

**Commission on Teacher Credentialing  
Biennial Report**

*(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)*

**Academic Years 2009-10 and 2010-11**

<b>Institution</b>	California State University, Long Beach
<b>Date report is submitted</b>	Fall 2011
<b>Program documented in this report</b>	Adapted Physical Education
<b>Name of Program</b>	Adapted Physical Education Specialist Credential
<b>Credential awarded</b>	Adapted Physical Education Specialist Credential
<b>Is this program offered at more than one site? No</b>	
<b>If yes, list all sites at which the program is offered</b>	
<b>Program Contact</b>	Barry Lavay
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<b>If the preparer of this report is different than the Program Contact, please note contact information for that person below:</b>	
<b>Name:</b>	
<b>Phone #</b>	
<b>E-mail</b>	

## SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

### PART I – Contextual Information

The Kinesiology Department (KIN) at California State University, Long Beach (CSULB) offers candidates a diversified and comprehensive program of study toward the successful completion of the California Adapted Physical Education (APE) Specialist Credential. The program includes academic coursework and a variety of supervised on-campus and off-campus practicum experiences (i. e., on-campus CSULB agencies, and various local public school sites). The mission of the APE Specialist Credential program is to promote school improvement and be an advocate for individuals with disabilities by providing a high quality physical education teacher training program. 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 APE Specialist program, general pedagogical knowledge provides candidates with a broad-based perspective of physical activity for individuals with disabilities related to the total school curriculum (Sherrill, 2004, Winnick, 2011). Examples of general pedagogical knowledge information offered in the CSULB APE Specialist program include such foundational courses as Introduction to APE (KIN 320) and Education of Exceptional Individuals (EDSS 350). Pedagogical content knowledge, specific to teaching APE, provides candidates with the necessary tools and resources to effectively; identify program content, design effective program goals and objectives, choose appropriate instructional strategies, and evaluate program effectiveness (Horvat, Martin & Kelly 2007; Sherrill, 2004; Winnick, 2011). Candidates are also provided the skills needed to analyze the teaching of; physical fitness, fundamental motor skills, innovative cooperative games, and individual/dual and team sports to individuals with disabilities as identified in the Individuals with Disabilities Act (Federal Register, IDEA, 2008). Examples of pedagogical content knowledge areas addressed in the CSULB APE Specialist program include such pedagogy courses as Adapted Physical Education (KIN 320), Motor Assessment (KIN 427), Physical Activities for Individuals with Disabilities, (KIN 387), Organization and Management of APE (KIN 388).

The APE Credential program provides candidates with field-based practicum opportunities to apply theoretical knowledge in practical settings. These field-based or practicum experiences afford candidates the opportunity to provide physical education instruction to individuals with diverse needs and various disabilities across the life span (preschool to adults).

KIN 489 A includes field based opportunities and directed fieldwork experiences in such settings as CSULB on-campus (i.e., After School Adapted Physical-activity Program (ASAPP), summer program Camp Nugget), and various local public school sites. Available to students studying in the program are over 25 public school sites in LA and Orange County supervised by Certified APE Specialists. In summary, the subject matter knowledge base and field-based opportunities closely follows the NCATE CCTC APE Curriculum and Content Foundation Standards and the CSULB APE Specialist coursework including the identified student learning outcomes. Table 1 provides a summary of program learning outcomes, signature assignments, and key standards.

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

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 7</b>
<b>SLOs</b>	Identify and cite current legal mandates including federal/state legislation pertaining to the PE 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/ lesson plan	Philosophy
<b>State Standards</b>	21, 22, 28	20, 27	21, 22, 28	19, 30	21, 22, 28, 29	12-27, 31-32
<b>Conceptual Framework</b>	Values Diversity	Research & Evaluation	Promotes Growth	School Improvement	School Improvement	Prepares Leaders, Service and Collaboration
<b>NCATE Elements</b>	Professional Knowledge and Skills	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Dispositions

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 (Table 2). 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 3 and 4 include the number of students advancing to the culminating experience and successfully exiting the program for the years 2009, 2010 and 2011. These numbers are accurate because as the APE Specialist Coordinator, I am responsible to meet and interview each candidate upon graduation. This is one of two programs in the CSU system that awards the greatest number of students an APE Specialist Added Authorization Credential. The APE program is a highly specialized program and a great demand for APE teachers in the public schools exists with a 95 to 100% job placement rate.

**Table 2**  
**Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)**

*Note: See explanation above for reasons for lack of data for table 2*

	<b>Transition Point 1 Admission to Program</b>					
	<b>2009-2010</b>			<b>2010-2011</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
<b>TOTAL</b>						

**Table 3**  
**Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)<sup>1</sup>**

	<b>Transition Point 2 Advancement to Culminating Experience</b>	
	<b>2009-2010</b>	<b>2010-2011</b>
	<b>APE Portfolio</b>	Jan-Dec 2009: # 15 Jan-Dec 2010: # 13

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

<sup>1</sup> Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

**Table 4***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 3 Exit	
	2009-2010	2010-2011
<b>Credential<sup>2</sup></b>	Jan-Dec 2009: # 19 Jan-Dec 2010: # 13	Jan-Dec 2011: # 13

**Table 5***Faculty Profile 2009-2011<sup>3</sup>*

Status	2009-2010	2010-2011
Full-time TT/Lecturer	1	1
Part-time Lecturer	1	1
Total:	2	2

**Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).**

There have been no changes to the program since the last Biennial Report was submitted in December 2009.

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<sup>2</sup> 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 2009 through Spring 2011.

<sup>3</sup> Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

## PART II – Candidate Assessment/Performance and Program Effectiveness Information

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

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

Tables 6 and 7 outline the primary data collection tools for student learning and program effectiveness data.

**Table 6**

*Program Student Learning Outcomes and Signature Assignments*

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

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
<ul style="list-style-type: none"> <li>SLO 5: Teach, analyze, and reflect physical education lessons (i. e., lesson plan) for individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>KIN 489A: Teaching Reflection with Lesson Plan</li> </ul>	<b>Teach, analysis &amp; reflect</b> 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"> <li>SLO 6: Articulate an APE philosophy that includes the essential skills and content knowledge to teach physical education to individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>KIN 388: Philosophy</li> </ul>	Formulate & Write an APE <b>philosophy</b> 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

**Table 7**

*Program Effectiveness Data*

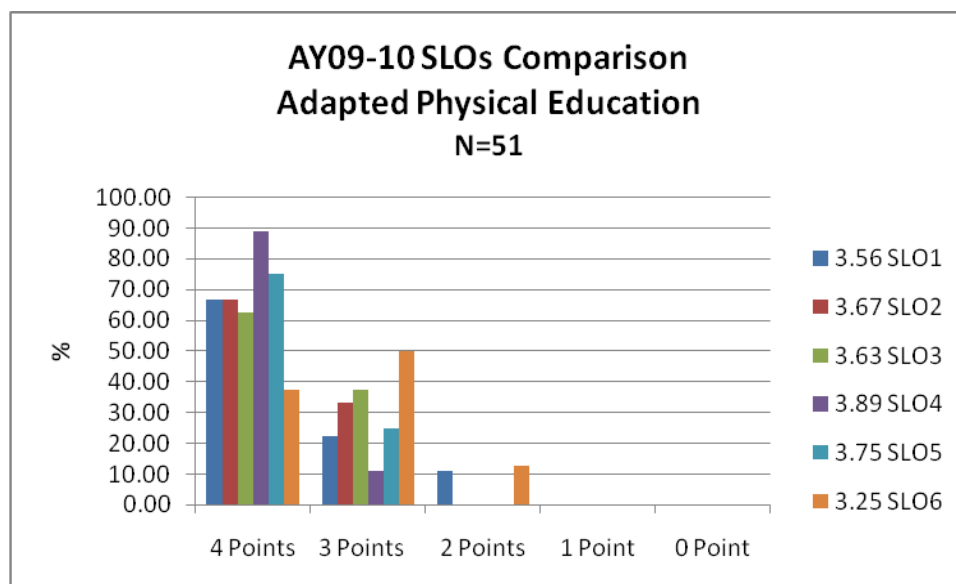
Data Collection Instrument	When Administered
Exit Survey	Exit Interview
Online survey of graduates	Spring

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

**2009-10 Student Learning Data**

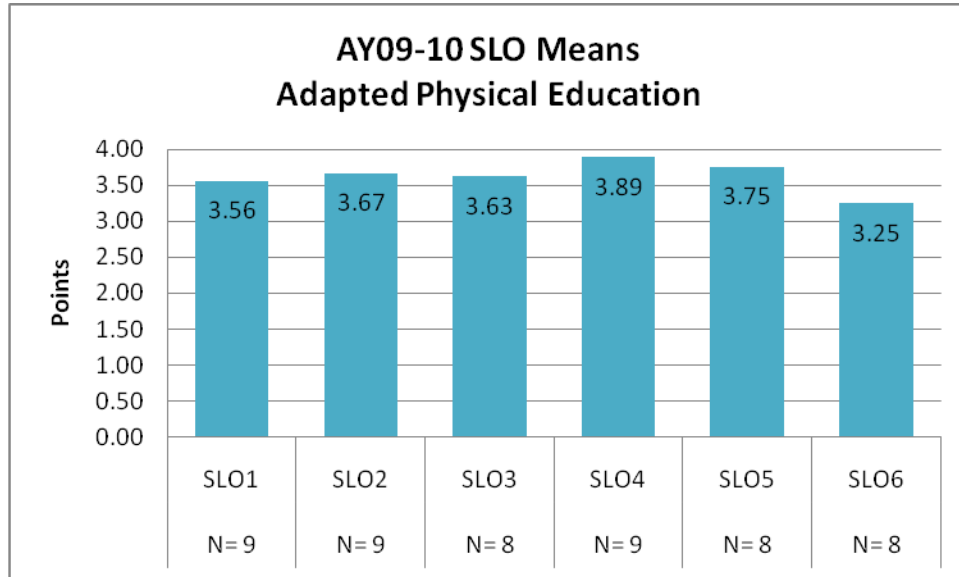
**Figure 1**

*Adapted Physical Education AY09-10 SLOs Comparison*



**Figure 2**

*Adapted Physical Education AY09-10 SLO Means*



**Individual Six APE SLO Tables for Academic Year 2009-2010**

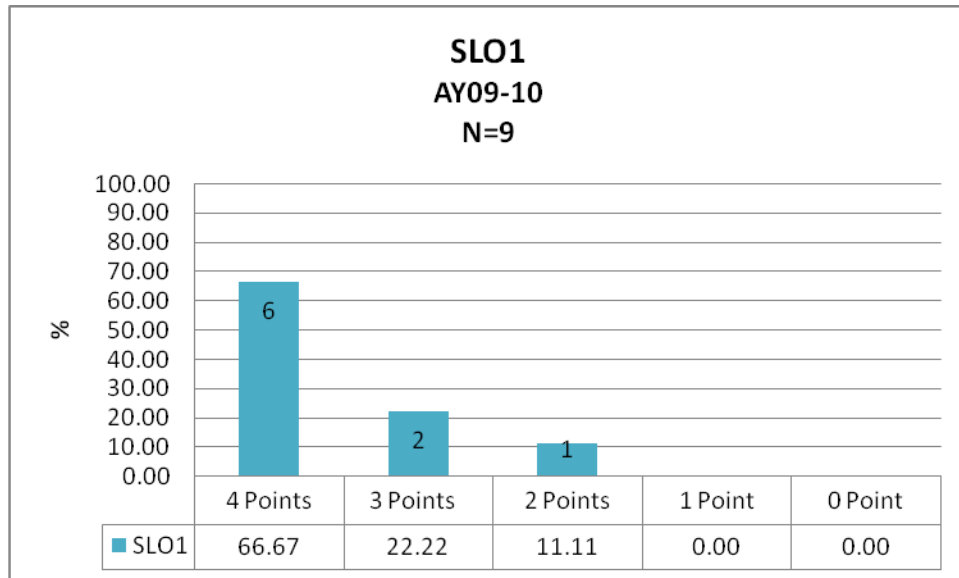
**Figures 3 through 14** include data collection of APE student candidates for Academic year 2009-2010 and include measurement, collection and analysis of each of the six individual identified APE student learning outcomes (SLO) (see **Figures 3-14**). The first figure for each SLO is a bar graph of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



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

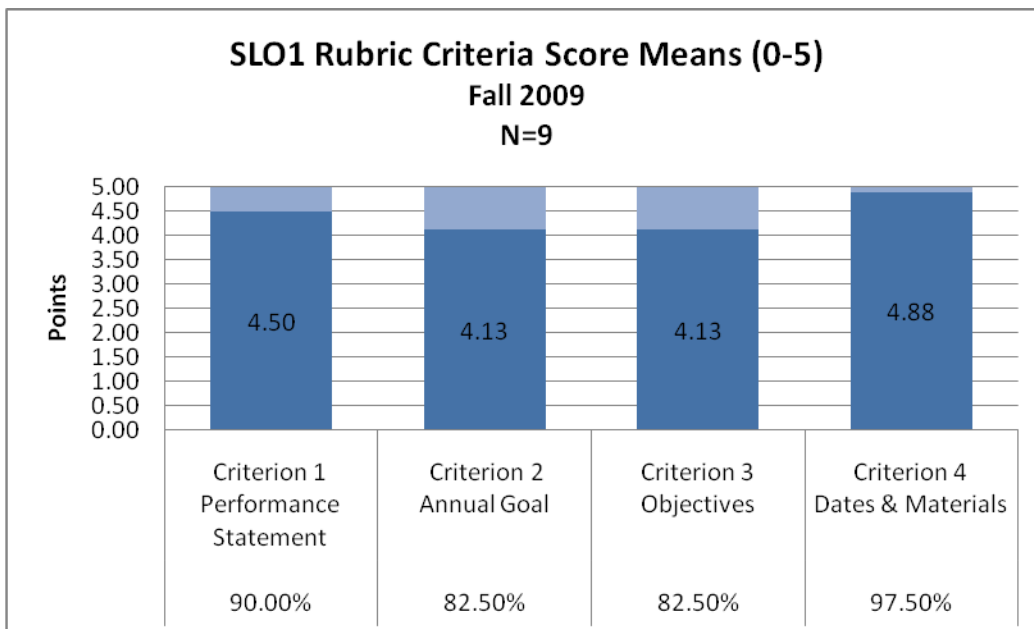
**Figure 3**

*Adapted PE AY09-10 Score Distribution-SLO 1*



**Figure 4**

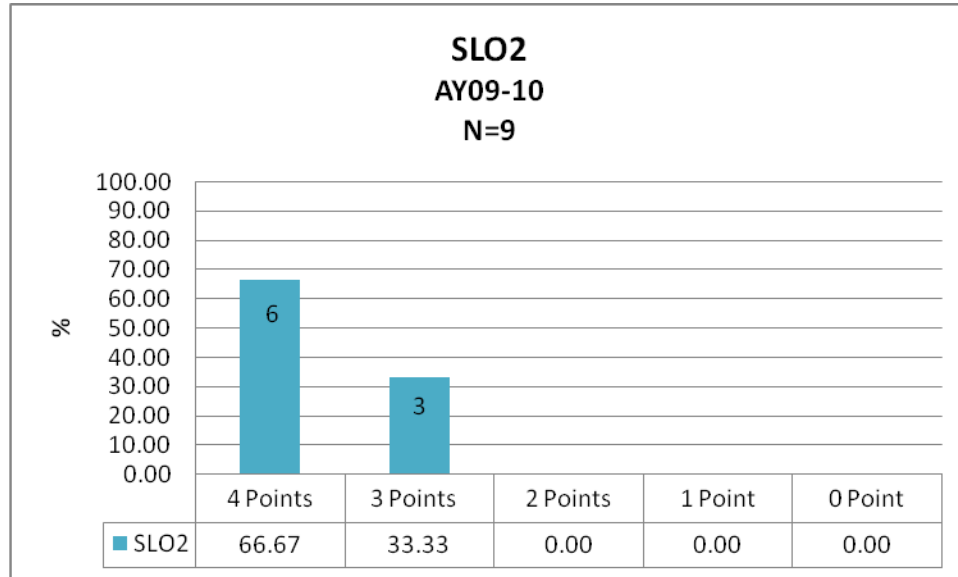
*Adapted PE Fall 2009 Criteria Score Means-SLO 1*



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

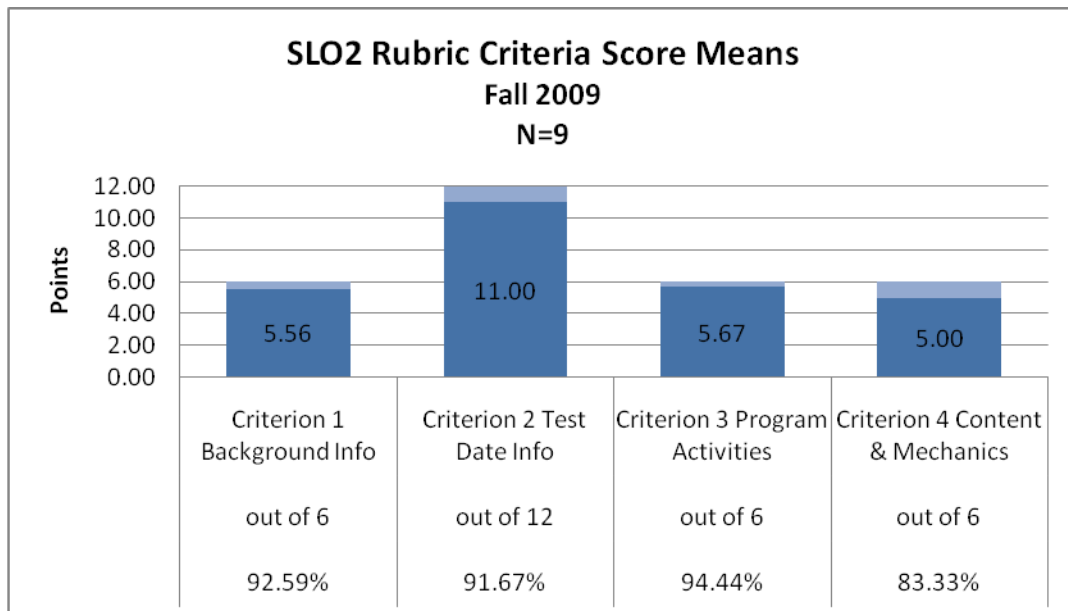
**Figure 5**

*Adapted PE AY09-10 Score Distribution-SLO 2*



**Figure 6**

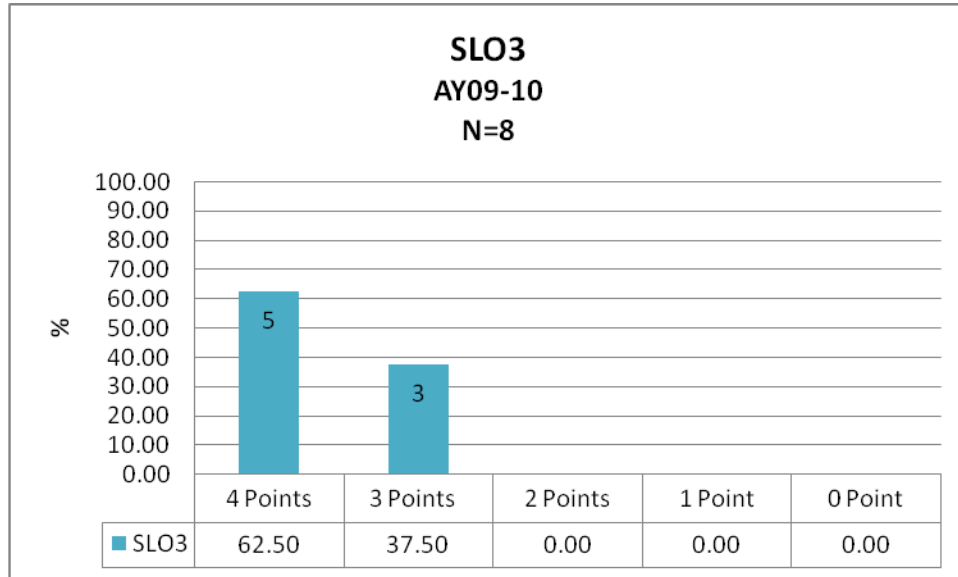
*Adapted PE Fall 2009 Criteria Score Means-SLO 2*



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

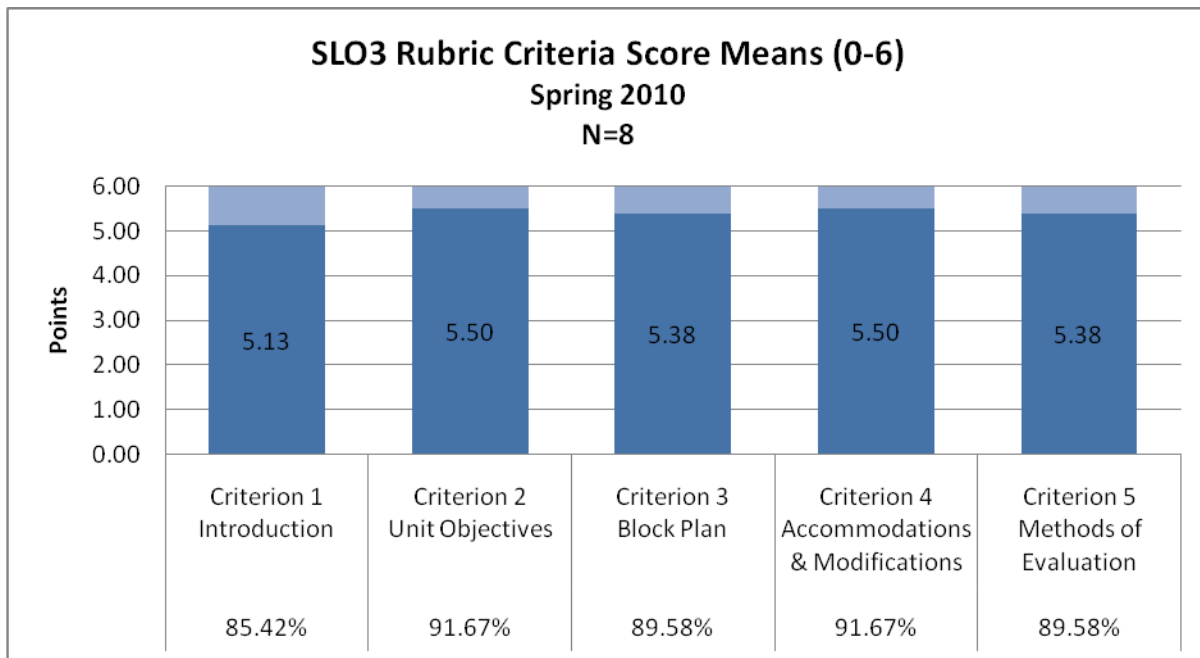
**Figure 7**

*Adapted PE AY09-10 Score Distribution-SLO 3*



**Figure 8**

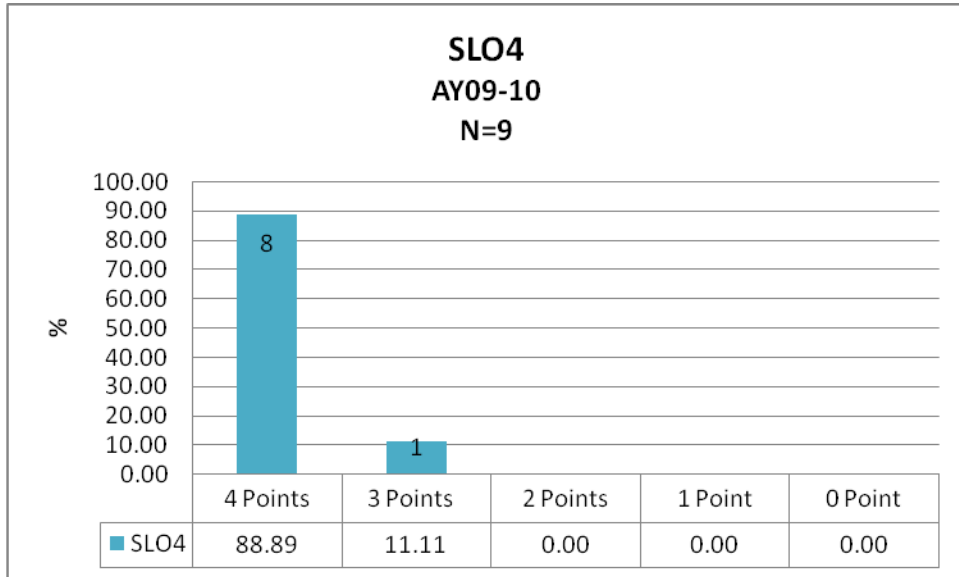
*Adapted PE Spring 2010 Criteria Score Means-SLO 3*



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

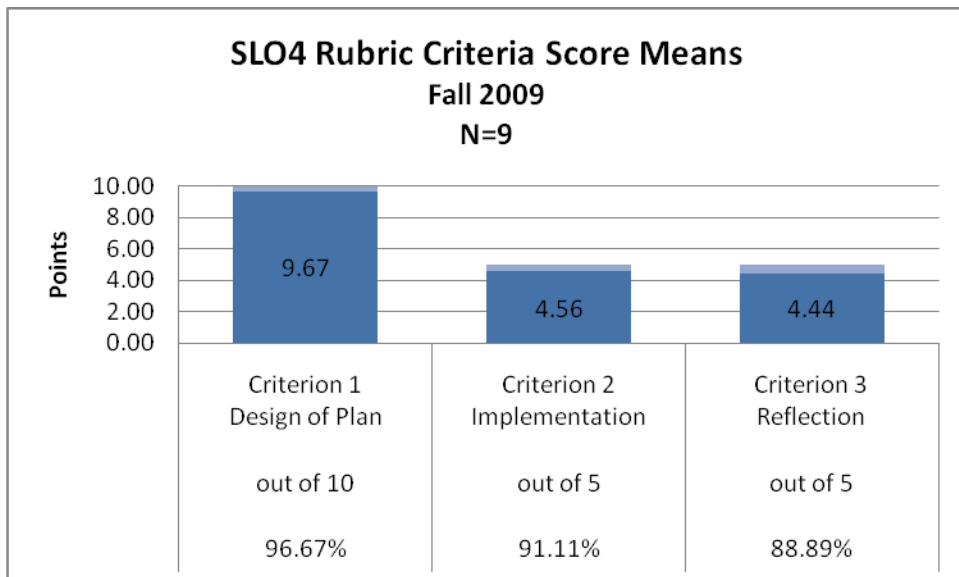
**Figure 9**

*Adapted PE AY09-10 Score Distribution-SLO 4*



**Figure 10**

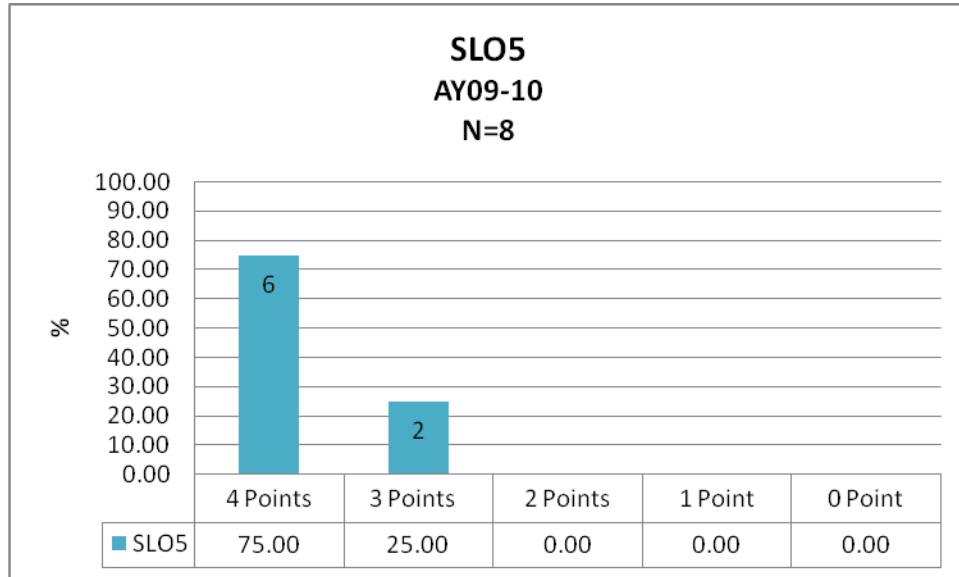
*Adapted PE Fall 2009 Criteria Score Means-SLO 4*



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

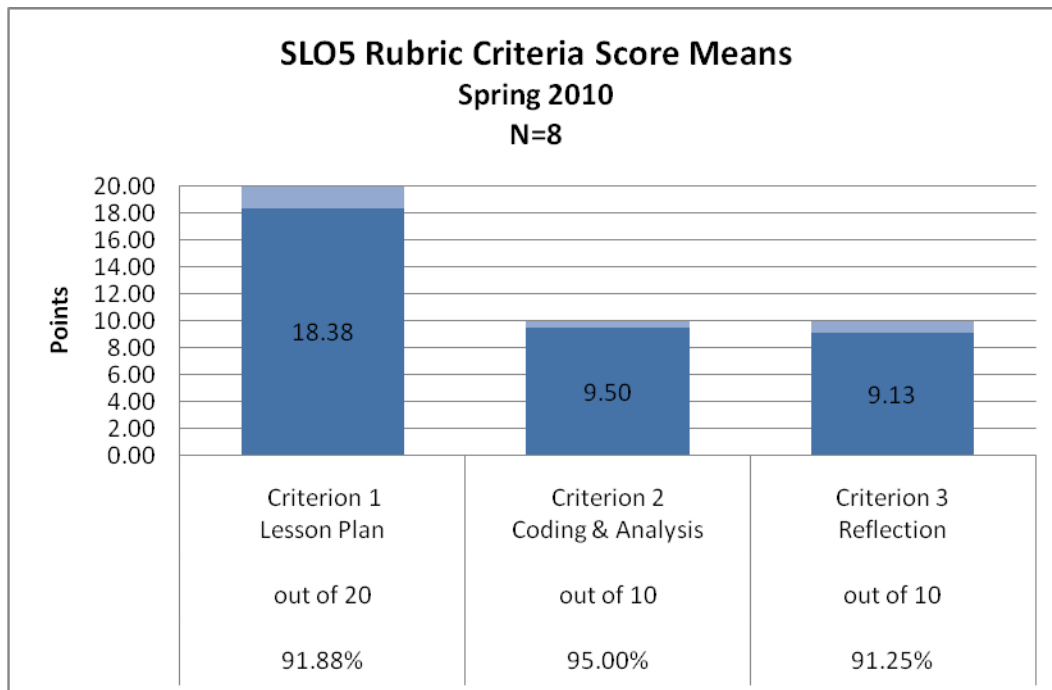
**Figure 11**

*Adapted PE AY09-10 Score Distribution-SLO 5*



**Figure 12**

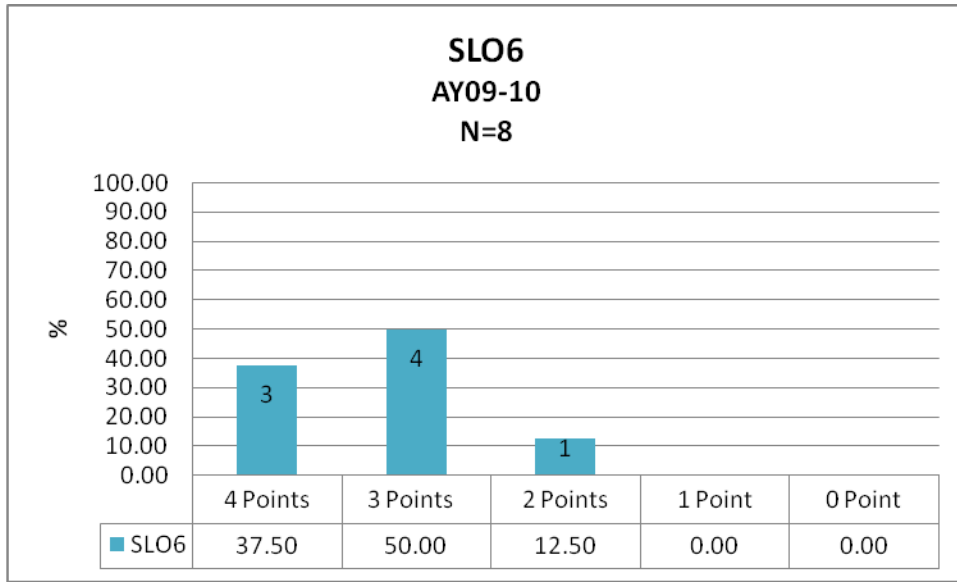
*Adapted PE Spring 2010 Criteria Score Means-SLO 5*



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

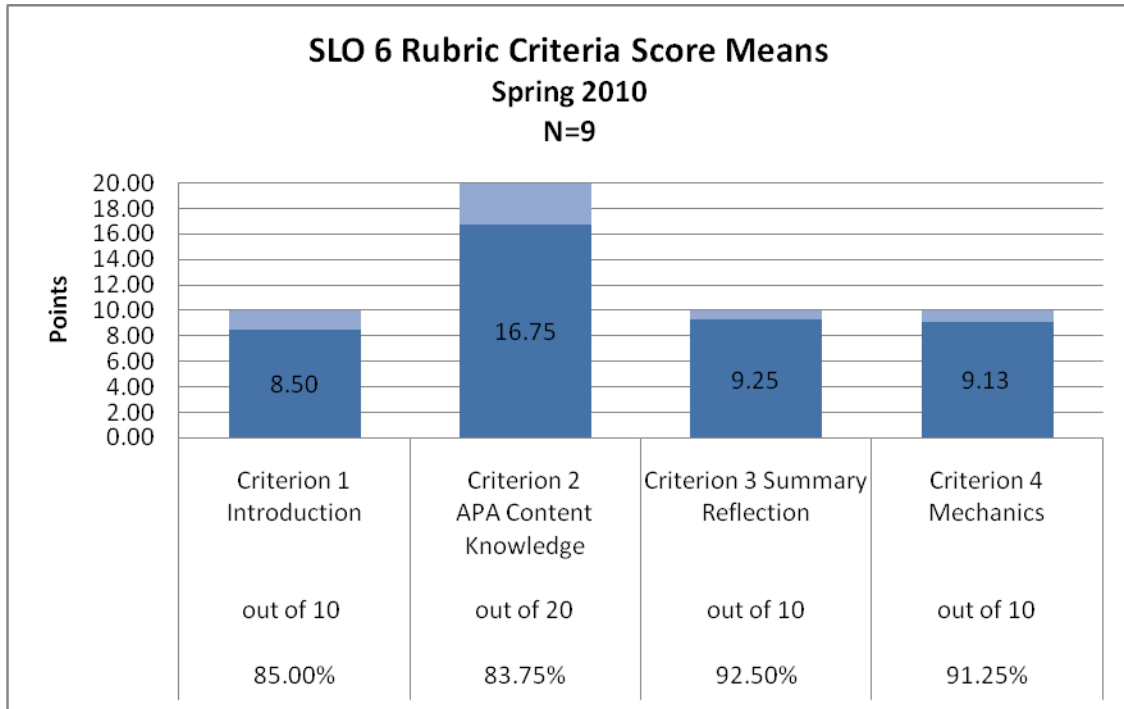
**Figure 13**

*Adapted PE AY09-10 Score Distribution-SLO 6*



**Figure 14**

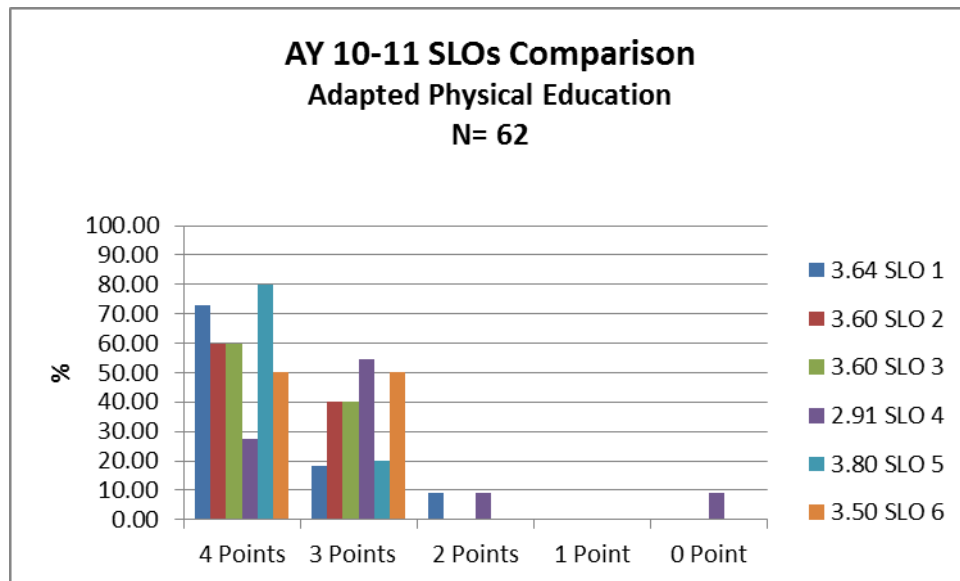
*Adapted PE Spring 2010 Criteria Score Means-SLO 6*



**2010-11 Student Learning Data**

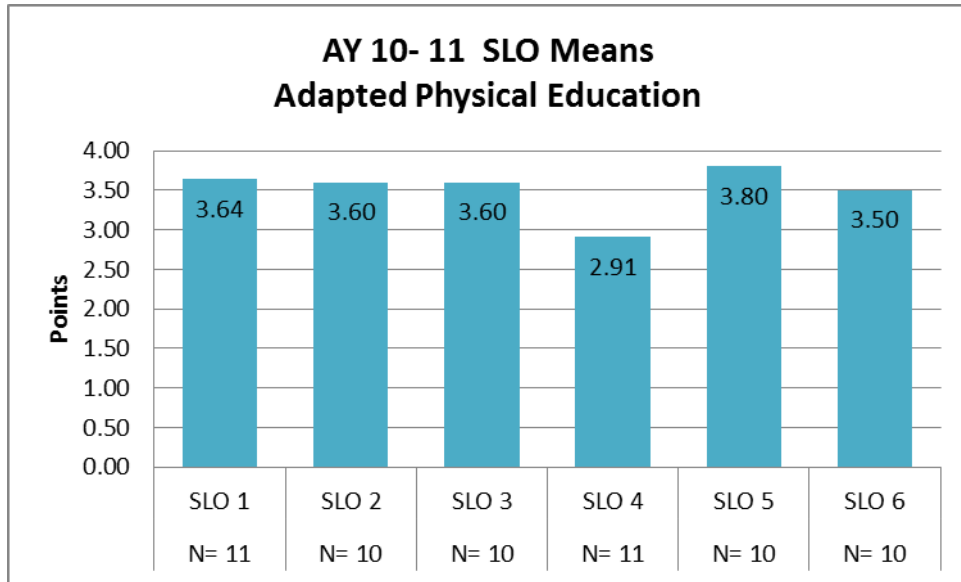
**Figure 15**

*Adapted Physical Education AY10-11 SLOs Comparison*



**Figure 16**

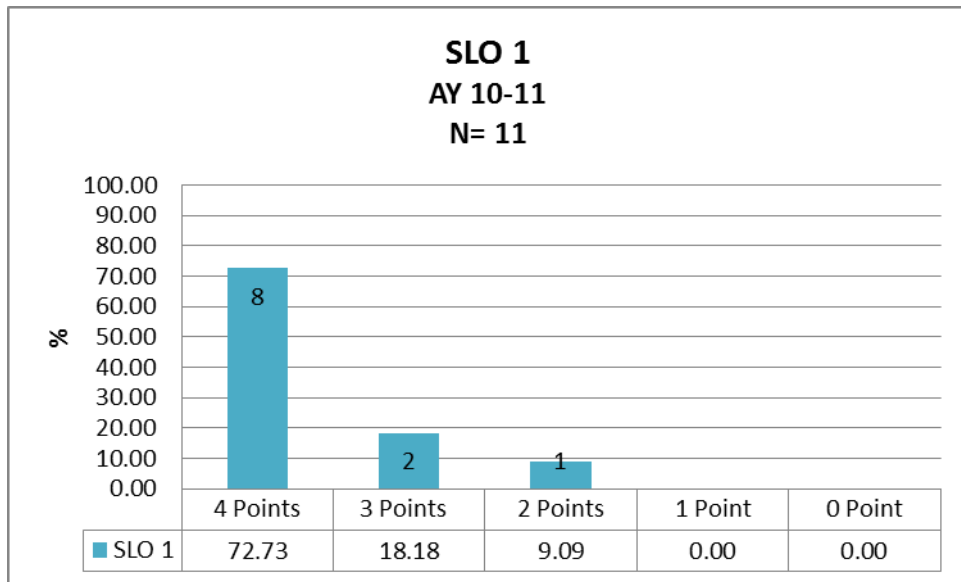
*Adapted Physical Education AY10-11 SLO Means*



**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 17**

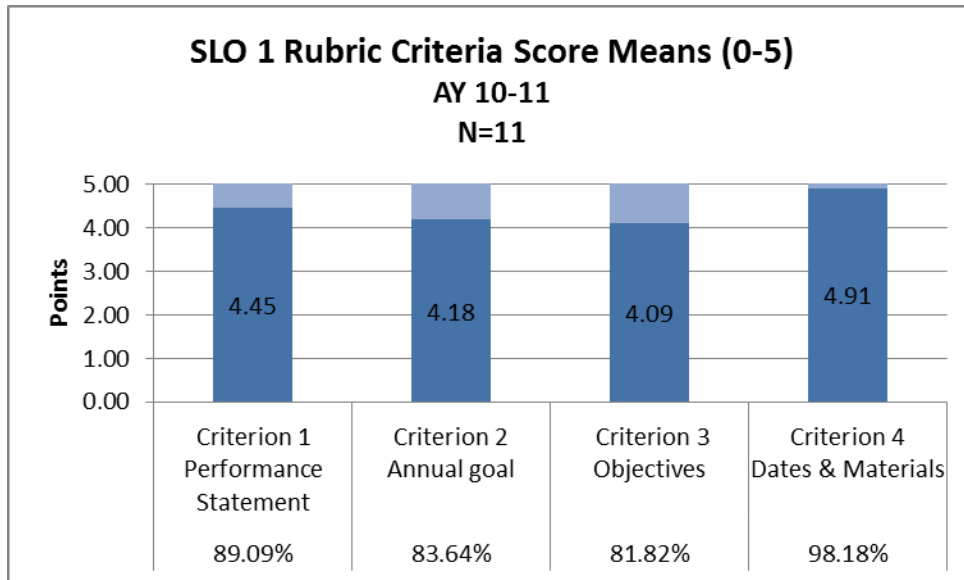
*Adapted PE AY10-11 Score Distribution-SLO 1*



**Figure 18**



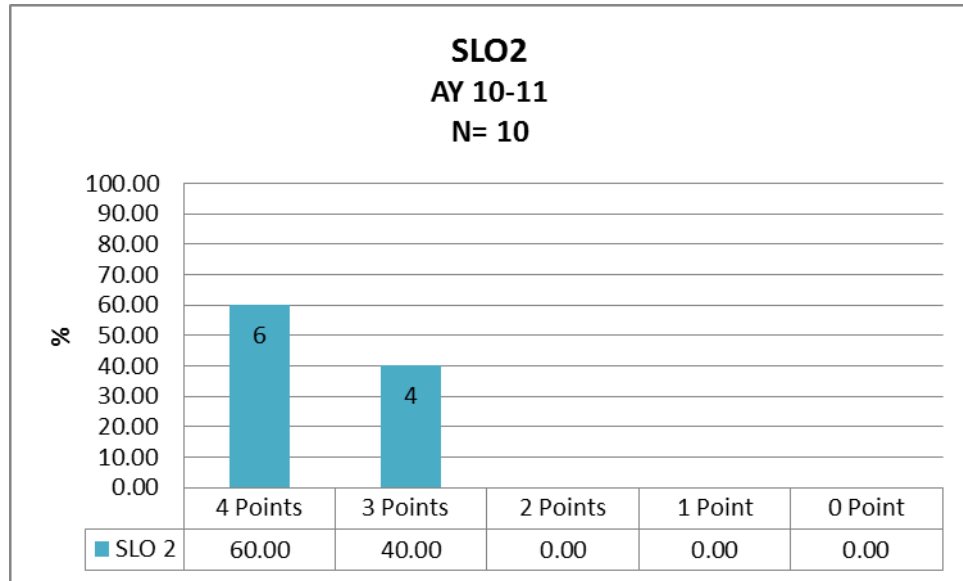
Adapted PE AY10-11 Criteria Score Means-SLO 1



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

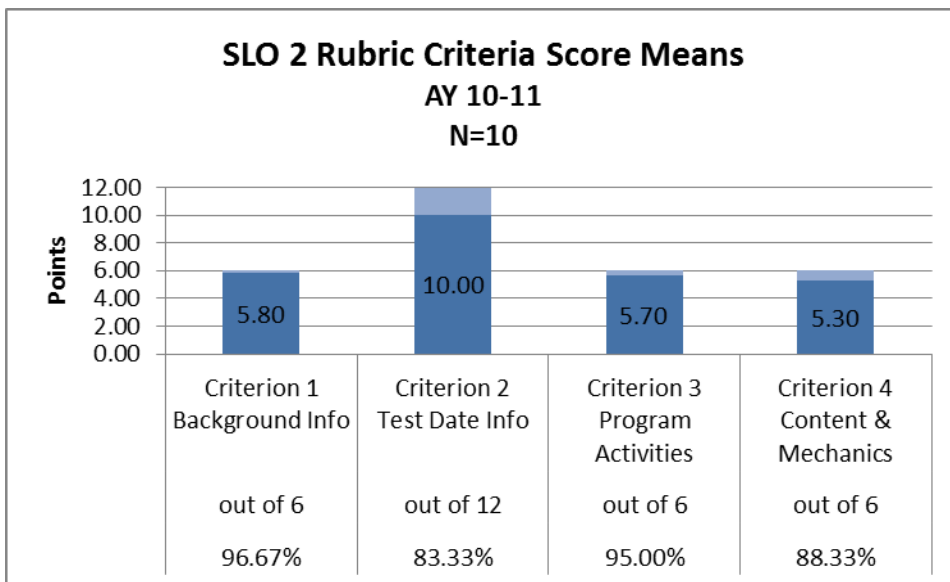
**Figure 19**

*Adapted PE AY10-11 Score Distribution-SLO 2*



**Figure 20**

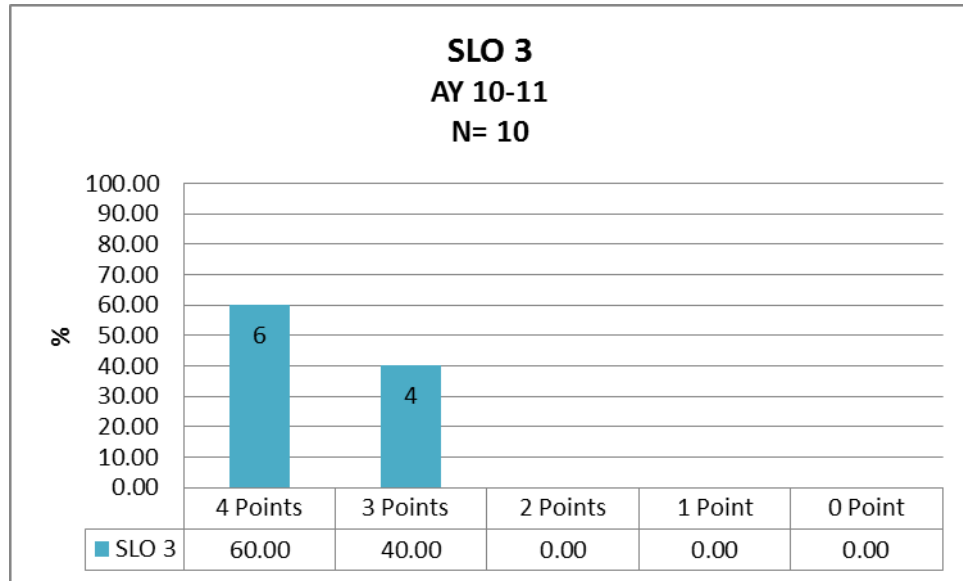
*Adapted PE AY10-11 Criteria Score Means-SLO 2*



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

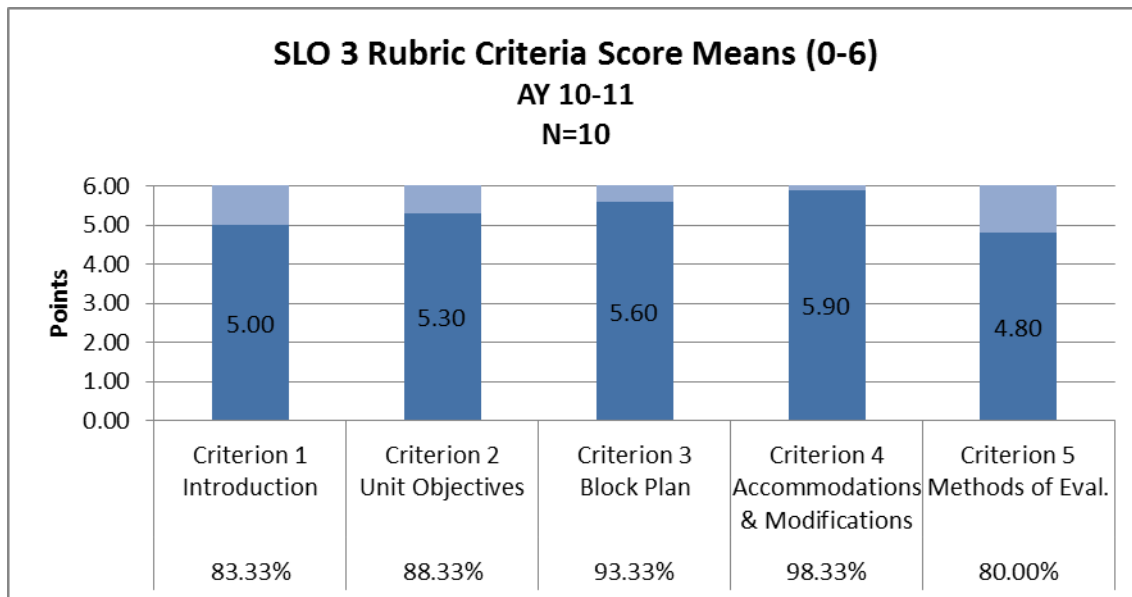
**Figure 21**

*Adapted PE AY10-11 Score Distribution-SLO 3*



**Figure 22**

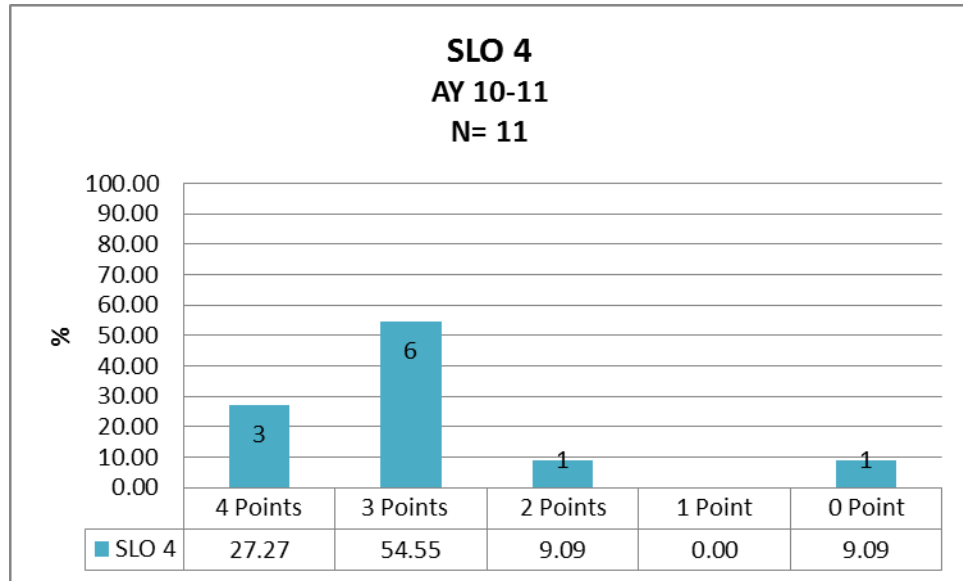
*Adapted PE AY10-11 Criteria Score Means-SLO 3*



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

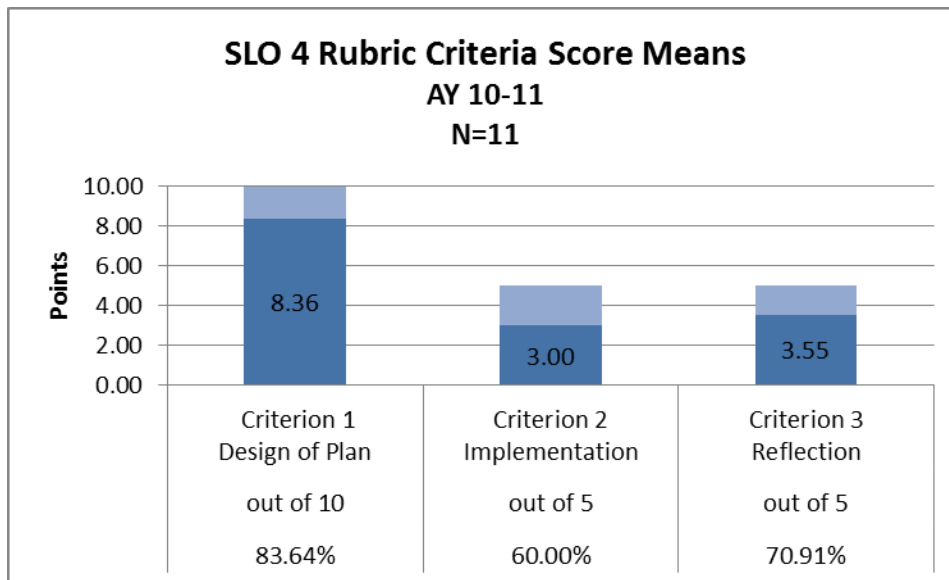
**Figure 23**

*Adapted PE AY10-11 Score Distribution-SLO 4*



**Figure 24**

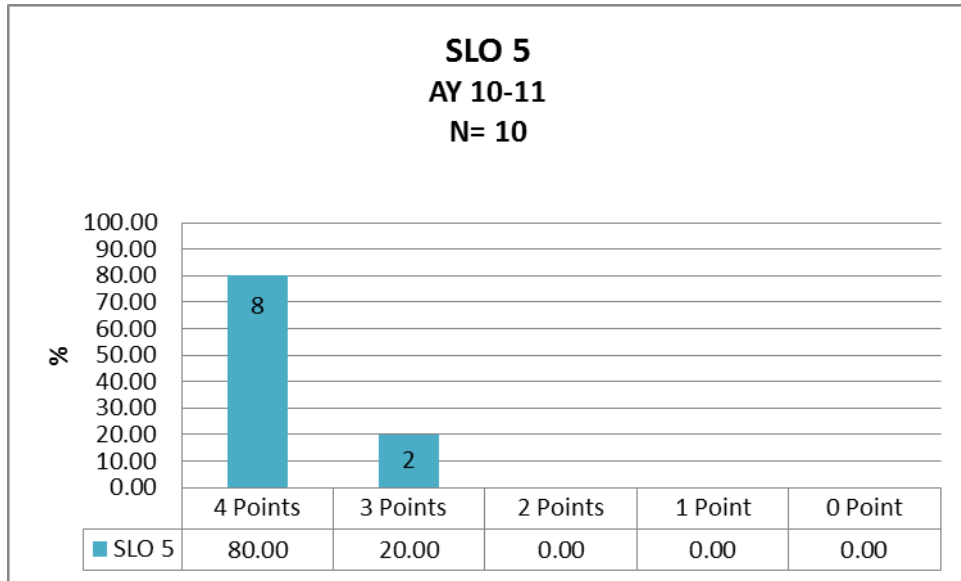
*Adapted PE AY10-11 Criteria Score Means-SLO 4*



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

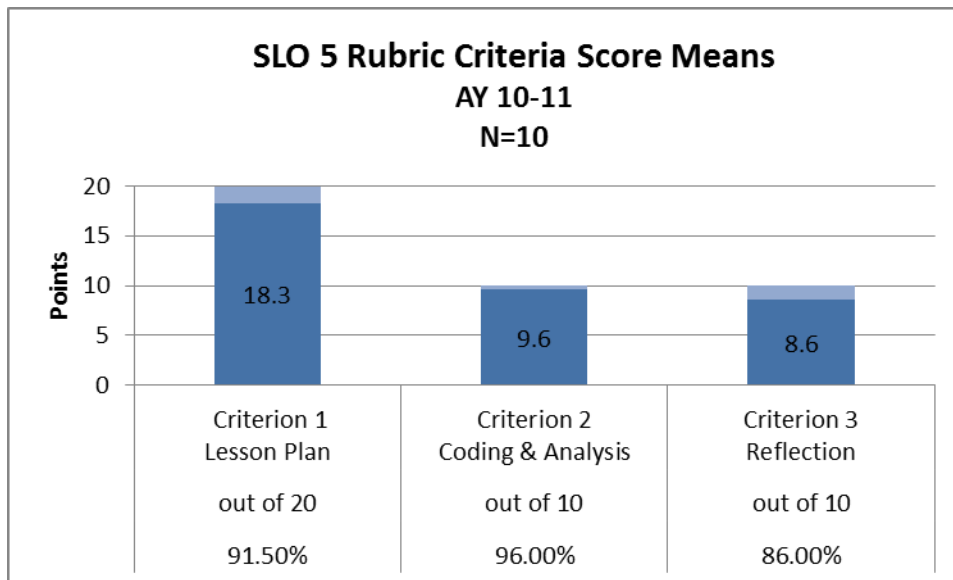
**Figure 25**

*Adapted PE AY10-11 Score Distribution-SLO 5*



**Figure 26**

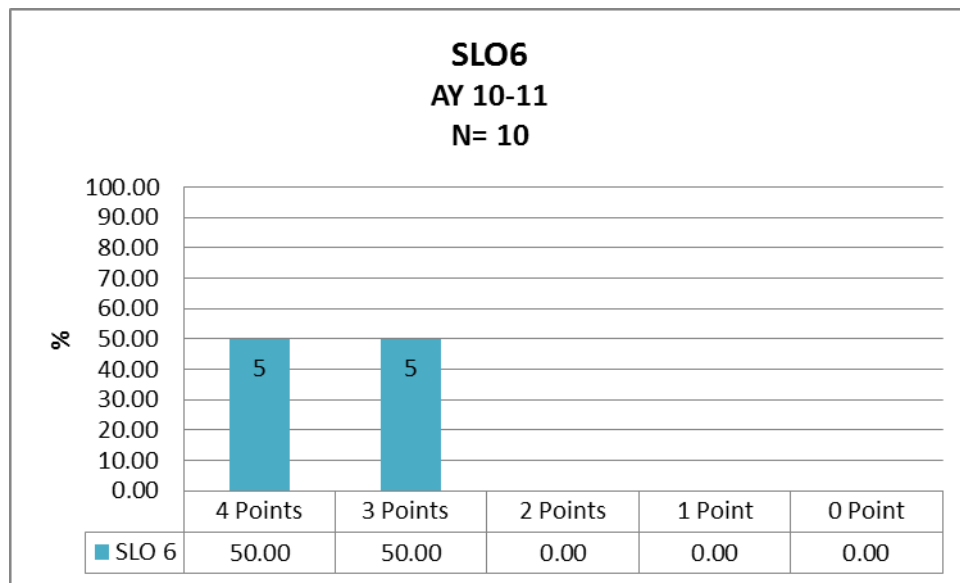
*Adapted PE AY10-11 Criteria Score Means-SLO 5*



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

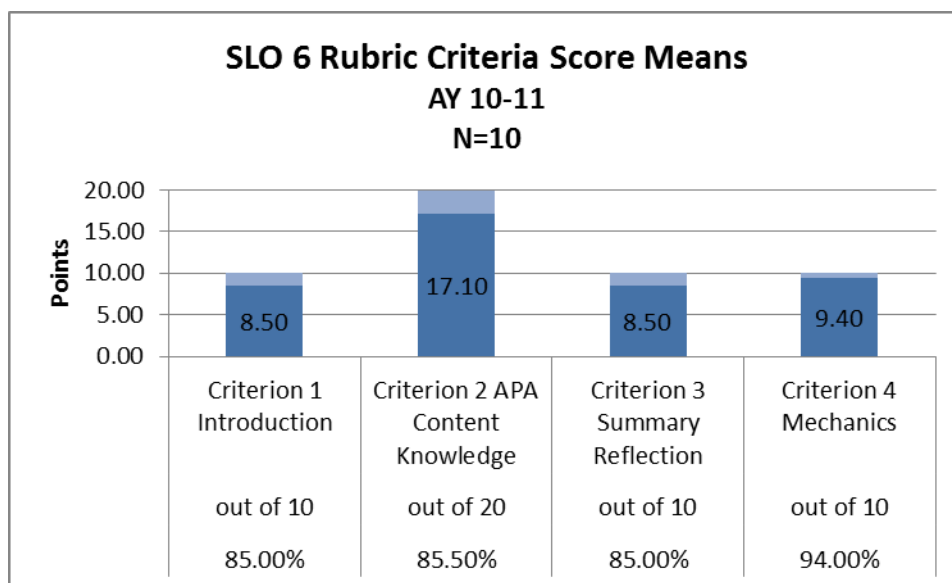
**Figure 27**

*Adapted PE AY10-11 Score Distribution-SLO 6*



**Figure 28**

*Adapted PE AY10-11 Criteria Score Means-SLO 6*



## APE Specialist Teaching Portfolio Notebook

An important part of successfully completing the APE Specialist program is that each candidate meets with the APE specialist to present their “APE Teaching Portfolio Notebook” for evaluation. The evaluation of the “APE Teaching Portfolio Notebook” is part of the exit interview meeting and is usually an hour long session. The portfolio notebook includes candidate samples of key completed subject matter competence material items during various stages of coursework in the APE program that is critical to successful APE teaching. This is the culminating experience for each candidate before successfully graduating from the program.

This candidate meeting and evaluation with data collection has been ongoing since 2005 with the process periodically updated and refined. The candidate’s portfolio notebook includes samples of their work. Samples can vary and include; philosophy statement, skill videotape analysis, lab assignments or reports, unit plans, lesson plans, IEP, assessment reports, videotape sample of teaching, samples of behavior management plan, development of cooperative game, unique activity or equipment modification, samples of collaboration with other professional, letters from supervisors from outside teaching/practicum experiences, samples of conferences or workshops attended, and research project or independent study samples. However, candidates are specifically evaluated in the following 7 areas:

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

The evaluation is based on a 3-point rubric scale: (3) Met Standard with Distinction, (2) Met Standard Satisfactorily and (0-1) Standard Not Met or Not Satisfactory (needs more material for certain section). The total composite score is based on the 7 application items with each item evaluated by the reviewer and worth 1-3 points; Beginning in 2010 the point criteria categories were slightly modified from 2009 and reflects the following: Distinction 21-19 pts with no one individual item rating below a two, Satisfactory 18-15 pts, and Not met 14 pts or below. **The Table that follows provides the “ 2009 Portfolio Notebook Evaluation” data for APE Specialist candidates with the original point criteria evaluation system. The next Table provides the 2010 & 2011 “Portfolio Notebook Evaluation scores with the revised more rigorous point criteria evaluation system.**

### *2009 Portfolio Notebook Evaluation for APE Specialist*

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

**2010-11 Portfolio Notebook Evaluation for APE Specialist -**

**\*2010 modified scoring system**

<b>Assessment Scale Category</b>	<b>2010* (13 student total)</b>	<b>2011 (13 student total)</b>		
4 Exceeds Expectations (19-21)	10	8		
3 Satisfactory (15-18)	3	5		
1 Not Met (14 or below)				

Portfolio Rubric Total Final Score Regarding Application Standards: yearly number of students and total group percent

**Program Effectiveness Data**

From 2008 to 2011, APE candidates answered a post exit survey of APE program effectiveness (See <http://www.surveymonkey.com/s/2WVTDXV>). A total of 44 candidates responded to the survey. The Survey is an 11 item questionnaire with the first six questions asking demographics including year and month of survey completion, year of graduation, type of program completed, gender, and ethnicity. Questions 7-11 include items on a 4 point scale ranging from (1) not at all, (2) slight degree (3) moderate degree, and (4) large degree. In general, these questions ask the candidate to what degree the APE program has helped them attain certain specific competences related to teaching APE. Included in the survey were three open ended questions: program strengths, suggestions for improvement and most significant learning experience.

In addition, to answering the survey all candidates conduct an exit interview with the APE Specialist Coordinator to evaluate each candidate’s professional competence and to provide feedback of APE program effectiveness. Directions for completing this exit interview as well as the survey are posted on the APE KIN website ([www.csulb.edu/APE](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. What follows is the results of the 2008-2011 APE candidates’ response from the Post APE survey for specific survey items 7-11.

Table 8 (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.

<b>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.</b>					
<b>Answer Options</b>	<b>Not at all</b>	<b>To a slight degree</b>	<b>To a moderate degree</b>	<b>To a large degree</b>	<b>Response Count</b>
Communicate orally in front of a group	0	2	10	32	44
Communicate in writing	0	0	15	29	44
Present a position persuasively with facts	0	0	18	26	44
Communicate my ideas and positions to others	0	0	12	32	44
<i>answered question</i>					<b>44</b>
<i>skipped question</i>					<b>1</b>



Table 9 (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.

<b>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.</b>					
<b>Answer Options</b>	<b>Not at all</b>	<b>To a slight degree</b>	<b>To a moderate degree</b>	<b>To a large degree</b>	<b>Response Count</b>
Think independently	1	3	7	33	44
Think objectively	0	1	7	36	44
Think clearly and logically about complex issues	0	1	12	30	43
Locate relevant information in addressing issues and solving problems	0	3	7	34	44
Organize facts into a logical conclusion	1	0	8	35	44
Integrate knowledge from diverse subdisciplinary/disciplinary fields	0	1	13	28	42
<b><i>answered question</i></b>					<b>44</b>
<b><i>skipped question</i></b>					<b>1</b>

Table 10 (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.

<b>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.</b>					
<b>Answer Options</b>	<b>Not at all</b>	<b>To a slight degree</b>	<b>To a moderate degree</b>	<b>To a large degree</b>	<b>Response Count</b>
Understand the complex concepts associated with the APE subdiscipline	0	1	5	38	44
Understand and use the scholarly literature in APE	0	2	11	31	44
Understand and use technology to increase my learning of APE	0	1	10	32	43
<b><i>answered question</i></b>					<b>44</b>
<b><i>skipped question</i></b>					<b>1</b>

Table 11 (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

<b>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</b>					
<b>Answer Options</b>	<b>Not at all</b>	<b>To a slight degree</b>	<b>To a moderate degree</b>	<b>To a large degree</b>	<b>Response Count</b>
Conduct formal and informal assessments of students with disabilities	0	4	11	29	44
Write an Individualized Education Plan (IEP)	0	2	5	37	44
Manage the behavior of a child or class	0	2	8	34	44
Design and implement a unit of instruction	0	1	5	38	44
Design, write, and teach a lesson	0	1	3	40	44
Make accommodations and modifications (i.e., equipment, individual child, group)	0	0	7	37	44
Include children with disabilities into general physical education	0	2	11	31	44
Analyze the effectiveness of my teaching	0	1	3	40	44
Teach specific special populations (i.e., identified in IDEA such as MR, Autism)	0	3	5	36	44
Adapt to unique teaching situations and deal with problems that arise in APE	0	2	11	31	44
<b><i>answered question</i></b>					<b>44</b>
<b><i>skipped question</i></b>					<b>1</b>

Table 12 (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.

<b>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.</b>					
<b>Answer Options</b>	<b>Not at all</b>	<b>To a slight degree</b>	<b>To a moderate degree</b>	<b>To a large degree</b>	<b>Response Count</b>
Use computer-based technologies (i.e., software, websites, email)	0	4	17	23	44
Work with others (i.e., collaboration/consultation with OT, PT, paraprofessionals)	1	1	10	32	44
Acquire the necessary skills for employment in an APE position	0	2	4	38	44
Confidence in my ability to gain employment in APE	0	3	8	33	44
Appreciation for the APE disciplines and my desire to be a life long learner who will stay professionally involved	0	1	0	43	44
<b><i>answered question</i></b>					<b>44</b>
<b><i>skipped question</i></b>					<b>1</b>

## **APE Advisory Council**

Program effectiveness is also determined through the APE Advisory Council that meets at least annually to discuss program issues. The board consists of a diverse group of CSULB alumni who are APE Specialists teaching in the Los Angeles and Orange County area. The advisory council provided the APE Coordinator with feedback used to refine these documents. The 2009-2011 meetings discussed APE program policies, as well as plans for the 40 year reunion of the CSULB KIN APE practicum programs (ASAPP and Camp Nugget) which was very successful. The following website provides further information of this event <http://cf.papubs.csulb.edu/news-events/story.cfm?hackid=1326>

## **PART III – Analyses and Discussion of Candidate and Program Data**

A five point rubric scale was used to evaluate all AY 2009-10 & 2010 -11 candidate data and included (4) exceeds expectations, (3) meets expectations (2) meets some/minimum expectations, (1) does not meet acceptable expectations (0) not passing work is missing. The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all six signature assignments. One possible reason for these high scores is that classes usually consisted of enrollments of less than 15 students and students received a great deal of individual instructor attention on signature assignments. An additional contributing factor is that the major concepts on signature assignments are first introduced in previous courses in the program (i.e., KIN 320, KIN 427) and students have the opportunity to practice and develop these concepts with teacher feedback throughout the series of APE courses. A specific strength of the program is that the APE Specialist Credential Coordinator is responsible for coordinating the evaluation of all candidates during APE Specialists coursework. This assures continuity for the most part for each candidate's evaluation.

During AY 2009-10 & 2010-11, candidates typically exceeded the minimum criteria for all signature assignments and scored in the upper two categories (exceeds expectations or meets expectations). Individual results and a discussion for SLO1-6 (2009-10 & 2010 -11) 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.

2009-10 Overall mean score of 3.56 –

2010-11 Overall mean score of 3.64-

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. For example in criterion 3 writing benchmarks both groups obtained a mean score of a 4.11 out of 5.0.

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

2009-10 Overall mean score of 3.67 –

2010-11 Overall mean score of 3.60 –

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 assessment reports. The students in both of the groups performed well in this subskill 4 category with a mean score of 5.15.

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

2009-10 Overall mean score of 3.63-

2010-11 Overall mean score of 3.60-

The overall mean score for outcome 3 (AY 09-10 & 10-11) was approximately 3.62, quite an improvement from the outcome 3 data reported (AY 08-09) at 2.63. Based on the data from 2008-09, the APE Coordinator examined the clarity of directions and provided more discussion with examples to the university students of criterion 5, methods of evaluation by providing examples of unit plan rubric checklist scoring systems to track & report class progress and outcomes.

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

2009-10 Overall mean score of 3.89 – highest across all SLOs

2010-11 Overall mean score of 2.91 – lowest across all SLOs

This was the highest overall (3.89) mean score of the 6 SLOs reported for the 2009-10 candidates, but the lowest (2.91) mean score for the 2010-11 candidates. In the past, the most difficult part of this assignment has been criterion 2 and 3, the subskills of actually implementing and evaluating (reflection) of the behavior change process. However, the 2009-10 candidates averaged 4.56 for criterion 2 and 4.44 and for criterion 3. The 2010-11 candidates averaged 3.00 for criterion 2 and 3.55 for criterion 3. For many candidates, this was the first time they implemented and conducted a behavior analysis that included charting and tracking their assigned child's behavior. This may perhaps be the reason for the variability in scores among groups. Evaluating and conducting a behavior analysis of their assigned child is a teaching concept the APE Coordinator will continue to emphasize with the candidates.

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

2009-10 Overall mean score of 3.75-

2010-11 Overall mean score of 3.80-

This was the second (2009-10) and the highest mean score (2010-11) 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 emphasized and conducted often throughout the program and candidates have multiple opportunities to teach and systematically reflect on their actual teaching. 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.

2009-10 Overall mean score of 3.25-

2010-11 Overall mean score of 3.50-

This is perhaps one of the most important and challenging assignment, as students are required to formulate and write an APE philosophy. The assignment directions and grade rubric are updated each year and refined for clarity. Both groups averaged 3.38 out of a possible 5.0 which is an excellent result on this learning outcome.

## **APE Post Exit Survey**

From 2008 to 2011, APE candidates answered a post exit survey of APE program effectiveness (See <http://www.surveymonkey.com/s/2WVTDXV>). A total of 44 candidates responded to the survey. For questions 7-11, which assessed to what degree the APE program has helped attain competences in specific skill areas listed, 95% to 100% of respondents answered, to a “moderate” or “large” degree with, over 70% of the respondents answered to a “large degree”. What follows is a discussion of the specific results of items 7 - 11 (See response tables to questions 7-11 in data section, part 4, page 25). This information reported by the students in the self-report post exit survey matches the data collected in signature assignments 1-6.

*#7 Attain skills related to communicating effectively and persuasively with regard to APE in various professional settings including written and oral communication in front of groups.* Communication is an important skill of any APE teacher and 95% to 100% of respondents answered, to a “moderate” or “large” degree. Only 2 of the respondents indicated to a lesser degree, and this result was on only one sub-item (communicate in front of a group). Overall at least 66% of the respondents answered to a “large degree” on all of the items (See question 7).

*#8 Attain skills related to seeking, organizing, assimilating, synthesizing and using information related to APE.* This included solving problems, an important APE teaching skill. In general, 94% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, at least 75% of the respondents answered to a “large degree” on any of the items (See question 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 only two candidate exceptions, 95% to 100% of respondents answered, to a “moderate” or “large” degree. In addition, 70% to 86% of the respondents answered to a “large degree” on all the items in this question (See question 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 is the most important survey question and is similar to APE SLO Signature assignments 1-6. Question 10 includes 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 91% of respondents answered, to a “moderate” or “large” degree. In addition, at least 70% of the respondents answered to a “large degree” on all items with the exception of subitem#1, “conduct formal and informal assessments” which included a 66% participant response rate (See question 10).

*#11 Attain skills related to acquiring the skills that increase the likelihood of gaining employment in teaching APE in the public schools.* Overall, 90% to 100% of all respondents answered to a moderate or large degree on all items. At least 73% of the respondents answered to a large degree on all items. Specifically, 86% of respondents answered to a “large degree” regarding has acquired the skills necessary to gain employment in an APE position and 98% stated that they have an appreciation for APE and stay professionally involved. Regarding the use of computer based technologies (i.e., software, websites and email), 52% responded to a “large degree”, 39% responded to a “moderate degree”, and four candidates (9%) responded to a “slight degree”. Technology application is a part of the program that the faculty is constantly working to update in order to stay current (See question 11). For example, in the 2007 to 2009 APE Biannual Report, technology application was identified as a program action with faculty taking steps to help candidates improve in this area. Technology application to the candidates

has improved and the APE faculty will continue to work to stay current and updated regarding technology application.

In general, the findings from this AY 2009-10 & 2010-11 APE Biannual Report are similar to the 2007 to 2009 Biannual Report findings. The majority of candidates in the APE Specialist program scored in the upper two categories (4) exceeds expectations or (3) meets expectations on all six signature assignments.

Moreover, the mean scores on the six SLOs, for the candidates in the 2009-2011 groups were slightly higher than the 2007-2009 mean score groups. More specifically, there was a significant improvement in SLO 3, construct an appropriate physical education instructional program for individuals with disabilities that include the design of unit plan. The overall mean score for outcome 3 was 3.63 (09-10) and 3.60 (10-11) approximately a 1.0 point increase compared to (08-09) data reported at 2.63.

Based on the data results from 2009 the Portfolio Notebook Evaluation scoring categories for AY 2010 & 2011 were changed to include a slightly more rigorous point system (See pages 28-29). The past scoring categories for 2009 were; Distinction 21-18 pts (with no one individual item rating below a two), Satisfactory 17-14 pts, and Not met 13 pts or below. The 2010 APE Specialist Teaching Portfolio Notebook Evaluation scoring categories were made slightly more rigorous to the following; Distinction 21-19 pts (with no one individual item rating below a two), Satisfactory 18-15 pts, and Not met 14 pts or below. This brought more rigor to this final and culminating assignment. The total composite score were still be based on the 7 application items evaluated by the reviewer. Other proposed actions and changes are listed below in part IV.

**Part IV – Use of Assessment Results to Improve Candidate and Program Performance**

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
<b>Exit criteria</b>	Changed scoring categories of APE Specialist Teaching Portfolio. See description above.	Lavay	2010 continue to implement
<b>Technology</b>	Continue to update and blend more technology application into certain assignments. For example in KIN 427/527 candidates will record, interpret, and report assessment (e.g., graphs) results electronically via computer software associated with various assessment instruments.	Lavay Reich	AY2011-2012
<b>Assessment and Report writing</b>	Students 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	AY2011-2012
<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	AY2011-2012

## Appendix A

### **October 19, 2011 Email**

Hi Lori

Attached is the CCTC APE annual report can you please read over and make any edits/comments. Please pay particular attention page numbers on the report that we discussed in my office. Please get your edits back to me in yellow or track changes by Friday 28 and perhaps we can meet that day if that works for you

Thank you Barry Lavay, APE Specialist Coordinator

### **October 28, 2011 Meeting**

Lavay and Reich met to review, the 2009-2011 APE Biannual Report.

Also discussed were steps to enhance the APE program based on the findings which are reported in section 1V pp. 34-35.