



**Commission on Teacher Credentialing
Biennial Report
Academic Years 07-08 and 08-09**

Institution: California State University, Long Beach

Date report is submitted: Fall 2009

Date of last Site Visit: Spring 2007

Program documented in this report: Adapted Physical Education

Name of Program: Adapted Physical Education Specialist Credential

Credential awarded: Adapted Physical Education Specialist Credential

Is this program offered at more than one site? No

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

1 page

General information to help reviewers understand the program, the context in which it operates including the number candidates and completers or graduates, and what has changed significantly since the Commission approved the current program document.

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.

and train APE Specialists to:

- Effectively delivering services in the public schools and community as an APE specialist (i.e., direct service, assessment, 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 benchmarks, 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, reading professional literature, and designing a philosophy.

During the spring 2008, the APE mission statement and assessment of candidates in key courses was updated with implementation beginning fall 2008. The following student learning outcomes (Table 1) with signature assignments reflect these revisions:

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: 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.	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.
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

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 APE Specialist Credential. This number includes undergraduate students in the APE Kinesiology option and graduate students, who are completing both the Single Subject Physical Education and APE Credential as well as teachers with a single subject physical education credential and are enrolled in the APE credential only. 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 12 APE Specialist Credentials per year. Tables 2 and 3 include the number of students advancing to the culminating experience and successfully exiting the program for the years 2007, 2008 and 2009. 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 an APE Specialist Credential in the CSU system 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.

Table 2
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 2 Advancement to Culminating Experience	
	2007-08	2008-09
Other	calendar year Jan – Dec 2007: 13 Jan – Dec 2008: 7	calendar year Jan –Dec 2009: 14

Table 3
Program Specific Candidate Information, 2007-2009

	Transition Point 3 Exit	
	2007-2008	2008-2009
Credential¹	calendar year Jan – Dec 2007: 13 Jan – Dec 2008: 7	calendar year Jan –Dec 2009: 14

Table 4
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	2	2
Part-time Lecturer	2	2
Total:	4	4

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.

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 one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2007 through Spring 2009.

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 part time faculty who teach a few courses and supervise practicum in the program. Table 4 provides an overview of the program faculty.

II. Candidate Assessment/Performance and Program Effectiveness Information **No Minimum or Maximum Page Limit**

The program submits information on how candidate and program completer performance are assessed and a summary of the data. The length of this section depends on the size of the program and how data is reported. The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

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 program student learning outcomes and 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 actual 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 	<ul style="list-style-type: none"> KIN 388: Unit Plan 	Plan & write a physical education unit plan designed for children with disabilities that

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
program for individuals with disabilities that includes the design of unit plan.		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 education appropriate for individuals with disabilities. 	<ul style="list-style-type: none"> 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.
<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 2005 –Spring 2008

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 and included the measurement, collection and analysis of the six identified student learning outcomes (SLO) (**See previous listed Table 5**). 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)

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. The first set of tables provides a summary table of all APE Benchmark assignments and the candidate’s results collected each year from 2005 to spring 2008 (**See tables 6-12**). 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.

**Adapted Physical Education
Data Fall 2005 to Spring 2008**

**Table 6
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 7
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 8
Lesson Plan Assignment for APE Specialist – incorporated into SLO 5**

Category	2005	2006	2007
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 – In 2008 this assignment became part of the teaching analysis assignment

Table 9
Assessment Report Assignment for APE Specialist - SLO 2

Category	2006	2007	2008*
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 10
Teaching Analysis Assignment APE Specialist - SLO 5

Category	2007	2008*
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 11
Unit Plan Assignment APE Specialist - SLO 3

Category	2007	2008*
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*
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

Data Collection Academic Year 2008-2009

As stated previously, 2008 was a transition year. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. The data collected starting in fall 2008 looks different from the data collected before that time. However, the majority of the APE signature assignments on the AY 2008-2009 candidate

assessment plan were included or refined from the previous 2005 to spring 2008 APE assessment plan.

Summary of the 6 APE SLO Academic Year 2008-2009

Table 13 provides the reader with a bar graph of the overall percention comparisons among all students who completed the 6 APE SLO in AY 08-09. This is based on the 5 point (0-4) rubric scale. In addition, Table 14 includes the mean score for each of the 6 SLOs based on the 5 point rubric scale for all of the students who completed the assignment.

Table 13
SLO Comparison, 2008-09

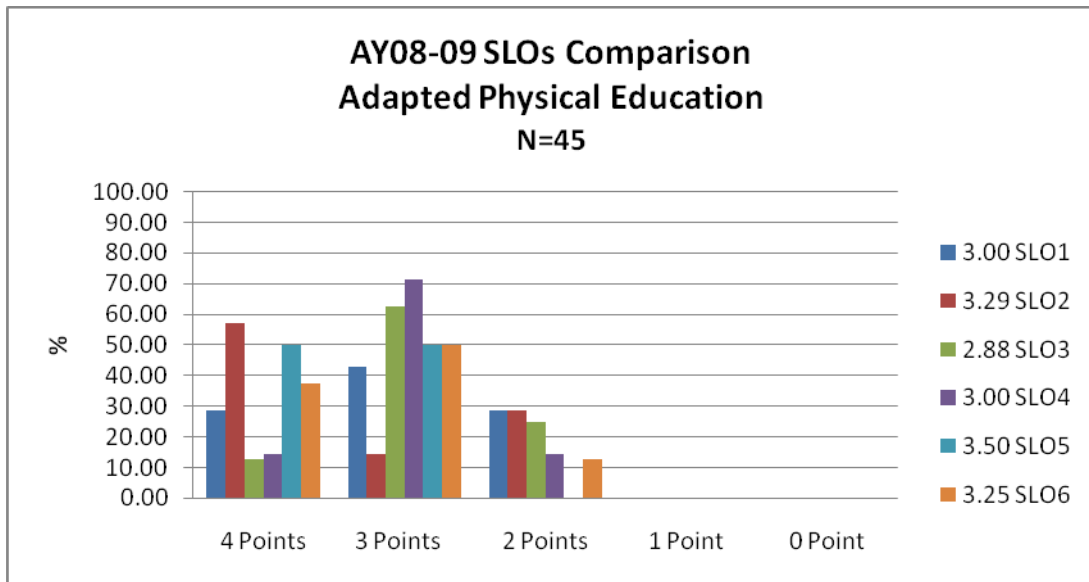
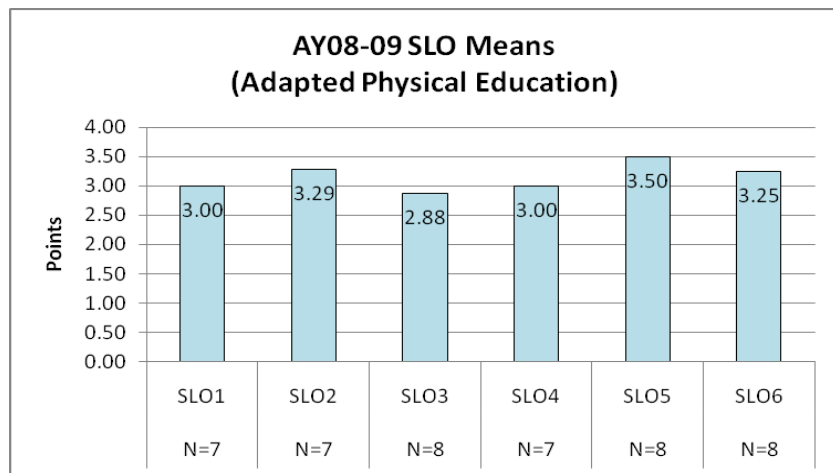


Table 14
SLO Means, 2008-09



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 2008-2009

Tables 15 through 20 include data collection of APE student candidates for Academic year 2008-2009 and include measurement, collection and analysis of each of the six identified APE student learning outcomes (SLO) tables individually (see Tables 16-21). The first table for each SLO includes bar graph of the overall percention comparison among all students who completed the 6 APE SLO based on the 4 point rubric scale. Each SLO table is then followed by a table that includes the mean score for each of the 6 SLO based on the 4 point rubric scale for all of the students who completed the assignment.

Table 15

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.

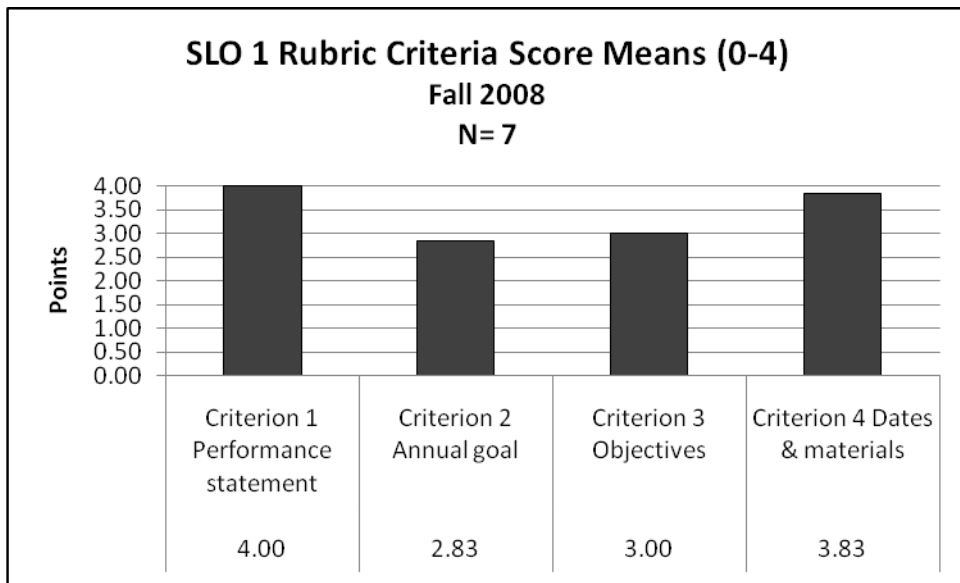
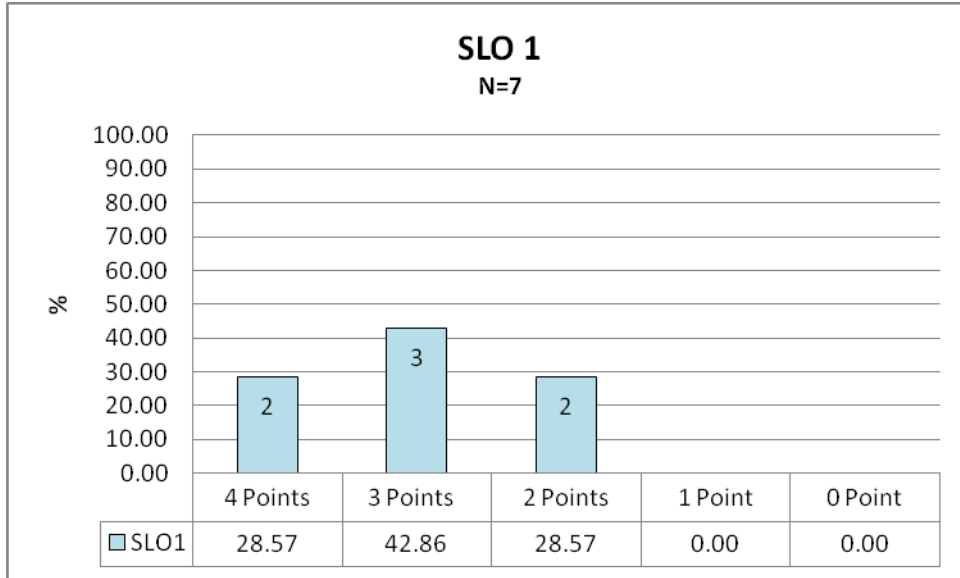


Table 16

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

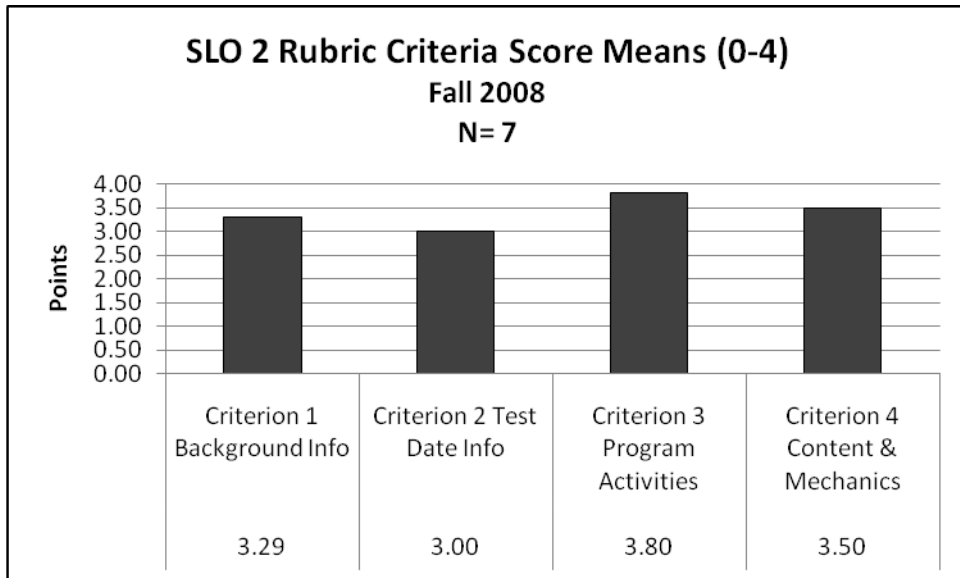
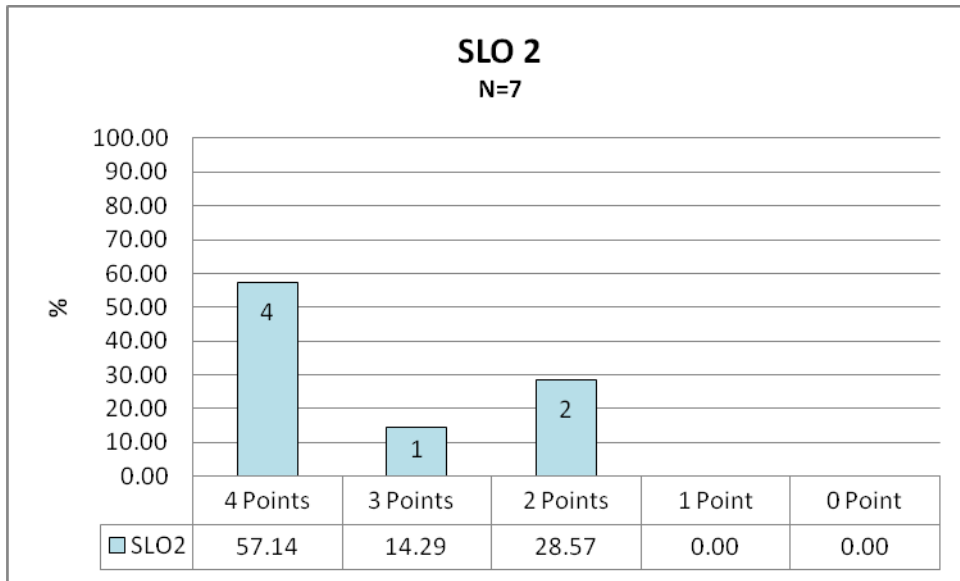


Table 17

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

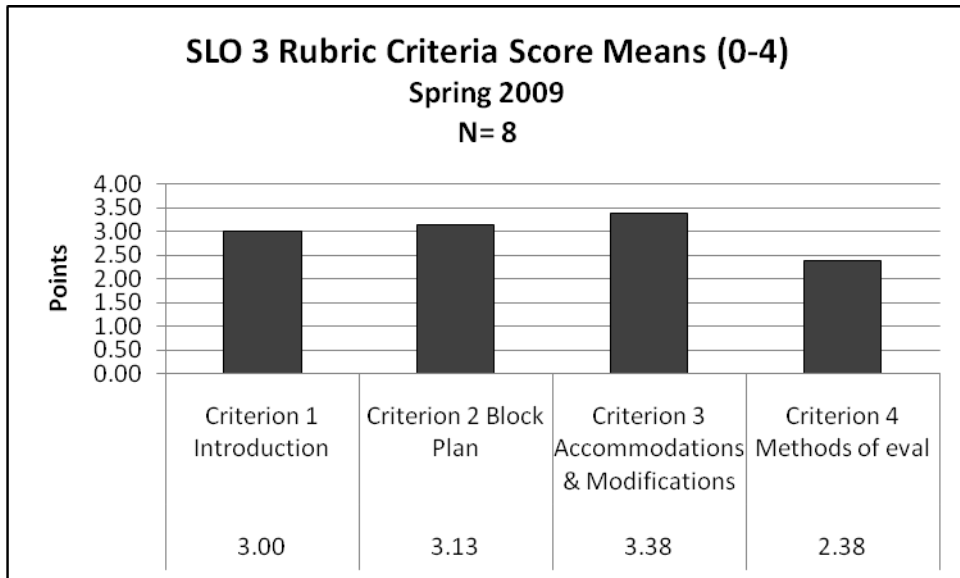
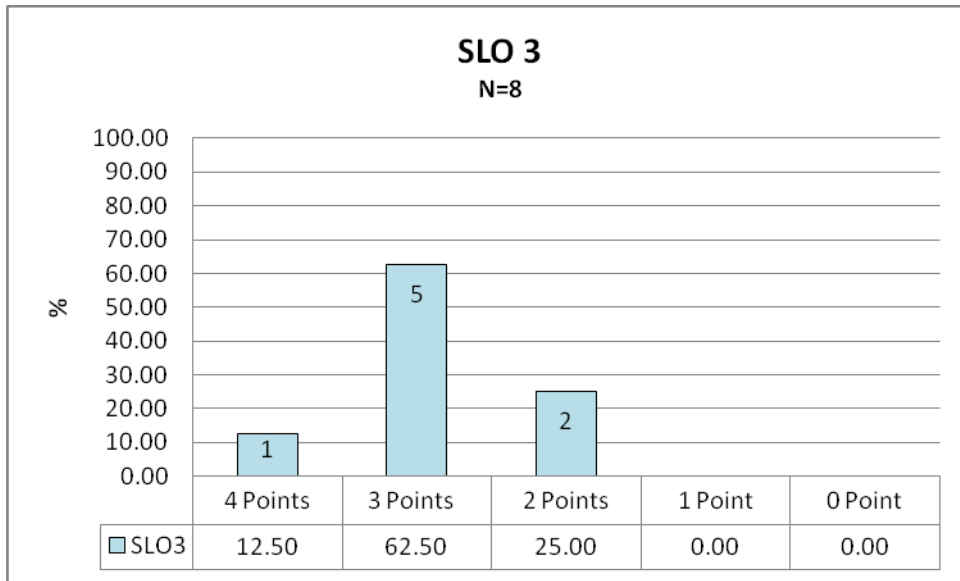


Table 18

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

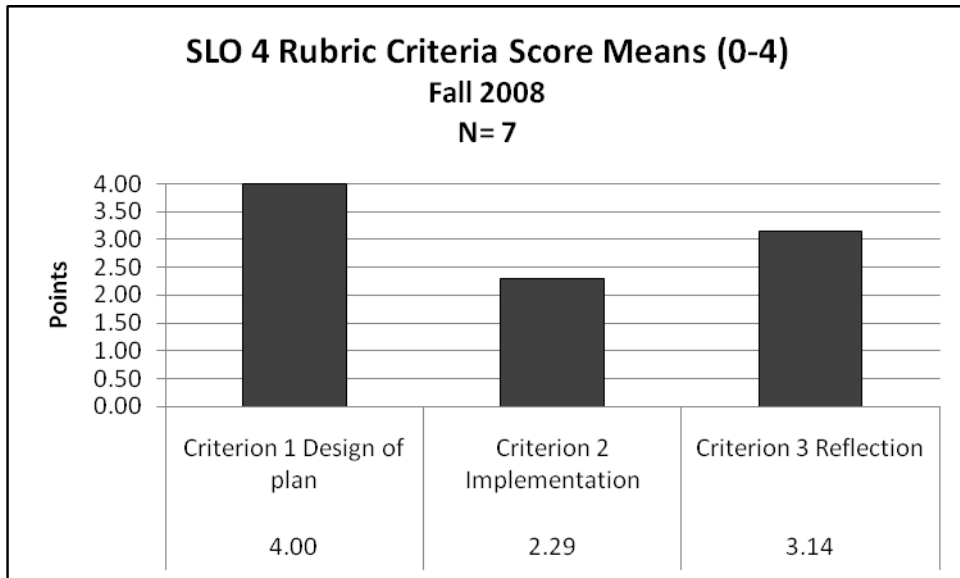
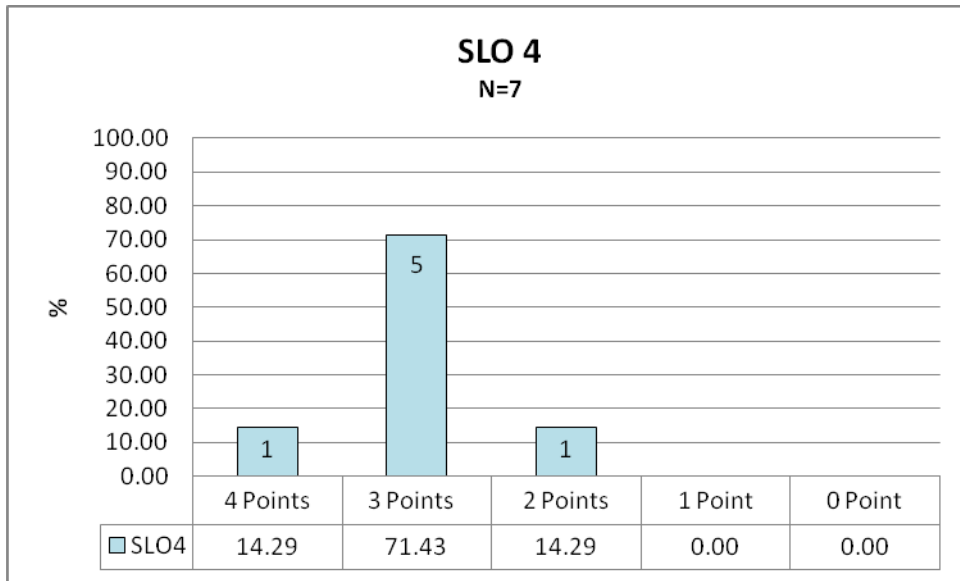


Table 19

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

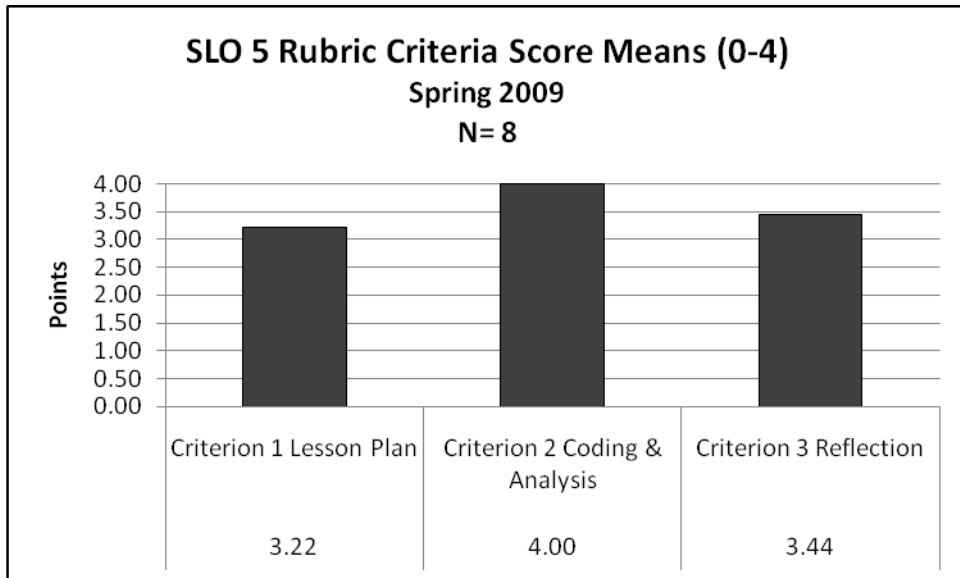
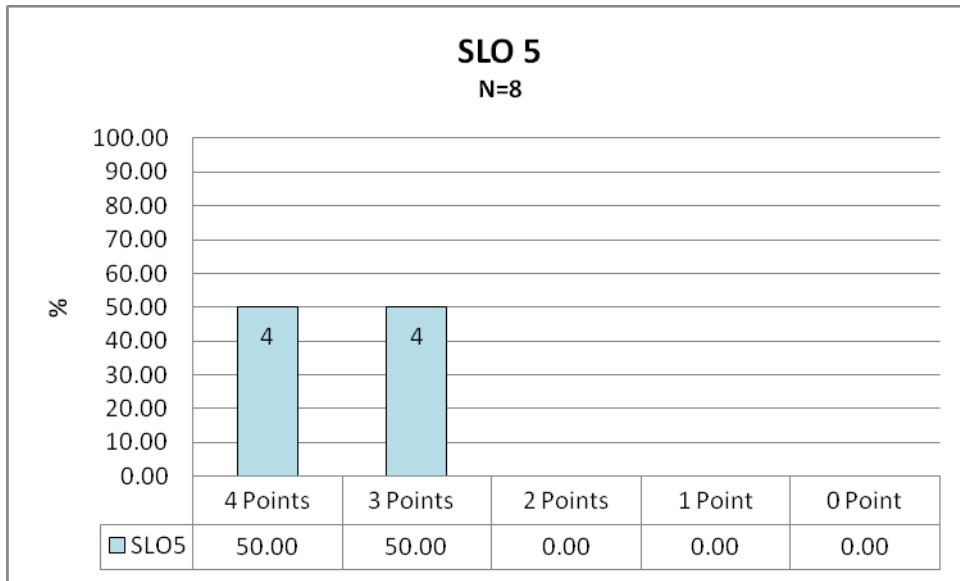
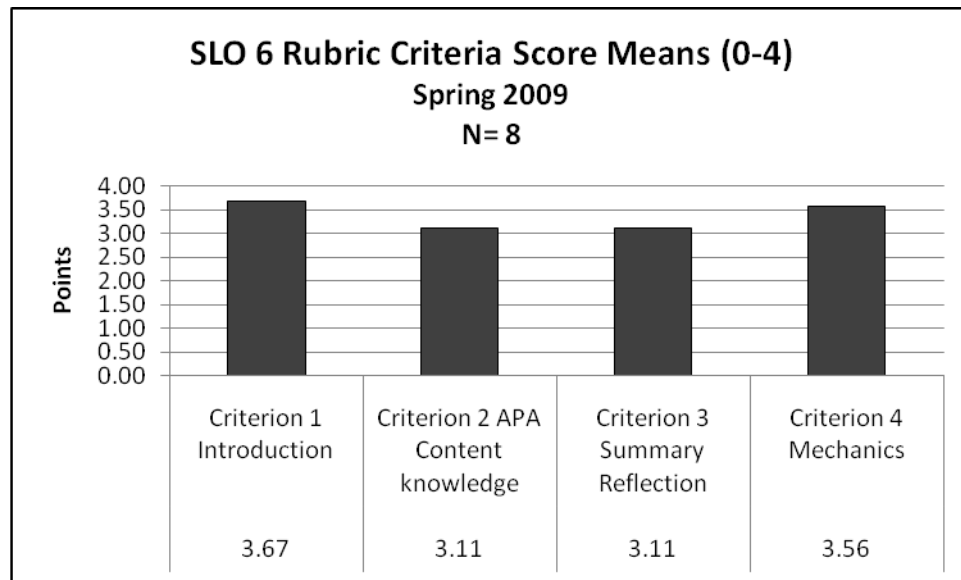
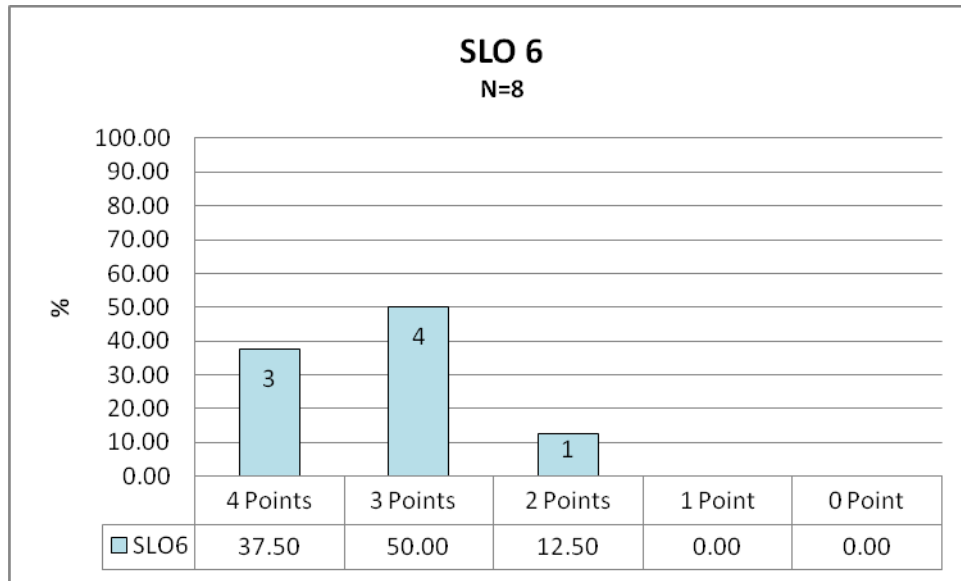


Table 20

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



b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

APE Post Exit Survey

From 2008 to 2009, APE candidates answered a post exit survey of APE program effectiveness (See <http://CSULBCollege-Ed.APEExitSurvey.sgizmo.com>). Thirteen female and 7 male APE candidates responded to the survey. The Survey is an 11 item questionnaire with the first 6

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 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. This survey and exit interview affords the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. This information can be found on the Ape website at:

[//www.csulb.edu/colleges/chhs/departments/kin/downloads/APEDownloads.htm](http://www.csulb.edu/colleges/chhs/departments/kin/downloads/APEDownloads.htm)

The results of the APE candidates' response from the Post APE survey for items 7-11 follow.

Table 21

Question 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			21.1% 4	78.9% 15	19
Communicate in writing			26.3% 5	73.7% 14	19
Present a position persuasively with facts			42.1% 8	57.9% 11	19
Communicate my ideas and positions to others			21.1% 4	78.9% 15	19
Average %	0.0%	0.0%	27.6%	72.4%	76.0

Total responses to this question: 19

Table 22

Question 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			10.5% 2	89.5% 17	19
Think objectively			10.5% 2	89.5% 17	19

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Think clearly and logically about complex issues			22.2% 4	77.8% 14	18
Locate relevant information in addressing issues and solving problems		5.3% 1	21.1% 4	73.7% 14	19
Organize facts into a logical conclusion			21.1% 4	78.9% 15	19
Integrate knowledge from diverse interdisciplinary/disciplinary fields			31.6% 6	68.4% 13	19
Average %	0.0%	0.9%	19.5%	79.6%	113.0

Total responses to this question: 19

Table 23

Question 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			15.8% 3	84.2% 16	19
Understand and use the scholarly literature in APE		5.3% 1	31.6% 6	63.2% 12	19
Understand and use technology to increase my learning of APE			26.3% 5	73.7% 14	19
Average %	0.0%	1.8%	24.6%	73.7%	57.0

Total responses to this question: 19

Table 24

Question 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		10.5% 2	26.3% 5	63.2% 12	19
Write an Individualized Education Plan (IEP)			5.3% 1	94.7% 18	19
Manage the behavior of a child or class		5.3% 1	15.8% 3	78.9% 15	19
Design and implement a unit of instruction		5.3% 1	5.3% 1	89.5% 17	19

Item	Not at all	To a slight degree	To a moderate degree	To a large degree	Total
Design, write, and teach a lesson		5.3% 1	5.3% 1	89.5% 17	19
Make accommodations and modifications (i.e., equipment, individual child, group)			15.8% 3	84.2% 16	19
Include children with disabilities into general physical education		5.3% 1	15.8% 3	78.9% 15	19
Analyze the effectiveness of my teaching			10.5% 2	89.5% 17	19
Teach specific special populations (i.e., identified in IDEA such as MR, Autism)		5.3% 1	5.3% 1	89.5% 17	19
Adapt to unique teaching situations and deal with problems that arise in APE			15.8% 3	84.2% 16	19
Average %	0.0%	3.7%	12.1%	84.2%	190.0

Total responses to this question: 19

Table 25

Question 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)			31.6% 6	68.4% 13	19
Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)			15.8% 3	84.2% 16	19
Acquire the necessary skills for employment in an APE position			5.3% 1	94.7% 18	19
Confidence in my ability to gain employment in APE			15.8% 3	84.2% 16	19
Appreciation for the APE disciplines and my desire to be a life long learner who will stay professionally involved				100.0% 19	19
Average %	0.0%	0.0%	13.7%	86.3%	95.0

Total responses to this question: 19

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 "Teaching Portfolio Notebook" for evaluation. The evaluation of the "Teaching Portfolio Notebook" is part of the exit interview meeting and is

usually an hour long. The portfolio notebook includes 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 updated periodically. 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. More specifically, candidates are 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). 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 21** provides the “Portfolio Notebook Evaluation” data for APE Specialist candidates from 2007-2009.

Table 26
Portfolio Notebook Evaluation for APE Specialist

Category	2007	2008	2009
Distinction (21-18)	80%	100%	71% (10/14)
Satisfactory (17-14)	20%		29% (4/14)
Not Satisfactory (13 or below)			

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. For example, discussed during the annual spring 2008 and 2009 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 these documents.

III. Analysis of Candidate Assessment Data

1-3 pages

Analysis of the 2007-2009 candidate performance data results includes the following:

The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all signature assignments. A five point rubric scale was used to evaluate all candidates 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. One possible reason for these strong scores may be because classes usually consisted of enrollments of less than 15 students and 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 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. One 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 candidates in the APE Specialist program met the minimum criteria for all signature assignments and also scored in the upper two categories (exceeds expectations or meets expectations). Possible exceptions of data examined for SLO1-6 2008-2009 include

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 3.00- This is one of the first assignments students complete in the program (writing an IEP) and the most difficult part of the assignment is the subskill of writing annual goals with students averaging 2.83.

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

Overall mean score of 3.29 –The subskill of reporting in written form the actual test data in both qualitative and quantitative forms proved to be the most challenging part of the assignment and students averaged 3.00.

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

The overall mean score of 2.97 for SLO 3 was the lowest overall score of the 6 SLOs reported. This may be due to the fact that this assignment of writing a unit plan is a comprehensive challenging assignment that includes many detailed parts. In the subskill section, methods of evaluation, the overall student mean score was a 2.38. This subskill of the unit plan assignment required the university students to design a class checklist scoring system to measure & report unit plan progress. Future considerations for this assignment will include the professor examining the

clarity of directions and providing more discussion with examples to the university students 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 3.00 –the most difficult part of the assignment was the subskill of charting the behaviors on the assigned child with a disability and students averaged 2.29 in this area. For many students, this was the first time they conducted a behavior analysis and charted a child’s behavior.

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

An overall mean score of 3.50 was the 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 students have multiple opportunities to teach and systematically reflect on their actual instruction. This is a real strength of the 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- In spring 2008, the data showed that 17% of the students only met the minimum criteria category (**see Table 12**). 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. Data indicates that in spring 2009 students significantly improved and averaged a mean score of 3.25 (**see table 20**).

Possible exceptions of data examined for SLO prior to 2008

There was one exception were a candidate did not meet the acceptable criteria for the lesson plan assignment (**see Table 8**). In general, a “mastery of learning” philosophy exists in the APE program and since this candidate did not meet the minimum criteria he or she was asked to resubmit the assignment to meet an acceptable criteria.

One particular concern was the “APE Philosophy” signature assignment, first introduced in spring 2008. This assignment is conducted toward the end of each candidate’s coursework and is important as candidates articulate in writing the essential skills and content knowledge necessary to teach physical education to individuals with disabilities. The ability to articulate on paper one’s philosophy can be challenging. In spring 2008, the data showed that 17% of students only met the minimum criteria category (**see Table 12**). After an examination of the data and a discussion with the students enrolled in class, the assignment directions and grade rubric were updated and refined for clarity (Summer 2008). Data indicates that in spring 2009 students significantly improved with a mean score of 3.25 (**see Table 20**).

APE Post Exit Survey

From 2008 to 2009, APE candidates answered a post exit survey of APE program effectiveness (See <http://CSULBCollege-Ed.APEExitSurvey.sgizmo.com>). Thirteen female and 7 male APE candidates responded to the survey. The Survey is an 11 item questionnaire with the first 6 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 included 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 teaching APE. Included, were three questions with open ended responses: program strengths, suggestions for improvement and most significant learning experience. In general, data results on items 7-11 (To what degree has the APE program 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 results of questions 7 through 11 **(See Tables 21-25)**.

#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 70% of the respondents answered to a “large degree” **(See Table 21)**.

#8 Attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE. This included solving problems, an important teaching skill. With one exception, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 70% of the respondents answered to a “large degree” **(See Table 22)**.

#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 70% of the respondents answered to a “large degree” **(See Table 23)**.

#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. With one or two exceptions, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 70% of the respondents answered to a “large degree” on all items **(See Table 24)**. This information reported by the students in the self-report mirrors the data collected in signature assignments 1-6.

#11 Attain skills related to acquiring the skills that increase the likelihood of gaining employment in teaching APE in the public schools. Overall, 95% to 100% of all respondents answered to a moderate or large degree. Over 70% of the respondents answered to a large degree. Specifically, 95 % of respondents answered to a “large degree” regarding have acquired the skills necessary to gain employment in an APE position and 100% stated that they have an appreciation for APE.

Interestingly, regarding the use of computer based technologies (i.e., software, websites and email) 68% responded to a “large degree” and 32 % responded to a moderate degree. While technology application is currently a strong part of the program, the faculty feel based on the student response, this area can improve (**See Table 25**).

See Appendix A Data Discussion Guide 10-2-2009 Meeting

IV. Use of Assessment Results to Improve Candidate and Program Performance 1-2 pages

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
SLO 3	Clarify of directions and provide more detailed examples of checklist scoring systems to measure and evaluate unit plan outcomes.	Lavay	Spring 2010	SLO 3
Technology	faculty feel based on the student response, this area while strong can perhaps improve by more effectively blending technology with the completion of certain assignments. For example, in such signature assignments as writing IEPs, unit and lesson plans, have the students retrieve websites that will assist them with the development of that particular assignment.	Faculty Specifically Lavay	AY 2010-11	SLO 1, 3, & 6

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 fall 2008 and was successfully implemented AY 2008-2009. In summary, from 2007 to 2009, the majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all APE SLO signature assignments.

The current 6 SLO signature assignments translate to some of the more essential skills for effective teacher training and learning in APE. The APE Specialist Coordinator and faculty recognize that this is an ongoing process that will be constantly updated, improved and refined. The program faculty needs to continue to maintain a high level of student learning success regarding all signature assignments. Each year assignment directions and grade rubrics need to be carefully examined that includes student feedback.

SLO 3 has students construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan. The overall mean score of 2.97 for SLO 3 was the lowest overall score of the 6 SLOs reported. This may be due to the fact that

this assignment of writing a unit plan is a comprehensive challenging assignment that includes many detailed parts. In the subskill section, methods of evaluation, the overall student mean score was a 2.38. This subskill of the unit plan assignment required the university students to design a class checklist scoring system to measure & report unit plan progress. Future considerations for this assignment will include the professor examining the clarity of directions and providing more discussion with examples to the university students of unit plan checklist scoring systems to measure & report class progress and outcomes.

An important part of successfully completing the APE Specialist program is that each candidate answers the post exit survey and meets with the APE Coordinator for an hour long session to present their "Teaching Portfolio Notebook" for evaluation. The portfolio notebook includes samples of key completed APE assignments and material items during various stages of coursework in the program that is critical to successful teaching. The APE Coordinator is able to evaluate each candidate's "Teaching Portfolio Notebook" and provide immediate feedback. Moreover, the culminating experiences of the post exit survey, portfolio presentation, and exit interview affords the APE coordinator the opportunity to determine program effectiveness with feedback from each individual candidate. The faculty plans to continue this practice as it has been an effective learning experience for all involved.

More specifically, regarding responses to the "APE Post Exit Survey" data and the question of the degree students used computer based technologies (i.e., software, websites and email), 68% responded to a "large degree." While technology application is currently a strong part of the program, the faculty feel based on the student response, this area can improve by more effectively blending technology with the completion of certain assignments. For example, in such signature assignments as writing IEPs, unit and lesson plans, and behavior management plans have the students retrieve websites that will assist them with the development of that particular assignment.

Appendix A
APE Specialist Credential Program
Data Discussion Guide

Please complete the following form and forward it to the Assessment Office with your final report. This will serve as a record of your workshop discussion.

Date of Workshop Discussion: October 2, 2009

Purpose: To examine 2007-2009 APE data results from 6 APE SLO signature assignments and Post exit survey information

Attendees:
Barry Lavay, Professor

APE Coordinator teaches the majority of

APE courses

Lori Reich Part time instructor

Teaches KIN 320 Intro APE



Data Discussion Guide

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
SLO 3	Clarify of directions and provide more detailed examples of checklist scoring systems to measure and evaluate unit plan outcomes.	Lavay	Spring 2010
Technology	faculty feel based on the student response, this area while strong can perhaps improve by more effectively blending technology with the completion of certain assignments. For example, in such signature assignments as writing IEPs, unit and lesson plans, have the students retrieve websites that will assist them with the development of that particular assignment.	Faculty Specifically Lavay	AY 2010-11

Analysis of the 2007-2009 candidate performance data results includes the following:

The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all signature assignments. A five point rubric scale was used to evaluate all candidates 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. One possible reason for these strong scores may be because classes usually consisted of enrollments of less than 15 students and 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 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. One 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 candidates in the APE Specialist program met the minimum criteria for all signature assignments and also scored in the upper two categories (exceeds expectations or meets expectations).

Possible exceptions of data examined for SLO1-6 2008-2009

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 3.00- This is one of the first assignments students complete in the program (writing an IEP) and the most difficult part of the assignment is the subskill of writing annual goals with students averaging 2.83.

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

Overall mean score of 3.29 –The subskill of reporting in written form the actual test data in both qualitative and quantitative forms proved to be the most challenging part of the assignment and students averaged 3.00.

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

The overall mean score of 2.97 for SLO 3 was the lowest overall score of the 6 SLOs reported. This may be due to the fact that this assignment of writing a unit plan is a comprehensive challenging assignment that includes many detailed parts. In the subskill section, methods of evaluation, the overall student mean score was a 2.38. This subskill of the unit plan assignment required the university students to design a class checklist scoring system to measure & report unit plan progress. Future considerations for this assignment will include the professor examining the clarity of directions and providing more discussion with examples to the university students 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 3.00 –the most difficult part of the assignment was the subskill of charting the behaviors on the assigned child with a disability and students averaged 2.29 in this area. For many students, this was the first time they conducted a behavior analysis and charted a child’s behavior.

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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- In spring 2008, the data showed that 17% of students only met the minimum criteria (**see Table 12**). 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. Data indicates that in spring 2009 students significantly improved and averaged a mean score of 3.25 (**see Table 14**).

Possible exceptions of data examined for SLO prior to 2008

There was one exception were a candidate did not meet the acceptable criteria for the lesson plan assignment (**see Table 8**). In general, a “mastery of learning” philosophy exists in the APE program and since this candidate did not meet the minimum criteria he or she was asked to resubmit the assignment to meet an acceptable criteria.

One particular concern was the “APE Philosophy” signature assignment, first introduced in spring 2008. This assignment is conducted toward the end of each candidate’s coursework and is important as candidates articulate in writing the essential skills and content knowledge necessary to teach physical education to individuals with disabilities. The ability to articulate on paper one’s philosophy can be challenging. In spring 2008, the data showed that 17% of students met the minimum criteria (**see Table 12**). After an examination of the data and a discussion with the students enrolled in class, the assignment directions and grade rubric were updated and refined for clarity (Summer 2008). Data indicates that in spring 2009 students significantly improved with a mean score of 3.25 (**see Table 14**).

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helped them attain certain competences in specific areas related to teaching APE. Included, were three questions with open ended responses: program strengths, suggestions for improvement and most significant learning experience. In general, data results on items 7-11 (To what degree has the APE program 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 results of questions 7 through 11 **(See Charts 7-11)**.

#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 70% of the respondents answered to a “large degree” **(See Chart 7)**.

#8 Attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE. This included solving problems, an important teaching skill. With one exception, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 70% of the respondents answered to a “large degree” **(See Chart 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 70% of the respondents answered to a “large degree” **(See Chart 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. With one or two exceptions, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, over 70% of the respondents answered to a “large degree” on all items **(See Chart 10)**. This information reported by the students in the self-report mirrors the data collected in signature assignments 1-6.

#11 Attain skills related to acquiring the skills that increase the likelihood of gaining employment in teaching APE in the public schools. Overall, 95% to 100% of all respondents answered to a moderate or large degree. Over 70% of the respondents answered to a large degree. Specifically, 95 % of respondents answered to a “large degree” regarding have acquired the skills necessary to gain employment in an APE position and 100% stated that they have an appreciation for APE. Interestingly, regarding the use of computer based technologies (i.e., software, websites and email) 68% responded to a “large degree” and 32 % responded to a moderate degree. While technology application is currently a strong part of the program, the faculty feel based on the student response, this area can improve **(See Chart 11)**.

Use of Assessment Results to Improve Candidate and Program Performance

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 fall 2008 and was successfully implemented AY 2008-2009. In summary, from 2007 to 2009, the majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all APE SLO signature assignments.

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