

**College of Education and Affiliated Programs  
Annual Assessment Report  
For Adapted Physical Education (APE) Specialist Credential Program**

**Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.**

**Background**

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual 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) Specialist Credential. The program includes academic coursework and a variety of supervised practicum experiences (i. e., on-campus, agencies, and various public school sites). The mission of the APE Specialist Credential program is to promote school improvement and be an advocate for all individuals including those with disabilities by providing a quality physical education teacher training program.

In the APE Specialist program, general pedagogical knowledge provides candidates with a broad-based perspective of physical activity for individuals with disabilities related to the total school curriculum (Sherrill, 2004, Winnick, 2006). Examples of general pedagogical knowledge information offered in the CSULB APE Specialist program include such foundational courses as Introduction to APE (KIN 320) and Education of Exceptional Individuals (EDSS 350). Pedagogical content knowledge provides candidates with the tools and resources necessary to develop program goals and objectives, identify program content, choose appropriate instructional strategies, and evaluation specific to teaching APE (Horvat, Martin & Kelly 2007; Sherrill, 2004). Also included is the analysis of teaching physical fitness, fundamental skills, innovative games, individual/dual sports, 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 APE Specialist program include such pedagogy courses as Adapted Physical Education (KIN 320), Motor Assessment (KIN 427), Physical Activities for Individuals with Disabilities, (KIN 387), Organization and Management of APE (KIN 388).

Knowledge of context 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 field based opportunities and directed fieldwork experiences in such settings as CSULB on-campus (i.e., After School Adapted Physical-activity Program (ASAPP), Preschool Motor Development Center,), agencies (i.e. Ranch Los Amigos Medical Center Sport Program), and various public school sites. Available to students studying in the program are over 20 public school sites in LA and Orange County supervised by Certified APE Specialists. In summary, the subject matter knowledge base and

field-based opportunities closely follows the NCATE CCTC APE Curriculum and Content Foundation Standards and the CSULB APE Specialist coursework including the identified student learning outcomes.

### **Student Learning Outcomes**

Students enrolled in the program need to successfully complete the following student learning outcomes that are identified as essential to the APE Specialist program of study. The program's mission is to:

- Promote school improvement and be an advocate for all individuals including those with disabilities by providing a quality physical education teacher training program.

### **Train APE Specialists to:**

- Effectively delivering services in the public schools and community as an APE specialist (i.e., direct service, consultation, and advocate). This includes understanding the importance of collaboration among professionals (i. e., classroom teacher, OT, PT) in order to facilitate an effective APE program of instruction for individuals with disabilities.
- Design and implement appropriate instructional programs for individuals with disabilities that includes writing annual goals and objectives, unit and lesson plans in the following movement areas: physical fitness, body awareness, balance, fundamental skills (i. e., locomotor & object control), interdisciplinary games, rhythms, relaxation, cooperative games, play, and modified sports/leisure activities.
- Demonstrate knowledge of the significant role physical activity can play toward the social responsibility of individuals with and without disabilities (i. e., inclusion, cooperative games, sport).
- Engage in various lifelong student learning professional growth opportunities related to APE that include; school visitations, attending conferences, use of technology, awareness of professional organizations, goal setting, and reading professional literature.

During the spring 2008, the APE mission statement and assessment of candidates in key courses was updated. Further discussion of changes to the candidate's APE assessment plan is located in the data collection section of this report. The following student learning outcomes (Table 1) with signature assignments reflect the spring 2008 revisions:

**Table 1**  
**Program Student Learning Outcomes and Relevant Standards**

<b>SLOs</b>	<b>Outcome 1:</b> 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.	<b>Outcome 2:</b> Create an assessment report in physical education appropriate for individuals with various disabilities.	<b>Outcome 3:</b> Construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan.	<b>Outcome 4:</b> Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.	<b>Outcome 5:</b> Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.	<b>Outcome 6:</b> Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.
<b>Signature Assignment(s)</b>	IEP	Assess report	Unit plan	Beh man plan	Teach Reflect w/ lesson plan	Philosophy
<b>State Standards</b>	21, 22, 28	20, 27	21, 22, 28	19, 30	21, 22, 28, 29	12-27, 31-32
<b>Conceptual Framework</b>	Values Diversity	Research & Evaluation	Promotes Growth	School Improvement	School Improvement	Prepares Leaders, Service and Collaboration
<b>NCATE Elements</b>	Professional Knowledge and Skills	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Dispositions

**Faculty**

The APE Specialist Credential Coordinator position is a tenured track line in the Kinesiology Department. The Department of Kinesiology has long history of supporting the APE Specialist program, dating back to the late 1960s. Dr. Lavay has been the coordinator since 1988, advising all university undergraduate students, graduate students and teachers enrolled in the program. He teaches the majority of the course work, oversees all fieldwork and student teaching experiences.

The APE Specialist Credential Coordinator teaches the majority of the courses in the program. The APE Coordinator does meet to discuss any new policies as well as course work and fieldwork

supervision with the other faculty who teach a few courses in the program. Table 2 provides an overview of the program faculty.

**Table 2**  
**Faculty Profile 2007-08**

Status	Number
Full-time TT	2
Full-time Lecturer	2
Part-time Lecturer	
Total:	4

More specifically, course assignments and responsibilities include:

- One APE Specialist Coordinator - full time dedicated tenure track position– teaches KIN 320, 387, 388, 489 A, fieldwork/student teacher coordination and supervision
- One full time tenure track – teaches KIN 427
- One full time lecturer teaches KIN 320 on occasion
- One full time lecturer supervision of some student teachers

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The APE Specialist Credential Coordinator teaches the majority of the courses in the program. The APE Coordinator does meet to discuss any new policies as well as course work and fieldwork supervision with the other faculty who teach a few courses in the program. Course assignments and responsibilities include:

- One APE Specialist Coordinator - full time dedicated tenure track position– teaches KIN 320, 387, 388, 489 A, fieldwork/student teacher coordination and supervision
- One full time tenure track – teaches KIN 427
- One full time lecturer teaches KIN 320 on occasion
- One full time lecturer supervision of some student teachers

**Advising**

The APE Specialist Credential Coordinator is assigned as an advisor to all candidates who declare the APE Specialist program. All candidates will meet with the APE Specialist Coordinator to outline the APE Specialist program of study and all necessary coursework. Through out the course work, each student maintains a student portfolio, containing evidence of student learning outcomes with signature assignments that will be submitted for evaluation during course work and also upon completion of the subject matter and APE specialist program. The program is committed to assisting all candidates to successfully complete the APE Specialist Credential program. The APE Specialist program and the institution identify and assist candidates who need academic, professional, or personal assistance. The program retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a Specialist or Services Credential area. APE Advising information and downloads are available on the Kinesiology Department APE website:

<<http://www.csulb.edu/colleges/chhs/departments/kin/programs/index.html>>.

During any given time, there are approximately 40 students enrolled in the program who are at different stages of course work and making progress toward completing the APE Specialist Credential. This number includes university undergraduate students in the APE Kinesiology option, graduate students, and teachers who already have a single subject physical education credential. For this reason, it is difficult for the university to keep track of program admission and advancement data of APE student candidates. However, the data of yearly graduates from the APE Specialist is available and collected. Since 1988, the program has awarded approximately between 7 to 13 student APE Specialist Credentials per year (See Tables 3 and 4). These numbers are accurate because as the APE Specialist Coordinator I am responsible to meet and interview each candidate upon graduation. This is the greatest number of students awarded per year in the CSU system For example, in 2007, there were 13 graduates and currently in fall 2008 there are 7 graduates. The APE program is a highly specialized program and a great demand for APE teachers in the public schools exists with a 100% job placement rate. Many CSULB APE candidates upon graduating can select from three or four teaching positions.

**Table 3**  
**Program Specific Candidate Information, 2007-2008 (snapshot taken F08)**

	<b>Transition Point 2</b>
	<b>Advancement to Culminating Experience</b>
	<b>#</b>
<b>Other</b>	Jan – Dec 2007: 13 Jan – Dec 2008: 7

**Table 4**  
**Program Specific Candidate Information, 2007-2008 (snapshot taken F08)**

	Transition Point 3
	Exit
	#
Credential <sup>1</sup>	Jan – Dec 2007: 13 Jan – Dec 2008: 7

**Significant Actions Since Last Report and Accreditation Visit**

During the NCATE CCTC spring 2006 site visit to CSULB, the team cited the following concern regarding CCTC Single Subject Standard 15 “Learning to teach through supervised fieldwork”. The review stated, “the students in the single subject PE program who are currently completing the Adapted Physical Education (APE) Specialist are not participating in the range of student teaching activities required by the single subject physical education program standards.” Specifically, the review team felt that each APE candidate required a dual placement of student teaching in both general physical education (GPE) and APE. In response to the NCATE CCTC 2006 report, student teaching for all candidates who entered the APE Specialist program in fall 2007 consisted of a dual placement in APE and GPE. Appendix A “Student Teaching Policies and Requirements for Adapted Physical Education (APE) Specialist Candidates Dual Placement in APE and GPE” provides a detailed explanation of this new policy that has been posted and explained to all candidates entering the program since fall 2007.

2. What percentage 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. (Maps to campus criteria for assessment reports)

While the APE Specialist Coordinator is responsible for all administrative duties of the program and teaches the majority of the courses taught, the 3 faculty who teach a course or supervise student teaching were provided a copy of this report to review. The APE Specialist Coordinator then met with each faculty member to discuss the findings.

**Data**

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - 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). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

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<sup>1</sup> Data provided directly by the program.

### **APE Candidate Evaluation**

Multiple measures in the assessment of the candidates are conducted on an ongoing basis from admission, advancement to culminating experience, and exit in both the Single Subject Credential Program and the APE Specialist Program. Evaluation includes documentation and written verification of student learning outcomes or signature assignments during identified coursework. Candidates are assessed on student learning outcomes that reflect the conceptual framework for the College of Education and APE Specialist program that include educational theories and models regarding diversity, growth and learning, collaboration, and social responsibility. The CSULB APE Specialist Credential Coordinator is responsible for coordinating the evaluation of all candidates during APE Specialists coursework, fieldwork and the student teaching experience. This assures continuity and consistency for each candidate's evaluation

### **Data Collection**

During the spring 2008 semester the candidate assessment plan in APE was updated and refined from the previous 2005 to spring 2008 assessment plan. The majority of the signature assignments on the current 2008 candidate assessment plan were included from the previous 2005 to spring 2008 plan. The revised candidate assessment plan began implementation in fall 2008. This current fall 2008 plan includes measurement, collection and analysis of the six identified student learning outcomes (SLO). This plan includes a consistent rubric scale of categories among all assignments that were agreed upon by all members of the College of Education and includes; 4 (exceeds expectations), 3 (meets expectations), 2 (meets some expectations), 1 (does not meet expectations), and 0 (missing unable to score) (See Appendix B Candidate Assessment Plan).

Thus, the 2008 year was a transitional period with an update and refinement of what was learned while conducting the previous 2005 to spring 2008 assessment plan. For example, the identified rubric labels/category scales from assignment to assignment in the 2005 to spring 2008 assessment plan for student evaluation were evolving and not always consistent among assignments. This 2005 to spring 2008 report that follows provides a summary table of all APE Benchmark assignments and the candidate's results collected each year from 2005 to spring 2008. Each table includes; (a) a title of the specific signature assignment, (b) grade rubric categories (c) the year each assignment was first introduced into the program for data collection and, (d) the percentage of student outcome data by year for each rubric category. In 2005, the initial year, signature assignments included the portfolio notebook evaluation, IEP and lesson plan. Added for evaluation in 2006 was the assessment report assignment. Added in 2007 was the teaching analysis and unit plan benchmark assignments. Finally, added in spring 2008 was the teaching philosophy assignment. The majority of the signature assignments on the current 2008 candidate assessment plan were included or refined from the previous 2005 to spring 2008 APE assessment plan. The exception is student learning outcome number four. Data on SLO 4, construct & implement a positive behavior management plan in physical education appropriate for individuals with disabilities will be collected for the first time fall 2008.

### **Results**

Table 5 includes "APE Specialist Credential Candidates Signature Assignments" from 2005 to spring 2008. Located later in this report under question 5, "What do the data for each outcome say regarding candidate performance and program effectiveness?" is a discussion of the results that focused primarily on the 2007-2008 data, when the majority of all signature assignments were included for student evaluation. Please note, \* the majority of the signature assignments

on the current 2008 candidate assessment plan were included from the previous 2005 to spring 2008 APE assessment plan

**Tables 5-11**

**Signature Assignments Assessment Plan Summary Results, 2005 to Spring 2008**

Please note \* the majority of the signature assignments on the 2005 to spring 2008 APE assessment plan below were refined and revised and included in the current 2008 candidate assessment plan that began fall 2008. Again, please note the identified rubric category scales from assignment to assignment (2005 to spring 2008) were evolving and not always consistent among assignments. Starting fall 2008 all rubric categories were made consistent among SLO 1-6. -Don How is this?

**Table 5  
Portfolio Notebook Evaluation for APE Specialist - SLO 1-6**

Category	2005	2006	2007	2008*
Distinction (21-18)	70%	33%	80%	100%
Satisfactory (17-14)	30%	66%	20%	
Not Met (13 or below)				

Portfolio Rubric Total Final Score Regarding Application Standards  
Percentage of Students per Year \* stops at spring 2008

**Table 6  
IEP Assignment for APE Specialist - SLO 1**

Category	2005	2006	2007	2008*
Excellent (10)	45%	10%	32%	33%
Very Good (9)	45%	50%	41%	22%
Good (8)	10%	40%	23%	33%
Minimum Criteria (7)			04%	12%
Not Met Acceptable Criteria (6)				

IEP Assignment Total Final Score Percentage of Students per Year \* stops at spring 2008

**Table 7  
Lesson Plan Assignment for APE Specialist – incorporated into SLO 5**

Category	2005	2006	2007	2008
Excellent (20-19)	50%	10%	20%	
Very Good (18-17)	10%	70%	50%	
Good (16-15)	40%	20%	15%	
Minimum Criteria (14)			5%	
Not Met Acceptable Criteria (13-0)			10%	

Lesson Plan Assignment Total Final Score Percentage of Students per Year



**Table 8**  
**Report Assignment for APE Specialist - SLO 2**

Category	2006	2007	2008*	2009
Distinction (25-23)	50%	67%	55%	
Satisfactory Criteria (22-18)	50%	33%	44%	
Criteria Not Met (17 or below)				

Assessment Report Assignment Total Final Score Percentage of Students per Year  
 \* \* stops at spring 08

**Table 9**  
**Teaching Analysis Assignment APE Specialist - SLO 5**

Category	2007	2008*	2009	2010
Distinction (30-27)	70%	78%		
Good (26-24)	25%	22%		
Minimum Criteria (23-21)	5%			
Not Met Acceptable Criteria (20-0)				

Teaching Analysis Assignment Total Final Score Percentage of Students per Year \* \* stops at spring 08

**Table 10**  
**Unit Plan Assignment APE Specialist - SLO 3**

Category	2007	2008*	2009	2010
Distinction (30-27)	84%	22%		
Good (26-24)	16%	78%		
Minimum Criteria (23-21)				
Not Met Acceptable Criteria (20-0)				

Unit plan Assignment Total Final Score Percentage of Students per Year \* stops at spring 08

**Table 12**  
**APE Philosophy Assignment APE Specialist - SLO 6**

Category	2008*	2009		
Distinction	29%			
Good	54%			
Minimum Criteria	17%			
Not Met Acceptable Criteria (20-0)				

Unit plan Assignment Total Final Score Percentage of Students per Year \* stops at spring 08

- 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. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

All candidates answer a post exit survey of program effectiveness (See <http://CSULBCollege-Ed.APEExitSurvey.sgizmo.com>). In addition, all candidates conduct an exit interview with the APE Specialist Coordinator to evaluate each candidate's professional competence and to provide feedback of APE program effectiveness. Directions for completing this exit interview are posted on the APE KIN website. This exit interview affords the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. Future plans include to place the Adapted Physical Education (APE) Specialist Teacher Survey on "Survey Monkey" or a similar program and analyze the data of candidates upon exiting the program.

Program effectiveness is also determined through the APE Advisory Council that meets at least annually to discuss program issues. The board consists of a diverse group of CSULB alumni who are APE Specialists teaching in the Los Angeles and Orange County area. Discussed during the annual spring 2008 meeting was the new proposed APE Mission Statement and Student Learning Outcomes document as well as the new Student Teaching Policies & Requirements for APE Specialist Candidates Dual Placement in APE and GPE policy. The advisory council provided the APE Coordinator with feedback used to refine both documents (See Appendix B)

This past year (2008), three CSULB APE alumni received prestigious awards. All three are members of the CSULB APE Advisory Council and have been long time guest speakers in the APE Specialist program. Aaron Robertson, Fountain Valley USD and Joyce Sakai (Chino) Long Beach USD received the "Teacher of the Year Awards from their School District. Lisa Hilborn MA, Rancho Wheelchair Sports Program Director, received the Spirit Award from the National Wheelchair Basketball Association (NWBA). This national award is given to a person who displays outstanding coaching and leadership in the NWBA. Ms. Hilborn also received the Amistad award that was created to recognize the valuable contributions made by both individuals and organizations in support of the work at Rancho Los Amigos National Rehabilitation Center and its patients. The Amistad award is Rancho's highest honor.

4. Complementary Data: 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.

All candidates complete an exit survey on program effectiveness. These data will be analyzed in the future and plans are to collect the data electronically using SurveyGizmo (See <http://CSULBCollege-Ed.APEExitSurvey.sgizmo.com>).

## **Analysis and Actions**

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

See the CSU Long Beach APE Specialist Credential Candidates Signature Assignments Assessment Plan Summary Results tables on pages 6 and 7. Again, please note the identified rubric category scales from assignment to assignment (2005 to spring 2008) were evolving and not always consistent among assignments. Starting fall 2008 all rubric categories were made consistent among SLO 1-6. -

Analysis of the 2007-2008 candidate performance data results includes the following:

- Overall, student performance results for all of the signature assignments are very strong. The majority of candidates in the APE Specialist program usually scored in the upper two categories (good or distinction category) on all signature assignments. One possible reason may be due to the classes consisting of enrollments of less than 15 students. Students received a great deal of individual instructor attention on signature assignments. Another contributing factor is that the major concepts on signature assignments are first introduced in previous courses and those students have the opportunity to practice and develop these concepts with teacher feedback through a series of APE courses. Another consideration is that the APE Specialist Credential Coordinator is responsible for coordinating the evaluation of all candidates during APE Specialists coursework. This assures continuity and consistency for each candidate's evaluation.
  - Data indicates that all candidates in the APE Specialist program met the minimum criteria for all signature assignments and that the majority of candidates usually scored in the upper two categories. The only exception was in table 7, in 2007 where one candidate did not meet the acceptable criteria and was asked to resubmit their lesson plan. In general, in the APE Program, a "mastery of learning" philosophy exists and if a candidate does not meet the minimum criteria or if work is missing the assignment is not acceptable and must be resubmitted.
  - One particular concern was the "APE Philosophy" signature assignment, first introduced in spring 2008. This is an important assignment as candidates articulate in writing the essential skills and content knowledge necessary to teach physical education to individuals with disabilities. This assignment is conducted toward the end of each candidate's coursework. The ability for students to articulate on paper their philosophy can be challenging. In spring 2008, the data showed that 17% of students only met the minimum criteria. The assignment directions and grade rubric were updated and refined for clarity (Summer 2008) after an examination of the data and a discussion with the students enrolled in class,
6. How do these findings compare to past assessment findings? The same APE Specialist Coordinator has been in existence since 1988 and the assessment findings are consistent with findings among similar assignment that have been conducted during the past 10 years.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

During the 2008 late spring - early summer the candidate assessment plan in APE was updated and refined based on the results from the previous 2005 to spring 2008 assessment plan. The APE Coordinator was able to reflect on what was learned from the process during the previous 4 years from 2005 to 2008. The revised plan began implementation in fall 2008. As stated earlier the identified rubric labels/category scales for student evaluation were evolving from 2005 to spring 2008 and not always consistent from assignment to assignment. This current fall 2008 candidate assessment plan, incorporated what was previously learned from data collection and analysis of the 2005 to spring 2008 assessment plan. Moreover, this current plan includes the six student learning outcomes (SLO) with more detailed assignment directions, consistent rubric grade scales and detailed manageable timelines for when each assignment will be measured, collected and analyzed (See Table 1). However, the APE Specialist Coordinator recognizes that this is an ongoing process that will be constantly updated and improved.

## **Appendices**

Appendix A: Student Teaching Policies & Requirements for APE Specialist Candidates Dual Placement in APE and GPE

Appendix B: APE Advisory Board minutes, Spring 2008

Copy the link below to your browser to go to the Kinesiology APE website with APE advising information and downloads:

<http://www.csulb.edu/colleges/chhs/departments/kin/programs/index.html>

Copy the link below to your browser to go to the APE Post Exit Survey of Program Effectiveness

<http://CSULBCollege-Ed.APEExitSurvey.sgizmo.com>

## Appendix A

**Student Teaching Policies and Requirements for  
Adapted Physical Education (APE) Specialist Candidates  
Dual Placement in APE and GPE  
By Barry Lavay APE Specialist Coordinator**

To be consistent and fair to all students who are currently enrolled prior to Fall 2007 in the (APE) Specialist program will be under the previous student teaching requirements in APE. The new policies and requirements will be phased in regarding APE student teaching and take effective for those students who make application to the APE Specialist program beginning fall 2007. These students will be required to adhere to the following policies as follows:

### **Schedule**

Student teaching for Candidates in APE Specialist program will consist of a dual placement in APE and general physical education (GPE). Candidates will continue to student teach approximately 20 weeks in length (corresponding to the semester of the placement school) with an APE Specialist master teacher in various APE settings for at least two periods and with a GPE Specialist master teacher for one period in a middle school or high school setting. In addition, candidates will be at their sites for two additional periods, during which they will assess student work, prepare lessons, conference with their master teacher or university supervisor, meet with students, contact parents, and observe other teachers both in their discipline and across disciplines. The APE Specialist master teacher will be the primary Cooperating teacher for the candidates' assignment with input from the GPE Specialist master teacher.

An alternative student teaching option during the semester can be single placement student teaching in APE for 15 consecutive weeks and single student teaching in GPE for 5 weeks follow the guide line outline above for example the candidate would sign up for **EDSS 472 A student teaching in GPE placement and EDSS 472 B & C in APE placement.**

In addition, as part of the single subject physical education program, in **EDSS 450 P** where the requirement is to complete 30 hours of fieldwork at the site where the candidate will be student teaching, the candidate will complete fieldwork hours in both APE and GPE where they will be student teaching. For example, 20 hours will be at their APE student teaching site and 10 hours in the GPE student teaching site. Moreover, APE specialist candidates will continue to receive general physical education experiences in **KIN 380 and EDSS 300** as follows; four weeks on the high school level in KIN 380, (2 school periods) and for four weeks at the Middle School (2 school periods) experiences in EDSS300.

These new policies and procedures for Adapted Physical Education Specialist Candidates regarding the student teaching assignment will be phased in and available to all candidates. Starting fall 2007 these new procedures will be posted and discussed with all candidates during advising sessions. For example, the policies will be posted on the Kinesiology APE website, bulletin board outside the advisor's office and a handout of the policy will provided in key teaching APE Specialist courses and teaching course- Kin 320, 387, 388 and EDSS 300 and 450. The APE specialist coordinator will work very closely with the Single Subject Physical Education Coordinator to make sure APE Specialist students receive appropriate placement in general physical education as part of their student teaching experiences.

## Appendix B

### APE Advisory Board Meeting

#### APE Council Meeting May 7, 2008 PE building 51 A

1. Refreshments 3:00 PM
2. CAPA formerly PMDC new brochure for program feedback thoughts
  - See handout/attachment. Programs been in existence since 1969
  - *Confusing because it is the same acronym as the CA modified assessment*
  - *SNAAP-“Special Needs Adapted Activity Program”*
    - *Afraid to use Adapted PE because not all clinic students actually qualify for APE in their school district*
  - One of the oldest programs at a university-40 years
3. New CSULB APE Specialist student teaching policy: Dual Student Teaching Placement in APE and GPE policy feedback thoughts See policy handout attachment
  - Discuss challenges with new policy
  - Strategies remain as an APE Cooperating Teacher, and also place the student teacher with a GPE teacher in your district at a secondary site MS or HS
  - *30 hours of observation with 450P(20 hours APE, and 10 hours GPE)*
  - *Next group starting KIN 387 in Fall 2008 will be effected*
  - **Dual Placement Concerns:**
    - *Pass APE don't pass GPE? What happens?*
    - **5 weeks GPE 15 weeks APE**
      - *Focus on one at a time*
      - *Negative—only learn how to teach GPE lessons and not the whole picture?*
      - *The reason we want to do APE is because we don't want to teach GPE.*
      - *Do 5 weeks at the beginning of the semester.*
    - **20 weeks (2 period of APE, 1 period of GPE)**
      - *Behavior Management starts at the beginning of the semester and establish their relationship with the kids.*
    - *5 hours per day—minimum requirement*
    - *APE Students need to teach with a General Physical Education Specialist question is it okay for an Elementary specialist or just Middle and High School?*
  - *Student Teacher Suggestion—1 full year of student teaching? One semester of each?*
    - *Maybe have it ½ day of courses and ½ day of student teaching.*
  - *10 weeks APE and 10 weeks GPE?*
  - **RETHINK the Student Teaching Seminar requirements**
    - *Lessen the assignments because of dual credential requirements for APE teacher candidates.*
4. CSULB APE mission statement and Student Learning outcomes
  - See attachment Feedback thoughts
  - **Mission Statement:** *Person first terminology*
  - **Train APE Specialists to:** *Bullet 2--Annual goals and objectives*

- *SLO- everyone feels that they are comprehensive and encompass what we do as APE specialists.*
- *APE Specialists feel that there needs to include “communication and collaboration” since there are so much involved with what we do, but it may be difficult to measure.*
- *Maybe add to **Bullet 1**—“This includes understanding the importance of collaboration and communication among professionals”*

## 5. Discuss Other APE issues

- **APE Program Suggestions**
  - **Unit Plans:** *Writing it in advance and actually implementing it instead of just turn it in at the end of the semester.*
  - **Sequencing:** *Plan ahead of time and then turn in lesson plans to actually reflect their plan for clinic.*
  - **IEP Attendance**
    - *Some districts are requiring APE Specialists to attend all meetings*
    - *Some districts allow you to miss with a report provided and being available via phone*

### Participants Invited (Participants present denoted with \*)

\*Susan Alexander (salexan2@sbcglobal.net) 451 Swarthmore Ln., Costa Mesa, CA 92626 (714) 979-5417

Melissa Ottone (mottone@sbcglobal.net)

\*Aaron Robertson (atrain72@sbcglobal.net) 6674 Teakwood Cypress CA 90630 (714) 484-3236

Terry Taylor (Tkt4@aol.com) 13301 Danvers Way, Westminster CA 92683 (714) 894-4750

\*Anne Marie Sharp (LBCGirls@aol.com) Bellflower USD

\*Joyce Chino (Joycemchino@gmail.com)

Julia Hasselwander (JHasselwander@lbusd.k12.ca.us)

Bill Moll (billcmoll@aol.com) Madison Elementary: (562) 422-6868 ex. 307; home 714/680-0770;

\*Monica Lizzaraga (Monica\_Lizarraga\_Papke@lawndale.k12.ca.us) Jane Adams School 4535 W. 153rd PL, Lawndale CA 90260 (310) 676-4806, Itinerant elementary and middle school -Home (714) 761-7287

\*Carrie Flint 310/372-5699 (ccflint44@msn.com)

Lindsay Hardy (Lindsaylhardy@aol.com) LA Unified School District

\*Sara Cox (sjcox07@yahoo.com) Graduate APE Credential APE student teacher

\*Stacey Hart (shart@csulb.edu) Graduate APE Credential APE student teacher