

CURRICULUM VITAE

Tom Martinek
School of Health and Human Performance
Greensboro, NC 27402-6169
(336)334-3034

Home Address:
2513 Berkley Place
Greensboro, NC 27403
(336) 275-3605

EDUCATION

Ed.D. Boston University, Boston, Massachusetts, 1976
M.S. George Williams College, Chicago, Illinois, 1971
B.S. University of North Dakota, Grand Forks, North Dakota, 1966

AREA OF SPECIAL INTEREST

Community Youth Development, Leadership Programs, Alternative Schools
Resiliency in Underserved Youngsters
Psychosocial Dynamics of Teaching and Coaching

HONORS AND AWARDS

Program Dedication Award, University of Puerto Rico Rio Las Piedras. Recipient award for an inaugural after-school sport program (named Project Effort) at the University of Puerto Rico Rio Las Piedras. The program served kids from local schools in San Juan. May 2016

Dr. Thomas Martinek Community Service Award, UNCG Middle College. UNCG Middle College--Award created by the principal of the school that will honor a student who has provided exceptional service to the community. May 2015

Community Engaged Scholar Award. Given by the School of Health and Human Sciences, UNC Greensboro, May 2013.

Gladys Strawn Bullard Award—University Community Service and Leadership Award given by UNC Greensboro, October 2012.

Youth Development Impact Award—Salvation Army Boys and Girls Club—April 5, 2012.

Distinguished Scholar Lecturer—Middle Tennessee State University—October 27, 2011
Salvation Army Boys and Girls Club Service Award— Given by the Salvation Army Boys and Girls Club of Greensboro, May 30, 2008.

Channel Two Those Who Care Community Service Award-Given by local television station in Greensboro, NC, March, 2008.

HUMARTS Award for service and research—Given annually to Department of Exercise and Sport Science faculty, October 28, 2005.

Salvation Army Boys and Girls Club Service Award— Given by the Salvation Army Boys and Girls Club of Greensboro, May 12, 2004.

Who's Who in Health Sciences Education (Health Sciences in Higher Education) August 5, 2003.

Salvation Army Outside Agency Award—Given by the Salvation Army Boys and Girls Club of Greensboro, May 4, 2003.

University of North Dakota Sports Hall of Fame as member of the 1964-65 basketball team, January 17, 2003.

Dean Arthur Herbert Wilde Society Award, School of Education alumni award, Boston University, May 17, 2000.

Cagigal Lecturer Award, International Association of Physical Education in Higher Education, November, 1996

American Academy of Kinesiology and Physical Education, October, 1994

Scholar Lecturer Award. Research on Teaching and Learning in Physical Education Special Interest Group. American Education Research Association, 1994

International Who's Who in Sport Pedagogy Theory and Research. (Association Internationale des Research. (Association Internationale des Ecoles Superieures d'Education Physique), 1993

University/College Teacher of the Year-1992-93, Awarded by North Carolina American Alliance for Health, Physical Education, Recreation and Dance.

Senior Scholar Award. Awarded by UNC Greensboro Research Council, 1991-93.
Dean's Award.

Outstanding Research Paper Award. Given at the University of South Carolina Conference on Educational Issues and Research, Columbia, SC, Fall 1981

Teaching Fellowship, Boston University, 1974-78

Teaching Excellence Award. Given by the Department of Defense Overseas School System, 1971

Nominations

O. Max Gardner Award for Distinguished Service to North Carolina—June 2007

University of North Carolina Board of Governors Distinguished Service Award—
September 2007 & September 2009

Samaranch Presidential Prize Award—nominated by the International Association for
Physical Education in Higher Education (2001 & 2003)

National Association for Sport and Physical Education Hall of Fame Award (2001 &
2014)

Research Excellence Award—University of North Carolina at Greensboro (1989)

PROFESSIONAL EXPERIENCE

Professor, School of Health and Human Science (HHS), University of North Carolina at
Greensboro, 1976-present (Full Professorship granted in 1989).

Coordinator of Community Youth Sport Development Master of Science concentration
in Department of Kinesiology, School of HHS, (2001-present)

University-School Liaison: The Middle College at UNC Greensboro—an alternative high
school for at-risk students--Guilford County Schools (2011-2016)

Director of Project Effort, An after-school and mentoring program for underserved youth,
Department of Kinesiology, School of HHS, University of North Carolina at Greensboro,
1993-present.

Coordinator for Student Teaching Program, Department of Exercise and Sport Science,
University of North Carolina at Greensboro, 1980-87.

Co-Director of Motor and Social Behavior Laboratory, Department of Exercise and Sport
Science, University of North Carolina at Greensboro, 1980-83.

Live-in Housemanager of Community Residence for Mentally Retarded Adults, Revere,
Massachusetts, 1974-76. Responsibilities: Counseling, management of household for
nine residents.

Camp Division Leader and Staff Instructor, Boston University, Boston, Massachusetts,
May 1975-76. Camp program was held at Agassiz Village, W. Poland Springs, Maine
and was part of the "Magnet School Program" of the city of Boston's Phase II
desegregation program.

Graduate Teaching Fellow, Boston University, Boston, Massachusetts, 1974-76.
Responsibilities: Teaching "Modes and Models of Teaching": Supervise student
teachers; direct motor learning program involving approximately 500 elementary school

children from the Boston public schools; teaching "Tennis Skills Clinic.

Physical Education Teacher, Sacred Heart Elementary School, New Brunswick, New Jersey, 1973-74

Supervisor of Student Teachers, Rutgers University, New Brunswick, New Jersey, 1973-74

Instructor, Rutgers University, New Brunswick, New Jersey, 1973-74

Biology Teacher, George C. Marshall American High School, Ankara, Turkey, 1971-73

Physical Education Program Director and Teacher, George C. Marshall American High School, Ankara, Turkey, 1971-73

Physical Education, Science & Math Teacher, High Wycombe Junior High School, High Wycombe, England, 1969-71

Biology Teacher for Culturally Deprived High School Students, Hinsdale High School, Hinsdale, Illinois (Title I Project), 1969 (Summer)

Science and Physical Education Instructor, Hinsdale Junior High School, Hinsdale, Illinois, 1967-69, Intramural Director, 1967-69

Playground Recreation Program Director and Coordinator, Downers Grove Park District, Downers Grove, Illinois. (Initiated and planned program which is still in operation today), 1966

Park Program Director, Grand Forks Park District, Grand Forks, North Dakota, 1965

Teaching:

- Undergraduate:
- (1) Principles of Elementary Physical Education
 - (2) Principles of Motor Learning
 - (3) P.E. for Special Populations
 - (4) The Study of Teaching
 - (5) Observation and Participation in Physical Education
 - (6) Various activity courses
 - (7) Sports Performance and Analysis I & II
 - (8) Children's PE I: Educational Gymnastics
 - (9) Children's PE II: Educational Games
 - (10) Teaching Elementary Physical Education
 - (11) Introduction to School Physical Education
 - (12) Physical Activity Programs for Underserved Youth
 - (13) Evaluating Physical Activity Programs for Underserved Youth
 - (14) Mentoring in Community Youth Development Programs

- Graduate:
- (1) Statistics in ESS
 - (2) Research Methods in HPERD
 - (3) Learning and Performance of Physical Skills
 - (4) Analysis of Teaching Behavior
 - (5) Psycho Social Dynamics of Teaching and Coaching
 - (6) Instructional Strategies for Secondary Physical Education
 - (7) Pygmalion in the Gym
 - (8) Partners in the Schools: Forging Collaborative Models in Physical Education
 - (9) Curriculum and Teaching: Secondary School Physical Education
 - (10) Myths and Realities of Grading in Physical Education: Models for Effective Physical Education
 - (11) Who is this Child I'm Teaching: An Analysis of Individual Student Differences in P.E.
 - (12) Research Topics in Exercise and Sport Science
 - (13) Mentoring in Community Youth Development Programs
 - (13) Physical Activity Programs for Underserved Youth
 - (14) Evaluation of Programs for Underserved Youth

Guest Faculty at Other Institutions:

- University of Calgary-Analysis of Instructional Behavior (Summer 1994)
- University of Illinois at Chicago-Motivating Students to Learn (Summer 1994)
- University of Illinois at Chicago-Psychology of Physical Activity (Spring 1995)
- University of Utah-Programs for Underserved Youth (Spring 1999)
- University of Utah-Evaluating Programs for Underserved Youth (Summer 2000)

RESEARCH PROGRAMS

Evaluation of values-based sport leadership program. The Middle College at UNC Greensboro. Fall 2011 to present..

Establishing service learning site at the University of Oporto, Oporto Portugal and Puebla University, Puebla, Mexico. Partnership established between UNCG and Oporto University and Puebla University for teacher education/youth development and research. Fall 2011.

Establishing training program for youth development in trauma stricken areas of West Java. Supported by Bangung University and UNC Greensboro's School of Health and Human Performance and the International Programs Center, Spring, 2007.

Implementation of project effort sport model in Spanish Secondary Schools. Collaborative project with Luis Miguel Ruiz, University of La Mancha, Toledo, Spain, 2005-2007.

Sustainability of resilience and capacity building through sport for children affected by trauma in Banda Aceh, Indonesia. Supported by UNCG International Office and Indonesian Ministry of Sport. 2004.

Developmental stages of leadership of high school participants of Youth Leader Corps. Funded by Weaver Foundation of Greensboro and Center for New North Carolinians, 2002-2006.

Program commitment of Youth Leader Corps high school youth who are “graduates” of Project Effort. Funded by the Foundation of Greater Greensboro, Summer 1998-2002.

Urban youth leader corps for high school youth who are “graduates” of Project Effort. Funded by the Center for the Study of Social Issues, 1998-Present.

Project Effort: A program to foster resilience in underserved youth. Funded by Community Foundation for Greater Greensboro and the Center for the Study of Social Issues, 1997-99.

Evaluation of program to increase resiliency in underserved youth. Continuation and expansion of project with Hampton, Mendenhall, and Kiser Middle Schools. Funded by Grants from Jaycees and Center for the Study of Social Issues, 1996-97.

Explanatory styles of at-risk youth. Continuation of project with Hampton Elementary School, Greensboro, NC. Funded by a grant from the Guilford County Schools, 1995-96.

Teaching personal and social responsibility to underserved elementary and middle school students. Project with Bond and Suder Elementary/Middle Schools, Chicago, IL. Funded by the Great Cities Institute of the University of Illinois at Chicago, 1995-97.

Intervention model for teaching at-risk youths personal and social responsibility. Project with Hampton Elementary School, Greensboro, NC. Funded by Grants from the UNCG Research Council and NC State University School-Based Grant Program, 1994-95.

Describing goal orientations of learned helpless and mastery oriented students. Project conducted in Guilford County and Liberty Schools, NC, 1993-94.

Games for understanding: Effects on skill development, knowledge, and attitudes in Middle-school-age children. Project conducted at Our Lady of Grace School, Greensboro, NC, 1993-94.

Task persistence and attributions for success and failure of learned helpless and mastery oriented school-age students in math, reading and physical education. Funded by Senior Scholar's Grant, Research Council of University of North Carolina at Greensboro, 1992-93.

Continuation of a skill assessment program for middle school physical education. Research funded by a grant from the Greensboro Public Schools, 1992-93.

The development of a skill assessment program for middle school physical education and an attributional retraining model for learned helpless students in physical education. Research funded by a grant from the Greensboro Public Schools, 1991-92.

Student teaching and the noble triad: Comparing cognitive patterns of university supervisors, cooperating teachers and student teachers. Research funded in part by a grant from the North Carolina State Department of Public Instruction, 1990-91.

Causal attributions and task persistence of learned helpless and mastery oriented elementary and middle school age children. Research funded in part by a grant from the Greensboro Public Schools, Spring 1989-90.

Effects of re-attributional training on perceived achievement responsibility of learned helpless middle school children. Research funded in part by a grant from the Greensboro Public Schools, Spring 1989-90.

Teacher's perceptions and causal attributions of their interactions with high and low expectancy students. Research being conducted with middle school physical education teachers and students, 1988-89.

Analysis of teacher thinking during participation in an action research project. Research funded in part by a grant from the Greensboro Public Schools System, 1988-89.

Assessing stages of concern of teachers involved with collaborative research project in Greensboro Middle Schools. Research is funded by a grant from the Greensboro Public School system, 1987-88.

Analysis of interactive processes during collaborative inservice workshops. Research is funded by a grant from Greensboro Public Schools and by Research Council, University of North Carolina at Greensboro, 1986-87.

Verification and causal connections of a teacher expectancy model in secondary physical education. Funded by Research Council Grant, University of North Carolina at Greensboro, 1985-86.

The effects of inservice instruction on teacher expectancy outcomes in elementary age children. Research was conducted in the Salisbury City and Rowan County School systems. Funded by Proctor Foundation, Salisbury, NC, 1983-84.

The effects of pre- and inservice training on instructional and supervisory skills for college supervisors, cooperative teachers and student teachers in elementary and secondary physical education instruction. Research completed as part of the student teaching program at the University of North Carolina at Greensboro, 1982-83.

Interaction effects of learning style, teacher expectations and instruction climates on skill performance in elementary age children. Research completed at the Motor and Social Behavior Laboratory, University of North Carolina at Greensboro, 1982-1983.

The effects of competitive and noncompetitive social climates on teacher expectations for handicapped and nonhandicapped children in mainstreamed physical education classes. Research completed at Motor and Social Behavior Laboratory of the University of North Carolina at Greensboro, 1982-83.

The effects of competitive and noncompetitive social climates on motor performance in mainstreamed physical education classes. Research completed at Motor and Social Behavior Laboratory of the University of North Carolina at Greensboro, 1982-83.

The effects of competitive and noncompetitive social climates on teacher expectancy effects in elementary physical education classes. Research completed at the Motor and Social Behavior Laboratory of the University of North Carolina at Greensboro, 1982-83.

The establishment of the Motor and Social Behavior Laboratory. Funded by the Proctor Foundation, Salisbury, NC, 1980-83.

Physical attractiveness and expressivity: Effects on teacher expectations and dyadic interactions in elementary age children. Research Council Grant, University of North Carolina at Greensboro, 1980-81.

Research Consultant for the Evaluation Project of Elementary Physical Education Programs, Wake County Public Schools, Raleigh, NC. Responsible for setting up County Testing Program (designing computer based scoring system) for Wake County Schools, 1979-80.

Physical attractiveness: Effects on teacher expectations and dyadic interaction in Elementary-age children. Research Council Grant, University of North Carolina at Greensboro, 1978-79.

Student expectations: Effects on dyadic interaction in elementary age children. Research Council Grant, University of North Carolina at Greensboro, 1978-79.

The effects of interaction patterns, process categories, and self-concept on specific levels of student achievement. Research Council Grant, University of North Carolina at Greensboro, 1977-78.

Decision-making in elementary age children: Effects on body coordination, body concept and anxiety. Research Council Grant, University of North Carolina at Greensboro, 1976-77.

Member of evaluation team for the assessment of verbal and nonverbal behaviors in

elementary and secondary physical education teachers. Lessons were evaluated from the Video Tape Bank, Teachers College, Columbia University, New York, 1976.

The effect of various teaching models on the development of self-concept and specific motor skills in elementary age children, Boston University, 1976.

The development and validation of a nonverbal self-concept scale for children, Boston University, 1974-76.

Research Analyst in Teaching Behavior. "The effects on healthful outdoor environmental experience on interaction patterns, self-concept and attributes of elementary age children." Doctoral dissertation by Thomas Durkin, Boston University, 1976.

Research Analyst in Teaching Behavior. "Process objectives, observed behaviors, and teaching patterns in elementary math, English, and physical education classes." Doctoral dissertation by Ann A. Batchelder, Boston University, 1975.

Member of evaluation team for the Cooperative Inservice Project, National Science Foundation, Great GY 11108, Portland, Maine, 1975.

FUNDED GRANTS & CONTRACTS

The total amount of grants funded is **\$748,465**. Of this amount **\$681,675** is from external grants and **\$54,790** from internal grants.

Project Effort Youth Leader Corps Program. Funded by the Community Foundation of Greater Greensboro (**\$11,000**) 2010-2012).

Youth Leader Internship Program. Funded by the Community Foundation of Greater Greensboro (**\$5,000**) 2003-2004.

Project Effort: Fostering Resiliency and Leadership in Underserved Youth. Funded by the Moses Cone Community Health Development Fund (**\$15,000**) 2002-2003.

Project Effort--Hampton Elementary School. Funded by United Way of Greensboro (**\$3,000**) 2002-2003.

Project Effort--Cone Elementary School. Funded by United Way of Greensboro (**\$4,000**) 2002-2003.

Project Effort: A Responsibility-based Program for Underserved Middle School Children. This is part of collaborative program between UNCG's Department of ESS, School of Education, and Jackson Middle School. Funded by the Weaver Foundation of Greensboro (**\$48,000 over three years**) 2001-2003.

Project Effort--Hampton Elementary School. Funded by United Way of Greensboro (**\$3,000**) 2001-2002.

Project Effort: A Program for Fostering Resiliency in Underserved Youth. Funded by the Moses Cone Community Health Development Fund (**\$13,100**) 2001-2002.

Project Effort--Hampton Elementary School. Funded by United Way of Greensboro (**\$2,000**) 2000-2001.

Youth Leader Corps. Funded by the Warner Foundation--Durham, NC (**\$22,700**) 2000-2002.

Youth Leader Corps Mentor Partnership. Funded by Community Foundation of Greater Greensboro (**\$6,000**) 1999-2000.

Project Effort Mentor Program funded by Duke Power Fund (**\$4,000**) 1999-2000.

Project Effort Sport Club Program funded by United Way (**\$2,000**) 1999-2000.

Youth Leader Corps funded by Novartis Crop Protection Fund (**\$6,000**) Spring 2000.

Apprentice Teacher Program partially funded by Greensboro Junior League (**\$1,000**), Summer 1999 (with Tammy Schilling).

Adidas America: Sports equipment for apprentice teacher program with Tammy Schilling (**estimated value: \$16,000**), Summer 1999.

Apprentice Teacher Program. Funded by Community Foundation of Greater Greensboro (**\$10,000.00**), Summer 1998 (with Tammy Schilling).

Urban Youth Leader Corps and Project Effort. Funded by the Center for the Study of Social Issues (**\$18,000.00**), 1998-99.

Project Effort: A program to foster resilience in underserved youth. Funded by Community Foundation for Greater Greensboro (**\$11,500.00**) and the Center for the Study of Social Issues (**\$23,200.00**), 1997-98.

Evaluation of program to increase resiliency in underserved youth. Continuation and expansion of project with Hampton, Mendenhall, and Kiser Middle Schools. Funded by Grants from Jaycees (**\$5,000.00**) and Center for the Study of Social Issues (**\$12,000.00**), 1996-97.

Teaching personal and social responsibility to underserved youth. Funded by Guilford County Schools (**\$1200.00**), 1995-96.

Teaching personal and social responsibility to underserved youth. Funded by Great Cities Institute of the University of Illinois at Chicago (**\$7500.00**), 1995-96 (with D. Hellison).

Goal orientation and task persistence of learned helpless and mastery oriented at-risk 6th graders. Funded by UNC Greensboro Research Council (**\$2966.00**), 1994-95.

Project Effort: Project to teach at-risk children personal and social responsibility through physical activity. Funded by NC State University School-Based Grant Program (**\$9350.00**), 1994-95.

Sports Science Camp for Minority Middle School Students (co-PI with Allan Goldfarb main author of grant). Funded by National Science Foundation over four years (**\$187,500**).

Senior Scholar Grant: Attributions and task persistence of learned helpless and mastery oriented students in middle school physical education. University of North Carolina at Greensboro Research Council (**\$9,864.00**), 1992-93.

Continuation Grant: The development of a skill assessment model and intervention program for learned helpless middle school students. Greensboro Public Schools (**\$28,000.00**), 1992-93.

The development of a skill assessment model and intervention program for learned helpless middle school student. Greensboro Public Schools (**\$28,000**), 1991-92.

LEA/IHE Collaboration Grant: The development of a school based supervisory model for preservice and inservice education for elementary classroom teachers and undergraduate trainees. Funded by the North Carolina State Department of Public Instruction (**\$26,402**), 1990-91.

Continuation Grant: The establishment of on-campus and off-campus teaching and learning centers. Greensboro Public Schools (**\$28,000**), 1990-91.

The establishment of campus and teaching and learning centers. Greensboro Public Schools (**\$28,000**), 1989-90.

Collaborative Model for Instructional Improvement in the Middle Schools: A Continuation Grant Greensboro Public Schools (**\$28,000**), 1988-89.

Implementation of Collaborative Model for Instructional Improvement in the Middle Schools. Greensboro Public Schools (**\$28,000**), 1987-88.

The Development and Evaluation of a Middle School Physical Education Program. UNCG Research Council Grant, (**\$2,000**), 1986-1987.

Project Shape Up: Implementation of a Coronary Heart Disease and a Circulorespiratory Prevention Program in the Greensboro Middle Schools.

Greensboro Public Schools (**\$20,000**), 1986-87.

Verification and Causal Connections of a Teacher Expectancy Model in Secondary Physical Education. UNCG Research Council Grant, (**\$1,850**), 1985-86.

Research grant for a major inservice research project conducted in the Salisbury City and Rowan County public schools, Salisbury, NC Proctor Foundation, Salisbury, NC (**\$18,423**), 1983-84.

Research grant for the continuation of Motor and Social Behavior Laboratory. Proctor Foundation (**\$30,000**), 1981-83.

Research grant for the Motor and Social Behavior Laboratory assessment program. Greensboro Jaycees (**\$1,000**), 1981-82.

Research grant for the establishment of the Motor and Social Behavior Laboratory on UNCG's campus. Proctor Foundation (**\$17,000**), 1980-81.

Research grant for the study of the effects of student expression of effort and physical attractiveness on teacher expectations and dyadic interactions in elementary physical education classes. UNCG Research Council (**\$675**), 1980-81.

Research grant for the study of the effects of student physical attractiveness on teacher expectations and dyadic interactions in elementary physical education classes. UNCG Research Council (**\$680**), 1979-80.

Research for the study of the effects of teachers' expectations on their students' performance expectation during elementary physical education instruction. UNCG Research Council (**\$480**), 1978-79.

Research grant for the study of the effects of teacher expectations on dyadic interests and self-concept of elementary age children. UNCG Research Council (**\$575**), 1977-78.

Research grant for the study of decision-making in elementary school children and its effect on anxiety and body concept. UNCG Research Council (**\$500**), 1976-77.

CONFERENCE PARTICIPATION

TPSR After Graduation (with Cody Talbert). Presented at Annual TPSR Alliance Conference, Boston, MA , June 25, 2016 (**Invited**)

Project Effort: Past and Present. Presented at University of Puerto Rico Rio Piedras. March 7, 2016 (**Invited**)

Professional development in sport-based youth development programs. Presented at annual TPSR Alliance Conference, Chicago, Illinois. June 25, 2015 (**Invited**)

Service-bonded Inquiry (with Don Hellison). Teaching Personal and Social Responsibility Alliance Conference, Chicago, Illinois. June 27, 2014. **(Invited)**

Professional Development Programming in Sport-based Youth Development: Rationale, Content, and Challenges. World Congress for the Association of Physical Education in Higher Education, Auckland, New Zealand, February 12, 2014 **(Invited)**

Community Engaged Research (Scholarship) and TPSR Programming (with Cody Talbert, Krisha Parker, and Sari Rose). Teaching Personal and Social Responsibility Alliance Conference, Chicago, Illinois, June 14, 2013. **(Invited)**

Sport-based Youth Development Programming in Mexico. Teaching Personal and Social Responsibility Alliance Conference, Chicago, Illinois, June 15, 2013. **(Invited)**

Developing Leadership in Adolescent Youth through Physical Activity. Collaborative on Early Adolescence--Northern Illinois University, DeKalb, Illinois, April 13, 2013 **(Invited)**

Project Effort: Teaching responsibility through sport and physical activity. Present symposium entitled: Using physical activity, sport, and religion programs to impact gang membership, Wingate University, March 19, 2013 **(Invited)**

Teaching responsibility through sport and physical activity. Presented at youth development symposium, Oporto University (Portugal), February 16, 2013 **(Invited)**

Program-based Ideas in TPSR (with Don Hellison). Presented at the TPSR Alliance Conference, Chicago, IL, June 22, 2012 **(Invited)**

Teacher Responsibility through Physical Activity. Presented at the Illinois Midwest Centennial Conference, Chicago, IL, March 26, 2012 **(Invited)**

Developing Youth Leadership through Sport. Presented at Middle Tennessee State University Scholar Lecture Series. October, 17, 2011. **(Invited)**

Teaching personal and social responsibility in an alternative high school. TPSR Alliance Conference, Chicago, IL, June 9, 2011. **(Invited)**

Project Effort: TPSR Sport Program at the University of North Carolina at Greensboro: Lessons Learned. Association for Physical Education in Higher Education, University of Limerick, Limerick, Ireland, June 23, 2011.

Teaching Personal and Social Responsibility in rural villages of Mexico. TPSR Alliance Conference, Chicago, IL, June 11, 2010. **(Invited)**

Youth leadership development through physical activity. TPSR Alliance Conference, Springfield College, Springfield, IL, June , 2009. **(Invited)**

Youth development and physical activity. Three lectures to faculty and students at the

University of Oporto, Oporto, Portugal, Spring 2010 **(Invited)**

Establishing values-based programs in Indonesia. Lecture presentation given at the Sampoerno Foundation of Jakarta, West Java, December 2009.**(Invited)**

Living on the Margins. National Conference on Teaching Physical Education. National Association for Sport and Physical Education, Pittsburgh, PA, October 12, 2008.
(Invited)

Teaching Personal and Social Responsibility in Urban Settings. TPSR Alliance Conference, Chicago, IL, June 6, 2008. **(Invited)**
Developing youth as leaders. **Invited speaker/workshop leader** at conference on Community Youth Development Models in Sport. Oporto, Portugal (May 10, 2008).

Fostering Resiliency in Underserved Youth. **Invited speaker/workshop leader** at conference on Community Youth Development Models in Sport. Oporto, Portugal (April 26, 2007).

A model for expanding professional preparation: Community youth sport development (with Tammy Schilling, Cameron Wright, & Pia Diggs). Presentation given at the annual National Association of Kinesiology and Physical Education in Higher Education, Clearwater, Florida (January 5, 2007).

Developing youth as leaders. **Invited speaker/workshop leader** at conference on Community Youth Development Models in Sport. Oporto, Portugal (June 1-3, 2006).

Fostering resiliency through sport. **Invited lecture** given at undergraduate/graduate forum at the University of Komotini, Greece (May 5, 2006).

Teacher socialization in professional development programs. **Invited presentation** given to undergraduate students in teacher education at the National Institute of Education of Nanyang University, Singapore (February 28, 2006).

Navigating two cultures: An investigation of cultures of a responsibility-based physical activity program and school (with Okseon Lee-presenter). Poster presentation at the American Alliance for Health, Physical Education, Recreation, and Dance, Salt Lake City, UT (April 27, 2006).

Values and Sport in Youth Development Programs. **Invited keynote** at International Congress: Year of Sport and Physical Education Promotion (Sponsored by UNESCO and the Spanish Sport Administration Authority), Cuenca, Spain (December 15, 2005),.

Adolescents in transition: From program participants to program leaders. Paper given at the International Conference of the International Association of Physical Education in Higher Education, Lisbon, Portugal (November 17, 2005).

Project Effort and Teaching Personal and Social Responsibility. **Invited**

speaker/workshop leader at conference on Community Youth Development Models in Sport. Oporto, Portugal (April 9-11, 2005).

The Theory into Practice of Teaching Responsibility in Alternative Urban Settings (with Don Hellison). **Invited speaker** to the conference on Models for Urban School Improvement at The Ohio State University (April 29, 2004).

Teaching Underserved Youth Personal and Social Responsibility. **Invited lecturer** at the University of Komotini, Greece (May 27, 2003)

Enhancing Positive Youth Development through Sport. **Keynote speaker** at the Physical Education and Sport Forum, Orunoupolis, Greece (May 31, 2003)

Compassionate and Caring Leadership in Underserved Youth. **Keynote address** at the International Conference for Sport and Sustainable Development. Its theme was "Sport Civilization and Peace," Yogyakarta, Java (Indonesia) (September 11, 2003).

Project Effort and the Youth Leader Corps. Presented at the Annual Triad Leadership Consortium Conference, Greensboro, NC (September 7, 2002) (with Donna Duffy, Kevin Bennett, & Sheray Page). **(Invited)**

Research and the engaged university. Presented at annual faculty forum of East Carolina University, Greenville, NC (October 26, 2002) (with Don Hellison). **(Invited)**

Youth Development and Physical Activity. Presented at the Moral Development Conference sponsored by the University of Illinois at Chicago (November 8, 2002) (with Don Hellison & David Walsh). **(Invited)**

Youth Leader Corps. Presented at the annual North Carolina AHPERD convention, Greensboro, NC (November 22, 2002) (with Tammy Schilling, Derek Woods, Jasmine McNeill, Kelvin Cole, & Otis McCollum).

Fostering Youth Leadership through Sport. Presented at the Curriculum and Instruction Academy of NASPE (April 11, 2002) (With Don Hellison)—San Diego

The Youth Leader Corps. Presented at the University of Lisbon—School of Education (November 21, 2001). **(Invited)**

Workshop for Youth Development Program Leaders. Was part of a workshop that was provided to 75 community service providers in Los Angeles. It was presented by members of the Urban Youth Leader Partners (December 8, 2001) (with Hellison, Kallusky, Cutforth, Parker, & Stiehl). **(Invited)**

Reclaiming our Youth: Fostering Youth Leadership through Sport (International Association for Physical Education in Higher Education) (November 24, 2001). Paper presented in Madiera, Portugal.

The Youth Leader Corps. Presented at the University of Lisbon—School of Education with David Walsh. (November 21, 2001) **(Invited)**

Teaching Life Skills from the Gym to the Classroom with Underserved Youth Through Goal-setting and Mentoring. Presented at the Association for the Advancement of Applied Sport Psychology, Orlando, FL (October 4, 2001).

Youth development and physical activity. Presented at the Sport, Character and Culture: Promoting Social and Moral Development Through Sport Conference, Notre Dame, IN (May 12, 2001). **(Invited)**

Teaching Responsibility-based programs to underserved youth. Presented at AAHPERD Convention, Cincinnati, OH (March 30, 2001).

Project Effort: Promoting Youth Leadership through Sport. Presented at the Association for the Advancement of Applied Sport Psychology, Orlando, FL (October 4, 2001).

Cross-age Teaching. Presented at the AAHPERD Convention, Orlando, Florida (March 24, 2000).

Project Effort: Fostering Youth Development and Leadership through Sport. **Keynote address** at the School Sport and Values Conference, Oeiras, Portugal (March 16, 2000).

Character Education through sport: The Good, the Bad, and the Ugly. **Keynote address** at the School Sport and Values Conference, Oeiras, Portugal (March 15, 2000).

Being a Youth Leader. **Keynote address** at the Annual "Teen Lock In 2000," sponsored by the Guilford County Public Health Department (March 10, 2000).

Fostering Leadership in Underserved Youth. **Keynote address** at International Sport Congress, Maia, Portugal (October 28, 1999).

Evaluating Programs for Underserved Youth. Presented at the AAHPERD Convention, Boston (April 22, 1999).

Serving underserved youth: Toward university-community collaboration. Paper presented at the National Association for Physical Education in Higher Education Annual Meeting. San Diego, CA. (with Hellison, D., Cutforth, N., Kallusky, J., Parker, M., & Stiehl, J.) (October 1999)

Mentoring Underserved Youth. Presented at the AAHPERD Convention, Boston (April 22, 1999).

Project Effort: Fostering Resiliency in Underserved Youth. Works in Progress Conference at The University of Georgia (October 30, 1998). **(Invited)**

Values and goal setting with underserved youth. Presented at International Association for Physical Education in Higher Education, Garden City, Long Island (July 14, 1998).

New Roles for the University: Serving Schools and Kids in the Year 2000. **Keynote address** at the annual 1998 College/High School Health and Physical Education Conference in August, Georgia (May 1, 1998).

Kids first in physical education & Sport. **Keynote address** at the Annual College/High School Health and Physical Education Conference at Augusta State University, Augusta, Georgia (April 30, 1998).

Teaching responsibility through physical activity **keynote speaker** at the NASPE Conference on Facilitating Responsibility Through Physical Education in Tempe, Arizona (January 8, 1998).

What is a reflective practitioner? Presentation at the Technical University of Lisbon, Portugal (November 17, 1997). **(Invited)**

Developing resiliency in underserved youth. **Keynote speaker** at the Georgia State AHPERD meeting at Jeckyll Island, Georgia (October 10, 1997).

School-University collaborative programs for underserved youth. Presented at the NAPAHE Conference in Savannah, Georgia (January 5, 1997). **(Invited)**.

Will the Youth Leader Corps serve as well as the Chicago Cubs. **Featured speaker** at the annual Urban Youth Leadership program at the University of Illinois at Chicago (May 1, 1997).

Teaching responsibility in war zones: From gym to the community (with Don Hellison). Presented at the AAHPERD Convention, St. Louis (March 24, 1997).

Working with urban youth in community settings. Presented with Don Hellison at National Association for Physical Education in Higher Education (January 7, 1997). **(Invited)**

Why kids do what they do in physical activity classes. Paper presented as part of the Cagigal Lecture at the International Association of Physical Education in Higher Education Conference, Lisbon, Portugal (November 21, 1996). **(Invited)**

Profiling undergraduate recruits in teacher education. Paper presented at Teachers' College of Seoul National University (August 26, 1995). **(Invited)**

Myths and realities of motivating students to learn. Paper presented at the 95 Seoul

International Sport Science Congress, Seoul, Korea (August 28, 1995). **(Invited)**
Research in physical education (co-presented with Don Hellison). Seoul National University (August 30, 1995). **(Invited)**

Fostering hope in youth: A model for explaining learned helplessness in physical activity.

Paper presented at the annual American Academy of Kinesiology and Physical Education. Vail, Colorado (October 9, 1995). **(Invited)**

Professionalizing teachers in the workplace: Guideposts and booby traps. Symposium organizer involving teachers from Guilford County and Liberty Schools. National

Conference on Teacher Education in Physical Education--NASPE. Morganton, West Virginia (October 29, 1995). **(Invited)**

Models for successful collaboration. Paper presented at National Conference on Teacher

Education in Physical Education--NASPE. Morganton, West Virginia (October 29, 1995). **(Invited)**

Learning in Physical Education: A Case for Examining Dialogue and Perceptions of Students. **Scholar Lecture** given at American Education Research Association Special Interest Group for Research on Teaching and Learning in Physical Education, New Orleans (April 5, 1994).

Assessing Fundamental Motor Skills in Middle School Children. Presentation made at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Denver, CO (April 13, 1994).

Why Kids Give Up: An Examination of How Teacher and Parental Expectations Influence Self-Perceptions of Children. Paper presented at American Alliance of Health, Physical Education, Recreation and Dance, Denver, CO (April 13, 1994).

Research Consortium Free Communications: Pedagogy. Presider for session at American Alliance for Health, Physical Education, Recreation and Dance Convention, Denver, CO (April 16, 1994).

Strategies for Enhancing Self-Esteem in the Instructional Setting. Presider for Session at American Alliance for Health, Physical Education, Recreation and Dance, Denver, CO (April 16, 1994).

Pervasive Learned Helplessness: An Examination of Children Who Can But Won't. Paper presented at AIESEP World Congress, Berlin, Germany (June 27, 1994).

Application of a Model to Foster Personal and Social Responsibility Among At-Risk Youths. Presentation given at Works in Progress Convergence, Athens, GA (October 21,

1994).

Sports skills in motion. Paper presented at North Carolina American Alliance for Health, Physical Education, Recreation and Dance, Greensboro, NC (November 12, 1993).

Kids who do not try: A study of learned helplessness in classroom and physical education settings. Symposium presented at North Carolina Alliance for Health, Physical Education, Recreation and Dance, Greensboro, NC (November 12, 1993).

(Invited)

Establishing a line of research. Presentation made at Research on learning and instruction in physical education invisible college (American Education Research Association) Atlanta, GA (April 11, 1993). **(Invited)**

Psycho-social models for working with diverse populations in physical education. Symposium to be presented at the American Alliance for Health, Physical Education, Recreation and Dance, Washington, D.C. (March 24, 1993). **(Symposium Organizer)**

A model for working with learned helpless students. Paper to be presented at American Alliance for Health, Physical Education, Recreation and Dance Convention, Washington, D.C. (March 24, 1993).

A model for working with students with varying knowledge structures. Paper to be presented at American Alliance for Health, Physical Education, Recreation and Dance Convention, Washington, D.C. (March 24, 1993).

Teaching for understanding: A model for improving decision-making during game play. Paper presented at the North Carolina Alliance for Health, Physical Education, Recreation and Dance Convention (November 20, 1992).

Presider at two General Sessions of the North Carolina Alliance for Health, Physical Education, Recreation and Dance Convention (Dr. George Graham was speaker), Greensboro, NC (November 14 & 15, 1992). **(Invited)**

Let's get our kids in shape. Presentation given at 1992 North Carolina Wellness Conference, March 12. Sponsored by Greensboro Parks and Recreation Department, Wellness Council of the Piedmont and the University of North Carolina at Greensboro. **(Invited)**

Psycho-social dynamics of teaching. General session speaker at the Virginia Alliance for Health, Physical Education, Recreation, and Dance Convention (March 27, 1992). **(Invited)**

Advising and mentoring graduate students. Presentation given at the physical education-teacher education Invisible College meeting at the Annual American Education Research Association meeting in San Francisco (April 19, 1992).

Student perceptions of success and failure: Attributional analysis and retraining of learned helpless students. Symposium presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Indianapolis (April 11, 1992). **(Symposium Coordinator)**

A description of a scale to describe causal attributions of achievement outcomes. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Indianapolis (April 11, 1992).

Attribution retraining of elementary and middle school learned helpless students. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Indianapolis (April 11, 1992).

Knowing how kids feel about themselves. Presentation given at the Council of Physical Education for Children meeting (American Alliance for Health, Physical Education, Recreation and Dance, Indianapolis (April 10, 1992). **(Invited)**

Presider at Research Council Poster Session at the American Alliance for Health, Physical Education, Recreation and Dance, Indianapolis (April 9, 1992). **(Invited)**

A model for explaining learned helplessness in physical education. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, San Francisco (April 5, 1991).

Student perceptions during instruction in physical education and sport. Paper presented at the Second Annual Edward L. Cloyd Conference on physical education and sport, Barton College, Wilson, NC (March 15, 1991). **(Invited)**

Building bridges through action research. Paper presented at World AIESEP/NAPAHE Conference, Atlanta (January 5, 1991). **(Invited)**

Working with learned helpless students in physical education and sport. Paper presented at the annual North Carolina American Alliance for Health, Physical Education, Recreation and Dance Convention, Greensboro (November 1990).

Am I doing what I think I am doing in physical education. Paper presented at the annual meeting of the Council of Physical Education for Children (COPEC) at the American Alliance for Health, Physical Education, Recreation and Dance Convention, New Orleans (Spring 1990). **(Invited)**

Getting grants for teaching and teacher education in physical education. Paper presented at Invisible College of the Annual American Education Research Association Meeting, Boston (Spring 1990). **(Invited)**

Publishing in the *Journal of Teaching in Physical Education*. Presented at the Invisible College of the Annual American Education Research Association Meeting, San

Francisco (March 26, 1989).

Effective teaching in adapted physical education. Paper presented at International Symposium Adapted Physical Activity, West Berlin, Germany (June, 1989).

Keynote speaker for Spring Honors Banquet. "Using what you've learned," Department of Physical Education, UNCG, Spring 1989.

Pedagogical research in adapted physical education. International Symposium on Adapted Physical Activity. West Berlin, Germany (June, 1989).

The social psychology of teacher socialization: Expectancy theory explored. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Boston (April 21, 1989). **(Invited)**

Improving instructional practice through action research. Paper presented at the AAHPERD convention, Boston (April 21, 1989). **(Invited)**

Teacher expectations in adapted physical education. Paper presented at the AAHPERD convention, Boston (April 21, 1989).

Children's perceptions of teaching behaviors: An attributional model for explaining teacher expectancy effects. Paper presented at annual North Carolina Association for Research in Education, Raleigh, NC (Spring 1988).

Teachers as researchers: an application of an action research model. Paper presented at the Annual American Education Research Association Meeting, New Orleans, LA, (Spring 1988).

Summary report of inservice research project for physical education instruction in mainstreamed elementary classes. Paper presented at National Consortium on Physical Education and Recreation for the Handicapped, New Carrollton, MD, (Summer 1988). **(Invited)**

Middle physical education: A model for school-university partnerships. Presentation given at annual North Carolina League of Middle School Conference. Greensboro, NC, (Spring 1987). **(Invited)**

Descriptive analysis of coach augmented feedback given to high school varsity female volleyball players. Paper presented at the annual American Alliance for Health, Physical Education, Recreation and Dance Convention, Las Vegas, (Spring, 1987).

Collaboration for instructional improvements: Models for School - university partnerships. Symposium presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Las Vegas (Spring, 1987). **(Symposium Coordinator)**

Using action research to improve instructional practices. Paper presented at annual

North Carolina Alliance for Health, Physical Education, Recreation and Dance Convention, Greensboro, NC (Fall 1987) **(Invited)**

The confirmation of a teacher expectancy model: Student perceptions and causal attributions. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention, Miami, FL (March, 1986).

Motor skill efficacy and social climates: Effects on teacher expectations and dyadic interventions in elementary physical education classes. Paper presented at the Annual Conference of American Education Research Association, Chicago (April 1, 1985). Causal attribution of perceived teacher behaviors of high and low expectancy students. Paper presented at the Annual Meeting of the North Carolina Association for Research in Education, University of North Carolina at Chapel Hill (Spring 1985).

Context interaction effects on teacher expectancy effects in elementary physical education. Paper presented at the Annual Conference of the North Carolina Association for Research in Education, Duke University (Winter 1985).

A causal model for the communication of teacher expectations in physical education and sport. Paper presented at the University of South Carolina Conference for Research in Teaching Physical Education (Spring 1984). **(Invited)**

Research on the self-fulfilling prophecy in physical education and sport. Paper presented at Lecture series, University of Georgia, Athens, GA (Spring 1984). **(Invited)**

The effects of noncompetitive and competitive social climates on teacher expectancy effects in elementary age children. Paper presented at the Annual American Education Research Association Convention, New Orleans, LA (Spring 1984).

Using the microcomputer in classroom research. Paper presented at the Microcomputer Conference for Research and Education, Blacksburg, VA, Virginia Polytechnic University (Spring 1983). **(Invited)**

Teacher expectations: What difference do they make? Paper presented at the Annual American Alliance for Health, Physical Education, Recreation and Dance Convention, Minneapolis (Spring 1983). **(Invited)**

Creating 'Golem' and 'Galatea' effects in physical education instruction: A social-psychological perspective. Paper presented at the Big Ten Symposium on Research in Physical Education, W. Lafayette, IN (Fall 1982). **(Invited)**

Effects of competitive vs. noncompetitive on motor skill performance among handicapped and nonhandicapped children in mainstreamed classes. Paper presented at the North Carolina Association for Research in Education Annual Conference, Greensboro, NC (Fall, 1982).

Canonical correlations among motor ability, expression of effort, teacher expectations,

and dyadic interactions in elementary age children. Paper presented at the Annual Conference of the American Education Research Association, New York, (Spring, 1982).

Computer assisted feedback of teacher-student behaviors during physical education instruction. Paper presented at the North Carolina Alliance for Health, Physical Education, Recreation and Dance Convention, Asheville, NC (Fall 1981).

The differential influence of various instructional factors on self- concepts and motor performance in mainstreamed physical education classes. Paper presented at the Annual Conference of the North Carolina Association for Research in Education, Greensboro, NC (Fall 1981).

Multivariate analysis of the Pygmalion phenomenon in elementary physical education. Paper presented at the University of South Carolina Conference on Education Issues and Research, Columbia, SC (Fall 1981). **(Won award for outstanding research paper at conference.)**

Research on Teacher Expectations. Presentation given as part of research lecture series at School of Education of Furman University, SC (Spring 1981) **(Invited)**.

What you expect is what you get: Teacher expectations and student achievement. General session speaker at the South Carolina American Alliance for Health, Physical Education, Recreation and Dance Convention, Myrtle Beach, SC (Spring 1981). **(Invited)**

Impression cues and expectancy formation in physical education and sport. Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance, Boston, MA, Spring (1981).

"How teachers' attitudes affect student learning." Paper presented at the North Carolina State AAHPERD Convention, Winston Salem, NC (November 13, 1980). **(Symposium Coordinator)**

How teachers' attitudes affect student learning. Paper presented at the North Carolina State American Alliance for Health, Physical Education, Recreation and Dance Convention, Winston-Salem, NC (November 13, 1980). **(Symposium Coordinator)**

Physical attractiveness: Effects on teacher expectations and dyadic interactions in elementary age children. Paper presented at the North Carolina Association of Research in Education, Winston Salem, NC (November 7, 1980).

Model for experiential infusion in teacher education. Presentation at the North Carolina Conference on Teacher Preparation in Health Education and Physical Education, Raleigh, NC (September 1980). **(Invited)**

Student expectations as related to teacher expectations and self- concept in elementary

age children. Paper presented at the Eastern Educational Research Association, Norfolk, VA (Spring 1980).

Pygmalion in the gym: Causes and effects of expectations. Paper presented at the North Carolina AHPER Convention, Charlotte, NC (Fall 1979). **(Symposium Coordinator)**

Interaction analysis: An application to nonverbal activity. Paper presented at the North Carolina Association of Research in Education Conference, Greensboro, NC (May 1979). **(Symposium Coordinator)**

A model for the study of Pygmalion effects in physical education. Research Symposium on "A Look at Pygmalion Effects in Physical Education." American Alliance for Health, Physical Education, Recreation and Dance Convention, New Orleans, LA, (April 1979). **(Symposium Coordinator)**

Teacher expectations: Effects on dyadic interaction and self-concept in elementary age children. Paper presented at the Eastern District Educational Research Association, Kiawha Island, SC (October 1979).

Decision-making in elementary age children: Effects on attitudes, interaction patterns, motor skills and self-concept. Paper presented by J. Cheffers & Len Zaichkowsky) at the Association Internationale, des Ecoles Superieures d Education Physique International Conference, Magglingen, Switzerland, (July 1978).

Determining coder reliability for classroom observation. Paper presented at the Research Symposium on "Interaction Analysis Demonstrated." American Alliance for Health, Physical Education, Recreation and Dance Convention, Kansas City, MO (April, 1978)

Decision sharing in children: Effects on body concept and anxiety. Paper presented at the National American Alliance for Health, Physical Education, Recreation and Dance Convention, Kansas City, MO (April 1978).

Computer analysis of interaction analysis data. Paper presented at the Research Symposium, National American Alliance for Health, Physical Education, Recreation and Dance Convention, Kansas City, MO (April 1978).

The effects of vertical and horizontal models of teaching on the development of motor skills and self-concept in elementary age children. Paper presented at the Annual National Convention for American Alliance for Health, Physical Education, Recreation and Dance, Seattle, WA (March 1977).

Self-concept and body coordination testing with biethnic groups. Paper presented at the Annual Preconvention Research Symposium for the National American Alliance for Health, Physical Education, Recreation and Dance Convention, Seattle, WA (March 1977).

Physical activity, body coordination and self-concept: Grade and race differences of elementary age children. Paper presented at the Southern District American Alliance for Health, Physical Education, Recreation and Dance Convention, Atlanta, GA, (February 1977).

Physical activity, body coordination and self-concept: A study of 343 black and white school children. Paper presented at the Annual Conference for Human Rights and Equal Opportunity, Temple University, Philadelphia, PA (December 1976). **(Invited)**

Decision-making in elementary age children: Effects on motor skills and self-concept. Paper presented at the North Carolina Health, Physical Education and Recreation State Convention (November 1976).

Physical activity, motor development, and self-concept. Paper presented with Len Zaichkowsky at the International Conference of Physical Activity Sciences, Quebec City, (October 1976).

The development and validation of the *Martinek-Zaichkowsky self-concept scale for children*. Paper presented at the National Convention for American Alliance for Health, Physical Education, Recreation and Dance, Milwaukee, WI (March 1976).

Self-concept and attitudinal differences in elementary age school children after participation in a physical activity program. Paper presented with Len Zaichkowsky at the Canadian Psychomotor Learning Conference, Quebec City (October 1975).

Careers in physical education. Guest speaker, Career Day, South Amboy School District, NJ (April 1974).

PUBLICATIONS

Cryan, M. and Martinek, T. J. (in press). Youth sport development through soccer: An evaluation of an after-school program using the TPSR model. *Physical Educator*.

Martinek, T. J. (in press, 2016). Project Effort: Creating responsible leadership through values-based learning. *Active and Health Magazine*. 23(2/3), 43-46.

Martinek, T. J and Hellison, D.. (2016). TPSR: Past, present, and future. *Journal of Physical Education, Recreation and Dance*. 87(5), 31-36.

Martinek, T. and Hellison, D. (2016). Learning responsibility through sport and physical activity. In Nicholas Holt (Ed.), *Positive youth development through sport* (pp. 180-190). Routledge

Melendez, A. and Martinek, T. J. (2015). Life after Project Effort: Applying values in a responsibility-based physical activity program. *International Journal of Sport Science*, 41 (11), 258-280.

Lee, O. & Martinek, T. (2013). Understanding the transfer of values-based youth sport program goals from a bioecological perspective. *Quest*, 65(1), 300-312.

Savoca, M., Oakley, M., Austin, A., Wideman, L., & Martinek, T. (2013). Heart of hypertension project: Development of community-based prevention program for young African-American men. *Progress in Community Partnerships for Health*, 7(2) 163-169.

Martinek, T. (2012). Implementation of TPSR programs through physical activity—Different contexts. *Agora for Physical Education and Sport* 14(2), 137-139.

Martinek, T. & Lee, O. (2012) From community gyms to classrooms: A framework for values transfer in schools. *Journal of Physical Education, Recreation, and Dance*. 83(1), 33-38.

Lee, O. & Martinek, T. (2012) Factors influencing transfer of responsibility-based physical activity program goals into classrooms. *Physical Educator*, 69, 188-207.

Martinek, T. (2012). Taking Teacher Education Outside the Box: The John Cheffers Story. *International Journal of Sport Science*, 8(27), 3-5.

Martinek, T. (2009) Project Effort: Serving the Underserved Populations through Sport. *Kinesiology Today*, 2(2), 4-8.

Lee, O. & Martinek, T. (2009). Navigating two Cultures: An investigation of Cultures of a responsibility-based physical activity program and school. *Research Quarterly for Exercise and Sport*. 80(2), 41-51.

Martinek, T. & Ruiz, L.M. (2009). Sport, responsibility, and marginal groups: The role of community-bonded inquiry. In J.A. Moreno & D. Gonzalez (eds.). *Sport, intervention, and social transformation*. Madrid, Spain: Mortricidad Humana.

Martinek T. (2008). Creating responsible youth through physical activity: The Don Hellison Story. *International Journal of Sport Science*, 4(11),

Hellison, D., & Martinek, T. (2008). Living in margins in our field. In Housner, L. *Teaching and research in physical Education* (pp. 265-268). Washington, DC: National Association for Sport and Physical Education.

Hellison, D., Martinek, T., & Walsh, D. (2008). Sport and responsibility leadership among youth. In N. Holt's (Ed.) *Positive Youth Development and Sport*.(pp 49-60) London: Routledge.

Schilling, T., Martinek, T., & Carson, S. (2007). Developmental processes

among youth leaders in an after-school, responsibility-based sport program: Antecedents and barriers to commitment. *Research Quarterly for Exercise and Sport*, 78, 48-60.

Ruiz, L.M., Rodriguez, P., Martinek, T., Schilling, T., Duran, L.J., & Jimenez, P. (2006). Project Effort: A model for the development of personal and social responsibility through sport. *Spanish Journal of Education*, 341, 933-958.

Martinek, T., Schilling, T., & Hellison, D. (2006). The development of caring and compassionate leadership among adolescents. *Physical Education and Sport Pedagogy*, 11(2), 141-157.

Martinek, T., Hardiman, E., Anderson-Butcher, D. (2006). Addressing Trauma in Children through Physical Activity. *Teaching Elementary Physical Education*, (November issue), 36-40.

Ruiz, L., Rodriguez, P., Martinek, T., Schilling, T., & Duran, L.J. (2006). El desarrollo de la responsabilidad personal y social mediante las actividades físicas y deportivas: El proyecto "Esfuerzo." *Spanish Journal of Education*, 33(9), 40-52.

Hellison, D., & Martinek, T. (2006). Social and Individual Responsibility. In D. Kirk, M. O'Sullivan, & D. Macdonald (Eds.) *Handbook of research in physical education* (610-626) London: Sage.

Martinek, T. & Ruiz, L.M. (2005). Promoting positive youth development through a values-based sport program. *International Journal of Sport Science*, 1(1), 1-13.

Martinek, T., Hellison, D., & Walsh, D. (2004). Service-bonded inquiry revisited: A research model for the community-engaged professor. *Quest*, 56(4), 397-412.

Martinek, T. & Schilling, T. (2003) Developing compassionate leadership in underserved youth. *Journal of Physical Education, Recreation, and Dance* 74(5), 33-39.

Schilling, T., Martinek, T., & Tan, C. (2002) Fostering youth development through empowerment. In B. Lombardo, T. Nadeau, H. Castagno, & V. Mancini (Eds.) *Sport in the Twenty-first Century: Alternatives for the New Millennium* (pp. 169-180). Boston: Pearson Custom Publishing.

Trouilloud, D.O., Sarrazin, P.G., Martinek, T. J., & Guillet (2002). The influence of teacher expectations and student achievement in physical education: Pygmalion revisited. *European Journal of Social Psychology*. 32, 1-17.

Martinek, T., Schilling, T., & Johnson, D. (2001). Evaluation of a sport and mentoring program designed to foster personal and social responsibility in underserved youth. *The Urban Review* 33(1), 29-45.

Schilling, T., & Martinek, T. (2000). Learning through leading in Project Effort Youth Leader Corps. *Community Youth Development Journal*, 1(3), 24-30.

Martinek, T., & Parker, M. (2000). Mentoring and goal setting. In Hellison, D. et al. *Serving underserved youth through physical activity: Toward a model for school-university collaboration* (pp. 155-178), Champaign, IL: Human Kinetics.

Martinek, T., & Schilling, T. (2000). Program Evaluation. In Hellison, D. et al. *Serving underserved youth through physical activity: Toward a model for school-university collaboration* (pp. 211-228), Champaign, IL: Human Kinetics.

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Martinek, T. (2000). Epilogue: Challenges. . In Hellison, D. et al. *Serving underserved youth through physical activity: Toward a model for school-university collaboration* (pp. 245-248), Champaign, IL: Human Kinetics.

Turner, A., & Martinek, T. (1999). An investigation into teaching games for understanding: Effects on skill, knowledge, and game play. *Research Quarterly for Exercise and Sport*, 70(3), 286-296.

Martinek, T., McLaughlin, D., & Schilling, T. (1999). Project effort: Fostering resilience in underserved youth. *Journal of Physical Education, Recreation, and Dance*, 70(6), 59-65.

Martinek, T., & Hellison, D. (1998). Values and goal setting in underserved youth. *Journal of Physical Education, Recreation and Dance*, 69(7), 47-52.

Martinek, T. (1997). *Myths and realities of motivating students to learn. Strategies*, 10(4), 32-35.

Martinek, T. (1997). Serving underserved youth through physical activity. *Quest*, 49, 3-7.

Martinek, T., & Hellison, D.R. (1997). Fostering resiliency in underserved youth through physical activity. *Quest* 49, 34-49.

Martinek, T., & Hellison, D. (1997). Service-bonded inquiry-the road less traveled. *Journal of Teaching in Physical Education*, 17, 107-121.

Martinek, T., & Williams, L. (1997). Goal orientations and task persistence in learned helpless and mastery oriented students. *International Sports Journal*, 1(1), 63-76.

Martinek, T. (1996). The social psychology of sport pedagogy. In P.S. Schempp's (Ed.), *German and American Sport Studies* (pp. 82-102). Berlin, Germany: Free Press.

Martinek, T. (1996). Why kids participate in physical education. *Newsletter:International Association for Physical Education in Higher Education*, 55, 3-8.

Martinek, T. (1996). Fostering hope in youth: A model for explaining learned helplessness in physical activity. *Quest*, 48, 409-421.

Hellison, D., Martinek, T., & Cutforth, N. (1996). Programs that work: Beyond violence and prevention. *Peace and Conflict: Journal of Peace Psychology*, 2(4), 321-337.

Martinek, T. (1995). Pygmalion in youth sport: Causes and consequences. In B.Lombardo, D. Wuest, and V. Mancini's (Eds.). *The humanistic sport experience: Visions and realities*. (pp. 50-75) Dubuque, IA: Brown-Benchmark.

Walling, M.D. & Martinek, T. (1995). Learned helplessness: A case study of middle school student. *Journal of Teaching in Physical Education*, 14, 454-466.

Turner, T. & Martinek, T. (1995). Teaching for understanding: A model for improving decision-making during game play. *Quest*, 47(1), 44-63.

Martinek, T. (1994). Views and interpretations of the social world [Review of Research in Physical Education and Sport]. *Journal of Teaching in Physical Education*, 13(3), 316-319.

Martinek, T. & Griffith, J.B. (1994). Learned helplessness in physical education: A developmental study of causal attributions and task persistence. *Journal of Teaching in Physical Education*. 13(2), 108-122.

Martinek, T. & Griffith, J.B. (1993). Working with the learned helpless child. *Journal of Physical Education, Recreation and Dance*. 64, 17-20.

Turner, T. & Martinek, T. (1992). An analysis of a model for teaching games for understanding. *International Journal for Physical Education*, 24(4), 15-22.

Twine, J. & Martinek, T. (1992). Teachers as Researchers: An application of collaborative research model. *Journal of Physical Education, Recreation and Dance*, 63(9), 22-25.

Martinek, T. (1991). Improving instruction through inquiry: Action vs. basic research. *Chronicle of Physical Education in Higher Education*, 2(2), 5 & 13.

Vogler, W., DePaepe, J., & Martinek, T. (1990). Effective teaching in adapted physical education. In Doll-Tepper, G. Dahms, C. Deoll, B. von Selzman (Eds.).

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Martinek, T. & Schempp, P. (1989). Issues statement for physical education: The case for federal research funding. *The Communicator*, 4, 2-5.

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Martinek, T., & Mancini, V.H. (1989). The dyadic adaptation to Cheffers adaptations to Flanders interaction analysis system (DAC). In P. Darst et al. (Eds.), *Systematic observation instrumentation for physical education*. (2nd edition) (pp. 149-156). West Point, NY: Leisure Press.

Martinek, T. (1988). The confirmation of teacher expectancy model: Student perceptions and causal attributions of teacher behaviors. *Research Quarterly for Exercise and Sport*, 59(2), 118-126.

Martinek, T. & Schempp, P. (1988). An introduction to models collaboration. *Journal of Teaching in Physical Education*, 7, 160-164.

Martinek, T. & Butt, K. (1988). An application of an action research model for changing instructional practice. *Journal of Teaching in Physical Education*, 7, 214-220.

Schempp, P. & Martinek, T. (1988). Collaborative research in physical education. *Journal of Teaching in Physical Education*, 7, 208-213.

Markland, R. & Martinek, T. (1988). Descriptive analysis of coach augmented feedback given to starting and nonstarting high school volleyball players. *Journal of Teaching Physical Education*, 7, 289-301.

Wall, J. & Martinek, T. (1987). A fitness program that works. In J. Arnold's (Ed.). *A celebration of teaching*. Raleigh, NC: NC League of Middle Level Schools.

Martinek, T. & Karper, W. (1986). Motor ability and instructional contexts: Effects on teacher expectation and dyadic interactions in elementary physical education classes. *Journal of Classroom Interaction*, 21(2), 16-25.

Karper, W., & Martinek, T. (1985). Problems in mainstreaming research: Some personal observations. *Adapted Physical Activity Quarterly*, 2(4), 347-350.

Karper, W., & Martinek, T. (1985). The integration of handicapped and nonhandicapped children in elementary physical education. *Adapted Physical Activity*

Quarterly, 2(4), 314-319.

Karper, W., & Martinek, T. (1985). Teacher expectations in a main-streamed physical activity program. *Palaestra*, 1(3), 19-41.

Karper, W., Martinek, T., & Wilkerson, J. D. (1985). Affects of competitive-noncompetitive learning on motor performance of children in mainstream physical education. *American Corrective Therapy Journal*, 39, 10-15.

Martinek, T., & Karper, W. (1984). The effects of competitive and noncompetitive instructional climates on teacher expectancy effects in elementary physical education classes. *Journal of Sports Psychology*, 6, 408-421.

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Karper, W., & Martinek, T. (1983). The differential influence of various instructional factors on motor performance among handicapped and nonhandicapped children in mainstreamed physical education classes. *Education Research Quarterly*, 8(3), 40-46.

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Martinek, T., Zaichkowsky, L.D., & Cheffers, J.T. (1977). Decision making in elementary age children: Effects of motor skills and self-concept. *Research Quarterly*, *48*, 351-357.

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Books/Monographs:

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Martinek, T., Crowe, P., & Rejeski, W. (1982). *Pygmalion in the gym: Causes and effects in expectations in teaching and coaching*. Champaign, IL: Leisure Press.

Zaichkowsky, L.D., Zaichkowsky, L.B., & Martinek, T. (1980). *Growth and development: The child and physical activity*. St. Louis: C.V. Mosby.

Riley, M., Barrett, K., Martinek, T. & Robertson, M.A. (1980). *Your child in sport and physical activity*. Monograph published by Washington, D.C.: U.S. Department of Health and Human Services.

Cheffers, J., Mancini, V., & Martinek, T. (1980). *Interaction analysis: An application to nonverbal activity*. St. Paul: Amidon & Associates

Refereed Abstracts:

Lee, O. Martinek, T. (2006). Navigating two cultures: An investigation of cultures of a responsibility-based physical activity program and school. *Research Quarterly for Exercise and Sport Science* (Supplement) 77(1), A-63.

Schilling, T. Martinek, Carson, S. (2005). A qualitative examination of antecedents and barriers to commitment among youth leaders in a responsibility-based sport leadership program. *Research Quarterly for Exercise and Sport Science* (Supplement) 75(1), A-80.

Lee, A., Martinek, T., Kim, J., Chung, S. (2005) Prevalence and factor structure of burnout among Korean secondary physical education teachers. *Research Quarterly for Exercise and Sport Science* (Supplement) 75(1), A-71.

Schilling, T. Martinek, Carson, W., Cole, K., Harris, A. McCollum, O., Silverhardt,

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Martinek, T., Duffy, D., Schilling, T., & Walsh, D. (2001). Reclaiming youth through responsibility-based sport programs. Program and Abstracts. (International Association of Physical Education in Higher Education, Funchal, Madeira). Pp 296-297.

Schilling, T., Martinek, T., Tan, C. (2000). Teaching responsibility skills to underserved youth through physical activity. (Proceedings at annual American Applied Sport Psychology Conference, Nashville, TN).

Martinek, T. (1995). Myths and realities of motivating students to learn. Theory into Practice in Sport Science. (Proceedings of the 95 Seoul International Sport Science Congress) pp. 461-470.

Martinek, T. (1994). Pervasive learned helplessness: An examination of children who can but won't. World Congress-Physical Education and Sport '94: Changes and Challenges, p. 220.

Martinek, T. (1994). Why kids give up: An examination of how teacher and parent expectations influence self-perceptions of children. Research Quarterly for Exercise and Sport Science (Supplement) 65(1), A-71.

Martinek, T.; Griffith, J.B.; Twine, J.; Tinker, M. (1993). Kids who do not try—A study of learned helplessness and classroom and physical education settings. The North Carolina Journal. 29(1), 30.

Martinek, T. (1993). Psycho-social models for working with diverse populations in physical education. Research Quarterly for Exercise And Sport Science. (Supplement) 64(1), A-81.

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Turner, A. & Martinek, T. (1993). A model for working with students with varying knowledge structures. Research Quarterly for Exercise and Sport Science. (Supplement) 64(1), A-82.

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Martinek, T. (1992). A description of a scale to describe causal attributions of achievement outcomes. Research Quarterly for Exercise and Sport. (Supplement) 63(1), A-69.

Martinek, T. (1992). Attribution retraining of elementary and middle school learned helpless students. Research Quarterly for Exercise and Sport. (Supplement)

63(1), A-68.

Martinek, T. (1991). A model for explaining learned helplessness in physical education. Abstract of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 38.

Martinek, T. (1991). Building bridges through action research. AIESEP/NAPAHE Abstracts.

Martinek, T. (1991). Causal attributions of performance outcomes and perceived teaching behaviors of learned helpless students. The North Carolina Journal, North Carolina Alliance for Health, Physical Education, Recreation and Dance, 27(1), 29.

Martinek, T. (1988). Summary report of inservice research project for physical education instruction in mainstreamed elementary classes. The Advocate, 4(3), 3.

Vogler, E.W., Martinek, T., DePaepe, J., & Webster, G. (1988). Pedagogical research in adapted physical education. Advocate, 17(1), 3-4.

Martinek, T. & Nolan, F. (1987). Support systems for successful collaboration. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 15.

Martinek, T. ((1987). Collaboration for instructional improvement: Models for school university partnerships. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 13.

Markland, R. & Martinek, T. (1987). A descriptive analysis of coach augmented feedback given to high school varsity female volleyball players. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 97.

Martinek, T. (1987). The confirmation of a teacher expectancy model: Student perceptions and causal attributions. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 98.

Martinek, T., Zaichkowsky, L.D. & Cheffers, J. (1977). The effects of vertical and horizontal models of teaching on the development of motor skills and self-concept in elementary age children. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 119.

Martinek, T. & Zachkowsky, L. (1976). The development and validation of the Martinek Zaichkowsky self-concept scale for children. Abstracts of Research Papers, American Alliance for Health, Physical Education, Recreation and Dance, p. 62.

TELEVISION/RADIO PRESENTATIONS

Those Who Care Award. Channel 2 ran month long series on Project Effort and

Youth Leader Corps. April 2008.

Fostering Youth Leadership in the Year 2000. Fox news interview (Channel 11, March 10, 2000).

Project Effort and Sport and Violence. Appeared on Fox 8 News. (Channel 11, November 23, 1998).

Increasing awareness and understanding of cultural, ethnic and religious differences in the Piedmont. Appearance on Good Morning Show (Channel 2, October 15, 1993).

School-University Partnerships. Appeared with Ms. Judy Twine, Jackson Middle School and Fran Nolan, Allen Middle School on Good Morning Show (Channel 2), (Spring 1988).

Mainstream problems in physical education. Appearance with Bill Karper on Good Morning Show (Channel 2), (Spring 1982).

"Which way is physical education going." Special interview on status of physical education in the schools (FM 88.5). Produced by Bill Lancaster (Spring 1981).

Mainstreaming handicapped and nonhandicapped students in physical education. Five day series of Channel 2 (WFMY-TV) showed our work (with Williams Karper) in Motor Social Behavior Laboratory that focused on the study of mainstreaming in physical education (Fall 1981). Produced by Ken Sneed.

WORKSHOPS AND OTHER SERVICES

Teaching responsibility through physical activity. Workshop/presentation at Centennial Convention of Midwest AAHPERD Convention, Chicago, IL. March 26, 2012.

Foster youth leadership through sport. Workshop presented at University of Oporto, Portugal, February 2010

Training program continued and expanded youth development sport program for children in Puebla and La Preciosita, Mexico (July 8-21, 2009)

Modifying games and sport for the playground. Workshop given to playground directors, Parks and Recreation Department of Greensboro (June 19, 2009).

Train the trainers program for Sampoerna Foundation, Jakarta, West Java., Indonesia (May 5-10, 2009).

Training program for establishing youth development sport program for children in La Preciosita, Mexico (July 21-27, 2008)

Training program for establishing youth development sport program for children in Tamaula, Mexico (July 28-August 3, 2007).

Training program for establishing youth development sport program for children in trauma stricken West Java, Indonesia (with Eric Hardiman, Albany State University). (January 30-February 10, 2007).

Orientation workshop for Hampton Academy teacher for Project Effort mentoring program, Greensboro. (September 12, 2006).

Fostering Leadership in Underserved Youth. Workshop given to teachers and coaches, Oporto, Portugal (June 2, 2006).

Teaching responsibility through physical activity. Workshop given to teachers, coaches and youth workers for the Singapore Physical Education Association, Singapore (March 2, 2006).

Leadership Training workshop with parents and high school youth from GTCC East Middle College, Greensboro, (January 17, 2006).

Modifying games and sport for the playground. Workshop given to playground directors, Parks and Recreation Department of Greensboro (June 15, 2006).

Teaching personal and social responsibility through physical activity. Workshop given to teachers and coaches, Oporto, Portugal (November 17, 2005).

Modifying games and sport for the playground. Workshop given to playground directors, Parks and Recreation Department of Greensboro (June 13, 2005).

Developing personal capacity through participation in a values based sport program (with Dawn Anderson Butcher & Eric Hardiman). International Workshop on Addressing Trauma and Depression of the Post-Tsunami and Earthquake through Sport and Sustainable Development Strategy. Jakarta, Indonesia (February 21-24, 2005).

Modifying games and sport for the playground. Workshop given to playground directors, Parks and Recreation Department of Greensboro (June 13, 2004).

Project Effort and Teaching Responsibility to Children and Youth. Presentation given at Single Parent Conference, Guilford Technical Community College (September 12, 2002).

Parent Night—Parents and club members from the Cone Elementary School Sport Club came to Cone School to see what has been done during the year in Project Effort. A multiple sports club was demonstrated by the club members (April 22, 2003).

Parent Night—Parents and club members from the Hampton Academy Sport Club came

to Hampton School to see what has been done during the year in Project Effort. A multiple sports club was demonstrated by the club members (May 13, 2003).

Career Day—Offered for the Greensboro Community's children and youth at Lindley Recreation Center. Sponsored by Parks and Recreation and UNC Greensboro's Department of Exercise and Sport Science (April 26, 2003).

Modifying games and sport for the playground. Workshop given to playground directors, Parks and Recreation Department of Greensboro (June 13, 2003).

Workshop presented for Charlotte-Mecklenberg school teachers, Charlotte, NC (August 12, 2003).

Teaching Personal and Social Responsibility through Physical Activity. Workshop presented to Hampton Academy teachers, UNC Greensboro (September 27, 2002).

Youth Development through Physical Activity. Workshop presented to K-12 teachers from Pitt County Schools, NC. (October 25, 2002).

Career Night for Youth Leader Corps Members. Twelve members of the Greensboro community offered advice on vocational readiness for 12 Youth Leaders and their families. (May 29, 2002).

Parent Night—Parents and club members from the elementary and middle school clubs came to Hampton School to see what has been done during the year in Project Effort. A multiple sports club was demonstrated by the club members.(May 14, 2002)

Parent Night—Parents and club members from the elementary and middle school clubs came to Hampton School to see what has been done during the year in Project Effort. (November 29, 2001).

Workshop for Youth Development Program Leaders. Was part of a workshop that was provided to 75 community service providers in Los Angeles. Presented by members of the Urban Youth Leader Partners (Hellison, Kallusky, Cutforth, Parker, & Stiehl) (December 8, 2001).

Career Night for Youth Leader Corps Members. Twelve members of the Greensboro community offered advice on vocational readiness for 12 Youth Leaders and their families. (May 23, 2001).

Teacher Workshop for Project Effort participants. Workshops for 12 teacher who work with youngsters in Project Effort. (March 30, 2000).

Teaching responsibility to underserved youth. Workshop for 25 program directors from Greensboro Parks and Recreation Centers (District V), Greensboro, NC (September 25, 2000).

Parent education in youth sport programs. Workshop for 25 program directors from Greensboro Parks and Recreation Centers (District V), Greensboro, NC (September 25, 2000).

Teaching responsibility to children and youth. Workshop for 85 teachers, youth workers and program directors from Greensboro, NC schools and community youth programs, Denver, CO (December 3, 1999).

Using physical activity to teach responsibility to children and youth. Workshop for 40 teachers, youth workers and program directors. From Denver schools and community youth programs, Denver, CO (December 4, 1998).

Teaching responsibility through physical activity and mentoring. Workshop for 35 teachers, youth workers, university faculty, and program directors, Murray, Utah, (October 1, 1998).

Parent night for 65 parents and family members of Project Effort club members at Hampton School, Greensboro, NC (March 24, 1998).

Project Effort Workshop for 16 elementary and middle school teachers from Greensboro, NC (November 7, 1997).

Parent-child night for Project Effort. Presentation given to parents of Suder School, Chicago, IL (May 14, 1996).

Parent-child night for Project Effort. Presentation given to parents of Bond School, Chicago, IL (March 14, 1996).

Parent-child night for Project Effort. Presentation given to parents of Hampton School, Greensboro, NC (April 23, 1996).

Getting at-risk youth to try. Workshop for 11 elementary and middle school classroom teachers (Project Effort) from Bond and Suder Schools, Chicago, IL (February 23, 1996).

Getting at-risk youth to try. Workshop for 10 elementary classroom teachers (Project Effort) from Hampton School, Greensboro, NC (December 7, 1995).

Workshop participant: Teaching Decision-Making Through Game Play. Presented at Sport Skills Workshop at UNCG (sponsored by Physical Education Association of NC Alliance for Health, Physical Education, Recreation, and Dance, (August 17, 1993).

Co-director of 3rd Annual Middle School Olympiad. Event held on University of North Carolina's campus (May 4, 1993).

Co-director: Skills Assessment for Middle School Students. Workshop held on UNCG's campus (February 12, 1993).

Director: Project Effort Workshops. This included math, reading, and PE teachers from Jackson, Guilford County and Liberty Middle Schools. The workshop focused on the ways of identifying and working with learned helpless students, (September 10, 1992 & October 29, 1992).

Co-leader: Developing Program Models for Merged Systems. Workshop held on UNCG's campus (October 14, 1992).

College/University Representative: Conference on Merger of Greensboro, Guilford County and High Point School Systems. Held at Smith High School (August 18, 1993).

Instructor for Sport Science Camp held on UNCG's campus. Responsible for planning and teaching physical activities that integrated various concepts of science (for high school students) (July 13-17, 1992).

Co-director of 2nd annual Middle School Olympiad held on UNCG's campus (May 5, 1992).

Co-leader: Planning for lead-up games in middle school physical education. Workshop held on UNCG's campus (April, 1992).

Assessing the Middle School Curriculum. Workshop held for Greensboro Middle School teachers (October 17, 1991).

Teaching Handball in the Middle and High Schools. Workshop presented to Guilford County school teachers, Greensboro (August 15, 1991).

Developing models for teaching elementary physical education. Workshop held for Greensboro elementary school teachers (May 10, 1990).

Developing lessons for teaching education games and gymnastics. Workshop with Greensboro elementary school teachers (May 17, 1990).

Measurement in the Schools. Held with the Greensboro Middle School teachers (March 2, 1990).

Development and Delivery of Middle School Physical Education Program in Greensboro, NC (Spring 90 and Fall 90--2 workshops and numerous planning sessions at individual school sites).

Project workshop that focused on scheduling and dispersing of lesson plans and equipment to Greensboro elementary school teachers. (August 29, 1990).

Project workshop that focused on the development of supervisory skills for student teaching program. Given to Greensboro elementary classroom teachers (October 25, 1990).

Development and Delivery of Middle School Physical Education Program in Greensboro, NC (Spring 89 and Fall 89--6 workshops and numerous planning sessions at individual school sites).

Fitness Assessment in the Middle Schools. Workshop held for Greensboro Middle School teachers in the Spring, 1989.

Developing Skillful Games Play: Ideas for Professional Practice with Greensboro Middle School teachers (November 3, 1989).

Project Presentation to Greensboro Public School Curriculum Committee: Developing Inservice and Preservice Clinical Centers in Elementary Physical Education. Presented in the Fall, 1989.

Using collaborative action research to improve instructional practice. Workshop with middle school teachers (October, 1988).

Implementing game skills instruction for middle school Students. Workshop given to Greensboro Public School teachers (September, 1988).

Administration of AAHPERD Health Related Fitness Test"
Workshop given to Greensboro Public School teachers (September, 1988).

Guest speaker in PED 217- Principles of Physical Education, "Middle school physical education," (September, 1988).

Guest speaker, "Teacher expectations," presented at the summer institute for physical education teachers, Virginia Tech, Blacksburg, VA. (Summer 1988).

Member of Southern Association Accreditation Team for Greensboro Public Schools. (Spring 1988).

Guest speaker in PED 454-Teaching secondary school physical education. Teacher expectations and student performance, UNCG. April 1988.

Working on instructional feedback. Workshop given to UNCG's student teachers (February 1988).

Guest speaker for secondary physical education teaching workshop, Cumberland County Schools. Effective instructional strategies for increasing on-task behavior. Greenville, NC (November 1987).

Workshop for Greensboro middle school physical education teachers. Working on middle school curriculum (Fall 1987 and in Spring 1988).

Development and delivery of Middle School Physical. Workshop given to Middle school physical education teachers in Greensboro Public Schools (Spring 1986 - 8 workshops)

What research tells us about teaching in the secondary schools. Presented to Secondary Teachers, Charlotte Mecklenberg School system (February 10, 1986).

Teacher Expectations and student performance. Workshop at North Rowan Primary School Inservice (February 1985).

Guest speaker, Rowan County School Teachers. "Results of inservice research project on teacher expectancy effects (October 1984).

Teacher expectation and student achievement. Workshop for classroom teachers in Hendersonville Public Schools (Winter 1983).

Inservice Workday for Improving Teaching Effectiveness. Workshop given to teachers from the Alamance Public Schools (Spring 1981).

Teacher expectations and student performance. Workshop given to Virginia teachers at Averette College, Danville, VA. Sponsored by the School of Education, Spring 1982.

Guest speaker, "The motor and social behavior laboratory," Student Council for Exceptional Children (UNCG), Spring 1982.

Guest speaker, "Assessing self-concept." Dr. William Karper's class, Measurement in Physical Education for the Handicapped, Fall 1981.

Guest speaker, "Teacher expectations and student achievement." School of education, Averett College, Danville, VA, Fall 1981.

Guest speaker, "Motor assessment for children." Dr. Rosemary McGee's class, Motor Measurement in Physical Education, Summer 1981.

Keynote speaker for Spring Honors Night. "Giving it your all." UNCG Spring 1980.

Analyzing teaching behavior in the elementary schools. Workshop presented for Winston Salem/Forsyth County Elementary Classroom and Physical Education Teachers, Winston Salem, NC (April 17, and May 2, 1979).

Motor and affective measurement in elementary age children. Workshop presented for Wake County Physical Education Specialists, Raleigh, NC (August 27,

1979).

Invited speaker, "Research on teacher expectations. " Professional Preparation Section, South Carolina AHPERD Convention, Fall 1979.

Guest speaker, "Teacher expectation and student performance." School of Education, Furman University, Greenville, SC, October 18, 1979. (Invited)

Analyzing teaching behavior. Presented to elementary physical education specialists in Sanford, NC (February 5, 1978).

Assessment and evaluation in elementary physical education. Presentation to coordinators of State Department of Public Instruction, Raleigh, NC (August 26, 1978).

Motor skills and self-concept testing in the elementary schools. Workshop presented at Vandora Springs Elementary School, NC (May 30, 1978).

Teaching physical education K-6: A practicum in the movement approach. Vandalia Elementary School, Greensboro, NC (March 13-18 and April 3-8, 1977).

REVIEWER FOR PROFESSIONAL JOURNALS, 1981-PRESENT

Teaching Elementary Physical Education

Physical Education and Sport Pedagogy

Quest

International Journal of Applied Sport Psychology

Perceptual and Motor Skills

Journal of Classroom Interaction

Journal of Teaching in Physical Education

International Journal of Sport Science

Medicine and Science in Sport and Exercise

Research Quarterly for Exercise and Sport

Journal of Exercise and Sport Psychology

Journal of Applied Sport Psychology

EDITORIAL BOARD MEMBER, 1984-PRESENT

Editorial board member, International Journal of Sport Science (2008-present)

Editorial board member Quest, 2006-2008

Board Member of the Journal of Teaching in Physical Education (1984-97).

Co-Editor of JTPE, (1988-1992)

UNIVERSITY SERVICE
REVIEWER FOR TENURE AND PROMOTION DECISIONS

John McCarthy--Promotion to Associate Professor at Boston University

Paul Wright--Promotion to Full Professor at University of Northern Illinois

Davis Walsh-- Promotion to Full professor at San Francisco State University

Paul Wright-- Promotion to Full professor at University of Northern Illinois

Paul Wright-- Promotion to Associate professor at University of Memphis

Maria Newton-Promotion to Associate Professor at the University of Utah

Steve Wright— Promotion to Associate professor at University of Vermont

Chepyator-Thomson—Promotion to Full professor at the University of Georgia

Hans van der Mars—Promotion to Full Professor at Oregon State University

Tony Laker—Promotion to Associate Professor at East Carolina University

Doris Watkins—Promotion to Associate Professor at the University of Utah

Ang Chen—Promotion to Associate Professor at the University of Maryland

Kim Graber—Promotion to Associate Professor at University of Illinois

Sandra Stroot—Promotion to Full Professor at the Ohio State University

Inez Rovegno—Promotion to Full Professor at University of Alabama

John Cheffers—Promotion to Full Professor at Boston University

Patt Dodds—Promotion to Full Professor at University of Massachusetts

Grace Gockarp—Promotion to Associate Professor at the University of Idaho

Lynn Housner—Promotion to Full Professor at New Mexico State University

Moira Luke—Promotion to Associate Professor with tenure at the University of British Columbia

Hans van der Mars—Promotion to Associate Professor with tenure at Arizona State University

Ron McBride—Promotion to Associate Professor at Texas A&M University

Mike Metzler—Promotion to Full Professor at Virginia Tech University

Judy Placek—Promotion to Associate Professor with tenure at the University of Massachusetts

Paul Schempp—Promotion to Full Professor at the University of Georgia.

George R. Taylor—Promotion to Associate Professor with tenure at University of Texas-San Antonio.

William Vogler—Promotion to Associate Professor with tenure at Arizona State University.

Kay Williamson—Promotion to Associate Professor with tenure at the University of Illinois at Chicago.

OFFICES HELD

Advisory Board member for Responsible Youth through Sport, University of Illinois-Chicago

Advisory Board Member—Hispanic Center, High Point, NC, 2001-present.

Chair Piedmont Interfaith Council, Greensboro, 1992-94

Officer of the North Carolina Association for Research in Education (1988-89)

Member of Board of Directors, North Carolina Association for Research in Education, 1982-86.

Chairperson, Teacher Preparation Section of the North Carolina Association for Health, Physical Education and Recreation, 1978-79

Executive Secretary, North Carolina Conference for Teacher Preparation in Health and Physical Education, 1977-78

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Teaching Personal and Social Responsibility Alliance (2009-present).

Association for Moral Education (2002-2003)

National Network for Youth (2001-present)

American Alliance for Health, Physical Education and Recreation (AAHPER) (1991-94, 2010-2011)

North Carolina Association for Health, Physical Education and Recreation (NCAHPER) (1991-present)

American Educational Research Association (AERA) (1991-93)

North Carolina Association for Researchers in Education (NCARE) (1991-92)

Association for Research, Administration and Professional Councils and Societies (ARAPCS) (1991-92)

National Association for Sport and Physical Education (NASPE) (1991-94)

International Association of Physical Education in Higher Education

Parent Teacher Association of North Carolina (PTA) (1991-94)

Association for Retarded Citizens of North Carolina (ARC) (1991-94)

Membership in Community Organizer

DIRECTED STUDENT RESEARCH

Field Projects Directed:

Michael Johnston (2004). A tactical approach to invasion games.

Josh Thompson (2003). Teacher Expectations in Coaching and Teaching.

Sandy Fields (2001). An application of a cross-disciplinary model in elementary physical education.

Karen Lux (M.S.) (2000). An evaluation of a before school program designed to foster personal and social responsibility.

Kim Garrison (M.S.) (2000). The breakfast club: An evaluation of a specialized

program for at-risk youngsters.

Sue Seufert (M.Ed.). (1993). A comparison of teaching for understanding and technique approaches in decision-making and attitudes in middle school children.

Karen Strock (M.S.). (1993). A biomechanical approach to teaching skill and knowledge.

Meg Sheehan (M.Ed.). (Spring 1990). The effects of an attributional re-training intervention plan on exceptional children in physical education.

Peter Broadley (M.Ed.). (Spring 1988). Assessing stages of concern of teachers during implementation of a middle school curriculum in physical education.

Michael Berryman (M.S.). (Summer 1988). Stages of concern prior to implementing an innovative curriculum in physical education.

Theses Directed - Completed:

Adrian Turner (1991). A model for developing effective decision-making during game participation.

Louise Atkinson (1989). Workshop Intervention Effects on Teacher Dyadic Interactions with High and Low Expectancy Students in Junior High and Secondary Physical Education Classes.

Regina S. Markland (1986). Descriptive Analysis of Coach Augmented Feedback Given to Starting and Nonstarting High School Volleyball Players.

Rose V. Miller (1986). A Descriptive Analytic Study of the Job Satisfaction of Physical Education Teachers in Howard County, Maryland.

James T. Dinardo (1984). The Effects of Competitive and Cooperative Game Instruction on the State Anxiety Levels of First and Second Grade Students

Janet G. Gordon (1983). A Comparison of the Effects of Command and Self-check Styles of Teaching on Specific Components of Fitness in Junior High School Students.

Lorna J. Hightower (1981). Sex Differences in Sport Involvement: A Study of the Role of Parents, Peers, and Physical Education Teachers.

Sarah A. Scranton (1981). Comparative Analysis of Physical Education Majors Perception of the Physical Education Teacher and their Satisfaction with Selected Professional Preparation Experiences.

Marla K. Ferguson (1979). The Effects of Coeducational Classes, Sex, and Locus

of Control on Levels of Aspiration of High School Boys and Girls.\

Martha Stone (1979). A Comparison of Student Perceptions and Teacher Student -Perceptions of Selected Behavioral Descriptions of Junior High School Physical Education Classes.

Henry A. Thomas (1978). Cinematographical Analysis of Selected Batting Variables of College Baseball Players.

Dissertations Directed - Completed:

Cody Talbert (2014). Perceptions of a Youth Leadership Program Impact on Resilience.

Mark Cryan (2013). An Evaluation of an After-school Soccer Program for At-risk Sixth Grade Boys using the TPSR Model.

Anthony Melendez (2011). Life after Project Effort: Influence of Project Effort on Former Participants Lives.

Jared Androzzi (2011). The Effects of Early Clinical Teaching Experiences on Pre-service Teachers' Self-efficacy.

Tiffany Fuller (2009). Assessment of Student Engagement, Physical Activity Levels, and Body Composition in Third, Fourth, and Fifth Grade Physical Education Classes.

Tracey Salisbury (2009). First to the Finish: The Tennessee State Tigerbelles 1944-1994.

Donald Schultz (2008) Comparative Analysis of the Spiritual Maturity Levels of Christian College Student-athletes in both Private Christian and Secular Institutions.

Duffy (2007). Perceived Cognitive and Affective Growth Among University Students in a Service Learning Course with an Examination of the Barriers and Facilitators to the Process.

Jerono Rotich (2004). Physical Activity Among Adolescent Montagnard Immigrant Youth: Identifying Activity Patterns, Determinants, and Strategies for Promoting Change

Lee Okseon (2005). Navigating Two cultures: An Investigation of Cultures of a Responsibility-based Physical Activity Program and School.

Stringer, Amy (2004). Middle School principals' Perceptions of Physical Education and their Influence on Physical Education Programs.

Lee, Ansu (2004). Occupational Stress and Burnout among Korean Secondary Physical Education Teachers: Testing the Job Demands-control Support Model.

Tan, Clara (2000). Alienation, Goal perspectives, and Achievement Behaviors in Middle School Physical Education.

Tammy Schilling (1999). An Investigation of Commitment Among Participants in an Extended Day Physical Activity Program. (Co-directed)

Dennis Johnson (1999). Grants Personship: Funding Community-Based Physical Activity Programs for Underserved At-Risk Youth.

Paul Lubbers (1998). A Contrast of Planning Skills of Expert and Novice Tennis Coaches.

Robert Edens (1995). Effects of Teaching Control Theory and Reality Therapy as an Approach to Reducing Disruptive Behaviors in Middle School Physical Education.

Adrian P. Turner (1994). An Investigation into Teaching Games for Understanding.

Joseph B. Griffith (1993). Task Persistence and Causal Attributions of Learned Helpless and Mastery Oriented Sixth Graders in Math, Physical Education and Reading.

Myoung Park (1993). The Occupational Socialization of Korean Secondary School Physical Education Teachers.

Karen Butt (1989). A Descriptive Study of Middle School Physical Education Teachers' Experiences During a Collaborative Action Research Staff Development Project.

Marilyn A. Mros (1989). Model for the Study of Mediating Effects of Teacher Expectations in Physical Education.

Gary Sanders (1988). The Effect of Created Dance Instruction on Movement Satisfaction of 3rd and 4th Grade Children.

Rhoda Metzger (1986). A Study of Collegiate Consumers of Physical Education

Robert J. Dailey (1985). A Legal Analysis of Appellate Level Cases of Tort Negligence in Public School Physical Education K-12 from 1963 to 1983.

Regina Daniel (1982). The Analysis of Perceptions of Teaching and Coaching Behaviors in Secondary Physical Education.