

Adapted Physical Education Program

**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



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PHYSICAL EDUCATION
PROGRAM

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.

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.

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 a **minimum of 5 hours per week of instruction time with children** in adapted physical education during 18 weeks of supervised field work. This instruction time does not include drive or transition time, it is actual teaching time. 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.

The relationship of the teacher candidate to 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.

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).
2. IEP (Individualized Education Program)
 - a. Read through 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
 - (i. listening skills
 - (ii. establishing rapport
 - (iii. questioning skills
 - (iv. problem solving
 (i.e. GPE, OT, PT, Paraprofessionals, classroom teacher).
 - b. Attending various teacher meetings (i. e. SELPA, APE Meetings).
 - c. Participate in Consultation/Collaborative service delivery completing a consultation plan in the process.
7. Assessment
 - a. Ongoing assessment to monitor individual student's progress while teaching
 - b. Maintaining progress reports on online data system.

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.

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

You are expected to teach each class with a typed lesson plan. When to start, how detailed, how many? This is up to the discretion of the cooperating teacher. You are also required to obtain experience writing individual student reports which include progress, 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 submit 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 Journal

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

The first part of the assignment will involve video recording your teaching as often as possible. A minimum of two times during the semester is expected. At home you can individually view and analyze your own teaching on the video. 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 journal 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 journal. You can keep the entries brief. What is important is writing in the journal 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 will include monthly goals and you will write your progress toward the goal. 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 throughout the experience. Contents for the portfolio can be found below and in the KINE 617 Field Experience syllabus. 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. **You will submit a hard copy of your portfolio upon completion of the course and schedule an exit interview during you final week of fieldwork.** With the following information include a current resume, letters, pictures, certificates, or any other material to display you content knowledge from the program.

Portfolio Content

Items	Description
Assessment reports (2)	<p>The format of the report is not critical, the elements are. A model report should include the following:</p> <p>1. Student information</p> <ul style="list-style-type: none"> • Full legal name • Birthdate, age, gender • School and grade, educational program, teachers’ names <p>2. Evaluator Information</p> <ul style="list-style-type: none"> • Name, title, employer, position

3. Relevant background information (from file review)

- Disability description
- Reason for referral/assessment
- History of contact with student
- Other services
- Comment on vision and hearing screenings

4. Assessment and Results

- List of Assessments performed and dates
 - Include file review, observations, interviews, surveys, formal and informal assessment tools
- Description of assessment tools and procedures(formal and informal)
 - Clear description of the test, age, developmental level.
 - Note if the test is not normed with individuals with the particular disability
 - Note if you used a portion of the test
 - Indication of the validity and reliability of the assessment
- Section describing performance on each assessment used
 - Observations, interviews, surveys, formal and informal assessment tools
 - Report of actual test scores
 - Means, standard deviations, percentile and standard scores
 - Age equivalents/age ranges
 - Other scores may be appropriate
 - Description of the student's behavior during the assessment
- Summary of Assessments
 - Description of the formal and informal test results support one another
 - Areas of strengths and needs

5. Recommendations

- Recommendation of physical education placement(s) and most appropriate learning environment. (LRE)
 - Possible placements for physical education are: General Physical Education, Modified Physical Education, Specially Designed Physical Education, and Adapted Physical Education.
 - Attach some modifications/accommodations
- Service recommendation
 - Frequency and duration of APE services, if appropriate
 - Assessment results are used to determine if adapted physical education service is **appropriate**.
- Recommendations of goal information, possible standard.

6. Signed and dated by assessor

Behavioral plan	<ul style="list-style-type: none"> • Complete Functional Analysis with thorough answers <ul style="list-style-type: none"> ○ Thorough description of the target behavior ○ Includes past interventions • Chart behavior in the ABC Assessment format • Include reinforcement and preventive interventions <ul style="list-style-type: none"> ○ Realistic expectations
Collaboration Log	<ul style="list-style-type: none"> • Demonstrated participation in a variety of teaching activities <ul style="list-style-type: none"> ○ Specifically attended IEP meetings (minimum of 3, one being an assessment review) ○ Specifically met other service providers to understand their role with your students (PT, OT, O&M) ○ Attended professional in-service, conference, consortium
Consultation Plan	<ul style="list-style-type: none"> • Create a plan of action between you and a general education teacher <ul style="list-style-type: none"> ○ Common goal between professionals for the student's participation in class ○ Planned meeting intervals and communication strategies to create successful consultation ○ Services to be provided by adapted physical educator ○ Information and teaching strategies for GPE teacher to create successful inclusion
IEP Goal, objectives and benchmarks (3)	<ul style="list-style-type: none"> • Clearly identified observable and measureable skills <ul style="list-style-type: none"> ○ Criteria understandable/measureable • Standards based • Benchmarks create appropriate progression • These must be goals you personally wrote
Lesson Plans (4)	<ul style="list-style-type: none"> • Focus of lesson <ul style="list-style-type: none"> ○ Related to adapted physical education lesson • Objectives (at least 2) -Related to standards • Organization/management/cues <ul style="list-style-type: none"> ○ Materials and equipment ○ Include prompting methods ○ Appropriate cues for class environment <ul style="list-style-type: none"> ▪ Physical cues that will be needed ▪ Environmental cues (examples: poly spots, markers) ○ Appropriate progression ○ Motivating activities ○ Specific accommodations and modifications
Periodic reviews (2)	<ul style="list-style-type: none"> • Include reviews from your cooperating teacher or someone's observation of your APE lesson.
Professional goals and action plan	<ul style="list-style-type: none"> • 4 goals to accomplish during you first 3 years of teaching • With each goal list actions you will take as a professional to obtain each goal • Think beyond gaining your credential and obtaining a job
Resources for	<ul style="list-style-type: none"> • Recreation, sport, and activities for individuals with disabilities

community based programs	<ul style="list-style-type: none"> • Community or regionally based • Current links and contacts
Self-evaluation of teaching (2)	<ul style="list-style-type: none"> • Midpoint and a final self-evaluation • Considered data from video analysis • Uses reflections from lesson plans • Considered comments from cooperating teacher and supervisor • Includes growth and areas of needed growth • Includes goals to work towards and plan of how to meet the goals
Strategies for working with families	<ul style="list-style-type: none"> • Parent questionnaire • List of useful strategies to consider
Teaching philosophy	<ul style="list-style-type: none"> • Link your philosophy of teaching physical education and adapted physical education • Be specific about your philosophy on supporting student learning in their least restrictive environment
Unit or curriculum plan	<ul style="list-style-type: none"> • Objectives <ul style="list-style-type: none"> ○ 3 objectives that relate to the progression of the plan and standard related • Progression of the plan <ul style="list-style-type: none"> ○ Progression of skills giving examples of warm-ups; motivating practice activities, and age-appropriate games to be performed for each day of the unit. ○ Realistic expectations • Teaching considerations <ul style="list-style-type: none"> ○ Modifications and accommodations for activities should be listed in the plan that matches student abilities. ○ Suggestions for success should be listed to include the student/client throughout the plan. ○ Includes periodic assessments (3) or evaluations of progress throughout unit.
Video Analysis of teaching (2)	<ul style="list-style-type: none"> • 5 different analyses performed completely and correctly • Reflected on each analysis through answering of questions and narrative • Set clear goals based on analysis
Web Information	<ul style="list-style-type: none"> • Information includes <ul style="list-style-type: none"> ○ Disability related ○ Physical Education resources ○ Adapted Physical Education resources • Current links • Teacher friendly format

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.

Assessment Report Elements

An Adapted Physical Education report of teacher assessment is a critical element in the process of identifying the needs and services for children with disabilities. While the format of the report is not critical, the elements are. A model report should include the following:

1. Student information

- Full legal name

- Birthdate, age
- Gender
- School and grade, educational program
- Teachers' names

2. Evaluator Information

- Name, Title
- Employer, position

3. Relevant background information (from file review)

- Disability description
- Reason for referral/assessment
- History of schools
- History of contact with student
- Other services
- Comment on vision and hearing screenings.

4. Assessment and Results

- List of Assessments performed and dates
 - Include file review, observations, interviews, surveys, formal and informal assessment tools
- Description of assessment tools and procedures(formal and informal)
 - Clear description of the test, age, developmental level.
 - Note if the test is not normed with individuals with the particular disability
 - Note if you are using a portion of the test
 - Indication of the validity and reliability of the assessment
- Section describing performance on each assessment used
 - observations, interviews, surveys, formal and informal assessment tools
 - Report of actual test scores
 - Means and Standard deviations
 - Percentile scores
 - Standard scores
 - Age equivalents/age ranges
 - Other scores may be appropriate
 - Description of the student's behavior during the assessment
- Summary of Assessments
 - Description of the formal and informal test results support one another
 - Areas of strengths and needs

5. Recommendations

- Recommendation of physical education placement(s) and most appropriate learning environment. (LRE)
 - Possible placements for physical education are: General Physical Education, Modified Physical Education, Specially Designed Physical Education, and Adapted Physical Education.
 - Attach some modifications/accommodations
- Service recommendation
 - Frequency and duration of APE services, if appropriate

- Assessment results are used to determine if adapted physical education service is **appropriate**.
 - Watch the use of language of “qualification” or “eligibility”.
- Recommendations of goal information, possible standard.

6. Signed and dated by assessor

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)

Student Teacher Competencies in Adapted Physical Education

Date

Candidate

Cooperating Teacher

University Coordinator

APE Coordinator

EC – Exceeded criteria, exemplary work

MC – Met criteria

NM – Criteria not met

N/O – No opportunity to observe

**Students must receive a minimum of MC on all criteria.

Professionalism and Ethics	
	Reduces safety concerns from learning area. (2.7)
	Monitors class consistently. (2.7)
	Recognizes and minimizes attractive nuisances in the learning area. (2.7)
	Uses “back to wall” technique to keep class in view during the lesson. (2.7)
	Works with variety of grade levels. (8.1)
	Works with a variety of disabilities. (8.1)
	Works full continuum of service delivery options for physical education. (8.1)
	Works with families outside of the IEP setting. (8.2)
	Assumes full responsibility of services during culminating field experience. (8.3)
	Identifies modifications in equipment (eg standing gait trainer). (8.3)
	Provides appropriate curriculum to meet child’s needs. (8.3)
	Provides appropriate equipment to meet child’s needs. (8.3)
	Demonstrates knowledge of timelines for referrals and IEP meetings. (8.3)
	Demonstrates professionalism in relating assessment results and recommendations during an IEP meeting. (2.3)
	**Example(s):
Teaching	
	Uses a variety of teaching strategies that vary with the unique needs of the individual student. (11.2)
	Demonstrates knowledge of an individual’s IEP objectives and implements them through appropriate programming. (11.2)
	Structures an environment and lesson that provides feedback. (11.2)
	Provides appropriate amount of feedback. (11.2)
	Varies type of feedback provided. (11.2)
	Identifies the communicative function of a behavior and determines appropriate intervention strategies. (11.2)
	Utilizes applied behavior analysis research and standards of practice to elicit desired behaviors and to promote the acquisition of motor skills. (11.2) <ul style="list-style-type: none"> • Student has clearly defined classroom rules and management procedures. (11.2) • Coding procedures for documenting behavior. (e.g. Use of ABC form). (11.2) • Sample reinforcement plan. (11.2)
	Identifies and modifies environmental factors that contribute to

	inappropriate behaviors. (11.2)
	Able to use a variety of teaching strategies to create success towards accomplishing goals. (13.1)
	Uses effective teaching cues. (13.1)
	Uses appropriate technology for instruction. (13.1)
	Demonstrates use of safe and developmentally appropriate physical education in a variety of settings by selecting and/or modifying equipment, environments, and instructional strategies to meet the unique needs of students. (13.2)
	Uses strategies that were developed through collaboration with another specialists/teacher. (4.3)
	Implements strategies to maintain and increase appropriate behaviors by using such techniques as modeling, reinforcement principles, and group contingencies. (4.3)
	**Example(s):
Programming	
	Maintains daily records for children on caseload.(2.3) (2.4)
	Uses recommendations from assessment report in programming. (10.4)
	Develops goals for children on caseload. (2.3) (2.4)
	Creates curriculum/unit plans for children/groups on caseload demonstrating ability to use assessment and goals to guide programming. (5.2)
	Lessons include aspects promoting self-determination. (7.2)
	Identifies appropriate programs for individuals both in the school setting and community. (7.2)
	Matches lesson to standards of grade level. (13.3)
	Chooses age appropriate programming/curriculum choices for the children with disabilities.(11.7)
	Uses task analysis of movement patterns. (13.3)
	Implements an observational checklist or rubric for skill development. (13.3)
	Lesson(s) demonstrated cooperative learning strategies. (13.3)
	Lesson(s) demonstrated appropriate objectives in the affective domain. (13.3)
	Makes modifications based on physiological differences due to disease and/or medication. (12.2)
	Makes modifications of the curriculum for cardiorespiratory related activities (eg. Vary the distance, time, or movement pattern to accommodate individual differences). (12.2)
	Demonstrates knowledge of the disabilities as demonstrated in the lesson plan (eg., student with autism is given the appropriate number of breaks during the lesson). (12.1)
	Completes progress reports. (2.3) (2.4)
	**Example(s):
Assessment	

	Identifies necessary goals based on assessment results and curriculum. (2.4) (4.1)
	Writes age and developmentally appropriate goals. (4.1)
	Writes standards based goals and objectives. (4.1)
	Performs a minimum of 2 full assessments including best practices of 2 formal assessment instruments, GPE & recess observation, and survey or interview of GE/GPE/SDC teacher. (5.6)
	Demonstrates knowledge of critical elements of fundamental motor patterns and the individual's functional movement patterns (eg. Understanding how CP may constrain the throwing pattern of a child). (5.6)
	Interprets assessment results and makes applications to student placement, goals and objectives, and programs. (5.6)
	Writes assessment reports including appropriate objectives and benchmarks. (5.6)
	Identifies the appropriate teaching setting. (5.6)
	Constructs an appropriate functional movement assessment for individuals who standardized tests would be inappropriate. (5.6)
	Choses appropriate instruments for testing
	Demonstrates use of online IEP database (i.e. SEIS) in fieldwork. (5.5)
	Identifies appropriate disability category for students receiving Special Education services and Adapted Physical Education. (10.1)
	**Example(s):
Collaboration and Communication	
	Completes consultation/Collaboration reports and plans. (7.3)
	Collaborates with personnel from other educational and community agencies to plan for successful physical activity transitions. (7.3)
	Inputs through online IEP database (i.e. SEIS). (7.4) (2.4) <ul style="list-style-type: none"> • present levels of performance • annual goals • progress reports
	Suggests successful activities for the inclusion of students with disabilities in inclusive settings. (13.5)
	Provides recommendations to GPE teachers for accommodations for students within inclusive settings. (13.5)
	Demonstrates follow-up skills in consulting with others. (13.5)
	**Example(s):