



**College of Education and Affiliated Programs**  
**Annual Assessment Report Template – Fall 2012**  
*Adapted Physical Education*

**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 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. See more detailed information on CSULB APE program website:

[http://www.csulb.edu/colleges/chhs/departments/kin/degree\\_options/AdaptedPE.htm](http://www.csulb.edu/colleges/chhs/departments/kin/degree_options/AdaptedPE.htm)

In the APEAA program, general pedagogical knowledge provides candidates with a broad-based perspective of physical education for individuals with disabilities related to the total school curriculum (Auxter, Pyfer, Zittel & Roth, 2010, 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 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, 2008). 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).

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. Table 4 includes the number of candidates who have advanced to the culminating experience and successfully exited the APE program for both AY 2011 (13) and 2012 (17). 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 annual basis provides the greatest number of students an APEAA Credential. The APE program is a highly specialized program and there is 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*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>
<b>SLOs</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.	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.
<b>Signature Assignment(s)</b>	IEP	Assess report	Unit plan	Beh man plan	Teach Reflect w/	Philosophy

					lesson plan	
<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>	Evidence-based Practices; Collaboration; Advocacy	Collaboration; Evidence-based Practices; Advocacy	Evidence-based Practices;	Effective Pedagogy; Evidence-based practices	Innovation; Effective Pedagogy; Evidence-based practices	Collaboration; Scholarship; Leadership
<b>CSULB Learning Outcomes</b>	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	Well-prepared; Integrating liberal education; Collaborative problem solving
<b>NCATE Elements</b>	Professional Knowledge and Skills	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Dispositions

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	-	-	-

**Table 3**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Thesis (698)<sup>1</sup></b>	n/a
<b>Comps<sup>2</sup></b>	n/a
<b>Project (695)<sup>3</sup></b>	n/a

**Table 4**

<sup>1</sup> This is data on students who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually “crossed into” this transition point prior to Fall 2011 and were still making progress on their theses at this time.

<sup>2</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011. The data include students who may not have taken or passed the examination(s).

<sup>3</sup> This is data on students who were conducting culminating projects during Fall 2011 and Spring 2012. This figure may include students who actually “crossed into” this transition point prior to Fall 2011 and were still making progress on their theses at this time.

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
<b>Degree Exit Interview Survey &amp; awarded APEAA</b>	Jan -Dec 2011 (13) Jan -Dec 2012 (17) students

**Table 5**

Faculty Profile 2011-12<sup>4</sup>

Status	Number
<b>Full-time TT/Lect.</b>	1 full time tenured track
<b>Part-time Lecturer</b>	1 part-time lecturer
<b>Total:</b>	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.

**Data**

- Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - 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.

**Table 6**

Program Student Learning Outcomes and Signature Assignments

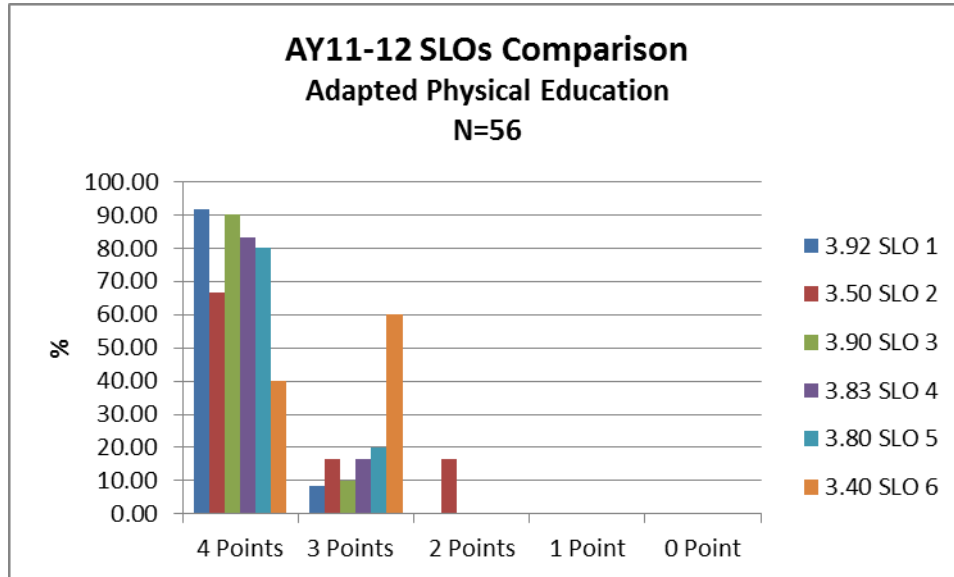
Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s)	Description of the Assignment
<b>1</b>	Identify and cite current legal mandates including federal and state legislation pertaining to the physical education for individuals with disabilities including the	Kin 387: IEP	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

<sup>4</sup> 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.

<b>Student Learning Outcome</b>	<b>Student Learning Outcome Description</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>
	design of an individualized educational program (IEP) for individuals with disabilities.		goals benchmarks, projected dates, & teaching methods
<b>2</b>	Create an assessment report in physical education appropriate for individuals with various disabilities.	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.
<b>3</b>	Construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan.	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.
<b>4</b>	Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.	KIN 387: Behavior Management Plan	Plan & implement a behavior management plan based on a specific child 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.
<b>5</b>	Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.	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.
<b>6</b>	Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.	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

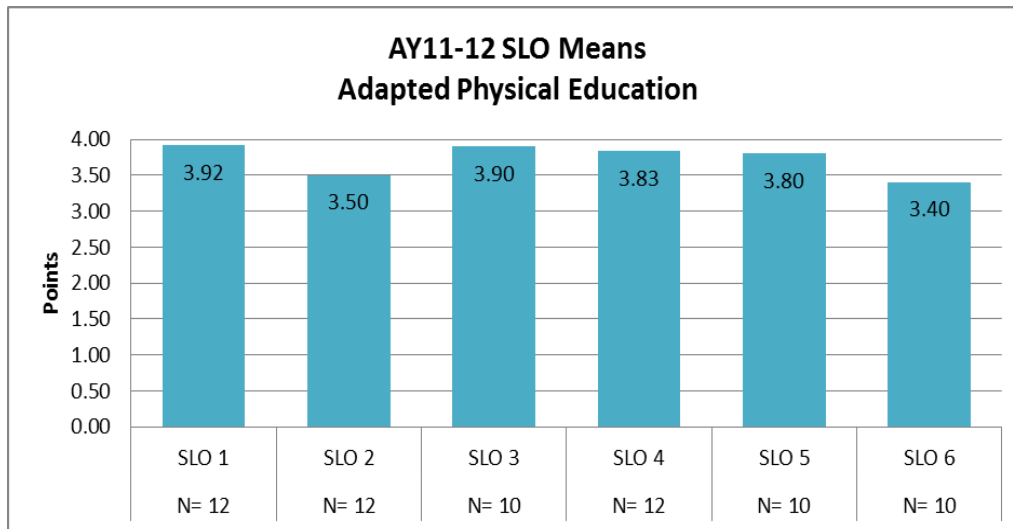
**Figure 1**

*AY11-12 SLO Comparison*



**Figure 2**

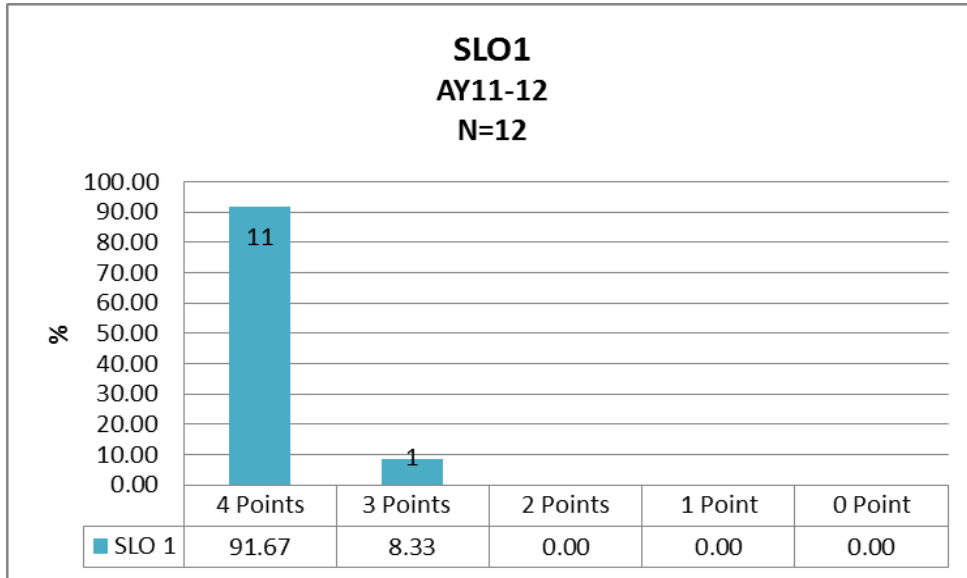
*AY11-12 SLO Means*



**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

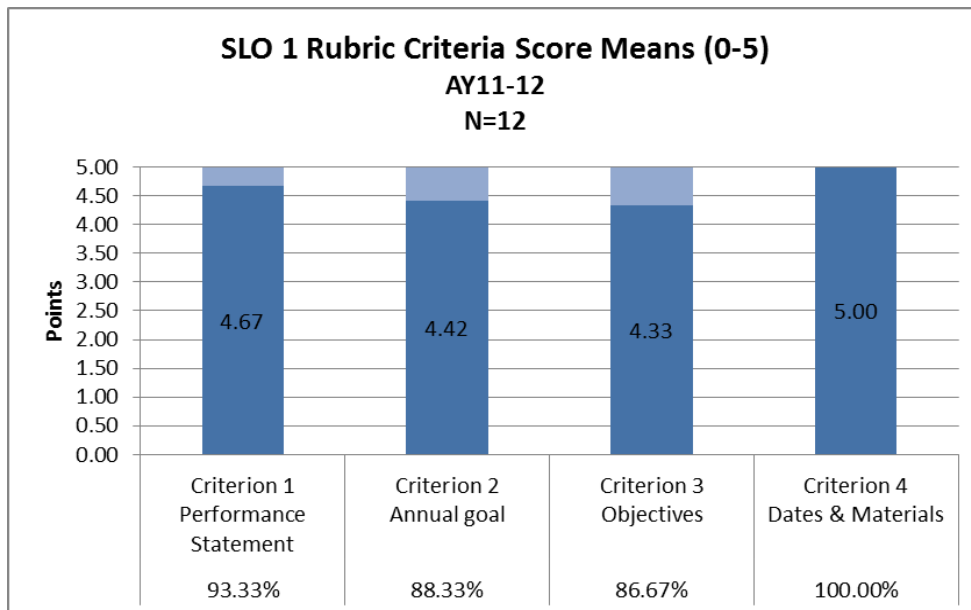
**Figure 3**

*AY11-12 Score Distribution-SLO 1*



**Figure 4**

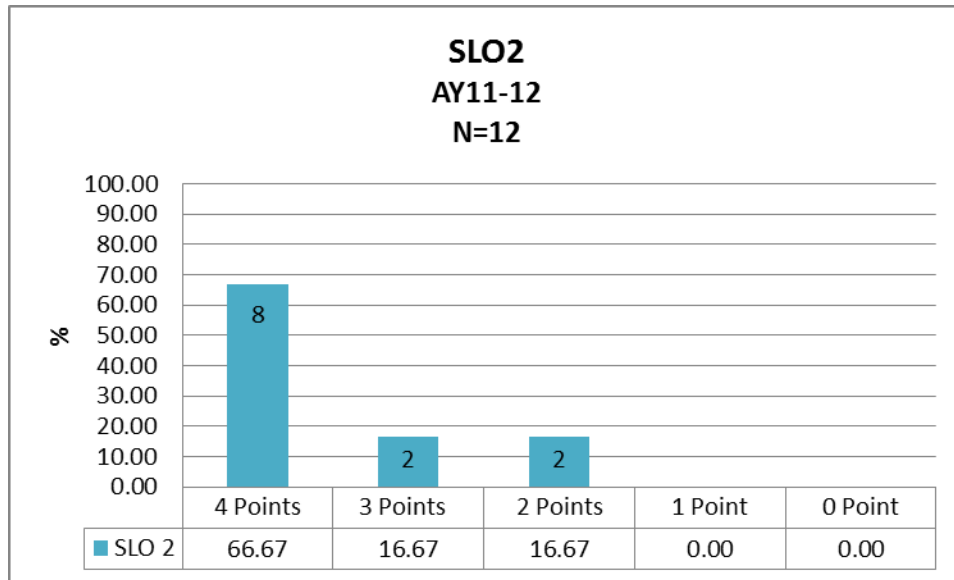
*AY11-12 Criteria Score Means-SLO 1*



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

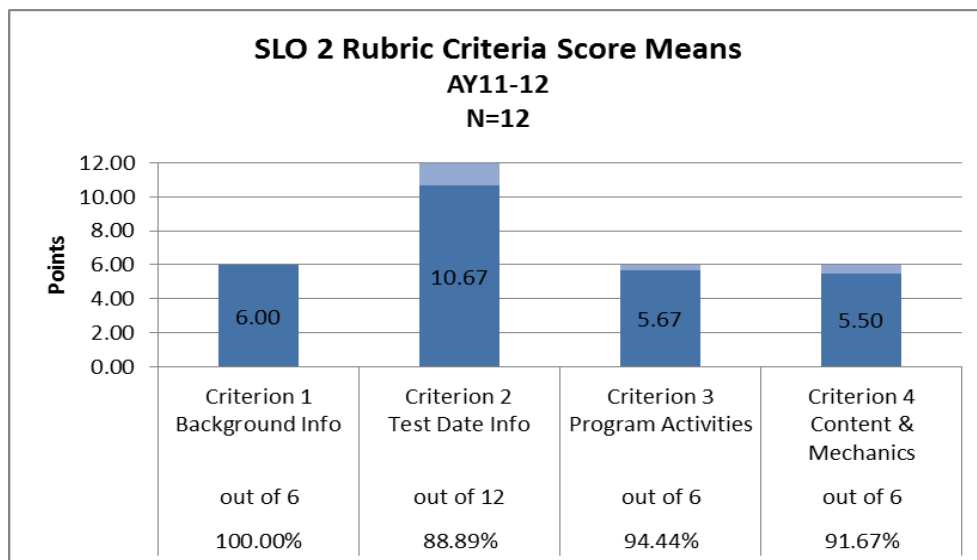
**Figure 5**

*AY11-12 Score Distribution-SLO 2*



**Figure 6**

*AY11-12 Criteria Score Means-SLO 2*

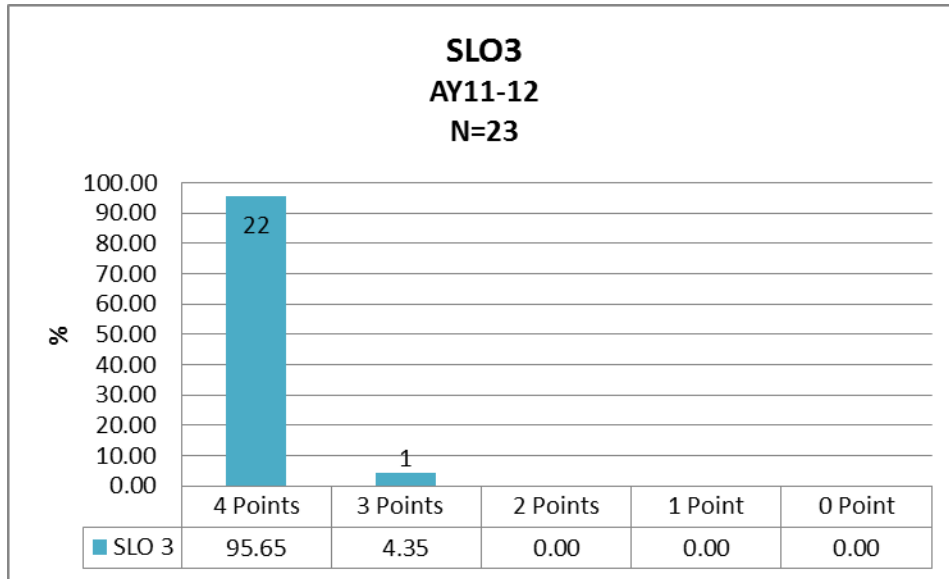




**Outcome 3:** Construct an appropriate physical education instructional program for individuals with disabilities that include the design of unit plan.

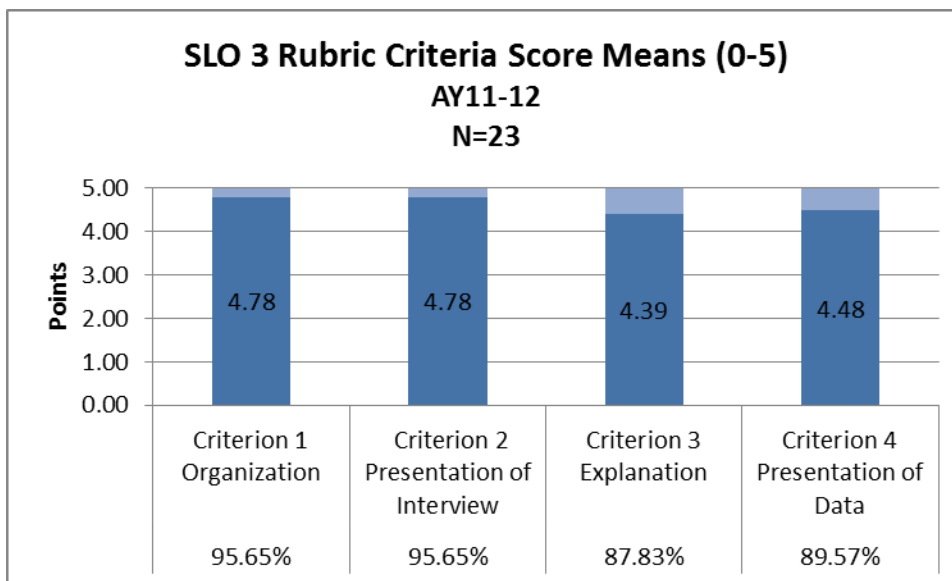
**Figure 7**

*AY11-12 Score Distribution-SLO 3*



**Figure 8**

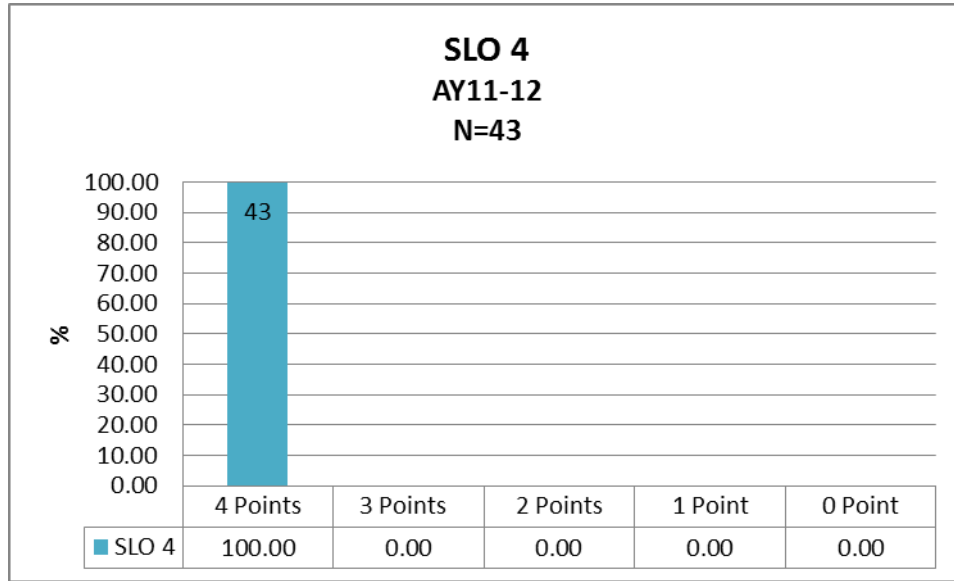
*AY11-12 Criteria Score Means-SLO 3*



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

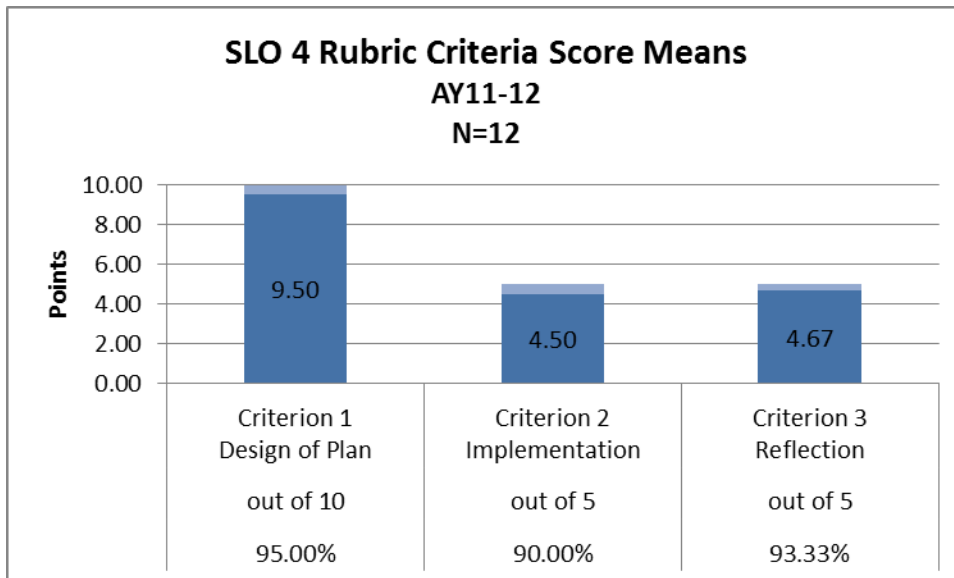
**Figure 9**

*AY11-12 Score Distribution-SLO 4*



**Figure 10**

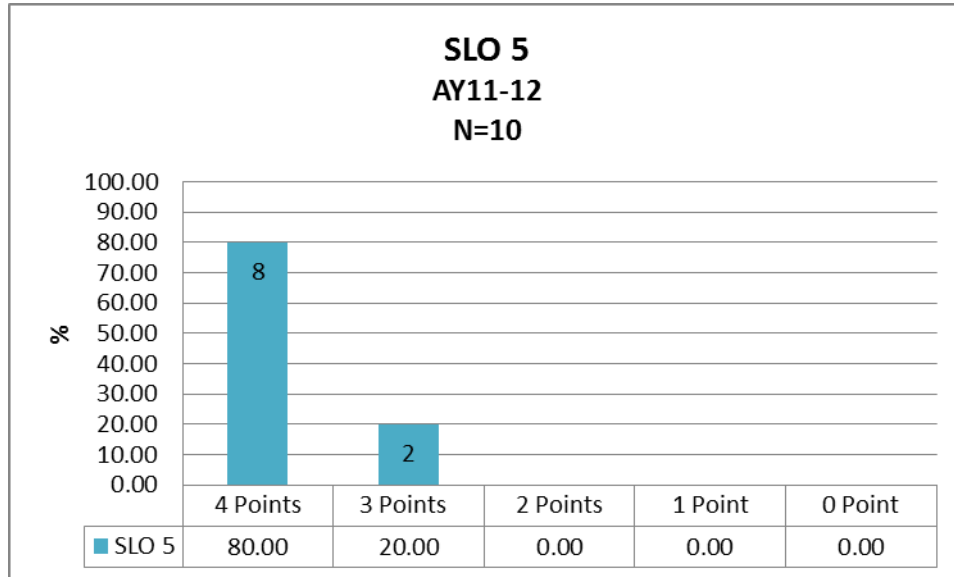
*AY11-12 Criteria Score Means-SLO 4*



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

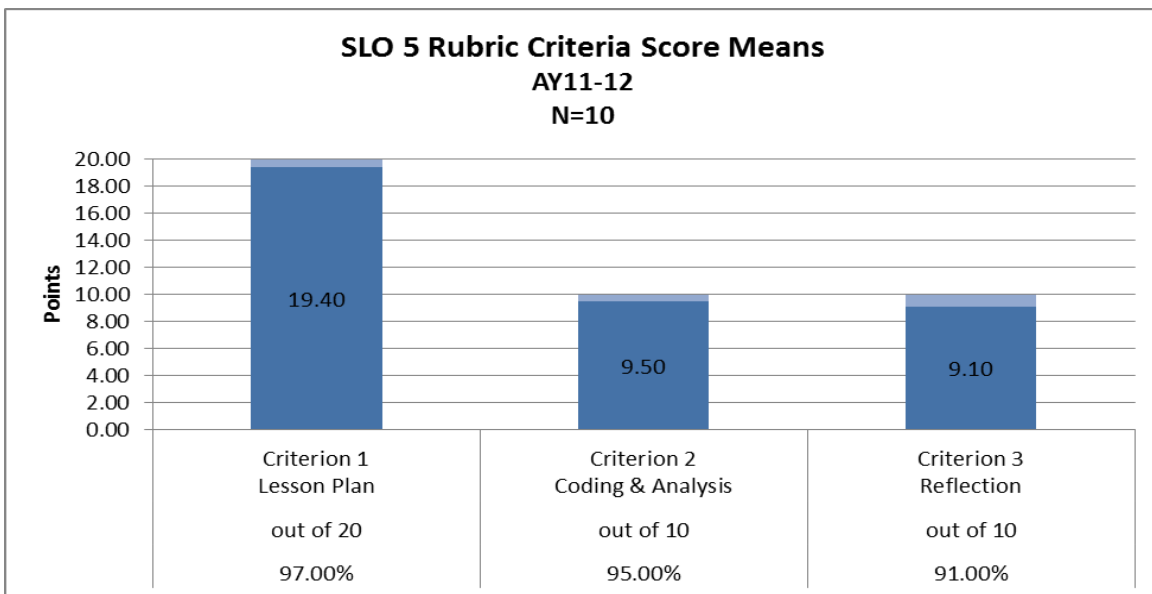
**Figure 11**

*AY11-12 Score Distribution-SLO 5*



**Figure 12**

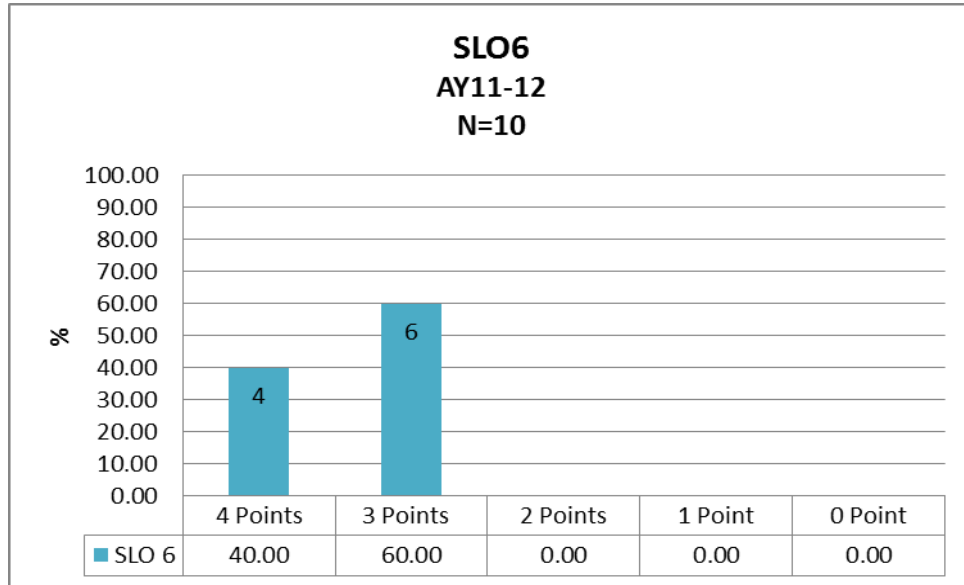
*AY11-12 Criteria Score Means-SLO 5*



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

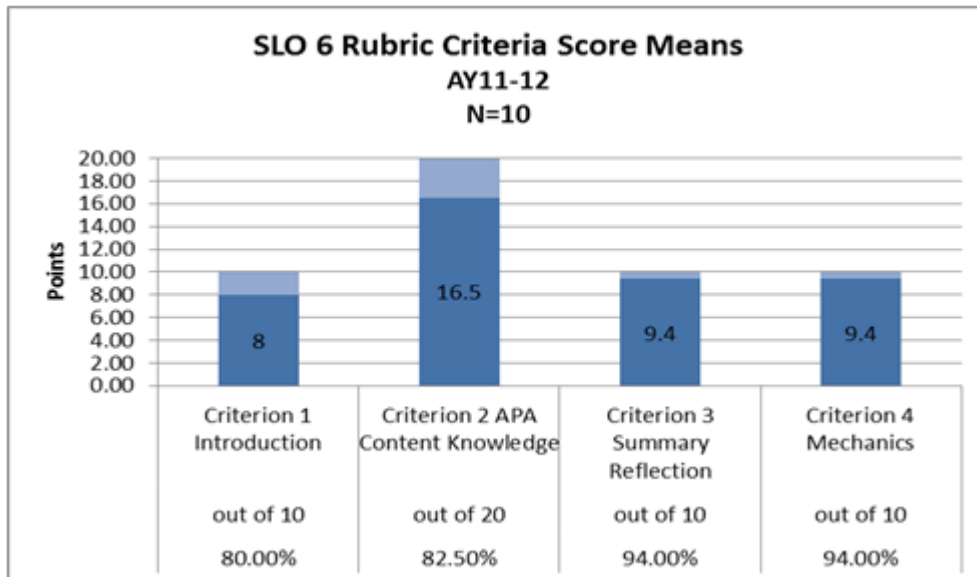
**Figure 13**

*AY11-12 Score Distribution-SLO 6*



**Figure 14**

*AY11-12 Criteria Score Means-SLO 6*



- 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 2012, APE candidates answered a post exit survey of APE program effectiveness **website** <[https://csulb.qualtrics.com/SE/?SID=SV\\_cvxyoVktJvMsaR7](https://csulb.qualtrics.com/SE/?SID=SV_cvxyoVktJvMsaR7)>. A **total of 60 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.

What follows is the collective results of the 2008-2012 APE candidates' response from the Post APE survey for specific survey item questions 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.

Question	Not at all	To a slight degree	To a moderate degree	To a large degree	Responses	Mean
Communicate orally in front of a group	-	3	15	52	70	3.7
Communicate in writing	-	-	21	49	70	3.7
Present a position persuasively with facts	-	-	27	43	70	3.61
Communicate my ideas and positions to others	-	-	19	51	70	3.73

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	Responses	Mean
Think independently	2	4	15	49	70	3.59
Think objectively	1	2	12	55	70	3.73
Think clearly and logically about complex issues	-	1	18	50	69	3.71
Locate relevant information in addressing issues and solving problems	-	3	12	55	70	3.74
Organize facts into a logical conclusion	1	-	14	55	70	3.76

Integrate knowledge from diverse interdisciplinary/disciplinary fields	-	2	18	48	68	3.68
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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	Responses	Mean
Understand the complex concepts associated with the APE subdiscipline	-	1	10	59	70	3.83
Understand and use the scholarly literature in APE	-	3	15	52	70	3.7
Understand and use technology to increase my learning of APE	-	1	18	50	69	3.71

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	Responses	Mean
Conduct formal and informal assessments of students with disabilities	-	7	22	41	70	3.49
Write an Individualized Education Plan (IEP)	-	2	10	58	70	3.8
Manage the behavior of a child or class	-	3	15	51	69	3.7
Design and implement a unit of instruction	-	1	9	60	70	3.84
Design, write, and teach a lesson	-	2	5	63	70	3.87
Make accommodations and modifications (i.e., equipment, individual child, group)	-	-	9	61	70	3.87
Include children with disabilities into general physical education	-	3	15	52	70	3.7
Analyze the effectiveness of my teaching	-	1	5	64	70	3.9
Teach specific special populations (i.e., identified in IDEA such as MR, Autism)	-	4	9	57	70	3.76
Adapt to unique teaching situations and deal with problems that arise in APE	-	2	16	52	70	3.71

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	Responses	Mean
Use computerbased technologies (i.e., software, websites, email)	-	5	26	39	70	3.49
Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)	1	2	15	52	70	3.69
Acquire the necessary skills for employment in an APE position	-	2	7	61	70	3.84
Confidence in my ability to gain employment in APE	-	3	10	57	70	3.77
Appreciation for the APE disciplines and my desire to be a life long learner who will stay professionally involved	-	1	1	68	70	3.96

Overall, data results for items 7-11 on the exit survey of APE candidates, assessed to what degree the APE program has helped them attain competences in specific skill areas. At least 88% of the respondents answered to a “moderate” or “large” degree on all these 5 items. What follows is a discussion of the specific results of items 7 - 11 (See responses to items 7-11 in data section, Question 4, above). In general this information reported by the students in the self-report post exit survey support 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% of respondents answered, to a “moderate” or “large” degree **(See item 7)**.

#8 Attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE. This included; thinking independently, clearly, and logically, all important teaching skills. In general, 93% of respondents answered, to a “moderate” or “large” degree. In addition, 91% 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. In general, 95% of respondents of respondents answered to a “moderate” or “large” degrees (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 88% of respondents answered, to a “moderate” or “large” degree (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, 92% of all respondents answered to a moderate or large degree.

Specifically, 96% of respondents answered to a “large degree” stating that they have an appreciation for APE and will stay professionally involved. Interestingly, regarding the use of computer based technologies (i.e., software, websites and email), 92% responded to a “moderate or large degree” and only 5 candidates (8.3%) responded to a “slight degree”. Technology application is emphasized in the program and one that the faculty is constantly working to update in order to stay current (See item 11). For example, in past Annual and Biennial Reports, technology application was identified as a program action with faculty taking steps to help candidates improve in this area.

In addition, to answering the survey all candidates conduct an exit interview with the APE Program 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](http://www.csulb.edu/APE)). This survey and exit interview provides the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. This data is summarized in table 6 under **2011 and 2012 Portfolio Notebook Evaluation for APE Specialist**.

### **APEAA Teaching Portfolio Notebook**

An important part of successfully completing the APEAA program is that each candidate meets with the APE Coordinator 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 ongoing since 2005 with the process periodically updated and refined. The candidate’s portfolio notebook includes samples of their work. Samples include; philosophy statement, skill videotape analysis, lab assignments or reports, unit plans, lesson plans, IEP, assessment reports, videotape sample of teaching and coding, 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/fieldwork 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 specific section). The total composite score is based on the 7 application items with each item evaluated by the reviewer and worth 1-3 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. **The Table that follows provides the “2011 and 2012 Portfolio Notebook Evaluation” data for APE AA candidates.**

**Table 7**

**2011 and 2012 Portfolio Notebook Evaluation for APE Specialist -**

<b>Assessment Scale Category</b>	<b>2011 (13 student total)</b>	<b>2012 (17 student total)</b>		
3 Distinction (19-21)	8 (68%)	13 (76%)		
2 Satisfactory (15-18)	5 (32%)	4 (24%)		
0-1 Not Met (14 or below)				

- 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**

- 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 2011-12 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 or work is missing. 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. 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 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. A specific strength of the program is that the APE 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 2011-12 AY candidates in the APE 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 (2011-12) 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 3.92 - 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 4.38 or 87%). Overall, the students responded well to SLO 1 as it was highest mean score of the 6 SLOs reported.

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

Overall mean score of 3.50 – 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. This part of the assignment was emphasized by the instructor and the students performed well in this subskill category and averaged 5.50 or 91% as a group. However the instructor will continue to emphasize this part of the assignment, assessment reporting writing using strong writing mechanics, as this proved to be the lowest score obtained and is an important aspect of writing quality assessment reports.

**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 was 3.90. There has been a steady improvement over the years in outcome 3 increasing from 2.63 (AY 08-09), to 3.63 (AY 09-10) and 3.90 (AY11-12). 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 for criterion 5, methods of evaluation by providing examples of unit plan checklist scoring systems to measure & report class progress and outcomes.

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

Overall mean score of 3.83. 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 4.67 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 3.80. 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, code 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 3.40- This is perhaps one of the most important and challenging assignment as students are required to formulate and write an APE philosophy. This is the culminating assignment experience for the students where they are required to draw from previous course content and assignments and synthesize this information into a well formulated written philosophy that will help guide their future teaching. As a group all students scored 80% or greater on all 4 subskill areas. The assignment directions and grade rubric are updated each year and refined for clarity.

### **APE Post Exit Survey**

Overall, data results for items 7-11 on the exit survey of APE candidates, assessed to what degree the APE program has helped them attain competences in specific skill areas. At least 88% of the respondents answered to a “moderate” or “large” degree on all these 5 items. Results indicate that overall the candidates believe themselves to be competent in the skills necessary to be an effective APE teacher. The APE faculty are pleased with the survey results, especially item 11, technology application which has been and continues to be identified as a program action with faculty taking steps to assist candidates to grow in this area. In addition, this information reported by the students in the self-report post exit survey supports the data collected in signature assignments 1-6.

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

In general, findings for the 2011-2012 APE Annual Report are similar to past APE Annual and Biennial Reports. For AY 2011-12 the majority of the candidates in the APE 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 AY 2011-2012 group were slightly higher than the AY 2009-2010 and AY 2010-2011 mean group scores.

#### **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.**

Proposed actions and changes are listed below in table 8

**Table 8***Action Plan*

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
<b>Technology Monitor IEP Goal/benchmark progress</b>	Continue to update and blend technology application into certain assignments. For example in KIN 387 & Kin 388 train students to <b>track, monitor and document child's progress toward IEP goals and benchmark by developing a scoring rubric.</b> For example in KIN 427/527 candidates will continue to record, interpret, and report assessment (e.g., graphs) results electronically via computer software associated with various assessment instruments.	Lavay Reich	AY2012-13
<b>Assessment and Report writing</b>	Students will continue practice conducting a variety of standardized and informal assessment instruments, incorporating software, in order to enhance report writing In KIN 427/527 (e.g., statistics, graphs).	Lavay Reich	AY2012-13
<b>Problem solving</b>	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 candidates develop and write their APE philosophy	Lavay Reich	AY2012-13

## Appendix A

### **October 16, 2012 Email**

Hi Lori

Attached is the CCTC APE annual report. Can you please read over and make any edits/comments. Please pay particular attention to the page numbers on the report that we discussed in my office. Please get your edits back to me in yellow or track changes by Oct 19 Also please look at the action plan on the last page of the report and consider any changes to be made. Perhaps as we discussed we can meet in my office on Fri Afternoon Oct 19 if that works for you, let me know.

Thanks Barry Lavay, APE Coordinator

### **October 19, 2012 Meeting**

Dr. Lavay (APE Coordinator) and Dr. Reich (APE Instructor) met to review, the 2011-2012 Annual Report. Also discussed were steps to enhance the APE program based on the findings which are reported in section page 5-16.