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## Information

### *Professional Services Committee*

### **Adapted Physical Education: Clarification of the Adopted Standards**

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**Executive Summary:** This item brings the standards for the Added Authorization in Adapted Physical Education (APE) to the Commission and shares some concerns identified by the APE community.

**Policy Question:** Should the Commission consider revising the Adapted Physical Education Added Authorization Program Standards?

**Recommended Action:** For information only

**Presenters:** Teri Clark, Director and Marilyn Fairgood, Consultant, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

September 2012

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## Adapted Physical Education: Clarification of the Adopted Standards

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### Introduction

This agenda item presents information on the Adapted Physical Education Added Authorization. The standards for the Adapted Physical Authorization were updated as part of the multi-year work to review and revise all the Education Specialist and Other Related Services Credential program standards during 2006-2010. Taking place at the same time was a move away from specialist and emphasis programs that were designed to be delivered concurrently with initial teacher preparation. Concerns have been expressed by some in the adapted physical education field that the revised Added Authorization standards might not ensure that individuals are well prepared to teach in an Adapted Physical Education assignment.

### Background

An Adapted Physical Education (APE) authorization allows an individual to teach special needs students who are precluded from participating in a general education physical education program. Historically those who hold either a Single Subject Teaching Credential in Physical Education or a Multiple Subject Teaching Credential were the only individuals eligible to earn an APE authorization.

Prior to 2010, the twelve Commission-approved Adapted Physical Education programs were all sponsored by campuses within the California State University system. A majority of these APE programs were designed to be delivered concurrently with the Single Subject Physical Education preparation program and many were housed in the physical education or kinesiology departments at the campuses. So a majority of individuals earning an APE authorization were concurrently completing a Single Subject Teaching Credential in Physical Education and an APE Specialist program and being recommended for both authorizations at the same time.

<b>College or University</b>	<b>Initial Approval</b>	<b>Date Inactive*</b>
California State Polytechnic University, Pomona	May 1998	August 2012
CSU, Chico	January 2000	August 2011
CSU Long Beach	May 1998	August 2012
CSU Los Angeles	March 2000	September 2012
CSU Northridge	January 2003	April 2012
CSU Sacramento	January 1999	November 2011
CSU San Bernardino	August 1999	August 2011
Humboldt State University	February 2000	August 2011
San Diego State University	January 1999	August 2011
San Francisco State University	January 1999	August 2011
San Jose State University	October 2001	September 2012

<b>College or University</b>	<b>Initial Approval</b>	<b>Date Inactive*</b>
Sonoma State University	January 2002	October 2011

\* All programs must transition to the APE Added Authorization program and additional candidates may not be accepted into the Specialist Credential Program after September 30, 2012.

The 1992 Adapted Physical Education Specialist standards had 32 program standards (a list of the standards is provided in Appendix A. The full set of these prior standards is available at <http://www.ctc.ca.gov/educator-prep/standards/ape.pdf>). These standards were adopted by the Commission before the Commission had developed the concept of Common Standards. The first eleven of the prior APE standards focus on concepts that are now addressed by the Common Standards. The prior standards had three standards that addressed field experiences that candidates must complete. Individuals completing the specialist program also had to complete the requirements for the Single Subject Teaching Credential in Physical Education or the Multiple Subject Teaching Credential.

### ***Specialist or Emphasis Teaching Credential Programs***

In the 1980's and 1990's, the Commission had developed a number of "emphasis" or "specialist" teacher preparation programs that were designed to be delivered concurrently or subsequent to an individual earning a Preliminary teaching credential. In each case, an individual must already hold or be eligible to be recommended for a Multiple or Single Subject Teaching Credential at the time the emphasis or specialist teaching credential recommendation is submitted. A difference between an emphasis and a specialist program is that the emphasis program does not provide any authorization beyond what the prerequisite teaching credential authorizes the individual to do whereas a specialist preparation program provides some sort of additional authorization.

<b>Specialist Program</b>	<b>Prerequisite Teaching Credential*</b>	<b>Authorization</b>
Adapted Physical Education	Single Subject in Physical Education or Multiple Subject	Teach adapted PE classes in grades preschool, K-12 and adults
Agriculture	Single Subject in Agriculture	Teach Agriculture classes, develop and coordinate curriculum and programs, and deliver staff development in grades preschool, K-12 and adults
Bilingual Crosscultural	Bilingual Multiple Subject or Single Subject	ELD in grades preschool, K-12 and adults; SDAIE and primary language within subject and grade level of prerequisite credential in grades preschool, K-12 and adults
Early Childhood Education	Multiple Subject	Teach early childhood classes in grades preschool, K-12 and adults; develop and coordinate curriculum and programs and deliver staff development in grades 3 and below
Health Science	Multiple Subject or	Teach health classes, develop and coordinate

<b>Table 2: History of Specialist or Emphasis Teaching Credentials</b>		
<b>Specialist Program</b>	<b>Prerequisite Teaching Credential*</b>	<b>Authorization</b>
	Single Subject	curriculum and programs, and deliver staff development in grades preschool, K-12 and adults
Gifted Education <sup>1</sup>	Multiple Subject or Single Subject	Teach gifted classes, develop and coordinate curriculum and programs, and deliver staff development in grades preschool, K-12 and adults

\* Other appropriate credentials include previously issued elementary and secondary teaching credentials based on teacher preparation program and designated subjects credentials if the individual also holds a bachelor's degree and met the Basic Skills Requirement.

<sup>1</sup> California has no program standards and no approved programs for the Gifted Education Specialist. This authorization is currently only awarded to someone from out-of-state with an authorization in the area of Gifted Education. Holders of Multiple and Single Subject Credentials may teach gifted education within the grades level of their documents.

Specialist and emphasis teaching credentials were originally developed to address the preparation of educators to meet needs in the public schools. The emphasis or specialist credential was usually earned concurrently with the Preliminary Multiple or Single Subject teaching credential. As the SB 2042 credential structure was developed, additional content was required to be completed by all candidates for the Preliminary teaching credential (<http://www.ctc.ca.gov/commission/agendas/2007-03/2007-03-6A.pdf>.) With the statutory limit of one year for a general education teacher preparation program and the scope and depth of content required by the general education preparation standards adopted in 2001, the Commission took action in March 2007 (<http://www.ctc.ca.gov/commission/agendas/2007-04/2007-04-6D.pdf>) to no longer develop or maintain emphasis programs within the SB 2042 credential structure.

Based partly on the Commission's action in March 2007, the concept of an Added Authorization program was developed. The Added Authorization program is designed to serve when the completion of an approved program provides additional authorization, is of limited scope, is based upon the individual having the foundation of a general education or special education teaching credential, and is aligned with the prerequisite credential content. In addition to the Added Authorization in Adapted Physical Education, a number of Added Authorizations in Special Education (AASE) were developed. The most widely used AASE is the Added Authorization in Autism Spectrum Disorder (AASE in ASD) which allows an individual holding a Education Specialist teaching credential to earn an authorization to teach students on the Autism spectrum by completing an approved program focused on that specialty area without having to complete another full teacher preparation program.

#### ***Adapted Physical Education Teacher Preparation***

As the most recent Special Education Advisory Panel studied the issues related to the preparation for individuals to teach and provide services to students with special needs, it was pointed out that individuals holding an Education Specialist teaching credential were not eligible to complete an Adapted Physical Education program and earn the authorization to teach APE without first

earning either a Single Subject Physical Education credential or a Multiple Subject credential. Because the Special Education Advisory Panel believed that special education teachers should be eligible to earn the APE authorization, and the APE community concurred, the program standards were reviewed and reconfigured as Added Authorization standards. In addition, preconditions (Appendix B) were developed and Title 5 Regulations were completed to develop the Added Authorization in Adapted Physical Education. As a result of these efforts, the APE AA may now be earned by individuals holding or eligible to be recommended for any of the following teaching credentials:

- Single Subject in Physical Education
- Multiple Subject
- Education Specialist, with a minimum of 12 semester units in physical education

Faculty members with experience offering Commission-approved Adapted Physical Education Specialist programs were involved in developing the APEAA program standards. The prior set of APE standards 32 Standards adopted by the Commission in 1992 were considered and the concepts that were not already addressed in the Multiple/Single Subject Preliminary program standards (<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>) or the Education Specialist Preliminary program standards (<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>) were identified as the concepts that needed to be included in the APE Standards (Appendix C). The APEAA Program Standards were adopted by the Commission in March 2009 (<http://www.ctc.ca.gov/commission/agendas/2009-03/2009-03-2C.pdf>). To support programs in understanding the standards, Program Planning Prompts were also developed (Appendix D).

Sponsors of an Adapted Physical Education Specialist Credential Program were eligible to transition the Commission-approved APE specialist program to the new Added Authorization program by submitting a Transition Plan and then after one year of implementation, submitting the program narrative and key assessments for Program Assessment. Institutions interested in proposing a new Added Authorization program in APE are required to submit a proposal addressing the APE Added Authorization program standards. Table 4 provides a listing of the approved APE AA programs.

<b>Table 4: Adapted Physical Education Added Authorization Programs</b>		
<b>College, University, or LEA</b>	<b>Transition Date<sup>1</sup></b>	<b>Approval Date<sup>2</sup></b>
California State Polytechnic University, Pomona	August 2012	NA
California State University, Chico	August 2011	NA
CSU Long Beach	August 2012	NA
CSU Los Angeles		
CSU Northridge	April 2012	NA
CSU Sacramento	November 2011	NA
CSU San Bernardino	August 2011	NA
Humboldt State University	August 2011	NA
San Diego State University	August 2011	NA
San Francisco State University	August 2011	NA
San Jose State University	August 2012	NA

<b>Table 4: Adapted Physical Education Added Authorization Programs</b>		
<b>College, University, or LEA</b>	<b>Transition Date<sup>1</sup></b>	<b>Approval Date<sup>2</sup></b>
Sonoma State University	October 2011	NA
Azusa Pacific University	NA	March 2012

<sup>1</sup> *Previously approved APE Specialist program transitioned to APE AA program*

<sup>2</sup> *Submitted a proposal addressing the APE AA Standards. The proposal was found to meet the adopted standards and the COA approved the program*

Some experienced faculty members who direct Commission-approved Adapted Physical Education programs have expressed concerns about the limited nature of the four APEAA standards. The design of the Added Authorization program means that an individual who holds a teaching credential (Single Subject in PE, Multiple Subject or Education Specialist) could go to a Commission-approved Adapted Physical Education Added Authorization program and complete the program to earn the APEAA. These faculty argue that this is significantly different from the cohesive APE programs that many CSU campuses have offered where the preparation involves the candidate working closely with both with the APE and Physical Education faculty for the full single subject teacher preparation program.

To understand the concerns, staff has communicated many times with the faculty members and individuals from the associated professional association, the State Council on Adapted Physical Education (SCAPE) in partnership with the California Association for Health, Physical Education, Recreation and Dance (CAHPERD). The current Commission-adopted four APEAA standards do not require any field experience. The faculty members are not as concerned when the APE content is delivered as part of the initial teacher preparation program, usually for individuals earning the Single Subject Teaching Credential in Physical Education, because the faculty typically collaborate in the delivery of a comprehensive program. But they have shared a strong concern when an individual is adding an APE authorization after already earning an initial teaching credential and the concern is that the individual will not develop the full range of necessary knowledge and skills to safely teach physical education to students with identified physical constraints or who are medically fragile. The APE faculty believe it is essential that candidates for an authorization in APE complete supervised field experiences in APE settings due to the nature of the curriculum and the K-12 students these candidates will be authorized to teach.

Work was completed to develop matrices identifying the essential concepts in the Preliminary Education Specialist that need to be addressed through the lens of APE as well as to identify the essential concepts in the Multiple/Single Subject Preliminary program standards. Early in 2012 staff held a meeting at the Commission offices to discuss the issue and a possible additional Precondition that all Commission-approved APEAA programs would have to meet. In continuing to work with the APE faculty members, it has become clear that the professional opinion of the APE faculty is that the standards should be reviewed and amended.

Provided in Appendix E is a draft of proposed, revised program standards for the Adapted Physical Education Added Authorization. Standards 10-13 are the four Commission-adopted APE standards. Standards 1-9 are based closely on the Education Specialist Program Design and

Preliminary Teaching Credential Program Standards with a focus on the knowledge and skills that an individual would need to be prepared to be a teacher in an Adapted Physical Education setting. It is the opinion of the APE faculty that these 13 standards would ensure that APE programs provide the type and depth of preparation that will prepare individuals to teach physical education for students with physical constraints.

### **Next Steps**

The proposal to modify the Adapted Physical Education program standards could be shared with all Commission-approved APE programs and feedback gathered on the proposed revisions, particularly on the importance of the concepts in the revised standards and to determine if any concepts are missing, or inappropriately emphasized. After the feedback has been analyzed the proposed standards, with any modifications indicated by the feedback, would be brought back to the Commission for consideration and possible adoption.

## **Appendix A**

### **Standards of Program Quality and Effectiveness for Specialist Programs in Adapted Physical Education (1992)**

#### **Category I: Institutional Resources and Coordination**

- Standard 1: Program Design, Rationale and Coordination
- Standard 2: Institutional Attention to the Program
- Standard 3: Resources Allocated to the Program
- Standard 4: Qualifications of Faculty
- Standard 5: Faculty Evaluation and Development
- Standard 6: Program Evaluation and Development

#### **Category II: Admission and Candidate Services**

- Standard 7: Admission of Candidates: Academic Qualifications
- Standard 8: Admission of Candidates: Prior Experience and Personal Qualifications
- Standard 9: Availability of Program Information
- Standard 10: Candidate Advisement and Placement
- Standard 11: Candidate Assistance and Retention

#### **Category III: Curriculum and Content Foundations**

- Standard 12: Human Growth and Motor Development
- Standard 13: Motor Learning and Motor Control
- Standard 14: Exercise Physiology
- Standard 15: Biomechanics
- Standard 16: Historical and Philosophical Development
- Standard 17: Health and Safety Considerations
- Standard 18: Socialization and Social Interaction
- Standard 19: Behavior Management
- Standard 20: Assessment
- Standard 21: Curriculum Development
- Standard 22: Comprehensive Program Planning

#### **Category IV: Field Experiences**

- Standard 23: Field Experiences
- Standard 24: Qualifications and Recognition of Supervising Teachers
- Standard 25: Guidance, Assistance and Feedback

#### **Category V: Candidate Competence and Performance**

- Standard 26: Application of Scientific Principles to Motor Behavior
- Standard 27: Applications of Measurement Concepts to Assessment
- Standard 28: Program Development
- Standard 29: Practices for Program Implementation
- Standard 30: Application of Principles of Behavior Management
- Standard 31: Leadership and Professional Development
- Standard 32: Determination of Candidate Competence

## **Appendix B**

### **Preconditions (2009)**

All Adapted Physical Education Added Authorization Programs must meet the Commission's ten General Preconditions (<http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>) as well as those provided below.

#### **Preconditions for Education Specialist: All Added Authorization Programs**

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

#### **Additional Preconditions for Adapted Physical Education Added Authorization**

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

## **Appendix C**

### **Program Standards (2009)**

#### **Adapted Physical Education Added Authorization (APEAA)**

##### **APEAA Standard 1: Characteristics of Students in Adapted Physical Education**

The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to motor behavior, neurological conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Specialist will identify the disability categories, as identified in IDEA or under a Section 504 plan, and apply these to the characteristics presented by the student.

##### **APEAA Standard 2: Motor Behavior as Applied to Adapted Physical Education**

The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

##### **APEAA Standard 3: Scientific Principles of Human Behavior**

The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

##### **APEAA Standard 4: Instructional Strategies and Adaptation**

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

## **Appendix D**

### **Program Planning Prompts (2009)**

#### **Adapted Physical Education Added Authorization (APEAA)**

##### **APEAA Standard 1: Characteristics of Students in Adapted Physical Education**

- How does the program ensure that candidates have knowledge of principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan?
- How does the program ensure that candidates have knowledge of biological and environmental factors which influence the development of motor skills for individuals with disabilities?
- How does the program ensure that candidates have knowledge of progression of growth and development, and the changes which occur with age for individuals with disabilities?
- How does the program ensure that candidates demonstrate knowledge of motor learning and perceptual motor research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities? For example, a teacher physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to a teacher demonstrating the throwing pattern to a child without a disability.
- How does the program ensure that candidates demonstrate knowledge of disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

##### **APEAA Standard 2: Motor Behavior as Applied to Adapted Physical Education**

- How does the program ensure that candidates demonstrate knowledge of neurological development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of motivation, reinforcement, and knowledge of results and performance on motor skill development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development?
- How does the program ensure that candidates are able to use appropriate safety principles and techniques when individuals with disabilities participate in physical activity including proper wheelchair transfers, lifts, and assists?

##### **APEAA Standard 3: Scientific Principles of Human Behavior**

- How does the program ensure that candidates understand disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

- How does the program ensure that candidates understand functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities?
- How does the program ensure that candidates are developing and implementing exercise programs and physical activity that will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities?
- How does the program ensure that candidates are designing and conducting evidence based physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities?
- How does the program ensure that candidates are able to use biomechanical strategies utilized to develop and improve movement performance in individuals with disabilities?
- How does the program ensure that candidates understand current research and standards of practice regarding biomechanical analysis for individuals with disabilities?
- How does the program ensure that candidates apply biomechanical principles for developing efficient movement patterns for individuals with a variety of disabilities?

#### **APEAA Standard 4: Instructional Strategies and Adaptation**

- How does the program ensure that candidates develop instructional programs based on the Physical Education Model Content Standards meet the unique needs and functional ability of individuals with disabilities in the least restrictive environment?
- How does the program ensure that candidates use appropriate methods for facilitating collaboration and communication among all persons in order to work effectively with individuals with disabilities in school, medical, home and community-based settings?
- How does the program ensure that candidates implement physical education service delivery models appropriate to the individual's disability and age?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness and fundamental motor skills and on the acquisition of skills in individual and group games, sports, and intramural and lifetime sports?
- How does the program ensure that candidates demonstrate an understanding of the differences in the philosophies of physical education, athletics, and community-based programs and how adapted physical education can prepare students for participation in sports and community-based physical activity programs?
- How does the program ensure that candidates demonstrate physical education instructional strategies to meet the unique needs of individuals with disabilities?

## **Appendix E**

### **Proposed Program Standards for Adapted Physical Education Added Authorization**

#### **Program Standards for Adapted Physical Education Authorization**

The following standards must be fulfilled by candidates for the Added Authorization in Adapted Physical Education who hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) a teaching credential that has a comparable authorization as 1-3. Each candidate must demonstrate subject matter competency in physical education in order to be eligible to earn the Adapted Physical Education Added Authorization.

#### **Program Standard 1: Program Design, Rationale and Coordination**

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools and specifically the contexts of physical education. The design must reflect the full range of service delivery options for physical education, including general physical education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential to teach adapted physical education. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

#### **Program Standard 2: Professional, Legal and Ethical Practices**

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of adapted physical education as outlined in the Adapted Physical Education Guidelines for California Schools. This curriculum includes state and federal mandates, legal requirements for motor assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and physical education instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments. The program provides opportunities for demonstration of ethical standards of teaching in physical education, of evidence-based physical educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

#### **Program Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting. In addition, the program provides knowledge and application of pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities in physical education settings.

#### **Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) all teachers (including physical educators) and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners as they move into a lifetime of healthy behaviors and physical activity.

#### **Program Standard 5: Assessment of Students**

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner specific to the physical education curriculum. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. Assessment should include but is not limited to: general physical education functioning, including success and safety; gross motor skills; motor development; mobility; health-related physical fitness; fine motor skills; sport and recreation skills, including the application of motor skills to various environments; effects of intellectual, behavioral, and/or emotional delays on functioning in physical education; other skills related to physical education curriculum and standards.

#### **Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use technology for information collection, analysis and management in physical education settings. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.

#### **Program Standard 7: Transition and Transitional Planning**

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan

for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity. Each candidate demonstrates the knowledge and ability to teach students appropriate physical activity self-determination skills.

### **Program Standard 8: Field Experience in a Broad Range of Service Delivery Options**

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization. The experiences are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for adapted physical educators.

### **Standard 9: Assessment of Candidate Performance**

Prior to recommending each Adapted Physical Education candidate for an authorization, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor (i.e., APE Teacher) and one institutional supervisor, that the candidate has satisfied each professional competence.

### **Standard 10: Characteristics of Students in Adapted Physical Education**

The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Teacher will identify the disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction.

### **Standard 11: Motor Behavior as Applied to Adapted Physical Education**

The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

### **Standard 12: Scientific Principles of Human Behavior**

The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the

physiological and biomechanical performance of individuals with disabilities.

**Standard 13: Instructional Strategies and Adaptation**

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.