

Adapted Physical Education Handbook

CALIFORNIA STATE UNIVERSITY, CHICO

**DEPARTMENT OF
KINESIOLOGY**

**ADAPTED PHYSICAL EDUCATION
STUDENT TEACHING
PROCEDURES MANUAL
Practicum Experience**



ADAPTED
PHYSICAL EDUCATION
PROGRAM

Guidelines for Peak Performance in APE Student Teaching



CALIFORNIA
STATE
UNIVERSITY

Chico



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Purpose

The purpose of the student teaching experience is to provide the prospective teacher with an opportunity to observe, develop, and practice teaching skills in adapted physical education. This is usually the culminating and most important experience in your professional preparation toward receiving the Adapted Physical Education Added Authorization. In order to assure that your student teaching experience is as positive as possible the following information has been developed in this manual. You should also consult with your education supervisor and read carefully all materials and expectations provided by the Education Department.

Procedures

Communication with APE University Supervisor

Please provide me your home phone number, a school number and times you can be reached. Also include your teaching schedule with detailed directions to your teaching site(s). You will write a weekly journal entry to the APE University Supervisor detailing: how your teaching went during the week, any challenges or problems, goals you set, were goals met, and goals for the following week. This is a way to check in and to keep the lines of communication open. If you need to discuss your teaching immediately just leave a message on Marci Pope's cell (530)514-3205.

Amount of teaching/time per day

This can include such activities as conducting assessments, writing reports (IEPs), preparing for class and teaching. Students are expected to spend **5 hours per week on instruction** in adapted physical education during 18 weeks of supervised field work. Arrival time and time spent after school is flexible and determined by the cooperating teacher. You should also be observing and assisting your cooperating teacher in classes he or she teaches as appropriate.

Student teaching supplies

The student teacher is responsible for his/her own supplies. The teacher candidate needs to obtain supplies such as binders, notebooks, flash drive, index cards, pens/pencils, whistle, and sunscreen. The teacher candidate should ask the cooperating teacher which supplies are necessary.

Teacher candidate appearance

The teacher candidate should dress as a professional and should follow school site policies. Clothes should not be wrinkled. Short-shorts, cut-offs, and spandex shorts/pants are not appropriate. The teacher candidate is encouraged to solicit the advice of the cooperating teacher or university supervisor concerning appearance. If the cooperating teacher or university supervisor is at all concerned about the appearance of the teacher candidate, this concern should be expressed as soon as possible.

The cooperating teacher's goals and expectations of the teacher candidate

Each cooperating teacher has different expectations of each teacher candidate. These goals and expectations should be made clear to the teacher candidate at the beginning of the semester and

should be put in writing when appropriate. The teacher candidate should feel free to ask questions regarding any issue of student teaching. The cooperating teacher and teacher candidate should meet early in the student teaching experience to discuss goals and expectations. Both the material in this document and the Education Handbook should be discussed. In addition, the *Adapted Physical Education Teacher Competencies Sheet* should be discussed early during the student teaching experience. In addition, early in the semester design goals that you wish to accomplish during your student teaching experience (see designing student teaching goals section).

The teacher candidate's expectations of the cooperating teacher

It is recommended that the cooperating teacher, about halfway through the semester, ask the teacher candidate, to make a list of things he/she wants to be sure to learn, try, know by the end of the experience (see list of teaching skill areas toward the end of this document). This list is added to and revised throughout the experience. This procedure insures that the teacher candidate's needs are being met.

Regularly scheduled meetings with the cooperating teacher and teacher candidate

Twenty to 30 minutes at the beginning, middle, or end of the day. The best time of day for this meeting is up to the discretion of the cooperating teacher. It will vary depending upon the daily schedule. Some topics to cover are: goals for that day, the following day, and the week, specific children taught, and good teaching practices. Good communication is the key to a successful teacher candidate and cooperating teacher relationship. Remember time needs to be scheduled to communicate. This communication is the key to a successful teaching and learning experience.

Teaching Skill Areas

The student teaching assignment in adapted physical education can be quite varied. For example, the delivery service model (i. e. self-contained to itinerant) and the type of students with disabilities you will be assigned to teach. The list below outlines general examples of teaching skills you should work to acquire during your student teaching experience.

1. Assessment of Motor Performance
 - a. Read through test booklets.
 - b. Observe and become involved in an actual assessment procedures including testing student.
 - c. Discuss the results/interpretation of the data with your cooperating teacher.
 - d. Conduct a minimum of 2 assessments which include testing, interpreting and writing a summary evaluation report on a student(s) (see enclosed examples).
2. IEP (Individualized Education Program)
 - a. Read through sample IEPs.
 - b. Discuss and get involved in the formulation of objectives with your cooperating teacher.
 - c. Attend and if possible present at an actual IEP meeting.
3. Behavior Management Plan
 - a. Identify behavior management strategies utilized by the cooperating teacher for control of student behavior.
 - b. Develop individual behavioral procedures for class or student(s).

4. Adapted Equipment
 - a. Types and purpose.
 - b. Special care required.
5. Activities
 - a. Movement education.
 - b. Perceptual motor and/or sensory motor activities.
 - c. Active learning games.
 - d. Relaxation (impulse control).
 - e. Fitness.
 - f. Fundamental Skills
 - g. Lead-up games.
 - h. Low organization games/modified sports.
 - I. Rhythms, dance and creative movement.
 - j. Aquatics.
 - k. Community based leisure activities.
 - l. Wheelchair sports.
 - m. Self-care and mobility skills.
 - n. Facilitating inclusion
6. Communication
 - a. Communicating effectively with other professionals and parents
 1. listening skills
 2. establishing rapport
 3. questioning skills
 4. problem solving
 (i. e. GPE, OT, PT, Paraprofessionals, classroom teacher).
 - b. Attending various teacher meetings (i. e. SELPA, APE Meetings).
7. Assessment
 - a. Ongoing assessment to monitor individual student's progress while teaching
 - b. maintaining progress reports on online data system.

Writing lesson plans and other reports (IEP, Assessment reports)

When to start, how detailed, how many? This is up to the discretion of the cooperating teacher. I expect you to teach each class with a typed lesson plan. The teacher candidate is responsible to write at least eight complete lesson plans that are to be critiqued and signed by the cooperating teacher and four by the university supervisor. The teacher candidate turns these in to the APE University Supervisor at the end of the semester. You are also required to obtain experience writing individual student reports which include assessment, evaluation and programming (IEP) information (the format to use will vary among cooperating teachers). Examples may be found from your coursework in KINE 516 Motor Assessment for Individuals with Disabilities. You will be responsible to hand in examples of these reports to the APE University Supervisor.

Writing objectives

You will be expected to be able to write objectives with benchmarks for IEPs. In addition you will be expected to have written objectives for your lesson plans. These should be geared toward the California Physical Education Content Standards, alternative standards (SEACO) or district standards for physical education.

Unit plans

You will write unit plans to guide your teaching. The format is up to the discretion of the cooperating teacher. Be sure to develop two unit plans to submit in your APE portfolio.

Evaluations-Midterm and Final

Teacher candidate reports are written by both the cooperating teacher and the education university supervisor. The teacher candidate will also write a self-reflection report at the conclusion of the semester. In addition, teacher candidates must meet or exceed competency in each area of the APE competency form. See Education manual for more details on evaluation process.

Student Teaching Observation, Analysis and Reflective Teaching Diary

The purpose is to assist you to improve your teaching skills during your student teaching experience.

The first part of the assignment will involve videotaping your teaching as often as possible. A minimum of three times during the semester is recommended. At home you can individually view and analyze your own teaching on the videotape. You will be responsible for keeping a record of the results from the analysis of your teaching. Your teaching can be analyzed using a systematic observation coding system located with this material. Consider analysis of such teaching behaviors as: use of student names, positive vs. negative statement rates, general vs. specific feedback statements, as well as activity, instruction and management time (AIM). This way you can systematically work toward improving your teaching throughout the semester.

The second part of the assignment will be to keep a reflective teaching journal. This is a log or diary of your daily experiences while student teaching. It is best to record these experiences at the end of the day after each teaching experience while they are fresh on your mind. However, try not to go past 5 days without writing in your diary. You can keep the entries brief. What is important is writing in the diary should provide you with the opportunity to reflect on your teaching. The format should include the following: Record the date. Each entry should include a brief description of what happened during that specific day of teaching. In the entry write about your feelings, emotions, and reaction to the student(s) you teach. You may discuss any unique teaching situations encountered during that particular lesson or class. You may include questions about your teaching or student(s). Also included in each entry may be strategies you plan on trying in the future to remedy teaching situations you may have encountered. The purpose is to get you to reflect on your student teaching experience. Have fun with this experience!

Student Teaching Evaluation

To assist the Education University Supervisor, the cooperation teacher and the APE University Supervisor with the evaluation of professional competence a student teaching portfolio of material is developed throughout the experience. This material is submitted at the end of the experience. Contents for the portfolio can be found in the KINE 617 Field Experience syllabus and in the Education Handbook. This is in addition to the Student Teaching Performance Reports written and reported by both the Education University Supervisor and the cooperating teacher at midterm and during the final week of the candidate's student teaching experience. Teacher candidates in APE are encouraged to take their portfolio to APE job interviews.

Supervision

The following listed sites have been approved as APE student teaching sites. All other sites must be first approved by Dr. Rebecca Lytle and Dr. Debbie Summers.

Approved APE Student Teacher Sites

Cami Anderson	Butte Co. Office of Education	(530)532-5740.	canderso@bcoe.org
Gina McKeller	Butte Co. Office of Education	(530)532-5740	gmckella@bcoe.org
Heidi Erickson	Butte Co. Office of Education	(530)532-5740	herickso@bcoe.org
Jody Johnson	Tehama Co Office of Education	(530)527-5811	jjohnson1@tehamaschools.org
Lindsay Canales	Chico Unified School District	(530)891-2782	lcanales@chicousd.org
Steve Piluso	Glenn Co. Office of Education	(530)330-0051	spiluso@glenncoe.org

Role of the Education University Supervisor

The Education University Supervisor will visit the teacher candidate **a minimum of six times during the semester**. The Education University Supervisor will observe the teacher candidate in both general physical education and adapted physical education.

Role of the APE University Supervisor

The APE University Supervisor will visit the teacher candidate **twice during the semester**. In addition the APE university supervisor will be responsible for reviewing weekly reflection related to APE and contributing to the final evaluation of the teacher candidate.

The relationship of the teacher candidate to both the cooperating teacher and the university supervisor: Is friendship possible?

This is a delicate topic. In most cases, it is not recommended that the teacher candidate expect to be "friends" with either the cooperating teacher or the university supervisor. It is also recommended that all three individuals keep professional and personal issues separate. Personal problems should be left at home in most cases. The university supervisor should be contacted immediately if a personal issue becomes a major concern.

Best Teaching Practices

The list below outlines general examples of good teaching practices you should work to acquire during your student teaching experience.

- Handling behavior problems in a positive manner.
- Circulation throughout class--avoid a "front" of the class.
- Give important directions with teacher, not students, facing the sun.
- Giving brief direction--10 to 20 seconds.
- Being aware of all students in class.

- Projecting voice.
- Enthusiasm
- Elimination of "OK," "Um," "Are there any questions?" and other meaningless terms, phrases or giggles.
- Use of names.
- Feedback: Positive and corrective specific.
- Body language: facial expressions, hand positions, eye contact.
- Activity time.
- Management time.
- Transitions between activities.
- Use of student role models, demonstration, prompts, physical assistance.
- Utilizing appropriate modes of learning and instruction.

Collaboration/Observation Log

Initial and date the areas that you observe and meet with professionals that are listed below. You are NOT required to meet in every area listed.

SPECIAL EDUCATION	ADMINISTRATION	SUBJECT MATTER
Nurse	Attendance	Arts
Psychologist	Media Center	Music
Physical Therapist	Custodian	Science
Occupational Therapist	Library	Math
Speech & Language Pathologist	First Aid	Physical Education
Special education teacher	Discipline procedure	Social Science
Teacher of physical disabled	Cum files	English
Special Education Administrator	Secretary	
Teacher for VI or O&M	Disaster/Fire Drills	

PROFESSIONAL ACTIVITIES	IEP meeting *
APE Consortium meeting *	Open house
SCAPE meeting	Inclusion class *
Faculty meeting	Resource class
Union meeting	SDC class *
Professional Conference	Preschool program
Informal testing *	Early Intervention program
Annual or triennial assessment *	Community based program
Transition planning meeting *	GATE, AP, Honors
Referral testing *	Supervision duties
Home visit	Training opportunities

***Must perform these items during your fieldwork.**

Professional Organizations	EXTRA CURRICULAR
CAHPERD	Requisitions/ordering
AAHPERD	Assemblies
NAFAPA	Disability Sports
IFAPA	Special Olympics
CEC	PTA
Web conference	Field day
	Field Trips
	Fundraising
	Newsletter

Designing Student Teacher Goals

Early in the semester design goals that you wish to accomplish during your student teaching experience. You may want to do this with the help of your cooperating teacher. Examples of goals follow:

Final Goals Teacher candidate: Karen, Cooperating Teacher: Maria N.

- To develop an organizational method for paperwork-assessment, IEPs, student information.
- To develop creative ideas and themes for future lessons (at least 10) in APE.
- To have a list of what APE specialists are responsible for and write up the ins and outs of APE.
- To develop functional goals and objectives for students in APE. Create a list of 10 ideas/examples for future reference.
- To gain experience 4-5 times giving the TGMD and Body Skills assessment tests on students.
- To develop 3-5 checklists for skills working on task analyzes, and also use checklists for my students to monitor progress.
- To gain experience working with a multidisciplinary team at least 2 times during the semester (PT or OT)
- To learn appropriate techniques for communicating with parents and actually talking to some during the semester.
- To develop ideas and activities for the SSH class and share with other teachers.
- To learn how to deal with a budget and where to order equipment. Also how to travel as an itinerant with equipment.
- To learn some time saving tips for writing lesson plans.
- To obtain and get as much possible experience evaluating my teaching abilities through feedback and videotaping.
- To get experience working with administrators as an APE specialist.
- To develop and get ideas how to make-up and itinerant schedule. Ways to plan and communicate with teachers.
- To learn 10 new signs in order to communicate with the hearing impaired classes.
- To develop a system of documentation and practice doing data collections for monitoring students progress this semester.

- To improve the time management in classes by evaluating videotapes of lessons using AIM and determine ways to increase students time on task.
- To develop a behavior management plan for a student having difficulties in the APE class setting.
- *To increase the number of positive specific feedback statements given to students during class.

Timelines for Meeting Student Teaching Assignments

The following are some guidelines for assisting you and your cooperating teacher in completing assignments. It is important that you carefully read and follow all the requirements outlined in the manual.

Always have a typed lesson plan for each class taught (your cooperating teacher may want to provide feedback on the lesson plan while you teach).

Meeting Date and time	Topics	Assignments Due
1	Overview of requirements Set timelines Schedule meeting dates and times	Cluster #1 Teaching philosophy Professional goals Sample lesson (2) Sample unit (1)
2	Placement considerations Inclusion Behavior strategies	Cluster #2 4 lesson plans Unit plan Video analysis #1 Behavior plan Periodic review #1 Strategies for working with families Self-evaluation - Midpoint
3	Assessment Forms Progress Reports IEPs	Cluster #3 IEP goals/objectives Web information/resources Consultation plan Assessment report #1 Community based programs
4	Supports for APE teachers beyond the University Creating your own APE network	Cluster #4 Assessment Report #2 Video Analysis #2 Periodic Review #2 Collaboration Log Self-evaluation- final
5	Final Interview- Set up a final interview with Marci and Rebecca	Final Portfolio Due

IEP Goals and Objectives

Behavioral Objectives for Adapted Physical Education Lesson Plans

The following are a list of behavioral objectives in the three learning domains: cognitive, affective, and motor. A properly written behavioral objective will include audience (A), behavior (B), condition (C), and criteria (D). Further, behavioral objectives can be divided into product oriented or process oriented. Product oriented objectives are concerned with quantitative measures while process oriented objectives are concerned with qualitative measures. The following are examples of behavioral objectives.

Physical or Motor

- Page will increase her cardiorespiratory endurance **(B)** by independently pushing her wheelchair through a slalom cone course **(C)** of 4 cones each 5 ft apart with 80% accuracy **(D)**.(Ca 3.3.7)
- Ralph will throw **(B)** a frisbee independently to a partner **(C)** 15 feet away 4/5 **(D)**.(Ca 1.1.5)
- Doug will ride a bicycle **(B)** with one physical prompt **(C)** for 30 minutes **(D)**.
- Kendra will dribble a soccer ball **(B)** independently around the perimeter of the soccer field **(C)** four times in less than 10 minutes **(D)**. (Ca 2.1.15)

Cognitive

- Steve will explain **(B)** independently that when one stops with the legs apart and knees bent, it helps provide balance **(C)** to the teacher **(D)**. (Ca 2.2.3)
- Javier will identify the guide hand and the power hand **(B)** with one slight physical prompt while performing a forward pass during a floor hockey game **(C)** with 80% accuracy **(D)**. (Ca 7.2.1)
- Karen will sign in, open her locker, dress, and get/return equipment **(B)** at the local YMCA without assistance **(C)** with 80% accuracy **(D)**. (Ca 5.5.1)

Affective

- Claire will select one activity **(B)** independently which emphasizes cardiorespiratory fitness to participate in, with a friend in class **(C)** for 30 minutes **(D)**. (Ca 3.5.6)
- Nicole will state **(B)** 4 class rules with one verbal prompt **(C)** to the physical education teacher **(D)**. (Ca 2.5.6)
- Danielle will shake hands and state the names **(B)** independently while playing a cooperative game **(C)** of two classmates **(D)**. (Ca 7.5.4)
- Penny will put away **(B)** with one verbal prompt, the physical education equipment **(C)** in the storage cart **(D)**. (K.5.5)

California State University, Chico, Department of Kinesiology
Physical Education Teacher Education (PETE)
Program Plan

Requirements for the PETE BA:

PETE Required Courses			
Status	Course (units)	Prerequisite(s)	Notes
	KINE 305 Philosophy of School Based P.E. (3)		
	KINE 306 Self-def. and Net-games for Teachers (3)		Spring only
	KINE 308 Rhythms and Dance for Teachers (3)		
	KINE 309 Developm. Appropriate P.E. for Children (3)		
	KINE 312 Outdoor Education for Teachers (3)		Fall only
	KINE 315 Intro to Adapted Physical Activity (3)		
	KINE 410 Developm. Appr. P.E. for Middle School (3)	KINE 305 + 309	
	KINE 411 Assessment in Physical Education (3)	KINE 305 + 309	
	KINE 484 Developm. Appr. P.E. for High School (3)	KINE 410 + 411	
	KINE 154 A (1), Beginning Swimming or approved sub if skills test passed in KINE 306		
	KINE 156 A (1), Beginning Tennis or approved sub if skills test passed in KINE 306		
	KINE Approved Activity Course (1):		
KINE Core Required Courses			
Status	Course (units)	Prerequisite(s)	Notes
	BIOL 103 Human Anatomy		
	BIOL 104 Human Physiology		
	KINE 320 Exercise and Sport Psychology		
	KINE 321 Motor Development and Behavior		
	KINE 322 Biomechanics	BIOL 103	
	KINE 323 Physiology of Exercise	BIOL 104	

Additional Requirements for Subject Matter Competence:

Must keep major GPA 2.75 or higher. No less than a C-in any PETE course. Portfolio review

Prerequisites for CSU-Chico's credential program:

Status	Course (units)
	ENGL 471 Intensive Theo. & Pract. 2 nd Language Acquisition (3)
	EDTE 302 Access and Equity in Education (3)
	CBEST Must pass all sections before acceptance.

Credential program course that can be completed prior to or during credential program:
HCSV 451

Add-on options:

Adapted Physical Education Added Authorization		
Status	Course (units)	Notes
	KINE 351 Aquatics for the Adapted Instructor (2) (optional)	Summer only
	KINE 513 Progr. for ind. w/ physical and neurological disabilities (3)	Fall only
	KINE 514 Progr. for ind. w/ mental, emotional and learn. disabilities (3)	Spring only
	KINE 515 Collaboration in APE or SPED 691 Collab. In Education (3)	Spring only
	KINE 516 Motor Assessment for Individuals with Disabilities (3)	Fall only
	KINE 520 Interdisciplinary Autism Clinic (3)	
	KINE 617 Fieldwork in APE (during Practicum II of Cred. Progr.) (3)	

Supplementary Authorizations

A Supplemental Authorization for an *Introductory Subject* allows you to teach this subject through 9th grade level if you have a valid teaching credential in another subject area (i.e. P.E.).

Health Science:

HCSV 265 Human Sexuality

HCSV 369 Health Education Techniques or HCSV 462 School Health Programs

HCSV 370 Drugs in our Society (Health and Wellness Upper Division Pathway choice)

NFSC 303 Nutrition and Physical Fitness (Health and Wellness U.D. Pathway choice)

HCSV 451 Health Education for Secondary School Teachers (Part of Credential Program)

Please ask your adviser for details about English, Math, Science, or any other *Introductory* or *Specific Subjects*.

General Education Smart Choices:

Area B2: BIOL 103 or 104

Lower Division Pathway: Health and Wellness: HCSV 265 will count toward the Health Science Supplementary Authorization.

Upper Division Pathway: Health and Wellness: NFSC 303 and HCSV 370 count toward the Health Science Supplementary Authorization.



Adapted Physical Education Program
California State University, Chico
Dr. Rebecca Lytle, Program Director

E-mail: rlytle@csuchico.edu
Phone: 530-898-4298
Office: Yolo Hall 262

APE Authorization Application Procedure **How to Apply for Your Adapted Physical Education Authorization**

The Adapted Physical Education (APE) Authorization allows physical education teachers to instruct individuals with disabilities in California public schools. Students pursuing the APE Authorization are required to complete a bachelor's degree and the Physical Education and Teacher Education (PETE) option at CSU, Chico, or a bachelor's degree and a teaching credential authorizing the teaching of physical education.

Courses required for the APE Authorization

Students must pass each of the following courses with a minimum of a 3.0 GPA.

KINE 351 – Aquatics for the Adapted Instructor (optional, 2 units)

KINE 315 – Introduction to Adapted Physical Activity (3 units)

KINE 513 – Programming for Disability Sports (3 units)

KINE 514 – Programming for Children with Disabilities (3 units)

KINE 515 – Collaboration in Adapted Physical Education (3 units)

Or

SPED 691 – Collaboration in Special Education (3 units)

KINE 516 – Motor Assessment for Individuals with Disabilities (3 units)

KINE 520 - Interdisciplinary Autism Clinic (3 units)

KINE 617 – Fieldwork in Adapted Physical Education (3 units). Requires 20-30 hours of fieldwork.

Applying for and Receiving the APE Authorization

1. Complete all APE coursework with at least a 3.0 GPA overall.
2. Make an appointment with Rebecca Lytle, APE Program Coordinator, to conduct an exit interview. (Yolo Hall 265, rlytle@csuchico.edu, 898-4298)
3. Dr. Lytle will verify all requirements are met and send the completed Credential Authorization request to the Credential Services office on campus.
4. Complete the application for the state credential, the On-Line Recommendation Information Sheet, available at www.csuchico.edu/soe/credential-services.shtml or the Credential Services office. Return the application and the \$25 CSU, Chico processing fee. (Tehama Hall 209, 898-6455)
5. Provide a copy of your California teaching credential, authorizing teaching of physical education, to the Credential Services office with the application.
6. The Credential Services office reviews the application materials and notifies you if other information is needed. Official transcripts will be needed when a course from another school is listed on the request as a substitute for one of the required courses.
7. Once the Credential Services office determines all requirements have been met, your name and information will be submitted online to the California Commission on Teacher Credentialing (CTC).

- 8. CTC notifies you by email when the credential is available to access online.
- 9. Access the CTC Web site, *www.ctc.ca.gov*, to pay the \$57 state credential fee and print a copy of your specialist credential.

Congratulations! Enjoy your work in the APE field!

APEAA Standards Matrix

Standard	315	513	514	515/691	516
1					
2	2.1, 2.3, 2.6	2.6, 2.8	2.3, 2.5, 2.6, 2.8	2.3,	2.1, 2.2, 2.3
3		3.2,	3.2,		3.1, 3.3
4		4.4,		4.2, 4.3,	
5					5.1, 5.2, 5.3, 5.4, 5.6
6	6.3,	6.2, 6.3	6.1, 6.2		
7		7.1,	7.2,		7.4,
8					
9					
10	10.1,	10.3,	10.1,		10.1, 10.2, 10.4
11	11.2,	11.2, 11.3, 11.6, 11.7	11.2, 11.5, 11.6		
12	12.1, 12.3	12.1, 12.2, 12.3	12.1, 12.2, 12.3		
13	13.5,	13.3,	13.3, 13.4, 13.5, 13.7		13.6,

Standard	520	617	EDTE302	ENG 471
1				
2	2.8,	2.3, 2.4, 2.5, 2.7, 2.8		
3			3.1, 3.2	3.1, 3.2
4	4.3,	4.1, 4.3, 4.4		
5		5.2, 5.3, 5.5, 5.6		
6	6.1,			
7		7.1, 7.2, 7.3, 7.4		
8		8.1, 8.2, 8.3		
9				
10		10.4,		
11	11.1, 11.5	11.2, 11.7		
12		12.1, 12.2		
13	13.4, 13.7	13.1, 13.2, 13.3, 13.4, 13.5, 13.7		

Exit Interview Questions

- Tell us about your experience working with individuals with disabilities.
- What is important to you in an adapted physical education position?
- What strengths do you bring to an adapted physical education program?
- What do you think you need to learn more about?
- What do you feel are three key aspects of a quality adapted physical education program?
- What instruments are you familiar with for assessment? If you were doing an assessment on a child, how would you go about it?
- How do you go about determining appropriate IEP goals for your students?
- What are some strategies you use to incorporate paraprofessionals into your adapted physical education program?
- What do you consider when planning and programming units and lessons for your adapted physical education sessions?
- Share some of your behavior strategies when working with an individual with challenging behavior.
- What can you bring to a program?

Is there anything else you want to add?

Program Evaluation

- 2f) _____ Integrate knowledge from diverse subdisciplinary/disciplinary fields
3. **Understand advanced facts, concepts, constructs and literature of the APE subdiscipline.**
- 3a) _____ Understand the complex concepts associated with the APE subdiscipline
- 3b) _____ Understand and use the scholarly literature in APE
- 3c) _____ Understand and use technology to increase my learning of APE
4. **Apply the knowledge and skills acquired when teaching APE to children with disabilities in the public schools.**
- 4a) _____ Conduct formal and informal assessments of students with disabilities
- 4b) _____ Write an Individualized Education Plan (IEP)
- 4c) _____ Manage the behavior of a child or class
- 4d) _____ Design and implement a unit of instruction
- 4e) _____ Design, write, and teach a lesson
- 4f) _____ Make accommodations and modifications (i. e., equipment, individual child, group).
- 4g) _____ Include children with disabilities into general physical education
- 4h) _____ Analyze the effectiveness of my teaching
- 4i) _____ Teach specific special populations (i.e., identified in IDEA such as MR, Autism).
- 4j) _____ Adapt to unique teaching situations and deal with problems that arise in APE
5. **Acquire the skills that increase the likelihood of gaining employment in teaching APE in the public schools**
- 5a) _____ Use computer-based technologies (i.e., software, websites, email).
- 5b) _____ Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)
- 5c) _____ Acquire the necessary skills for employment in an APE position
- 5d) _____ Confidence in my ability to gain employment in APE
- 5e) _____ Appreciation for the APE disciplines and my desire to be a life long learner who will stay professionally involved

In the spaces provided below, please identify what you believe to be the major strengths and concerns of your preservice APE experience. For example, address the following area: course content, quality of university instruction, quality of advising or mentoring, course assignments, and fieldwork experiences. Comment on the quality of training you received in the program to prepare you for the challenges of teaching APE in the schools.

Strengths:

Suggestions for Improvement:

What Was Your Most Significant Learning Experience

Cooperating Teachers and Districts/County

Supervision

The following listed sites have been approved as APE student teaching sites. All other sites must be first approved by Dr. Rebecca Lytle and Dr. Debbie Summers.

Approved APE Student Teacher Sites

Cami Anderson	Butte Co. Office of Education	(530)532-5740.	canderso@bcoe.org
Gina McKeller	Butte Co. Office of Education	(530)532-5740	gmckella@bcoe.org
Heidi Erickson	Butte Co. Office of Education	(530)532-5740	herickso@bcoe.org
Jody Johnson	Tehama Co Office of Education	(530)527-5811	jjohnson1@tehamaschools.org
Lindsay Canales	Chico Unified School District	(530)891-2782	lcanales@chicousd.org
Steve Piluso	Glenn Co. Office of Education	(530)330-0051	spiluso@glenncoe.org

Role of the Education University Supervisor

The Education University Supervisor will visit the teacher candidate **a minimum of six times during the semester**. The Education University Supervisor will observe the teacher candidate in both general physical education and adapted physical education.

Role of the APE University Supervisor

The APE University Supervisor will visit the teacher candidate **twice during the semester**. In addition the APE university supervisor will be responsible for reviewing weekly reflection related to APE and contributing to the final evaluation of the teacher candidate.