



**Adapted Physical Education Program**  
*Signature Assignment*  
*Teaching Portfolio*

**Student Learning Outcome(s) Assessed:**

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.

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

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

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

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

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

**Description of the Signature Assignment**

Each candidate must submit an APE Teaching Portfolio to the Kinesiology Department APE Coordinator as part of successfully completing the APE AA Program. Evaluation of each candidate by the APE Coordinator is based on the following criteria: (a) meeting both knowledge & application base standards through coursework completed and (b) providing quality samples of work that will be submitted in an APE portfolio notebook to meet general evaluation areas that include each of the specific APAAA standards.

**Knowledge and application of the APEAA Content Standards** is met by receiving a **grade of a C or better** in the listed coursework that matches the standard below. Write in the course(s) that meets the corresponding standard.

If needed, write in the equivalent course & university (**course not competed at CSULB transcript verification**). CSULB APEAA course work include: **Knowledge:** KIN 320, 387 or 537, 388 or 638, 427/527, Electives KIN 526, EDP 405, EDSP 577, EDSP 578, LING 151. **Application:** KIN 489 A fieldwork in APE, student teaching.

## Knowledge & Application Base Standards

- Standard 1: Program Design, Rationale and Coordination
- Standard 2: Professional, Legal & Ethical Practices
- Standard 3: Educating Diverse Learners
- Standard 4: Effective Communication & Collaborative Partnerships
- Standard 5: Assessment of Students
- Standard 6: Using Educational and Assistive Technology
- Standard 7: Transition & Transitional Planning
- Standard 8: Field Experiences
- Standard 9: Assessment of Candidate Performance
- Standard 10: Characteristics of Students in APE
- Standard 11: Motor Behavior as Applied to APE
- Standard 12: Scientific Principles of Human Behavior
- Standard 13: Instructional Strategies and Adaptation

## Coursework Meets Standard

### no course work required

- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)

### course work and portfolio

- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)
- \_\_\_\_\_ (coursework)

## Directions for Students

In your APE portfolio notebook include at least two samples or more for each major area (include previous course assignments and current items used in your teaching) of quality work that meets the specific APAAA standards (see item sample examples below).

### Teaching Samples and Standards Met

**Professional Practices (Stds 2, 13):** PE and/or APE philosophy statement, professional memberships (CAHPERD), conferences, workshops, or inservice attended with verification letters.

**Assessment Practice (Stds 5, 10, 11, 12):** Assessment reports, standardized and informal data test collection, skill task analysis rubric score sheets, IEP with benchmark tracking of data samples.

**Instructional Strategies (Stds 10, 11, 12, 13):** coded teaching analysis (CSULB AIM coding), yearly curriculum map, unit plans, lessons plans, teaching activities to meet the unique characteristics of learners (i.e, fitness, motor behavior).

**Fieldwork Experiences (Stds 8):** Fieldwork or student teaching log/diary, observations, letters from supervisors of fieldwork and or student teaching

**Behavior Management Practices (Stds 3, 13):** individual and class plans with example of rules, routines, level system, charts for collecting behaviors.

**Collaboration and Transitional Planning (Stds 3, 4, 7):** Example of unique activities working with other professionals such as: inclusion, cooperation and or interdisciplinary activities, sport leisure programs, community based program (i.e., field trips).

**Technology Educational & Assistive: documents using technology, digital (Stds 6):** video clips, computer or tablet generated visuals (i.e., power point, web-based excel), specialized or modified equipment.

## Scoring Rubric

Candidates must receive a score of two or better in each major area. Evaluation is based the following 3 point rubric scale:

**3 - Met standard with distinction**

**2 - Met standard satisfactorily**

**0-1 - Standard not met or not satisfactory (needs more material) & revise example based suggestions by the reviewer.** Submit in your portfolio notebook with at least 1-2 examples for each of the following 7 major evaluation areas are listed below:

Evaluation Area & Stds met	Sample Items	Score		
<b>Professional Practices</b> Standards 2, 13	Philosophy statement paper, prof. membership/attendance inservices, organizations or conferences, verification letters	3	2	1
<b>Assessment Practice</b> Standards 2, 5,10, 11, 12	Standardized & informal assessment reports, data collection skill analysis rubric score sheets, IEP	3	2	1
<b>Instructional Strategies</b> Standards 10, 11, 12, 13	Coded teaching analysis, curriculum map, unit & lesson plan, unique teaching activities (i.e, fitness, motor behavior)	3	2	1
<b>Fieldwork Experiences</b> Standards 8, 10, 13	Fieldwork student teaching log or diary, letters from supervisors of fieldwork or student teaching, observations	3	2	1
<b>Behavior Management Practices</b> Standards 3, 13	Group or individual behavior manage plan visual charts orientation behavior tracking	3	2	1
<b>Collaboration &amp; Transitional Planning</b> Standards 3, 4, 7	Example of inclusion , cooperation, interdisciplinary activities, sport leisure programs, community-based program (i.e., field trips). Evidence of working with others	3	2	1
<b>Technology Educational &amp; Assistive</b> Standards 6	digital video clips, graphic/visuals, computer generated documents, specialized modified equipment	3	2	1
<b>Total Points</b>			<b>/21</b>	

## Legend

Total Points	College of Education Assessment Scale Equivalent
19-21	4 (Exceeds Expectations)
15-18	3 (Meets Expectations)
14 or lower	1 (Does Not Meet Expectations)