



**Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14**

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	Adapted Physical Education Program
Name of Program	Adapted Physical Education Program
Credential awarded	Adapted Physical Education Added Authorization
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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Phone #	
E-mail	

Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendix. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Adapted Physical Education

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included solely as a means of establishing a trend.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Kinesiology Department (KIN) at California State University, Long Beach (CSULB) offers candidates a diversified and comprehensive program of study toward the successful completion of the California Adapted Physical Education (APE) Added Authorization (APEAA). The Program includes academic sequenced coursework and a variety of supervised on-campus and off-campus fieldwork experiences (i. e., on-campus CSULB, agencies, and various local public school sites). The mission of the APEAA program is to promote school improvement and be an advocate for individuals with disabilities by providing a highly effective physical education teacher training program. The program is strongly committed to the development of APE teachers to teach the diverse student populations and disabilities attending the California Public schools, especially students who are precluded from participating in a general education physical education program. See more detailed information on CSULB APE program website:

http://www.csulb.edu/colleges/chhs/departments/kin/degree_options/AdaptedPE.htm

In the APEAA program, general pedagogical knowledge is sequenced and spiraled throughout the curriculum and provides candidates with a broad-based perspective of physical education programming for individuals with disabilities related to the total school curriculum (*APE Guidelines in the California Schools* 2012; Auxter, Pyfer, Zittel & Roth, 2010; Sherrill, 2004, Winnick, 2011). Examples of general pedagogical knowledge information offered in the CSULB APEAA program include such foundational courses as *Introduction to APE* (KIN 320) and *Collaborative Models of Inclusive Ed: Partnerships & Strategies for Teaching All Students in Secondary Schools* (EDSP 355 B). Pedagogical content knowledge, specific to teaching APE, provides candidates with the necessary tools and resources to effectively identify program content, design effective program goals and objectives, choose appropriate instructional strategies and evaluate program effectiveness specific to various disabilities (Horvat, Martin & Kelly 2007; Winnick, 2011). Candidates are also provided opportunities to develop the skills needed to analyze the teaching of; physical fitness, fundamental motor skills, innovative cooperative games, and individual/dual and team sports to individuals with disabilities as identified in the Individuals with Disabilities Act (Federal Register, IDEA, 2004). Examples of pedagogical content knowledge areas addressed in the CSULB APEAA program include such pedagogy courses as *Adapted Physical Education* (KIN 320), *Motor Assessment* (KIN 427),

Physical Activities for Individuals with Disabilities, (KIN 387), and Organization and Management of APE (KIN 388). In addition, all Candidates select two elective courses from five listed courses

The APEAA program provides candidates with field-based practicum opportunities to apply theoretical knowledge in practical settings. These field-based or practicum experiences afford candidates the opportunity to provide physical education instruction to individuals with diverse needs and various disabilities across the life span (preschool to adults). KIN 489 A includes directed fieldwork experiences in such settings as the CSULB on-campus After School Adapted Physical-activity Program (ASAPP), Camp Nugget a summer physical activity program for children with disabilities, and various local public school teaching sites. Available to students studying in the program are over 25 public school sites in LA and Orange County supervised by Certified APEAA teachers. In summary, the subject matter knowledge base and fieldwork opportunities closely follows the NCATE CCTC APE Curriculum and Content Foundation Standards and the CSULB APEAA coursework including the identified student learning outcomes. Table 1 provides a summary of program learning outcomes, signature assignments, and key standards.

During any given period, there are approximately 40 students enrolled in the program all who are at different stages of course work and making progress toward completing the APEAA program. This number includes candidates who are enrolled in the APE Program and are completing both the Single Subject Physical Education and APEAA Credential as well as teachers who have already completed either a single subject physical education (SSPE), multiple subject (MS) or education specialist (SE) credential and are enrolled in the APEAA program only. For this reason, it is difficult for the university to keep track of program admission and advancement data of APEAA candidates (Table 2). However, the data of yearly graduates from the APEAA program is available and collected. Since 1988, the program has awarded an average of approximately 12 candidates with APEAA Credentials per year. During the past few years that number has slightly increased, for example, table 4 includes the number of candidates who have advanced to the culminating experience and successfully exited the APE program for both AY 2013 (15) and 2014 (14). These numbers are accurate because as the APEAA Coordinator, I meet and interview each candidate upon graduation. The CSU system currently has 10 programs that have been granted the APEAA. CSULB is one of two programs that, on an annual basis, provides the greatest number of APEAA Credential candidates. The APE program is a highly specialized program and a great demand for APE teachers in the public schools exists with a 95 to 100% job placement rate of CSULB APEAA graduates.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Identify and cite current legal mandates including federal and state legislation pertaining to the physical education for individuals with disabilities including the design of an individualized educational program (IEP) for individuals with disabilities.	Create an assessment report in physical education appropriate for individuals with various disabilities.	Construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan.	Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.	Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.	Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.
Signature Assignment(s)	IEP	Assess Report	Unit Plan	Behavior Management Plan	Teacher Reflection w/ Lesson Plan	Philosophy
State Standards	21, 22, 28	20, 27	21, 22, 28	19, 30	21, 22, 28, 29	12-27, 31-32
Conceptual Framework	Evidence-based Practices; Collaboration; Advocacy	Collaboration; Evidence-based Practices; Advocacy	Evidence-based Practices;	Evidence-based Practices; Collaboration	Innovation; Effective Pedagogy; Evidence-based practices	Collaboration; Scholarship; Leadership
CSULB Learning Outcomes	Engaged in global and local issues; Integrating liberal education; Collaborative problem solving	Knowledge and respect for diversity; Integrating liberal education; Collaborative problem solving	Integrating liberal education; Collaborative problem solving	Integrating liberal education; Collaborative problem solving	Integrating liberal education; Collaborative problem solving	Well-prepared; Integrating liberal education; Collaborative problem solving
NCATE Elements	Professional Knowledge and Skills	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Dispositions

Table 2

Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience), Comprehensive Exam Results, APEAA Exit Interview, and Portfolio

	2012-2013	2013-2014
Distinction	11	12
Satisfactory	4	2
Total¹	15	14

Table 3

Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)

	2012-2013	2013-2014
Credential	15	14

Table 4

Faculty Profile 2012-2014²

Status	2012-2013	2013-2014
Full-time TT/Lecturer	1	1
Part-time Lecturer	1	1
Total:	2	2

- 2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.**

All of the APE Faculty (full and part-time) reviewed and discussed the assessment findings on September 12, 2014 during the Beyond Compliance workshop. Over the next few weeks, The APEAA Biannual report was written and all of the APE faculty were given the opportunity to provide input and approve the final report for submission.

¹ The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-14 may be accounted for twice.

² Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

The Adapted Physical Education program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported Appendix A.
- **APE Teaching Portfolio and Exit Interview:** An important part of successfully completing the APEAA program is that each candidate meets with the APE Coordinator to present their “APE Teaching Portfolio” for evaluation. The evaluation of the “APE Teaching Portfolio” is part of the exit interview meeting and is usually an hour-long session. The portfolio includes candidate samples of key completed subject matter competence material items during various stages of coursework in the APE program that is critical to successful APE teaching. These portfolio items are aligned with the 13 CTC APEAA standards. This is the culminating experience for each candidate before successfully graduating from the program. Candidate performance data related to this assignment are reported in Table 5 (below).
- **APE Program Exit Survey:** Each APEAA candidate completes a web-based exit survey. From 2008 to 2014, APE candidates answered a post exit survey of the APE program effectiveness website at https://csulb.qualtrics.com/SE/?SID=SV_5bPJmh1loOCvHnv. A total of 89 candidates responded to the survey. The Survey is an 11 item questionnaire with the first six questions asking demographic data including year and month of survey completion, year of graduation, type of program completed, gender, and ethnicity. Questions 7-11 include items on a 4 point scale ranging from (1) not at all, (2) slight degree (3) moderate degree, and (4) large degree. In general, these questions ask the candidate to what degree the APE program has helped them attain certain specific competences related to teaching APE. Included in the survey were three open ended questions: program strengths, suggestions for improvement and most significant learning experience. This survey and exit interview affords the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. The collective results of the 2008-2014 APE candidate responses from the Post APE program exit survey for specific survey item questions 7-11 can be found in Appendix B.

Additional information, including each program’s assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used).**

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A.

Figure 1

Figure 1 shows aggregate data by SLO for a three-year period based on points earned.

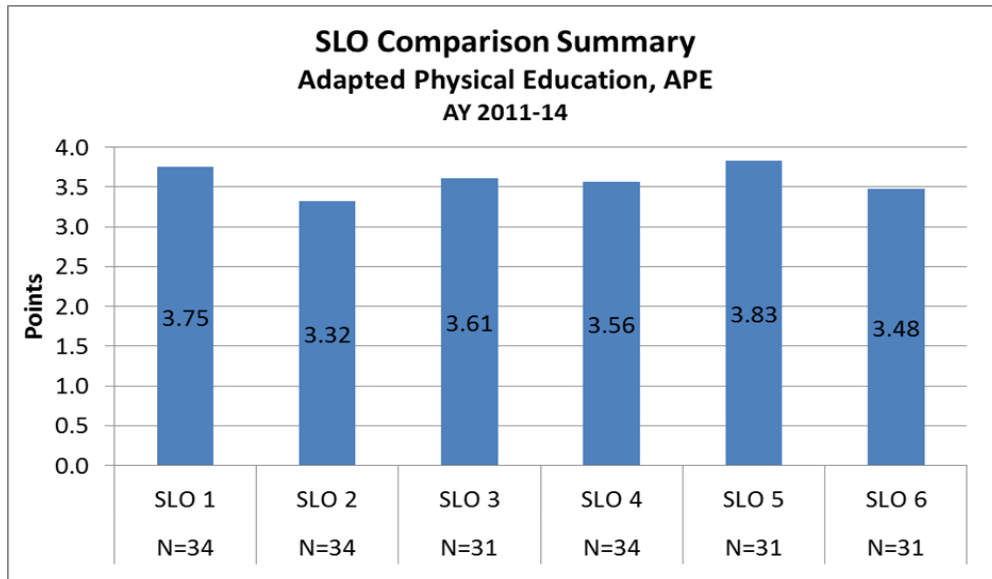
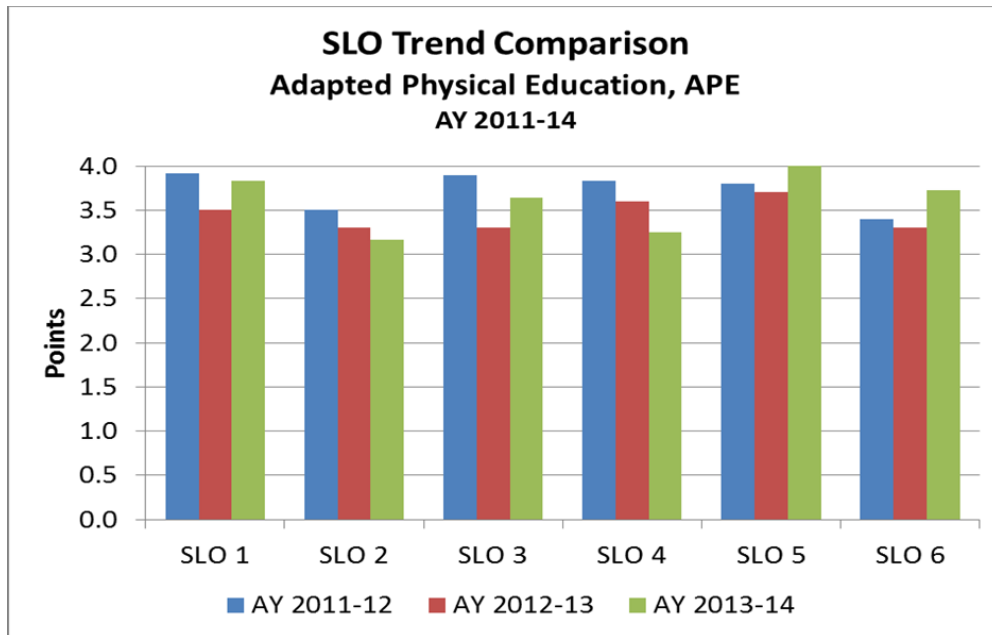


Figure 2

Figure 2 shows trends in SLO data across three years based on points earned.



- b. **Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness.**

The APE program has reviewed and interpreted data from the following survey. Relevant data related to specific survey items and can be found in Appendix B.

Survey

APE Program Exit Survey

Items

Questions 7-11

APE Program Exit Survey Findings

Overall 2008 to 2014 data results for items 7-11 including all subquestions on the exit survey of APE candidates assessed to what degree the APE program has helped them attain competences in specific APE skill areas. Questions 7-11 include items on a 4 point scale ranging from (1) not at all, (2) slight degree (3) moderate degree, and (4) large degree. At least 80% of all respondents answered to a “moderate or large degree” on all 5 items including all subquestions (mean scores ranged from 3.47 to 3.89). Results indicate that overall the candidates believe themselves to be competent in the skills necessary to be an effective APE teacher. This information reported by the students in the self-report post exit survey supports the data collected in signature assignments 1-6. For example, see Item #10, “attain skills related to applying the knowledge and skills acquired when teaching APE to children with disabilities in the public schools.” At least 80% of respondents answered, to a “moderate” or “large” degree. This question is similar to APE SLO Signature assignments 1-6 and included such survey items as conduct formal and informal assessments, write IEPs, manage behavior, design and write unit and lesson plans, analyze teaching, make program modifications, and successfully include children with disabilities into general physical education. These are essential skills to being an effective APE teacher. In addition, the APE faculty are pleased with the survey results, especially item 11, subquestion 1, “technology application which in the past was identified as a program action with faculty taking steps to assist candidates to grow in this area.

4. **OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.**

Candidate Exit Interview and Portfolio Evaluation

All APEAA candidates conduct an exit interview with the APE Coordinator to evaluate each candidate’s competence that adheres to the CTC APE program standards and NCATE Professional Standards. This is the culminating experience for each candidate. The exit interview includes (a.) electronic exit survey (conducted prior to interview meeting), (b.) evaluation of program standards and portfolio, (c.) interview and (d.) certification verification document of course work to successfully complete APEAA. During this exit interview the candidate presents his or her APE Teaching Portfolio.

The evaluation of the portfolio is based on a 3-point rubric scale: (3) Met Standard with Distinction, (2) Met Standard Satisfactorily and (0-1) Standard Not Met or Not Satisfactory (needs more material for specific section). The total composite score is based on the 7 application items with each item

evaluated by the reviewer and worth 0-3 points and reflects the following: Distinction 21-19 points with no one individual item rating below a two, Satisfactory 18-15 points, and Not met 14 points or below. Results from the past two years (2013 and 2014) are located in the table that follows:

Table 5

APEAA Portfolio Notebook Exit Evaluation

	AY 2012-13	AY 2013-14
3 Distinction (19-21)	11	12
2 Satisfactory (15-18)	4	2
0-1 Not Satisfactory Met (14 or below)	0	0

Analysis and Actions

- Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)**

The majority of candidates in the APE program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all six signature assignments with scores ranging from SLO 5 being the highest (3.83) to SLO 2 being lowest (3.32). This is consistent with past findings.

Possible reason for these high scores can be attributed to classes usually consisting of enrollments of less than 15 students and students received a great deal of individual instructor attention on signature assignments. An additional contributing factor and strength of the program is that the major concepts on signature assignments are first introduced in early courses in the program (i.e., KIN 320, KIN 427) and students have the opportunity to practice and develop these concepts with teacher feedback throughout the series of APE courses. An additional specific strength of the program is that the APE Coordinator is responsible for coordinating the evaluation of all candidates during APE signature assignments. This assures continuity and consistency for each candidate's evaluation.

Further analysis of program strengths and areas for improvement is discussed in Tables 6 and 7 on the following pages.

Table 6

Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Articulating APE Philosophy	Signature Assignment; APE Exit Survey		Students express concerns regarding overall lack of clarity with assignment description and scoring rubric.	In general, student averages on the assignment associated with this SLO have proved challenging for students. In general, the overall 0-4 average for this assignment and outcome remain slightly lower in comparison to other SLOs
2	Assessment Report Writing	Signature Assignment; APE Exit Survey		Based on average criteria scores presented for this outcome, candidates struggle with the following skills related to assessment report writing: 1.) reporting specific test data (criterion 2), and 2.) Content assessment reporting using strong writing mechanics (criterion 4). Exit survey responses indicate that, generally speaking, candidates have limited experience reporting test results and writing reports	The average score on the signature assignment mapped to this outcome has consistently decreased since 2011. The reason for this trend may be partially attributable to the fact that candidates typically have very limited experience reporting test results and writing reports of this nature prior to enrolling in KIN 489A.

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 7

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	Review & revise signature assignment for SLO 6 to include more detailed directions and a clearer scoring rubric for students; additionally, the course instructor will provide students with more verbal instruction and guidance related to the assignment	APE Coordinator and Course instructor	Spring 2015	APEAA Std 9-13	
2	Faculty in KIN 489A will provide more explicit guidance and examples for students when conducting this assignment, with specific attention and support being devoted to candidates' skill development in the following key areas: 1.) reporting specific test data, and 2.) content assessment reporting using strong writing mechanics.	Course Instructor	Spring 2015	APEAA Std 5	

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

Yes (see below)

No (no further action is required)

If YES, please document planned changes below:

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
KIN 388	SLO 6	More detailed directions to assignment and scoring rubric	Candidates felt this was the most challenging SLO assignment and instructor will provide more detailed instructions

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

APPENDIX A:
Candidate Performance Data

Adapted Physical Education Signature Assignment Data Report AY 2011-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a three-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across three years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across three years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a three-year period based on the average percentage of points earned.

APE Student Learning Outcomes

Outcome 1: Identify and cite current legal mandates including federal and state legislation pertaining to the physical education for individuals with disabilities including the design of an individualized educational program (IEP) for individuals with disabilities.

Outcome 2: Create an assessment report in physical education appropriate for individuals with various disabilities.

Outcome 3: Construct an appropriate physical education instructional program for individuals with disabilities that include the design of unit plan.

Outcome 4: Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.

Outcome 5: Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.

Outcome 6: Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.

Figure 1

Figure 1 shows aggregate data by SLO for a three-year period based on points earned.

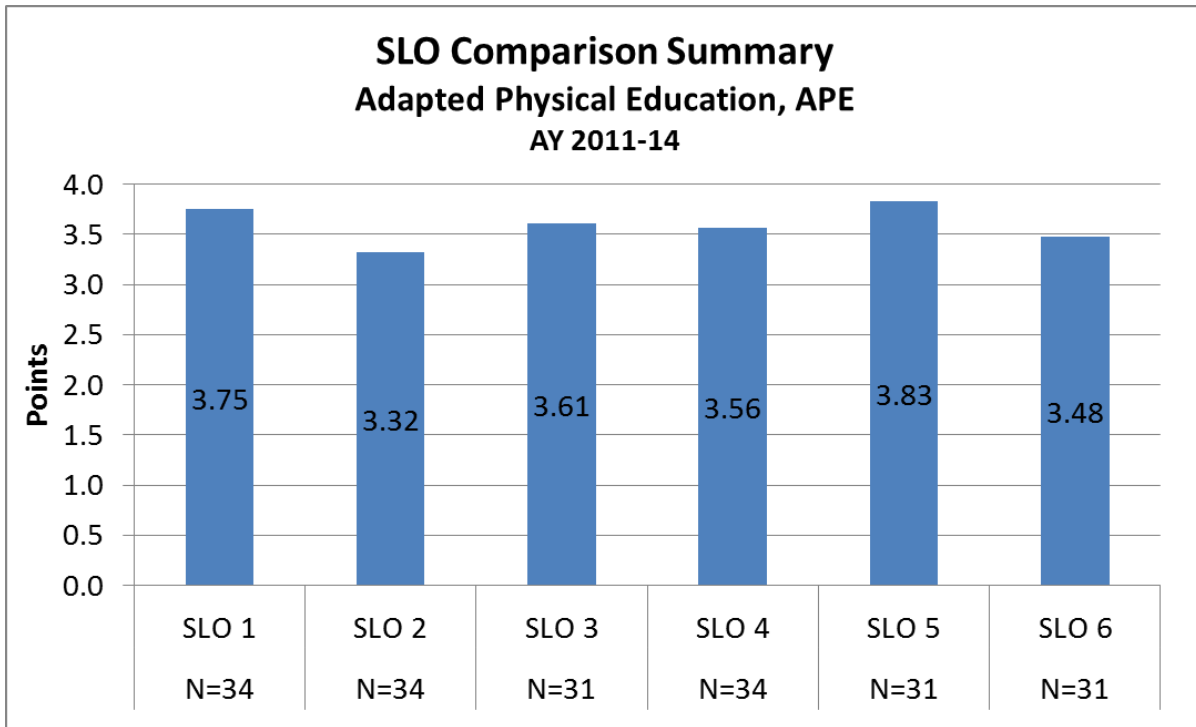
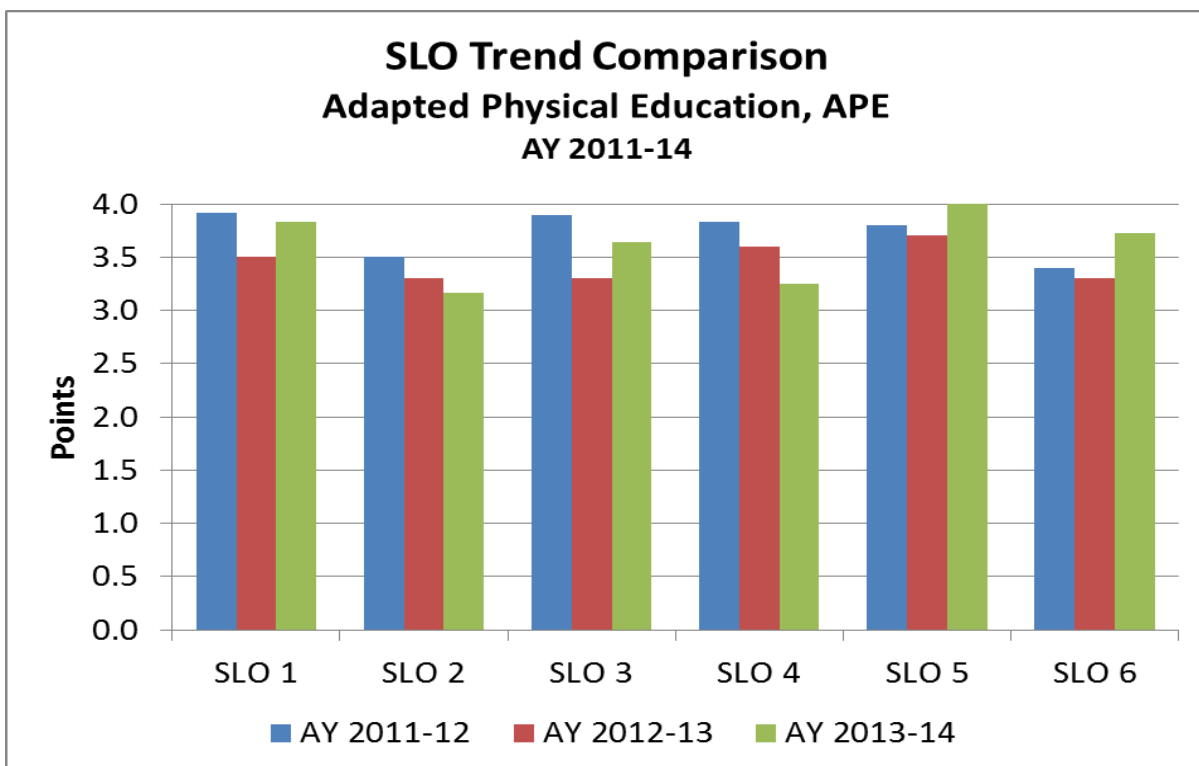


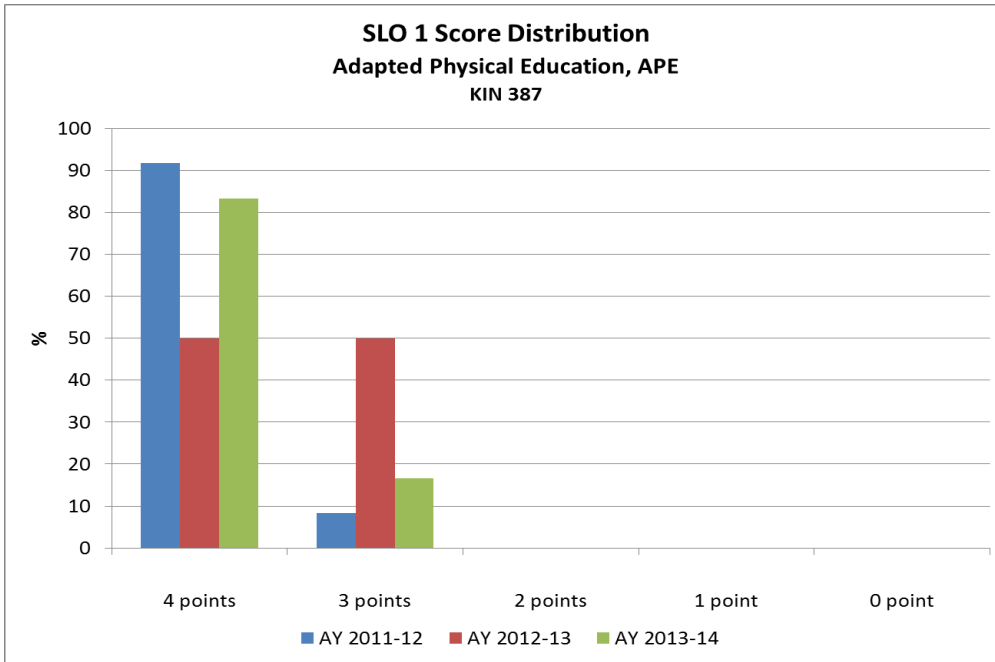
Figure 2

Figure 2 shows trends in SLO data across three years based on points earned.



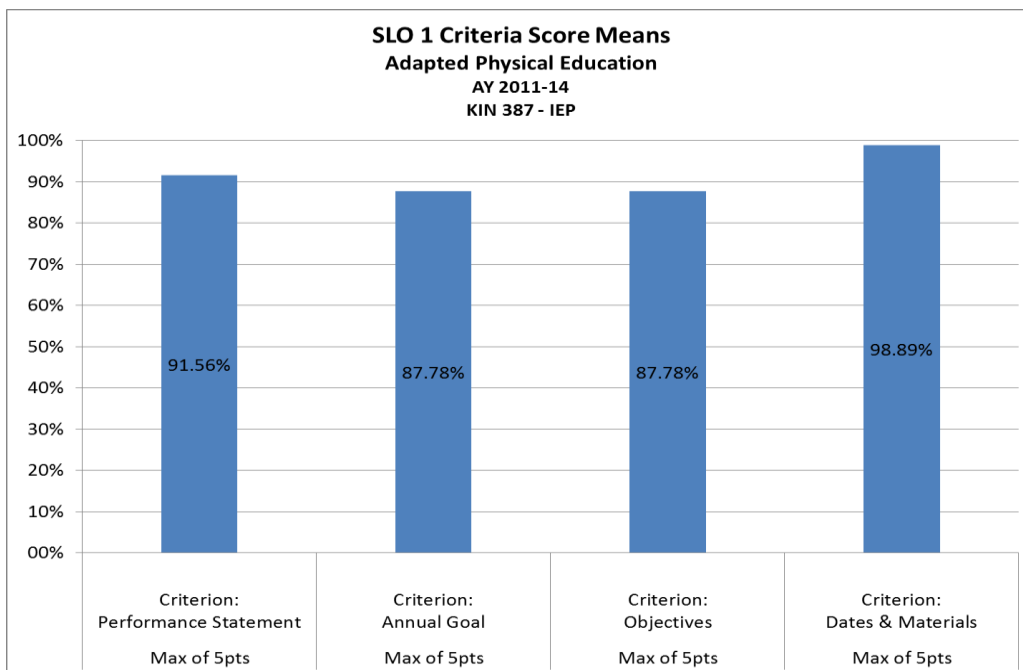
Outcome 1: Identify and cite current legal mandates including federal and state legislation pertaining to the physical education for individuals with disabilities including the design of an individualized educational program (IEP) for individuals with disabilities.

Figure 3



AY	N	Mean	SD
AY 2011-12	12	3.92	0.28
AY 2012-13	10	3.50	0.50
AY 2013-14	12	3.83	0.37

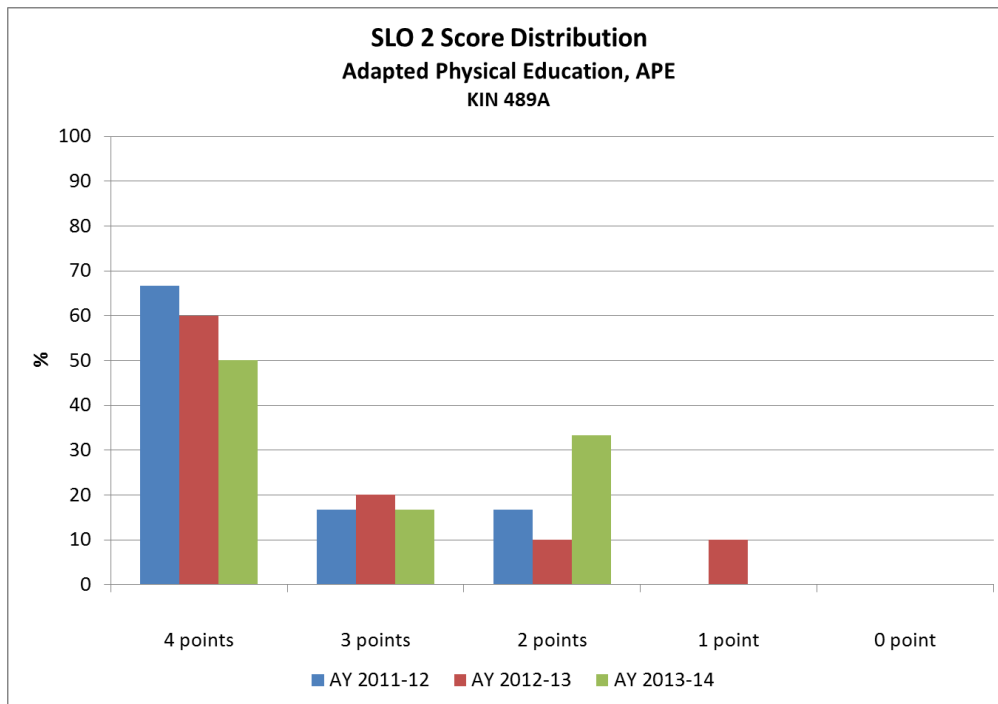
Figure 4



AY	Max N
AY 2011-12	12
AY 2012-13	10
AY 2013-14	12

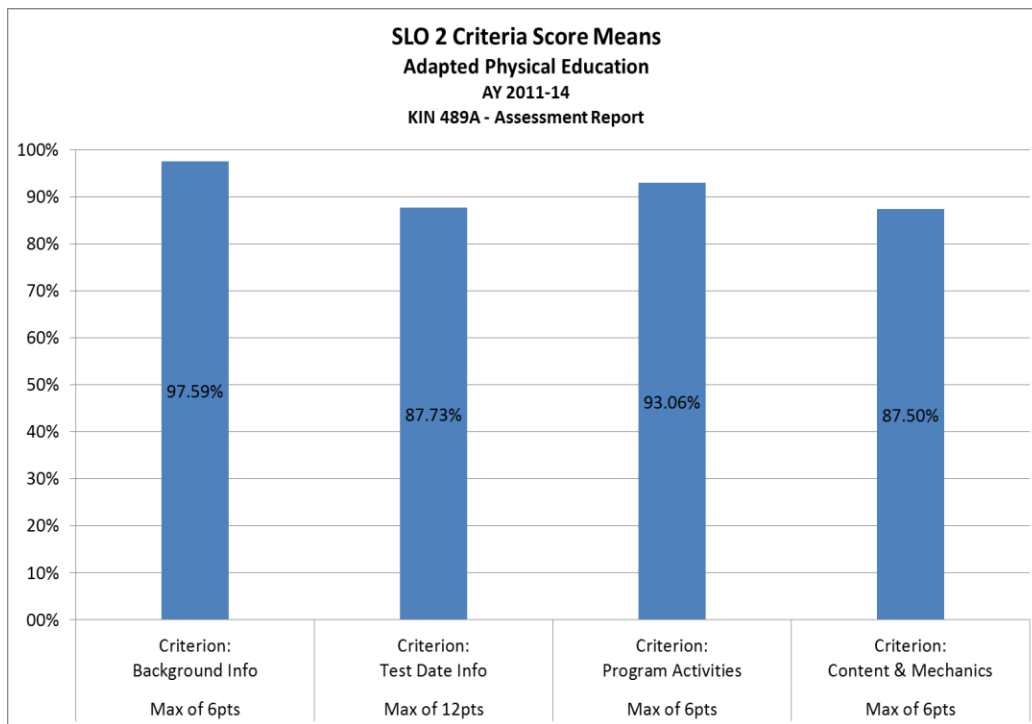
Outcome 2: Create an assessment report in physical education appropriate for individuals with various disabilities.

Figure 5



AY	N	Mean	SD
AY 2011-12	12	3.50	0.76
AY 2012-13	10	3.30	1.00
AY 2013-14	12	3.17	0.90

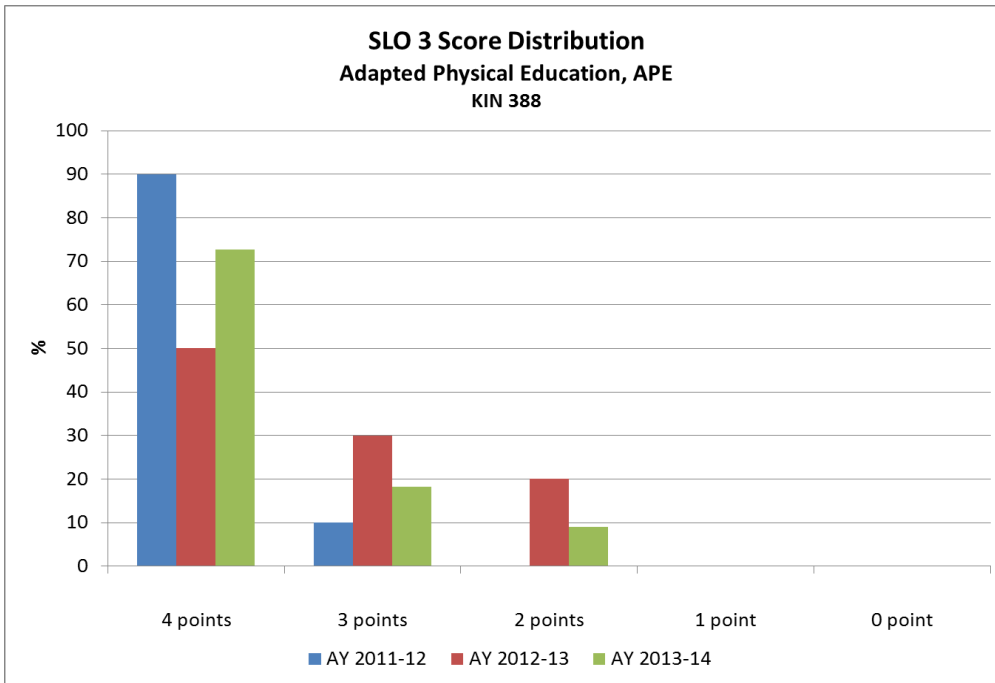
Figure 6



AY	Max N
AY 2011-12	12
AY 2012-13	10
AY 2013-14	12

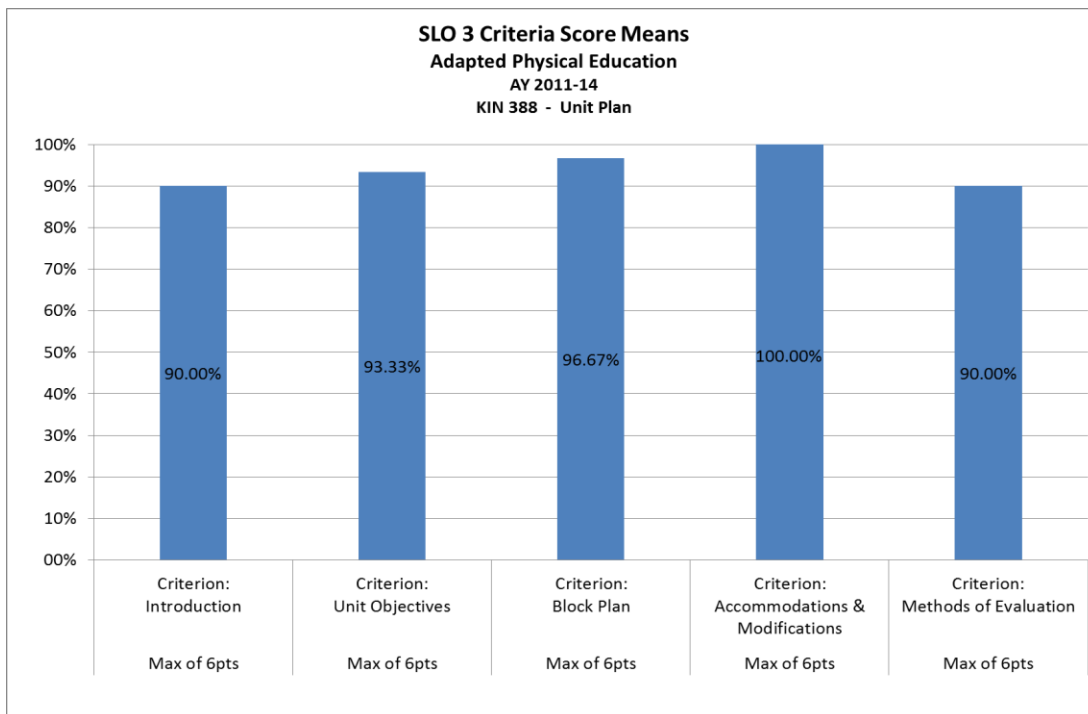
Outcome 3: Construct an appropriate physical education instructional program for individuals with disabilities that include the design of unit plan.

Figure 7



AY	N	Mean	SD
AY 2011-12	10	3.90	0.30
AY 2012-13	10	3.30	0.78
AY 2013-14	11	3.64	0.64

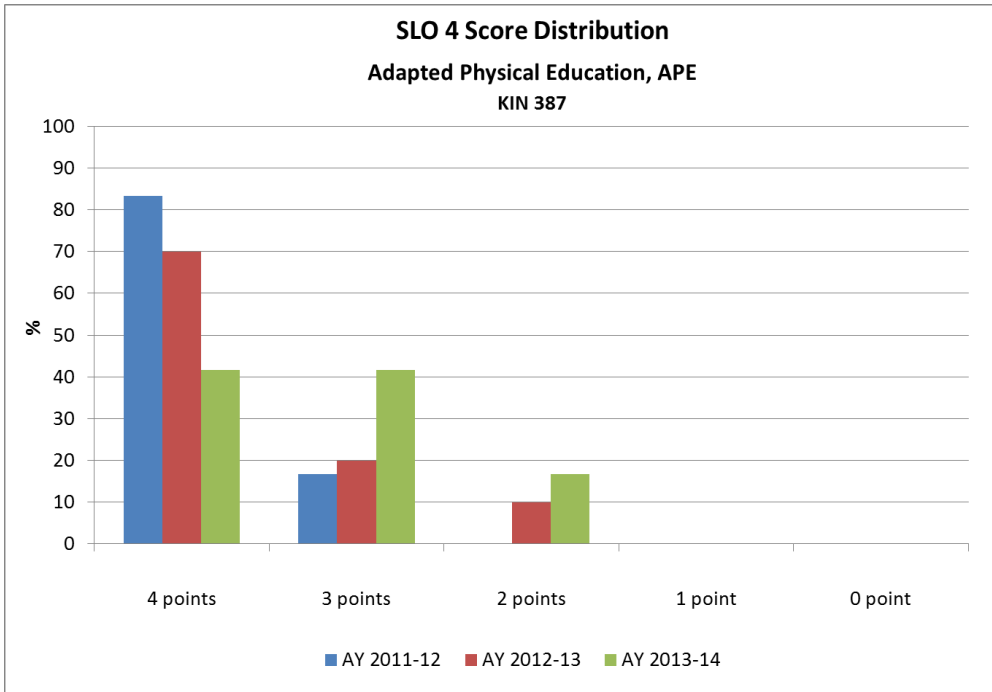
Figure 8



AY	Max N
AY 2011-12	10
AY 2012-13	10
AY 2013-14	11

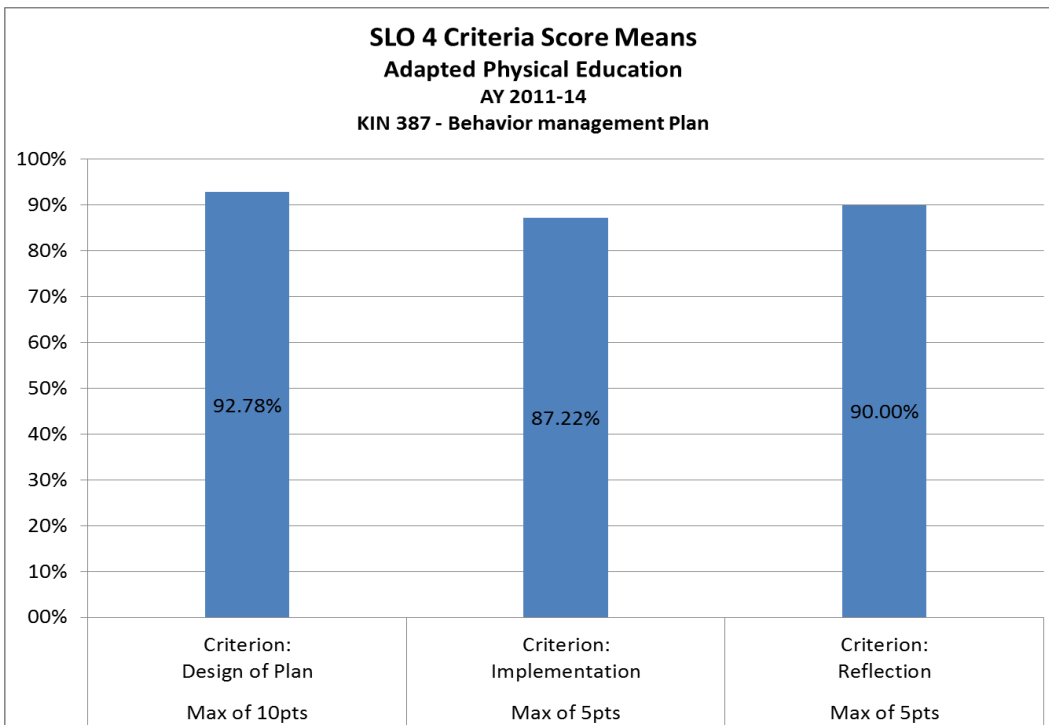
Outcome 4: Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.

Figure 9



AY	N	Mean	SD
AY 2011-12	12	3.83	0.37
AY 2012-13	10	3.60	0.66
AY 2013-14	12	3.25	0.72

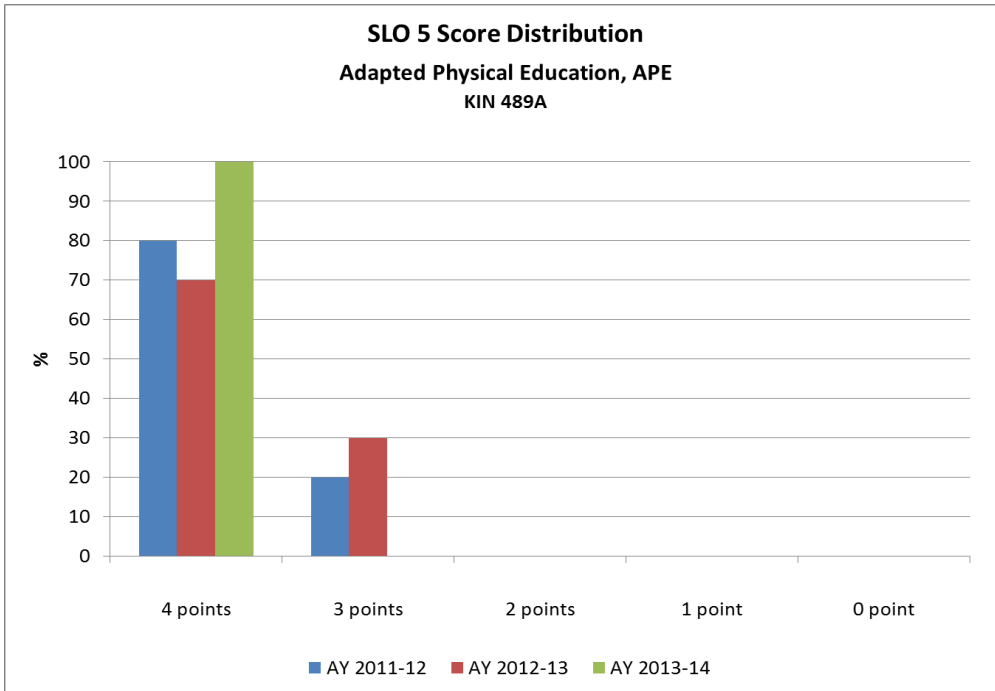
Figure 10



AY	Max N
AY 2011-12	12
AY 2012-13	10
AY 2013-14	12

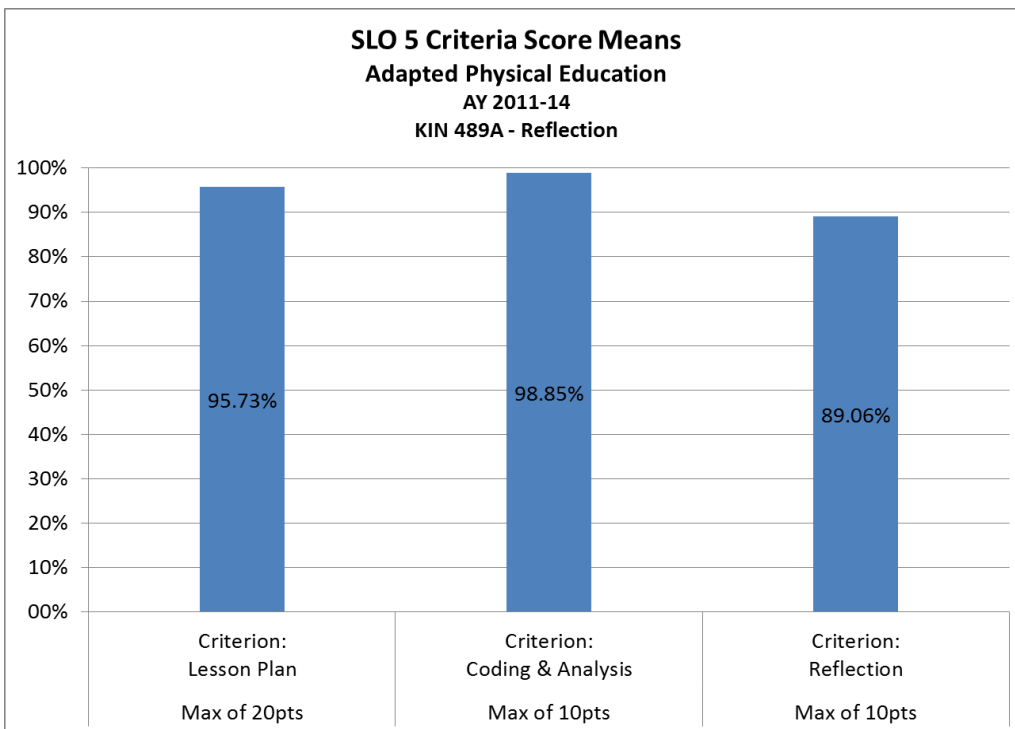
Outcome 5: Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.

Figure 11



AY	N	Mean	SD
AY 2011-12	10	3.80	0.40
AY 2012-13	10	3.70	0.46
AY 2013-14	11	4.00	0.00

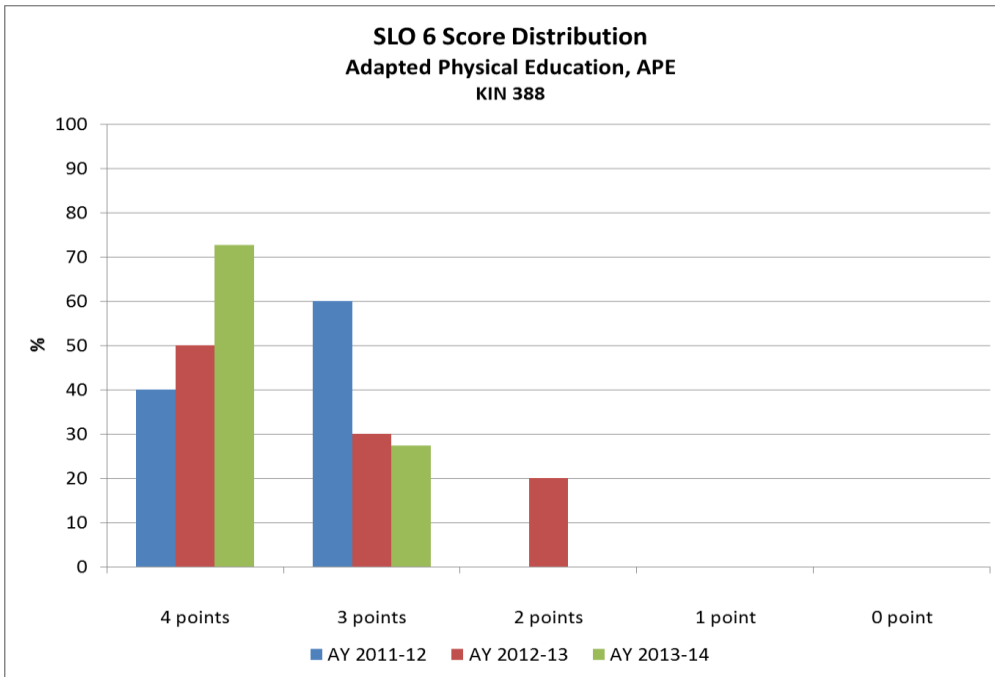
Figure 12



AY	Max N
AY 2011-12	10
AY 2012-13	10
AY 2013-14	11

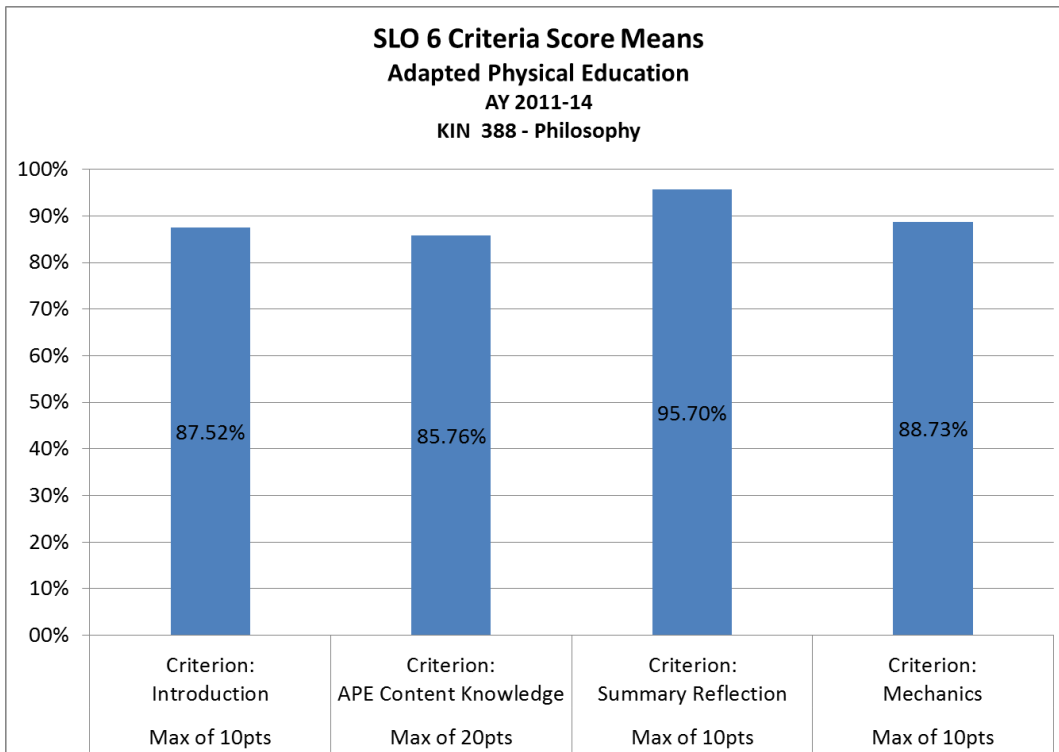
Outcome 6: Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.

Figure 13



AY	N	Mean	SD
AY 2011-12	10	3.40	0.49
AY 2012-13	10	3.30	0.78
AY 2013-14	11	3.73	0.45

Figure 14



AY	Max N
AY 2011-12	10
AY 2012-13	10
AY 2013-14	11

APPENDIX B:

Program Effectiveness Data

Adapted Physical Education
Exit Survey Response Summary
AY 2008-14

7. Indicate to what degree you believe the program has helped you attain skills related to communicating effectively and persuasively with regard to APE in various professional settings.

#	Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Total Responses	Mean
1	Communicate orally in front of a group	0	3	18	68	89	3.73
2	Communicate in writing	0	0	24	65	89	3.73
3	Present a position persuasively with facts	0	0	29	60	89	3.67
4	Communicate my ideas and positions to others	0	0	22	67	89	3.75

Statistic	Communicate orally in front of a group	Communicate in writing	Present a position persuasively with facts	Communicate my ideas and positions to others
Min Value	2	3	3	3
Max Value	4	4	4	4
Mean	3.73	3.73	3.67	3.75
Variance	0.27	0.20	0.22	0.19
Standard Deviation	0.52	0.45	0.47	0.43
Total Responses	89	89	89	89

8. Indicate to what degree you believe the program has helped you attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE.

#	Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Total Responses	Mean
1	Think independently	2	4	21	61	88	3.60
2	Think objectively	1	2	19	66	88	3.70
3	Think clearly and logically about complex issues	0	1	25	61	87	3.69
4	Locate relevant information in addressing issues and solving problems	0	3	16	69	88	3.75
5	Organize facts into a logical conclusion	1	0	18	69	88	3.76
6	Integrate knowledge from diverse subdisciplinary/disciplinary fields	0	2	22	62	86	3.70

Statistic	Think independently	Think objectively	Think clearly and logically about complex issues	Locate relevant information in addressing issues and solving problems	Organize facts into a logical conclusion	Integrate knowledge from diverse subdisciplinary/disciplinary fields
Min Value	1	1	2	2	1	2
Max Value	4	4	4	4	4	4
Mean	3.60	3.70	3.69	3.75	3.76	3.70
Variance	0.47	0.33	0.24	0.26	0.25	0.26
Standard Deviation	0.69	0.57	0.49	0.51	0.50	0.51
Total Responses	88	88	87	88	88	86

9. Indicate to what degree you believe the program has helped you attain skills related to understanding advanced facts, concepts, constructs and literature of the APE subdiscipline.

#	Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Total Responses	Mean
1	Understand the complex concepts associated with the APE subdiscipline	0	1	12	76	89	3.84
2	Understand and use the scholarly literature in APE	0	3	19	67	89	3.72
3	Understand and use technology to increase my learning of APE	0	1	20	67	88	3.75

Statistic	Understand the complex concepts associated with the APE subdiscipline	Understand and use the scholarly literature in APE	Understand and use technology to increase my learning of APE
Min Value	2	2	2
Max Value	4	4	4
Mean	3.84	3.72	3.75
Variance	0.16	0.27	0.21
Standard Deviation	0.40	0.52	0.46
Total Responses	89	89	88

10. Indicate to what degree you believe the program helped you attain skills to applying the knowledge and skills acquired when teaching APE to children with disabilities in the public schools.

#	Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Total Responses	Mean
1	Conduct formal and informal assessments of students with disabilities	0	9	29	51	89	3.47
2	Write an Individualized Education Plan (IEP)	0	2	13	74	89	3.81
3	Manage the behavior of a child or class	0	4	18	66	88	3.70
4	Design and implement a unit of instruction	0	1	10	78	89	3.87
5	Design, write, and teach a lesson	0	2	6	81	89	3.89
6	Make accommodations and modifications (i.e., equipment, individual child, group)	0	0	12	77	89	3.87
7	Include children with disabilities into general physical education	0	4	20	65	89	3.69
8	Analyze the effectiveness of my teaching	0	1	8	80	89	3.89
9	Teach specific special populations (i.e., identified in IDEA such as MR, Autism)	0	5	13	71	89	3.74
10	Adapt to unique teaching situations and deal with problems that arise in APE	0	2	20	67	89	3.73

Statistic	Conduct formal and informal assessments of students with disabilities	Write an Individualized Education Plan (IEP)	Manage the behavior of a child or class	Design and implement a unit if instruction	Design, write, and teach a lesson	Make accommodations and modifications (i.e., equipment, individual child, group)	Include children with disabilities into general physical education	Analyze the effectiveness of my teaching	Teach specific special populations (i.e., identified in IDEA such as MR, Autism)	Adapt to unique teaching situations and deal with problems that arise in APE
Min Value	2	2	2	2	2	3	2	2	2	2
Max Value	4	4	4	4	4	4	4	4	4	4
Mean	3.47	3.81	3.70	3.87	3.89	3.87	3.69	3.89	3.74	3.73
Variance	0.46	0.20	0.30	0.14	0.15	0.12	0.31	0.12	0.31	0.24
Standard Deviation	0.68	0.45	0.55	0.38	0.38	0.34	0.56	0.35	0.55	0.49
Total Responses	89	89	88	89	89	89	89	89	89	89

11. Indicate to what degree you believe the program has helped you attain skills related to acquiring the skills that increase the likelihood of gaining employment in teaching APE in the public schools.

#	Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Total Responses	Mean
1	Use computer-based technologies (i.e., software, websites, email)	0	8	31	50	89	3.47
2	Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)	1	2	21	65	89	3.69
3	Acquire the necessary skills for employment in an APE position	0	3	11	75	89	3.81
4	Confidence in my ability to gain employment in APE	0	4	13	72	89	3.76
5	Appreciation for the APE disciplines and my desire to be a life-long learner who will stay professionally involved	0	1	2	86	89	3.96

Statistic	Use computerbased technologies (i.e., software, websites, email)	Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)	Acquire the necessary skills for employment in an APE position	Confidence in my ability to gain employment in APE	Appreciation for the APE disciplines and my desire to be a life-long learner who will stay professionally involved
Min Value	2	1	2	2	2
Max Value	4	4	4	4	4
Mean	3.47	3.69	3.81	3.76	3.96
Variance	0.43	0.33	0.22	0.27	0.07
Standard Deviation	0.66	0.58	0.47	0.52	0.26
Total Responses	89	89	89	89	89