



College of Education and Affiliated Programs
Annual Assessment Report Template – 2009-2010
Adapted Physical Education

Note: this report presents and analyzes data from the 2009-2010 academic year.

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) Specialist Credential. The program includes academic coursework and a variety of supervised on-campus and off-campus practicum experiences (i. e., on-campus CSULB agencies, and various local public school sites). The mission of the APE Specialist Credential program is to promote school improvement and be an advocate for individuals with disabilities by providing a high 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, 2011). 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, 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 (Horvat, Martin & Kelly 2007; Sherrill, 2004; Winnick, 2011). Candidates are also provided 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, 2008). 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).

The APE Credential 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 field based opportunities and directed fieldwork experiences in such settings as CSULB on-campus (i.e., After School Adapted Physical-activity Program (ASAPP), summer program Camp Nugget), agencies (i.e. Ranch Los Amigos Medical Center Sport Program), and various local 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. Table 1 provides a summary of program learning outcomes, signature assignments, and key standards.

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/state legislation pertaining to the PE for individuals with disabilities including the design of a 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	Beh man plan	Teach Reflect 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	Values Diversity	Research & Evaluation	Promotes Growth	School Improvement	School Improvement	Prepares Leaders, Service and Collaboration
NCATE Elements	Professional Knowledge and Skills	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Dispositions

Program Specific Candidate Information

During any given time, approximately 40 students are enrolled in the APE Specialist 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. Table 2 presents data on the number of candidates advancing to candidacy in different terms. Because each student is at a different stage of coursework, it is difficult for the university to keep track of program admission and advancement data regarding APE student candidates, however, the data of yearly graduates from the APE Specialist is available and collected.

Since 1988, an APE Specialist Credential has been awarded to approximately 7 to 19 students per year. These numbers are based on post graduation interviews with the APE Specialist Coordinator, who personally interviews each candidate upon graduation. This is the greatest number of students awarded per year in the CSU system. Table 3 outlines candidates who have been awarded the APE Specialist Credential for the years 2009 and 2010.

The APE Specialist Credential Program provides the California public schools with a highly trained APE Specialist who have historically had a 100% job placement rate. Additionally, many CSULB APE graduates have been able to select from three or four teaching positions.

Table 2

Program Specific Candidate Information, 2009-2010 (snapshot taken F09)

	Transition Point 2
	Advancement to Culminating Experience
APE Portfolio	Jan-Dec 2009: # 15 Jan-Dec 2010: # 13

Table 3

Program Specific Candidate Information, 2009-2010 (snapshot taken F09)

	Transition Point 3
	Exit
Credential¹	Jan-Dec 2009: # 19 Jan-Dec 2010: # 13

Faculty

The APE Specialist Credential Coordinator is a full time tenured track position in the Kinesiology Department. The Kinesiology Department has long history of supporting the APE Specialist program, dating back to the late 1960s. Dr. Lavay has been the APE Specialist Credential Coordinator since 1988, advising all university

¹ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009, Fall 2009, and Spring 2010.

undergraduate students, graduate students and teachers enrolled in the program. He teaches the majority of the course work, as well as, overseeing 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 4 provides an overview of the APE program faculty status. More specific 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 part- time lecturer – teaches KIN 427, sections of KIN 320 and some student teacher supervision
- One part-time lecturer supervision of student teachers when needed

Table 4

Faculty Profile 2009-10

Status	Number
Full-timeTT/Prof.	1
Part-time Lecturers	2
Total:	3

Advising

The APE Specialist Credential Coordinator is assigned as an advisor to all candidates who are admitted to the APE Specialist program. All candidates must meet with the APE Specialist Coordinator who will outline the APE coursework necessary to successfully complete the APE Specialist program. Through out his or her course work, each student is required to maintain a portfolio, containing evidence of student learning outcomes and signature assignments. This portfolio will be evaluated by the APE Specialist Coordinator intermittently during course work and upon completion the APE specialist program. The APE Specialist Coordinator and supporting faculty are committed to assisting all candidates and will support students who need academic, professional, or personal assistance to successfully complete the APE Specialist Credential program. 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/APE>

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.

The APE Coordinator regularly meets with the APE supporting faculty to discuss any new policies as well as course work and fieldwork supervision with the other faculty who teach part time in the program. The APE Coordinator sent the report and findings electronically to the fulltime lecturer (L. Reich) for her input. A meeting was held to discuss the report and to go over the assessment findings (**see Appendix A**).

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.

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 (see Table 5). 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

Table 5

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
<ul style="list-style-type: none"> • SLO 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. 	<ul style="list-style-type: none"> • Kin 387: IEP 	Plan & write a motor IEP based on the test data collected on the assigned child with a disability & include a present level of performance statement with annual goals benchmarks, projected dates, & teaching methods
<ul style="list-style-type: none"> • SLO 2: Create an assessment report in physical education appropriate for individuals with various disabilities. 	<ul style="list-style-type: none"> • KIN 489A: Assessment Report 	Plan & write an Assessment Summary Student Report on a child with a disability based on the test data collected that includes background information, test data information, and program activities.
<ul style="list-style-type: none"> • SLO 3: Construct an appropriate physical education instructional program for individuals with disabilities that include the design of unit plan. 	<ul style="list-style-type: none"> • KIN 388: Unit Plan 	Plan & write a physical education unit plan designed for children with disabilities that includes; background information, safety procedures, rules/routines, facilities/equipment, bibliography, CA content standards, behavioral objectives, block plan with specific modifications & methods for evaluation.
<ul style="list-style-type: none"> • SLO 4: Construct and implement a positive behavior management plan in physical 	<ul style="list-style-type: none"> • KIN 387: Behavior Management Plan 	Plan & implement a behavior management plan based on a specific child with disabilities

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
education appropriate for individuals with disabilities.		that includes: the plan with rules, routines, consequences; implementation of the plan with a charting system to collect behavioral data, & reflection of what was learned implementing the plan.
<ul style="list-style-type: none"> • SLO 5: Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities. 	<ul style="list-style-type: none"> • KIN 489A: Teaching Reflection with Lesson Plan 	Teach, analysis & reflect on instruction for children with disabilities that includes: a lesson plan, an analysis of the teaching based on the CSULB AIM coding system & a reflection of their teaching strengths and areas of improvement.
<ul style="list-style-type: none"> • SLO 6: Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities. 	<ul style="list-style-type: none"> • KIN 388: Philosophy 	Formulate & Write an APE philosophy to better guide teaching that includes; an introduction with needs and justification, APE content knowledge that includes the major areas & essential skills of APE, and a summary section

Data Collection Academic Year 2009-2010

The following is a summary of the six identified APE SLO of APE student candidates for Academic year 2009-2010 (Figure 1). Also included are the measurement, collection and analysis for each of the six identified APE student learning outcomes (SLO) in figures individually (figures 3-14).

Summary of the 6 APE SLO Academic Year 2009-2010

Figure 1 provides the reader with a bar graph of the overall percentage comparisons among all the students who completed the six different APE SLO during AY 09-10. This is based on the 5 point (0-4) rubric scale. In addition, **Figure 2** includes the mean score for each of the six SLOs based on the 5 point rubric scale for all of the students who completed the assignment.

Figure 1

Adapted Physical Education AY09-10 SLOs Comparison

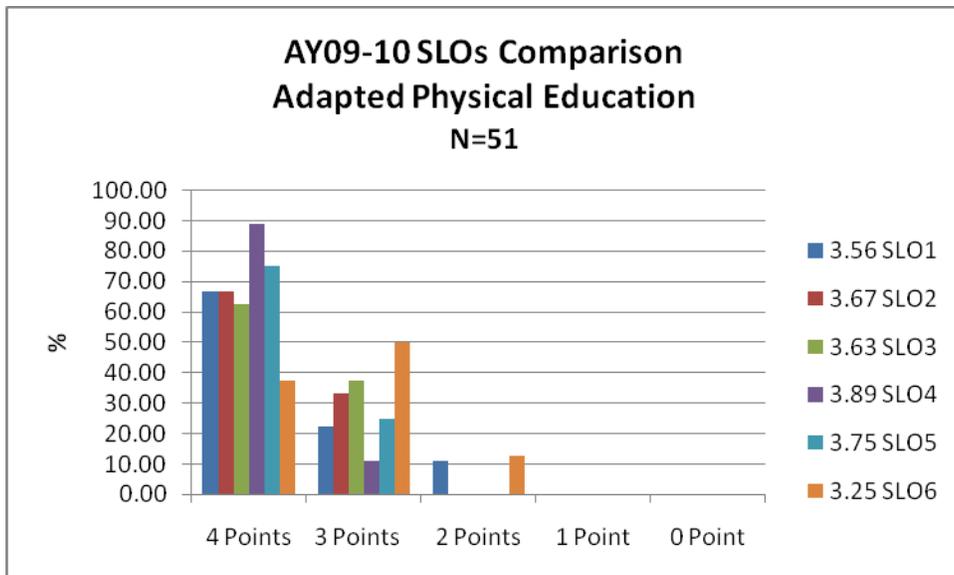
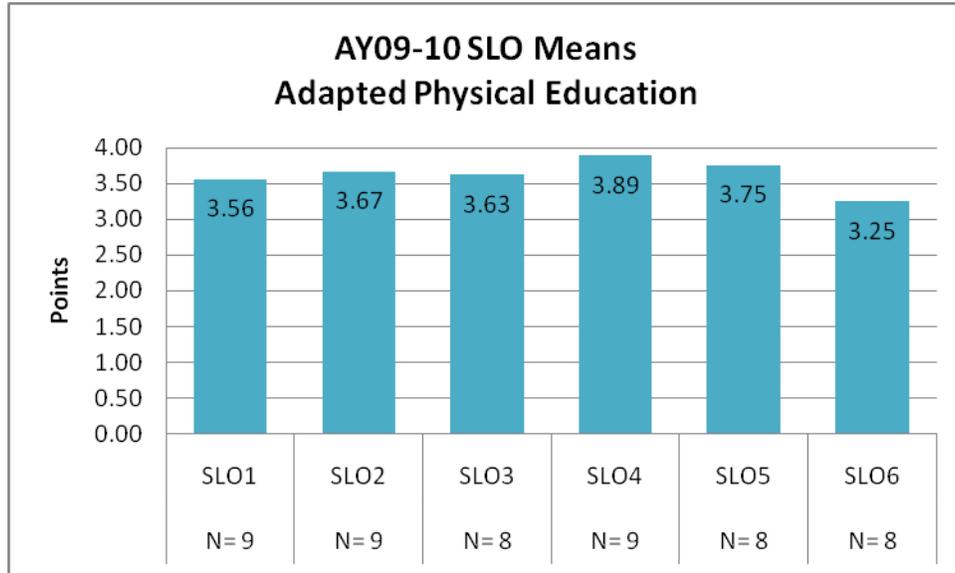


Figure 2

Adapted Physical Education AY09-10 SLO Means



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 includes 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.

Individual Six APE SLO Tables for Academic Year 2009-2010

Figures 3 through 14 include data collection of APE student candidates for Academic year 2009-2010 and include measurement, collection and analysis of each of the six individual identified APE student learning outcomes (SLO) (see **Figures 3-14**). The first figure for each SLO is a bar graph of the overall percent comparison among all students who completed the identified APE SLO based on the 5 point rubric scale. This is followed by a figure that includes the mean score for each criterion of the SLO based on the 5 point rubric scale for all of the students who completed the assignment.

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

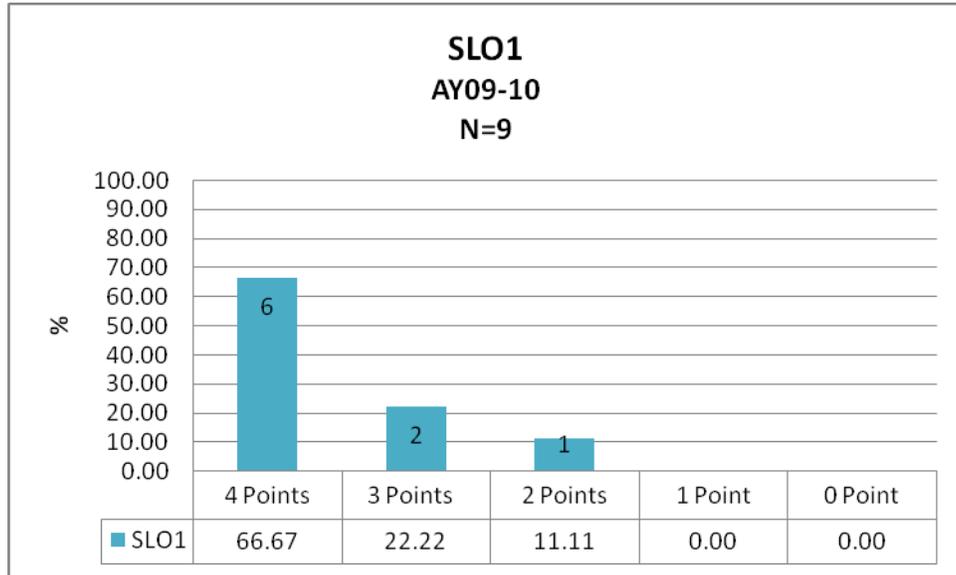
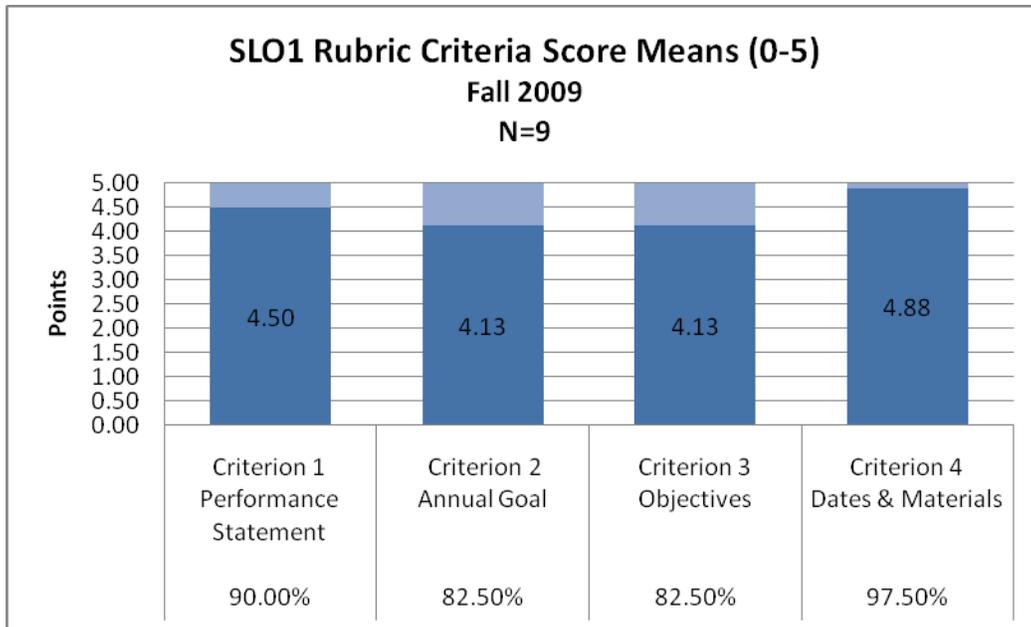


Figure 4



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

Figure 5

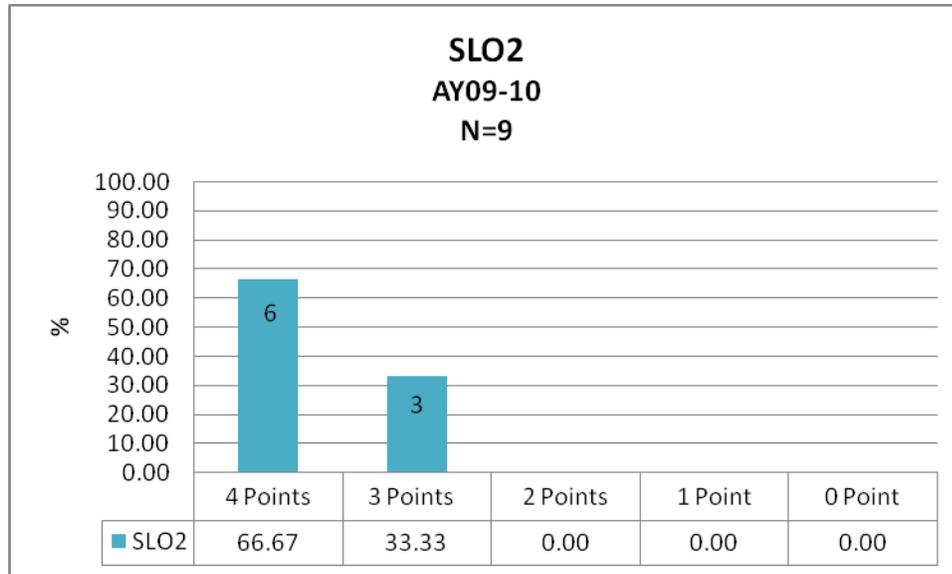
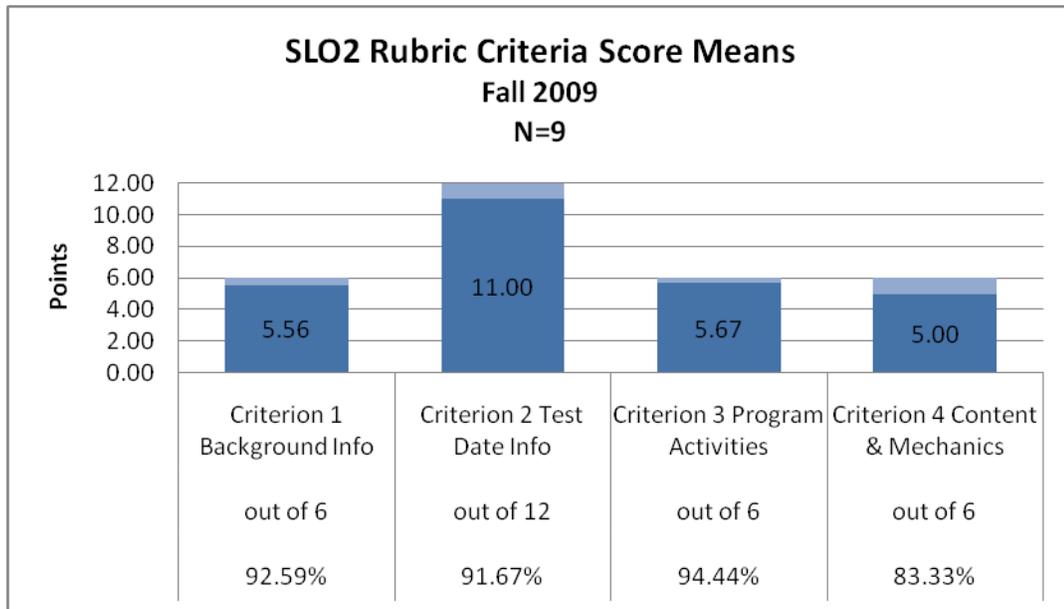


Figure 6



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

Figure 7

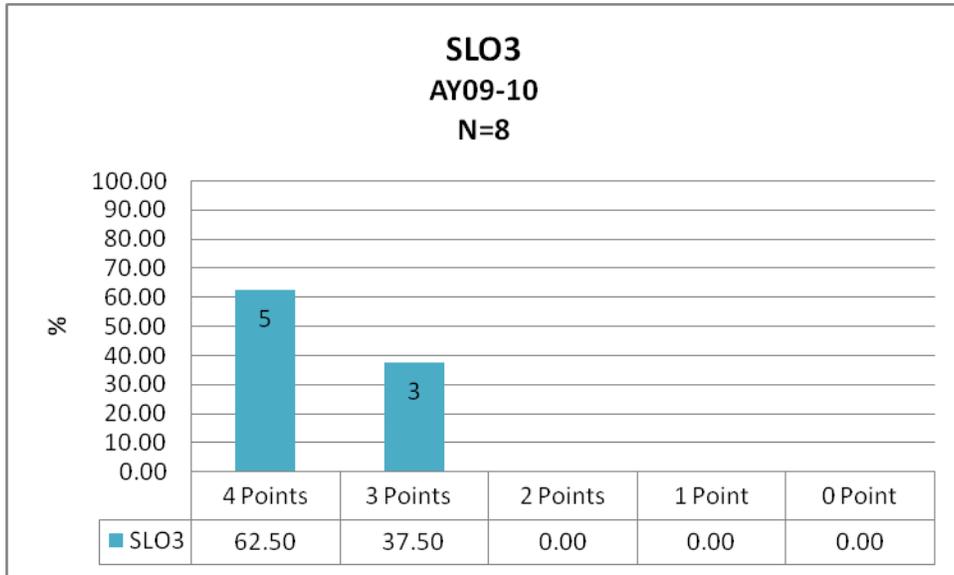
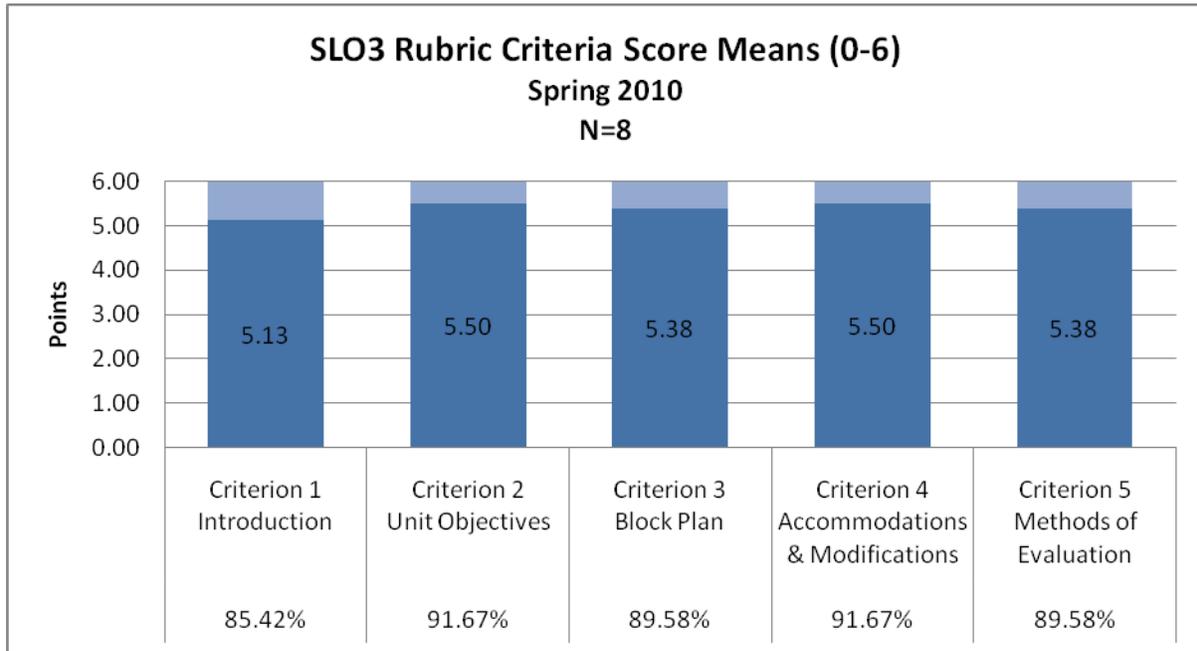


Figure 8



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

Figure 9

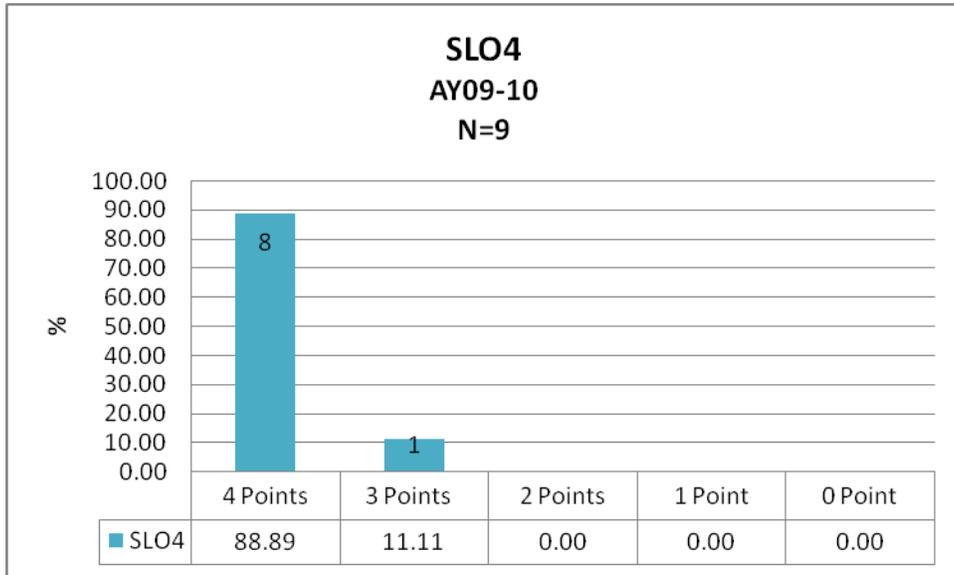
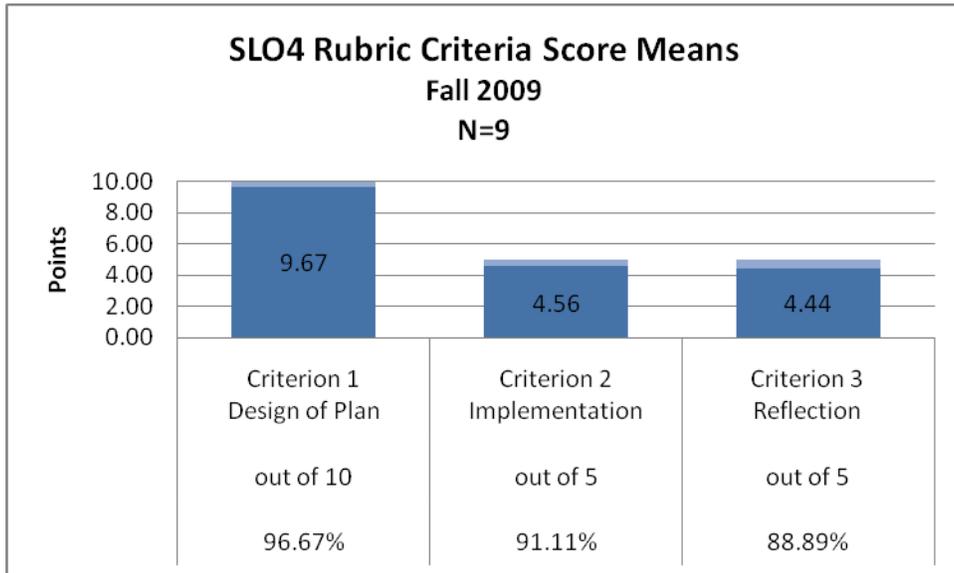


Figure 10



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

Figure 11

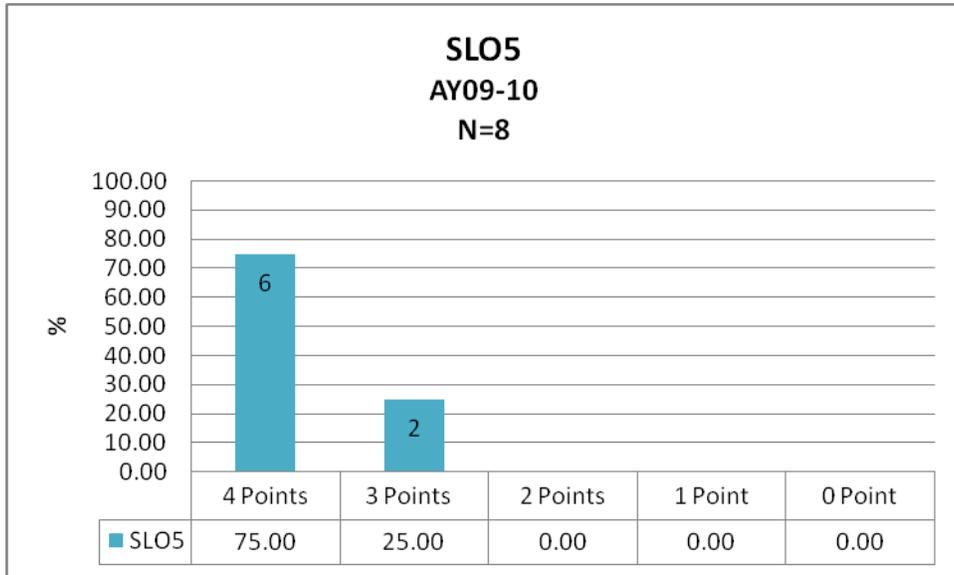
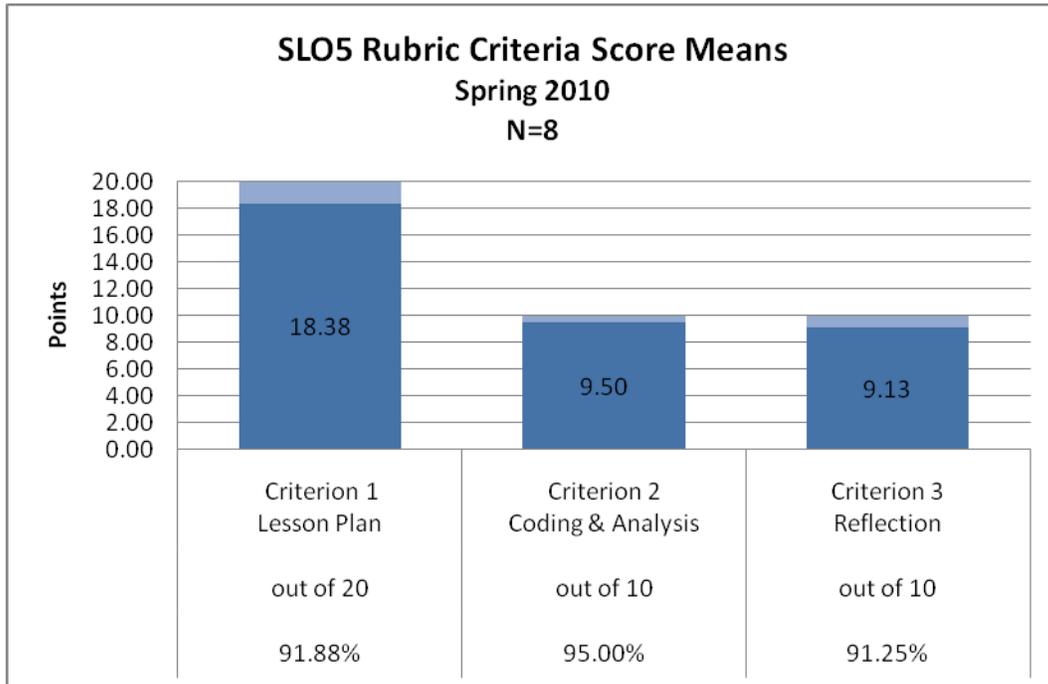


Figure 12



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

Figure 13

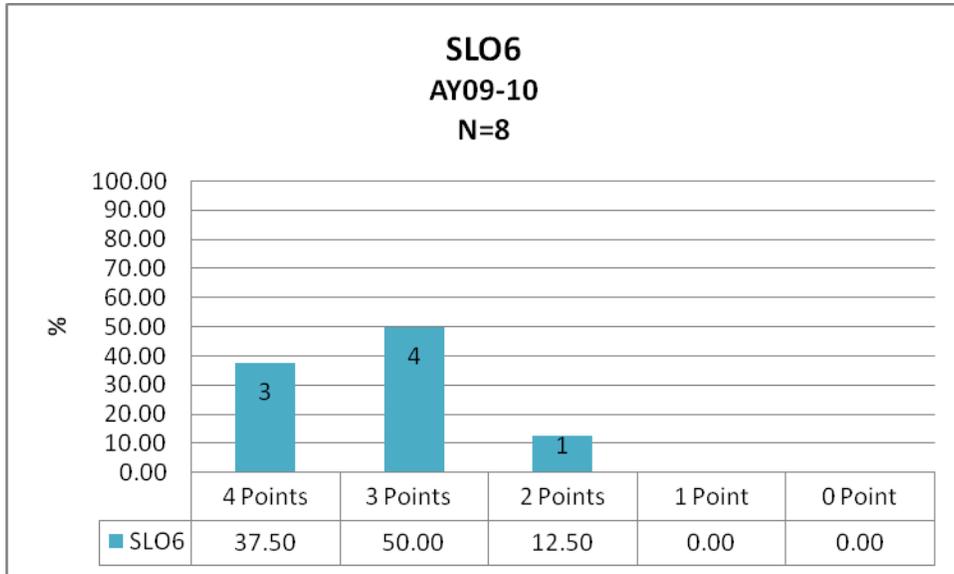
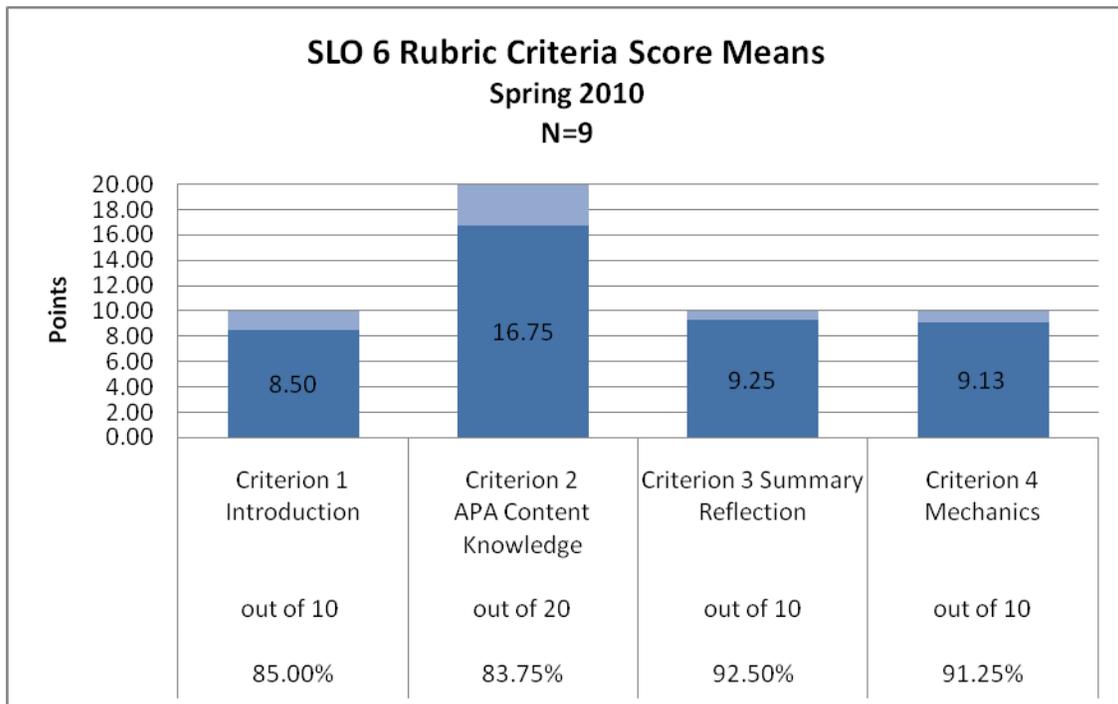


Figure 14



- 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.

From 2008 to 2010, APE candidates answered a post exit survey of APE program effectiveness (See <http://www.surveymonkey.com/s/2WVTDXV>). A total of 32 candidates, 21 females and 12 males APE candidates responded to the survey. The Survey is an 11 item questionnaire with the first six questions asking demographics 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.

In addition, to answering the survey 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 as well as the survey are posted on the APE KIN website (www.csulb.edu/APE). This survey and exit interview affords the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. What follows is the results of the 2008-2010 APE candidates' response from the Post APE survey for specific survey items 7-11.

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.

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Communicate orally in front of a group		6.3% 2	21.9% 7	71.9% 23	32
Communicate in writing			31.3% 10	68.8% 22	32
Present a position persuasively with facts			46.9% 15	53.1% 17	32
Communicate my ideas and positions to others			28.1% 9	71.9% 23	32
Average %	0.0%	1.6%	32.0%	66.4%	128.0

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.

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Think independently		6.3% 2	18.8% 6	75.0% 24	32
Think objectively			18.8% 6	81.3% 26	32
Think clearly and logically about complex issues			29.0% 9	71.0% 22	31
Locate relevant information in addressing issues and solving problems		6.3% 2	18.8% 6	75.0% 24	32
Organize facts into a logical conclusion			21.9% 7	78.1% 25	32
Integrate knowledge from diverse subdisciplinary/disciplinary fields			34.4% 11	65.6% 21	32
Average %	0.0%	2.1%	23.6%	74.3%	191.0

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.

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Understand the complex concepts associated with the APE subdiscipline			9.4% 3	90.6% 29	32
Understand and use the scholarly literature in APE		3.1%	28.1%	68.8%	32

		1	9	22	
Understand and use technology to increase my learning of APE			21.9%	78.1%	32
Average %	0.0%	1.0%	19.8%	79.2%	96.0

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

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Conduct formal and informal assessments of students with disabilities		9.4% 3	28.1% 9	62.5% 20	32
Write an Individualized Education Plan (IEP)		3.1% 1	12.5% 4	84.4% 27	32
Manage the behavior of a child or class		3.1% 1	15.6% 5	81.3% 26	32
Design and implement a unit of instruction		3.1% 1	9.4% 3	87.5% 28	32
Design, write, and teach a lesson		3.1% 1	9.4% 3	87.5% 28	32
Make accommodations and modifications (i.e., equipment, individual child, group)			15.6% 5	84.4% 27	32
Include children with disabilities into general physical education		3.1% 1	25.0% 8	71.9% 23	32
Analyze the effectiveness of my teaching			9.4% 3	90.6% 29	32
Teach specific special populations (i.e., identified in IDEA such as MR, Autism)		3.1% 1	9.4% 3	87.5% 28	32
Adapt to unique teaching situations and deal with problems that arise in APE		3.1% 1	18.8% 6	78.1% 25	32
Average %	0.0%	3.1%	15.3%	81.6%	320.0

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.

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Use computer-based technologies (i.e., software, websites, email)		6.3% 2	34.4% 11	59.4% 19	32
Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)		3.1% 1	21.9% 7	75.0% 24	32
Acquire the necessary skills for employment in an APE position		3.1% 1	6.3% 2	90.6% 29	32
Confidence in my ability to gain employment in APE		3.1% 1	18.8% 6	78.1% 25	32
Appreciation for the APE disciplines and my desire to be a life long learner who will stay professionally involved				100.0% 32	32
Average %	0.0%	3.1%	16.3%	80.6%	160.0

APE Specialist Teaching Portfolio Notebook

An important part of successfully completing the APE Specialist program is that each candidate meets with the APE specialist to present their "APE Teaching Portfolio Notebook" for evaluation. The evaluation of the "APE Teaching Portfolio Notebook" is part of the exit interview meeting and is usually an hour long session. The portfolio notebook 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. This is the culminating experience for each candidate before successfully graduating from the program.

This candidate meeting and evaluation with data collection has been on going since 2005 with the process periodically updated and refined. The candidate's portfolio notebook includes samples of their work. Samples can vary and include; philosophy statement, skill videotape analysis, lab assignments or reports, unit plans, lesson plans, IEP, assessment reports, videotape sample of teaching, samples of behavior management plan, development of cooperative game, unique activity or equipment modification, samples of collaboration with

other professional, letters from supervisors from outside teaching/practicum experiences, samples of conferences or workshops attended, and research project or independent study samples. However, candidates are specifically evaluated in the following 7 areas:

- (1) **Overall Knowledge of APE Standards:** 3-5 page PE and APE philosophy statement
- (2) **Scientific Principles of Motor Behavior:** skill checklists, task analysis, teaching videotape coded analysis
- (3) **Measurement Concepts of Assessment:** Standardized & informal assessment reports, IEP, grade rubric
- (4) **Program Development:** Curriculum map, Unit and lesson plans
- (5) **Practices for Program Development:** examples of collaboration, unique activity (i.e., cooperative activity), teaching adaptations modifications
- (6) **Principles of Behavior Management:** group or individual child behavior management plan, rules chart, level system chart
- (7) **Leadership & Professional Development:** conference or workshop attended, professional membership (CAHPERD)

The evaluation 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 certain section). The total composite score is based on the 7 application items evaluated by the reviewer as follows; Distinction 21-18 pts with no one individual item rating below a two, Satisfactory 17-14 pts, and Not met 13 pts or below. **Table 6** provides the “Portfolio Notebook Evaluation” data for APE Specialist candidates during the year 2009.

Table 6

Portfolio Notebook Evaluation for APE Specialist

Category	2009 total 14
Distinction (21-18)	71% (10/14)
Satisfactory (17-14)	29% (4/14)
Not Satisfactory (13 or below)	

APE Advisory Council

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. The advisory council provided the APE Coordinator with feedback used to refine these documents. The 2009-2010 meetings discussed APE program policies and also plans for the 40 year reunion of the CSULB KIN APE practicum programs (ASAPP and Camp Nugget) which was successfully held in March. The following website provides further information of this event

(see website <http://www.csulb.edu/colleges/chhs/departments/kin/files/40yrReunionText1st2pgs3-26-10.pdf>)

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.

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.

A five point rubric scale was used to evaluate all 2009-2010 AY candidate data and included (4) exceeds expectations, (3) meets expectations (2) meets some/minimum expectations, (1) does not meet acceptable expectations (0) not passing work is missing. The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all six signature assignments. One possible reason for these high scores was this was an exceptionally strong group of students currently going through the program. Another possible reason is classes usually consist of enrollments of less than 15 students and students received a great deal of individual instructor attention on signature assignments. An additional contributing factor is that the major concepts on signature assignments are first introduced in previous 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. A specific strength of the program 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. In summary, the data indicates that all 2009-10 AY candidates in the APE Specialist program exceeded the minimum criteria for all signature assignments and scored in the upper two categories (exceeds expectations or meets expectations). Individual results and discussion for SLO1-6 (2009-2010) data examined follow:

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.

Overall mean score of 3.56 - This is one of the first assignments candidates complete in the program (writing an IEP) and the more difficult parts of the assignment are the two subskills of writing annual goals (criterion 2) and benchmark objectives (criterion 3); however in both of these subskills students performed well obtaining a mean score of 4.13.

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

Overall mean score of 3.67 – The subskill of content assessment reporting writing using strong writing mechanics (criterion 4) usually proves to be the most challenging part of the assignment as many candidates have limited experience writing reports. The students performed well in this subskill category and averaged 5.00 as a group.

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

The overall mean score for outcome 3 (09-10) was 3.63 which was quite an improvement from the outcome 3 data reported (08-09) at 2.63. Based on the data from 2008-09, the APE Coordinator examined the clarity of directions and provided more discussion with examples to the university students of criterion 5, methods of evaluation by providing examples of unit plan checklist scoring systems to measure & report class progress and outcomes (see table 9).

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

Overall mean score of 3.89 – This was the highest mean score of the 6 SLOs reported. In the past, the most difficult part for this assignment has been criterion 3, the subskill of reflection and evaluating the behavior change process. However, the candidates averaged 4.44 for criterion 3. For many candidates, this was the first time they conducted a behavior analysis and charted a child’s behavior and yet they were able to effectively implement this important teaching concept of evaluating behavior change in the children taught.

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

An overall mean score of 3.75- was the second highest mean score of the 6 SLOs reported. A high score in this category demonstrates that the students were able to effectively analyze their teaching. This is an activity that is conducted often throughout the program and candidates have multiple opportunities to teach and systematically reflect on their actual instruction. This is a strength of the CSULB APE program and is important to effective teaching and professional growth.

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

Overall mean score of 3.25- This is perhaps one of the most important and challenging assignment as students are required to formulate and write an APE philosophy. The assignment directions and grade rubric are updated each year and refined for clarity.

APE Post Exit Survey

From 2008 to 2010, APE candidates answered a post exit survey of APE program effectiveness (See <http://www.surveymonkey.com/s/2WVTDXV>). A total of 32 candidates, 21 females and 12 males APE candidates responded to the survey. The Survey is an 11 item questionnaire with the first six questions asking demographics including year and month of survey completion, year of graduation, type of program completed, gender, and ethnicity. Questions 7-11 are questions that 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 competences in specific areas related to APE teaching. Included in the survey were three open ended responses: program strengths, suggestions for improvement and most significant learning experience.

In general, data results for items 7-11, that assessed to what degree the APE program has helped you attain competences in specific skill areas listed, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 70% of the respondents answered to a “large degree”. What follows is a discussion of the specific results of items 7 - 11 (**See responses to items 7-11 in data section, part 4**). This information reported by the students in the self-report post exit survey matches the data collected in signature assignments 1-6.

#7 Attain skills related to communicating effectively and persuasively with regard to APE in various professional settings including written and oral communication in front of groups. Communication is an important skill of any APE teacher and 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 66% of the respondents answered to a “large degree” (**See item 7**).

#8 Attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE. This included solving problems, an important teaching skill. In general, 94% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, 75% of the respondents answered to a “large degree” (**See item 8**).

#9 Attain skills related to understanding advanced facts, concepts, constructs and literature of the APE subdiscipline that included understanding scholarly literature and technology. With one exception, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 79% of the respondents answered to a “large degree” (See item 9).

#10 Attain skills related to applying the knowledge and skills acquired when teaching APE to children with disabilities in the public schools. This question was similar to APE SLO Signature assignments 1-6 and included such 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. Over 96% of respondents answered, to a “moderate” or “large” degree. In addition, over 80% of the respondents answered to a “large degree” on all items (See item 10).

#11 Attain skills related to acquiring the skills that increase the likelihood of gaining employment in teaching APE in the public schools. Overall, 96% to 100% of all respondents answered to a moderate or large degree. Over 80% of the respondents answered to a large degree. Specifically, 91 % of respondents answered to a “large degree” regarding has acquired the skills necessary to gain employment in an APE position and 100% stated that they have an appreciation for APE and stay professionally involved. Interestingly, regarding the use of computer based technologies (i.e., software, websites and email), 60% responded to a “large degree”, 34 % responded to a “moderate degree”, and two candidates (6.3%) responded to a “slight degree”. Technology application is currently a strong part of the program and one that the faculty is constantly working to update in order to stay current (See item 11). For example, in the 2007 to 2009 APE Biannual Report, technology application was identified as a program action with faculty taking steps to help candidates improve in this area.

6. How do these findings compare to past assessment findings?

In general, the findings in the 2009-2010 APE Annual Report are similar to the 2007 to 2009 Biannual Report. The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all six signature assignments. Moreover, the mean scores on the six SLOs, for the candidates in the 2009-2010 group were slightly higher than the 2008 to 2009 mean group scores. More specifically, there was a significant improvement in outcome 3, construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan. The overall mean score for outcome 3 (09-10) was 3.63 and by 1.0 point compared to (08-09) data reported at 2.63.

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.

Based on the data results from 2009 AY (See Table 6, pp. 17), the scoring categories for AY 2010 will be **changed** with a slightly more rigorous point system. The **past** scoring categories for 2009 were; Distinction 21-18 pts (with no one individual item rating below a two), Satisfactory 17-14 pts, and Not met 13 pts or below. The 2010 APE Specialist Teaching Portfolio Notebook scoring categories have been changed to the following; Distinction 21-19 pts (with no one individual item rating below a two), Satisfactory 18-15 pts, and Not met 14 pts or below. This will bring more rigor to this final and culminating assignment. The total composite score will still be based on the 7 application items evaluated by the reviewer. Other proposed actions and changes are listed below

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
Exit criteria	Change scoring categories of APE Specialist Teaching Portfolio. See above	Lavay	2010 continue to implement
Technology	Continue to update and blend more technology application into certain assignments. For example in KIN 427/527 candidates will record and interpret assessment results electronically via computer software associated with various assessment instruments	Lavay Reich	AY2011-2012
Assessment and Report writing	Student practice conducting a variety of standardized and informal assessment instruments, incorporating software, in order to enhance report writing In KIN 427/527.	Lavay Reich	AY2011-2012
Problem solving	Continue to implement assignments to develop student skills in using scholarly APE literature that will enhance students' ability to locate relevant information in addressing APE issues and solving problems. This will also help them with developing and writing their APE philosophy	Lavay Reich	AY2011-2012

Appendix A

October 13, 2010 Email

Lori

Attached is the CCTC APE annual report can you please read over and make any edits/comments. Please pay particular attention to question 3-7 of the report. Then let us arrange to meet at a convenient time to discuss the report and especially the assessment findings. Let me know a time that work for you. Thank you Barry Lavay, APE Specialist Coordinator

November 16, 2010 Meeting

Lavay and Reich met to review the APE annual report. Also discussed were steps to enhance the APE program based on 2009-2010 findings' which are reported in section 7.