



Information Packet for Off-Campus Physical Education (Physical Education Substitutions)

PURPOSE

The purpose of the Off-Campus Physical Education (OCPE) program offered by Westlake Academy is to accommodate students in grades 7-10 who are involved in high level athletic programs that require a significant amount of individualized training.

PROGRAM DESCRIPTION

The OCPE program is a cooperative arrangement between Westlake Academy and an approved off-campus sponsoring facility/provider. Activities are defined as those in which a student works with a single teacher/coach/team at an approved agency during the regular school year.

GENERAL REQUIREMENTS

1. Students in grades 7-10 will be eligible for consideration for the off-campus program.
2. Students will receive a maximum of 1 credit per academic year
3. Students applying for OCPE require a minimum of fifteen (15) hours per week for highly intense, professionally supervised training.
4. Students qualifying at this level may be dismissed from school one period of eight for such participation.

OCPE COURSE REQUIREMENTS

1. Documentation (LOG SHEET) of attendance and OCPE activity must be submitted by stated deadlines. This should be completed by the student, and signed by the OCPE Provider (coach/trainer) for each session. The log sheet form is located in the OCPE packet.
2. Documentation (GRADE REPORT FORM) must also be submitted by stated deadlines. The Provider will assign a PASS/FAIL grade and sign the form.
3. Documentation (FITNESS PLAN WITH IB EXTENSIONS) must be submitted by the 3rd due date.
4. Students are responsible for turning in all documentation to their counselor.
5. If a student fails to meet program requirements (i.e. documentation on logs, turning logs and grade sheets in by due date), students may lose the option of participating in OCPE.
6. Providers must be approved by the student's assigned counselor.

FREQUENTLY ASKED QUESTIONS

Q Do I need approval for an OCPE provider?

A Yes. Please see your assigned counselor.

Q Who changes the student's schedule to reflect OCPE?

A After the application is approved by the Programme Principal, the counselor will change the schedule.

Q Is travel time included as part of the time requirement?

A No, the student should not include travel time as part of the time requirement. Also, if a student works at the facility they may not count work hours towards the time requirement.

Q Can the student include tournament play/competitions as part of the time requirement?

A No, a student may only count weekly practice hours.

Q May the student enroll in the OCPE program for part of the semester?

A No, participation must run for the current academic year.

Q Can the student have more than ONE Provider/Activity?

A No, only 1 Activity/Provider may be selected for OCPE. Credit will not be given for a combination of hours for 2 separate activities.

APPLICATION PROCEDURE

- Students must print an application form, provider form, and release form from the OCPE packet.
- Upon completion, **FORMS** must be delivered to the school counselor as listed below.
- Once the forms have been submitted, a confirmation email will be sent to the parent.
- Yearly applications must be received by August 30, 2024.
- Once approved the student's parent/guardian must sign the student out with the Main Secondary Office when leaving campus for OCPE.

WA Off-Campus Physical Activity Application

Application is for (check one) : ☐ for the academic year

This application is to be completed by the parent or guardian. Please provide all information requested.

Students Full Legal Name (please print): _____
FIRST MIDDLE LAST NAME

☐ The OCPE activity is: _____ PROVIDER is: _____

☐ The name of the trainer/coach is _____ and the training will take place at _____ training facility.

☐ I am requesting my student be released from either periods: 1 4 5 8 (circle one)

☐ **I UNDERSTAND THAT ACTIVITY LOGS/GRADE SHEET FORMS MUST BE RECEIVED BY THE SPECIFIED DUE DATES OR MY STUDENT WILL RECEIVE A FAILING GRADE AND MAY LOSE THE OPPORTUNITY TO PARTICIPATE IN OCPE.**

☐ I understand that I am responsible for transportation to and from the physical activity program and that the school district is not responsible for any contractual agreements with the trainer or coach.

☐ I understand that my student **MUST** have a current Permission and Release form on file.

For office use only:

Provider approved: _____ or

Letter from new provider: _____ & Date _____

Provider agreement _____

Supervisory Approval: _____ Date _____

Parent contacted: _____ Date _____

Parent Signature

Student Signature

Parent Contact Phone Number

Parent E-mail address

Westlake Academy
2600 JT Ottinger Rd

WA PROVIDER AGREEMENT FORM

To Whom It May Concern:

This letter is to inform you that _____

(Print student's full legal name: First, Middle, Last)

has submitted an application to receive Off-Campus Physical Education credit through your program. In order for this student to qualify for this program, you must agree to the parameters set forth by Westlake Academy.

As a provider of Off-Campus Physical Education, you must comply with the parameters identified below. **Please place a checkmark in each box below to indicate acknowledgement.**

- ☐ I agree to structure my teaching in a manner that fulfills the guidelines as developed in the Texas Education Knowledge and Skills (TEKS) curriculum.
- ☐ At the request of the student referenced above, I will provide a letter on business letterhead about my program along with contact information for myself.
- ☐ I will confirm, with my signature, practice activities and dates fulfilled by the student.
- ☐ I also am aware that it is the student's responsibility to have the activity log sheet completed at each session and delivered to the Counselor at the specified deadlines.
- ☐ I agree to give each of my students a Pass/Fail grade on the grade report provided to me by the student on the specified date of each grading period.

It is my understanding that the above-named student is applying for an off-campus physical activity waiver and that the student must participate in a physical education activity, under professional supervision, a minimum of fifteen (15) hours each week at an approved agency in order to be eligible for the waiver. As least five (5) of the required hours must be spread over three (3) days falling between Monday and Friday each week. The above-named student is scheduled to participate in an activity program meeting this requirement as designated below:

Weekday	Start Time	End Time	Site	Activity	Total Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

I _____ understand Westlake Academy's expectations
 (please print your full legal name on line above)
 for the Off-Campus Physical Education Program. I also understand my responsibility as a
 supervisor/coach.

Provider's Signature _____ Date _____

Provider's facility address: _____

Provider's Email address: _____ Phone _____

PERMISSION AND RELEASE

I understand that my child _____, a student at Westlake Academy, is receiving physical education credit for participating in an off campus PE activity. I understand that my child's participation in these physical activities is wholly voluntary and the Academy does not require my child to participate in these types of physical activities. I understand that the Academy provides opportunities for physical education credit at the Academy, but I choose to allow my child to participate in an outside physical activity instead of participating in Academy run physical education.

I understand that my child must comply with the Academy's Student Code of Conduct and any rules and standards of conduct at the physical activity location. I understand that my child's failure to adhere to these rules and standards of conduct may result in discipline in accordance with the Student Code of Conduct.

I understand that the Academy has no control over the operations or premises of my child's particular activity. I further understand that my child will not be under the supervision of an Academy employee but will be under the supervision of a representative of the assigned activity while participating in the activity.

I give permission for my child to obtain their own transportation to the activity location. I agree that I am not entitled to any reimbursement for mileage or transportation costs from the Academy in transporting my child to the physical activity.

My signature below indicates my understanding of this Permission and Release and indicates my permission for my child to participate fully in the physical activity. I have carefully read this Permission and Release before signing it. This agreement shall become effective only upon receipt by the Academy and shall be governed by the laws of the state of Texas.

Parent's Signature

Name (printed)

Date

OFF-CAMPUS PHYSICAL ACTIVITY
IMPORTANT DATES

October 11, 2024 (Grades and activity logs are due)

December 13, 2024 (Grades and activity logs are due)

March 13, 2025 (Grades and activity logs are due)

May 16, 2025 (Grades and activity logs are due)

OCPE

Required Paperwork Forms

*Blank **Log and Grade Forms** are provided.
Make extra copies for the year.

**Students must submit paperwork by due dates
to receive credit for the semester.

ACTIVITY LOG SHEET

For each day of physical activity, please put the date, specific activity and time. The provider must also initial each date. Include the following on your activity sheet: A log of training, practice, tournament play or activity participation for each week. Time, location, and length of training, as well as absences.

Student's Name (please print)

Campus

Grading Period Dates

Activity Site

Provider (please print)

Provider's Signature

Month _____

Include the start and end dates for each month.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Include the start and end dates for each month.

Provider's Signature

Student Signature

Date

Westlake Academy Off-Campus Physical Education Grade Reporting Form

Student's Name (please print)

School

Activity Site

Below are the dates that Grade Reporting Forms are due to the school campus. Forms **MUST** be received no later than 4:00 PM on the dates specified below. Remember to check the appropriate grading period as follows and indicate “**P**” or “**F**” for Pass or Fail:

GRADING PERIOD ***DATE FORMS DUE TO:**
(Please check one)

- | | |
|---|-------------------|
| ☐ 1st Grading Period | October 11, 2024 |
| ☐ 2nd Grading Period | December 13, 2024 |
| ☐ 3rd Grading Period | March 13, 2025 |
| ☐ 4th Grading Period | May 16, 2025 |

****Dates listed on the Grade Reporting Form coincide with school calendar**

Activity Grade _____ **(P/F) pass/fail**

Provider's Name (please print)

Date

Provider's Signature

Student Signature _____

For Providers

Guidelines for Trainers and Coaches of Students applying for Physical Education Programs for P.E. Substitute Credit

(Please give to Provider)

For a student to receive P.E. Substitute Credit for participating in your training program the following must be submitted to the Academy's Off-Campus Physical Education Provider or designee:

1. A letter on Business Letterhead stating: (if new provider)
 - The purpose of the program
 - A typical weekly schedule for training and competition
 - A description of the type and intensity of the program
 - The levels of competition involved
 - Other pertinent information to include:
Name, address, email address, phone number of trainer and training facility.
2. A signed Provider agreement accepting responsibility for the grading procedure.
3. A grade report (Pass/Fail) for each grading period. This must be submitted to the school counselor for placement on the student's report card.
 - If the grade is not reported, the student will be given an "I" for incomplete work.
 - If the grade is not reported in a timely manner, the student will be denied the opportunity to participate in the program.
4. An activity log verifying that you monitored the activity (due on specific dates). The log is to be maintained by the student. This is not designed to produce more work for you, the provider. It should reflect:
 - A log of training, practice, tournament play or activity participation for each week.
 - Time, location, and length of training
 - Absences
 - Signature of student and trainer or coach

For further information please contact the student's school counselor.

TEKS for Physical Education: (FOR PROVIDER)

§116.55. Individual Sports (One-Half Credit).

(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.

(b) Introduction.

- (1) In Physical Education, students acquire movement knowledge and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

(c) Knowledge and skills

(1) **Movement.** The student develops the ability to participate confidently in individual sports. The student is expected to:

(A) Consistently perform skills and strategies and follow rules at a basic level of competency.

(2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) Use internal and external information to modify movement during performance;
- (B) Describe appropriate practice procedures to improve skill and strategy in a sport;
- (C) Develop an appropriate conditioning program for the selected sport;
- (D) Identify correctly the critical elements for successful performance of a sport skill.

(3) **Social development.** The student understands the basic components such as strategies, protocol, and rules of individual sports. The student is expected to:

- (A) acknowledge good play from an opponent during competition;
- (B) Accept the roles and decisions of officials;
- (C) Demonstrate officiating techniques; and
- (D) Research and describe the historical development of an individual sport.

(4) **Physical activity and health.** The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports. The student is expected to:

(A) Select and participate in individual sports that provide for enjoyment and challenge;

- (B) Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
- (C) Analyze and compare health and fitness benefits derived from participating in selected individual sports;
- (D) Establish realistic yet challenging health-related fitness goals for selected individual sports;
- (E) Explain the interrelatedness between selected individual sports and a personal fitness program;
- (F) Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance; and
- (G) Explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.

(5) **Physical activity and health.** The student understands and applies safety practices associated with individual sports. The student is expected to:

- (A) Evaluate risks and safety factors that may affect individual sport preferences;
- (B) Identify and follow safety procedures when participating in individual sports; and
- (C) Describe equipment and practices that prevent or reduce injuries.

(6) **Social development.** The student develops positive personal and social skills needed to work independently and with others in individual sports. The student is expected to:

- (A) evaluate personal skills and set realistic goals for improvement;
- (B) Respond to challenges, successes, and failures in physical activities in socially appropriate ways;
- (C) Accept successes and performance limitations of self and others;
- (D) Anticipate potentially dangerous consequences of participating in selected individual sports; and
- (E) Demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skills in others.

Source: The provisions of this §116.55 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.56. Team Sports (One-Half Credit).

- (a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.
- (b) Introductions.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically -active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses. Team Sports is less concerned with the acquisition of physical fitness during the

course that reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

(c) Knowledge and skills

(1) **Movement Skills.**

- (A) Demonstrate consistency using all the basic offensive skills of a sport while participating.
- (B) Demonstrate consistency using all the basic defensive skills of a sport while participating.

(2) **Movement Skills.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) Use internal and external information to modify movement during performance;
- (B) Describe appropriate practice procedures to improve skill and strategy in an activity;
- (C) Develop an appropriate conditioning program for the selected activity;
- (D) Identify correctly the critical elements for successful performance within the context of the activity; and
- (E) Recognize that improvement is possible with appropriate practice.

(3) **Social development.** The student understands the basic components such as strategies, protocol, and rules of structured physical activities. The student is expected to:

- (A) Acknowledge good play from an opponent during competition;
- (B) Accept the roles and decisions of officials;
- (C) Demonstrate officiating techniques; and
- (D) Research and describe the historical development of an individual sport.

(4) **Physical activity and health.** The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports. The student is expected to:

- (A) Select and participate in individual sports that provide for enjoyment and challenge;
- (B) Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;
- (C) Describe the health and fitness benefits derived from participating in selected team sports;
- (D) Establish realistic yet challenging health-related fitness goals;
- (E) Develop and participate in a personal fitness program that has the potential to provide identified goals; and
- (F) Describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance.

(5) **Physical activity and health.** The student knows the implications and benefits from being involved in daily physical activity. The student is expected to:

- (A) Discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance;
- (B) Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and
- (C) Explain the effects of substance abuse on personal health and performance in physical activity.

(6) **Physical activity and health.** The student understands and applies safety practices associated with team sports. The student is expected to:

- (A) Evaluate risks and safety factors that may affect sport preferences;
- (B) Identify and apply rules and procedures that are designed for safe participation in team sports;
- (C) Identify team sports that achieve health-related fitness goals in both school and community settings; and
- (D) participate regularly in team sports.

(7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in team sports. The student is expected to:

- (A) Evaluate personal skills and set realistic goals for improvement;
- (B) Respond to challenges, successes, and failures in physical activities in socially appropriate ways;
- (C) Accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;
- (D) Anticipate potentially dangerous consequences of participating in selected team sports; and
- (E) Display appropriate etiquette while participating in a sport.
- (F)

Source: The provisions of this §116.56 adopted to be effective September 1, 1998 22 TexReg 7759.

Fitness Plan with IB Extensions (For Student)

Objective: Students will explore the basics of physical fitness, create a simple and enjoyable fitness routine, and reflect on their experiences. This activity promotes self-awareness, goal-setting, and healthy habits while integrating IB learner profile attributes and global contexts.

Materials Needed:

- Fitness assessment sheet
- Internet access for basic research
- Simple fitness tools (e.g., jump rope, small weights, yoga mat)
- Journal or digital document for reflections

Instructions:

1. Introduction to Fitness:

- Discuss with your teacher or OCPE provider what physical fitness means and why it is important for overall health and well-being.
- Learn about the different components of fitness: cardiovascular endurance, muscular strength, flexibility, and body composition.

2. Fitness Assessment:

- Perform a simple fitness assessment with guidance from your teacher or OCPE provider. This could include:
 - **Cardiovascular Endurance:** Time yourself running or walking a set distance (e.g., 1 km or 1 mile).
 - **Muscular Strength:** Count how many push-ups or sit-ups you can do in one minute. These are just two examples.
 - **Flexibility:** Try to reach forward and touch your toes and measure how far you can reach. This is just one example.
- Record your results on the fitness assessment sheet.

3. Research and Exploration:

- Identify credible resources to learn about exercises that can improve each component of fitness. Be sure to use the skills from your Language and Literature class and cite your sources.
- Find at least three exercises for each fitness component that you enjoy or find interesting.

4. Creating Your Fitness Plan:

- With help from your OCPE provider, create a simple fitness plan that you can follow for 2-3 weeks.
- Include exercises from each fitness component (cardiovascular, muscular, flexibility).
- Plan to do at least 30 minutes of physical activity on most days of the week.
- Write down your fitness plan in your journal or on a separate sheet.

5. Following Your Plan:

- Follow your fitness plan for the next 2-3 weeks. Try to be consistent and do your best with each exercise.
- Keep a daily activity log where you write down what exercises you did, how you felt, and any challenges you faced.

6. Reflection and Sharing:

- At the end of the 2 weeks, think about how following the fitness plan made you feel. Did you notice any changes in your fitness or how you feel every day?

- Write a short reflection (200-300 words) about your experience. Include what you enjoyed, what was challenging, and what you learned about staying active.
 - Create a digital presentation summarizing your fitness journey, including your initial assessment, fitness plan, and reflections.
7. **Assessment Criteria:**
- IB Criteria Strands A-D:
8. **Submission:**
- Submit your fitness assessment sheet, activity log, fitness plan, written reflection, and poster/presentation materials to your grade level counselor by the 3rd due date.
 -

IB Extensions for Your Reference:

IB Learner Profile Connections:

- **Inquirers:** Students will develop their natural curiosity by researching different fitness activities and understanding their benefits.
- **Knowledgeable:** By learning about fitness components, students will explore concepts, ideas, and issues that have local and global significance.
- **Reflective:** Through reflection on their fitness journey, students will give thoughtful consideration to their own learning and experiences.

Global Context: Personal and Cultural Expression

- Explore the ways in which physical activity expresses personal and cultural values.
- Discuss how different cultures approach physical fitness and health.

Interdisciplinary Connections:

- **Science:** Understand the biological and physiological aspects of physical fitness, such as muscle groups and cardiovascular health.
- **Health Education:** Explore the importance of a balanced diet and healthy lifestyle alongside physical activity.
- **Mathematics:** Use basic statistics to analyze fitness assessment data, such as calculating average performance over time.

Reflection Questions:

- How did creating and following a fitness plan help you understand the importance of physical fitness?
- In what ways did you challenge yourself physically and mentally during this activity?
- How can you apply what you learned about fitness to your everyday life?
- How do cultural attitudes towards fitness and health influence people's lifestyles around the world?

Physical and Health Education Assessment Criteria

Criterion A: Knowing and understanding (Maximum: 8)

At the end of year 1, students should be able to:

- i. outline physical health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recalls some physical health education factual, procedural conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.
3–4	The student: <ol style="list-style-type: none"> i. recalls physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
5–6	The student: <ol style="list-style-type: none"> i. states physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
7–8	The student: <ol style="list-style-type: none"> i. outlines physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

Criterion B: Planning for performance (Maximum: 8)

At the end of year 1, students should be able to:

- i. construct and outline a plan for improving health or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states plans for improving health or physical activityii. states the effectiveness of a plan.
3–4	The student: <ul style="list-style-type: none">i. outlines a basic plan for improving health or physical activityii. states the effectiveness of a plan based on the outcome.
5–6	The student: <ul style="list-style-type: none">i. outlines a plan for improving health or physical activityii. identifies the effectiveness of a plan based on the outcome.
7–8	The student: <ul style="list-style-type: none">i. constructs and outlines a plan for improving health or physical activityii. describes the effectiveness of a plan based on the outcome.

Criterion C: Applying and performing (Maximum: 8)

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques effectively
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. recalls some skills and techniquesii. recalls some strategies and movement conceptsiii. applies information to perform with limited success.
3–4	The student: <ul style="list-style-type: none">i. recalls skills and techniquesii. recalls strategies and movement conceptsiii. applies information to perform.
5–6	The student: <ul style="list-style-type: none">i. recalls and applies skills and techniquesii. recalls and applies a range of strategies and movement conceptsiii. applies information to perform effectively.
7–8	The student: <ul style="list-style-type: none">i. recalls and applies a range of skills and techniquesii. recalls and applies a range of strategies and movement conceptsiii. recalls and applies information to perform effectively.

Criterion D: Reflecting and improving performance (Maximum: 8)

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. states a strategy to enhance interpersonal skillsii. states a goal to enhance performanceiii. describes performance.
3–4	The student: <ul style="list-style-type: none">i. lists strategies to enhance interpersonal skillsii. states a goal and applies strategies to enhance performanceiii. summarizes performance.
5–6	The student: <ul style="list-style-type: none">i. identifies strategies to enhance interpersonal skillsii. lists goals and applies strategies to enhance performanceiii. outlines and summarizes performance.
7–8	The student: <ul style="list-style-type: none">i. identifies and demonstrates strategies to enhance interpersonal skillsii. identifies goals and applies strategies to enhance performanceiii. describes and summarizes performance.