related Content

Block (1, 2, 3, 4)	Methods and Skills Sequence	Assessment of Other Skills, Understandings, and Dispositions	Assessment Emphasis
Block 1	PHED 3670: Instructional Strategies in Physical Education	Content exam: Pre-test; end-of-semester cumulative exam	Best practices in planning, teaching, and reflection; CSPAP content knowledge
	PHED 3500: Educational Games, Gymnastics, and Dance	Various skill assessments; Fitnessgram	Movement and performance skills
	PHED 3501: Skills and Strategies in Strength and Conditioning	Various skill assessments; Fitnessgram	Movement and performance skills
Block 2	PHED 3671: Teaching Physical Education in Elementary Schools	End-of-semester cumulative exam	Best practices in planning, teaching, and reflection; CSPAP content knowledge
	PHED 3503: Skills and Strategies in Net/Wall Games	Various skill assessments; Fitnessgram	Movement and performance skills
Block 3	PHED 3675: Teaching Physical Education in Middle/Secondary Schools	End-of-semester cumulative exam	Best practices in planning, teaching, and reflection; CSPAP content knowledge
	PHED 3502: Skills and Strategies in Target and Outdoor Activities	Various skill assessments; Fitnessgram	Movement and performance skills
	PHED 3504: Skills and Strategies in Invasion Games	Various skill assessments; Fitnessgram	Movement and performance skills
Block 4	PHED 4686: Student-Teaching Internship and Seminar	Content exam: Post-test; CSPAP action-research project; professional dispositions	Best practices in planning, teaching, and reflection; CSPAP development, implementation, delivery, and maintenance

physical activity and skill development lessons with health education. In many situations the TCs focus on concepts related to living a physically active lifestyle, making responsible choices, and being physically active outside of the physical education program.

For all planned and taught lessons, TCs must connect the content learned in the lesson with physical activity outside of school. This is typically done during the closure of the lesson. Students in the 6–12 physical education classes are regularly encouraged to increase their physical activity opportunities before, during and after the school day. Finally, TCs are again assessed on their content knowledge of CSPAP components on an end-of-semester final examination in Block 3. However, at this time in the program TCs do not systematically assess the physical activity opportunities (e.g., with pedometers, tracking devices) of the K–12 students. It is possible that a more formal monitoring system will be put in place in future efforts.

Throughout the PETE program the faculty members also focus on skill and fitness development for TCs. All TCs participate in a series of "skills and strategies" courses, in which the objectives are to increase their knowledge and skills in a variety of sport- and fitness-related content (e.g., educational games, gymnastics, dance, invasion games, net/wall games, outdoor activities, strength and conditioning; see Table 2). The emphasis on these courses in the program is significant, with a total of five 2-credit courses, each with corresponding labs. The TCs engage in 200 minutes of skill content each week for each Skills and Strategies course offered in the program, totaling more than 15,000 minutes of skill-development instruction and practice. The intent is for the TCs to become competent in enough physical activities and sports to have the knowledge, skills and confidence to teach effectively in K–12 schools (Siedentop, 2002). As K–12 students learn the content, it is hoped that they will become more skillful, which in turn may lead to increased levels of physical activity.

Throughout the Skills and Strategies sequence, faculty members regularly encourage the TCs to practice and participate in physical activity outside of class. This connection is similar to the family and community engagement component of a CSPAP, which is also addressed. For example, just as the program faculty encourage participation in physical activity outside of physical education class (the Skills and Strategies courses), CSPAP efforts focus on increasing physical activity among family members and within the community (outside of the school day). It is hoped that TCs will encourage their future students to participate in physical activity opportunities outside of school, similar to the way their professors encouraged them. At times, this requires the physical activity leader (e.g., college professor, local physical educator) to suggest and/or highlight opportunities for physical activity within the surrounding community.

In addition to the above emphases throughout the program, TCs are exposed to two different approaches for potential CSPAP

integration. First, all TCs must participate in a minimum number of service hours and/or experiences considered as "professional involvement" for a health and physical education professional. Examples of experiences include working a local 5k road race, coaching a youth recreational sports team, assisting in a school-based athletic program, working at a community health fair, or working in an on- or off-campus wellness center. The TCs must accumulate at least 10 hours of professional-involvement activity each semester. Most candidates, however, easily obtain this minimal requirement. Second, all TCs are required to register and participate in at least one professional development conference each academic year. To further strengthen the knowledge of and/or exposure to CSPAP among teacher candidates, their participation and observations at professional conferences will inform them of the emphasis (e.g., sessions, advertisements, *Let's Move!* Active Schools [LMAS; www.letsmoveschools.org] programming) that has been placed on CSPAPs in recent years.

The most significant emphasis/focus on the CSPAP takes place during the student-teaching internship (Block 4). Teacher candidates participate in the full context of a K–12 school day for a minimum of 15 weeks during the semester. They are placed in an elementary (K–5), middle (6–8) or high school (9–12) setting. In addition to consistent planning, teaching and reflection in a physical education environment throughout the internship and seminar coursework, including the edTPA portfolio submission process, teacher candidates must also follow these procedures:

1. Assess the needs and opportunities for one or more CSPAP components;
2. Develop a proposal for implementation;
3. Receive approval;
4. Implement the CSPAP component;
5. Maintain the program; and
6. Keep and submit records.

Similar to curricular planning, the CSPAP efforts must begin early, if not before the beginning of the semester. The TCs are assessed on their CSPAP implementation/maintenance in the 3-credit hour seminar course in their final semester (see Table 2).

Skills, Understandings and Dispositions

The faculty in the UWG PETE program consistently emphasize CSPAP efforts throughout the four-semester sequence with TCs. Specifically, TCs will be able to demonstrate the knowledge, skills and professional dispositions necessary to successfully increase the physical activity opportunities among their future students, colleagues and communities.

Skills. Teacher candidates in the PETE program are assessed on their physical and teaching skills, but not on their effectiveness in implementing a CSPAP in Blocks 1, 2, and 3. However, TCs are assessed on their ability to apply the CSPAP process in Block 4, when they are required to implement and/or maintain at least one component of a CSPAP in their student-teaching internship. While

TCs are not specifically assessed on the *effectiveness* of the CSPAP implementation during the student-teaching internship, they are assessed on their ability to follow the action-research cycle (Kemmis & McTaggart, 2000).

Understandings. Teacher candidates are assessed on their content knowledge of a CSPAP, based on the model defined by SHAPE America. Specifically, the UWG PETE program uses these links: www.shapeamerica.org, and http://healthmpowers.org/public-resources/physical-activity-academic-achievement-2/, which provide a significant amount of content related to strategies, programs, professional development and resources. Ultimately, TCs become familiar with the five components of a CSPAP and with how the model can support a culture of physical activity in a school. The TCs are assessed on this knowledge on the program-wide content exam pre-test (Key Assessment 1a, Table 1), three end-of-semester final examinations, a CSPAP action-research project, and the end-of-program content exam post-test (Key Assessment 1b, Table 1).

Dispositions. The PETE faculty members assess all TCs on their professional dispositions throughout the program. The expectation is that TCs will progress in a positive direction in areas related to attendance, class preparation, appearance, communication, ethics/diversity, responsiveness, participation and professional development. Each of the professional disposition items is assessed on a four-point scale (unsatisfactory, satisfactory, proficient, and exemplary). Teacher candidates are monitored on their progress if any of the areas fall within the "unsatisfactory" category. This comprehensive assessment is conducted by all PETE faculty members through the professional dispositions rubric and evaluation process developed within the program (Johnson & Heidorn, 2014). Naturally, faculty members motivate TCs to exceed expectations as they consider their future in a professional career. As TCs improve in their professional dispositions throughout the program, they also develop a certain code of professionalism that often transfers in many ways to the K–12 school environment. As a result, many TCs are in a position to successfully implement and/or maintain a CSPAP in their future program and become the physical activity leaders critically needed in local schools.

Faculty/Staff Involvement

In addition to the knowledge, skills and dispositions mentioned above, faculty members within the program continually emphasize the importance of living and modeling a physically active lifestyle. The TCs see their faculty members participating in a variety of physical activity pursuits, and the concepts of mentoring and role modeling (as they relate to physical activity programming) are often addressed. The PETE faculty members hope that TCs will model a physically active lifestyle for their future students, just as the PETE faculty members have modeled a physically active lifestyle for the TCs throughout the program.

Connecting with Communities

Outside of the typical coursework offered in the PETE program, TCs have several opportunities to connect with the local community. It is in this way that the PETE faculty members believe CSPAP efforts can transfer to the local K–12 students and their families. Examples of ways UWG TCs connect with the community in physical activity opportunities include school wellness nights, local holiday dance events, and walk/run clubs.

Training and Certifications

The faculty within the College of Education at UWG have numerous opportunities to engage in professional development, including attending and presenting at state, regional and national conferences; participating in webinars; and conducting a variety of research efforts. For the PETE faculty members many of those professional opportunities involve CSPAP-related research efforts. As a result, the PETE faculty members are well informed of the CSPAP model and are confident in their abilities to transfer that knowledge to the TCs. Faculty members in the UWG PETE program have been working with the CSPAP model for more than 10 years and have demonstrated leadership in the field as it relates to developing, implementing and evaluating a CSPAP in K–12 schools. The PETE faculty have also provided CSPAP-related professional development to numerous K–12 health and physical educators in local schools in Georgia.

For the TCs, specific CSPAP certification is not required at this time. The philosophy of the program is focused on effective, standards-based teaching in health and physical education, which also includes a considerable emphasis on skill development and deliberate practice. Beyond initial certification for teacher licensure in Georgia, all TCs must earn first aid/CPR certification. In addition, all TCs have the opportunity to pursue (1) national certification as a personal trainer and (2) national coaching certification through the American Sport Education Program. It is possible that additional certifications may become a regular part of the PETE program in the future.

Research Initiatives

Recent research efforts have included data collection on TC and K–12 school faculty perceptions of knowledge, opportunities and ease of CSPAP implementation in a local school. In addition, a series of state and/or national presentations included the results from consecutive years of data collection and teacher candidate implementation of a CSPAP during the student-teaching internship. Further, practitioner-based and theoretical articles reflecting on the nature of a CSPAP and related factors have been developed and published. Future research plans and efforts will continue to build upon the following questions:

- What are the CSPAP content knowledge, skills and dispositions among K–12 physical education teachers in Georgia who participate in professional development opportunities?
- What are the CSPAP content knowledge and perceptions among future elementary classroom teachers in Georgia?
- What is the long-term success rate of a newly implemented CSPAP component in local K–12 schools after the student-teaching internship?

Strategies and Future Efforts

Many professionals believe the concepts of the CSPAP model have been in place long before the model came into existence. Not until recent years has the formalized CSPAP model provided an avenue to collect, analyze and document the importance of creating and maintaining a culture of physical activity in K–12 schools. Members of the UWG PETE faculty see great value in continuing to equip teacher candidates with the knowledge, skills and dispositions necessary to become an effective physical educator, including the ability to plan, implement and evaluate the effectiveness of a CSPAP in a K–12 school. The faculty members believe that the

early introduction efforts and the action-research opportunities effectively guide the teacher candidates into successfully developing and implementing a CSPAP in their future K–12 school environment. Future efforts within the UWG program include the following considerations:

• Connecting teacher candidates with local schools in more meaningful ways – All TCs in the College of Education at UWG will soon engage in the "Beginning of School Experience," which requires them to begin a field placement in a local school at the beginning of the K–12 academic year. This experience occurs at least one or more weeks prior to the beginning of the university academic semester. With this in mind, it is likely that the PETE faculty will include some component(s) of the CSPAP model during this experience. In addition, other teacher education programs in Georgia have explored a year-long student-teaching internship. If UWG moves in this direction, more CSPAP efforts of Block 4 TCs will be expected.

• Additional certification(s) – Beyond the current certification opportunities (i.e., first aid and CPR, personal training, coaching) within the program, it is likely that TCs will soon have the opportunity to gain additional certification in a CSPAP-related initiative (e.g., Physical Activity Leader training, Director of Physical Activity). Also, the PETE faculty are currently developing a physical activity–related certificate for undergraduate and graduate students enrolled in UWG academic programs, and for administrators and classroom teachers in local schools.

Modifications within the program as a result of the CSPAP emphasis could provide meaningful data. Faculty within the PETE program also have specific plans for revising the content exam, including more specific CSPAP-related dispositions on the professional dispositions rubric; continually monitoring and tracking physical activity data among local K–12 students and teacher candidates; and more enhanced training and development for cooperating teachers, local parent-teacher volunteer organizations, or other community stakeholders.

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