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# 4A

## Action

### *Professional Services Committee*

## **Adoption of Revised Standards for the Adapted Physical Education Added Authorization Programs**

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**Executive Summary:** This item brings the revised standards for the Added Authorization in Adapted Physical Education (APE) back to the Commission for consideration and possible adoption.

**Policy Question:** Do the proposed revisions to the APE standards adequately capture aspects of preparation necessary for the effective teaching of students with special needs?

**Recommended Action:** That the Commission adopt the revised APE program standards.

**Presenters:** 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.

January-February 2013

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# Adoption of Revised Standards for the Adapted Physical Education Added Authorization Programs

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## Introduction

This agenda item presents the revised standards for the Adapted Physical Education Added Authorization (APEAA). The standards for the APEAA 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. Recently, concerns have been expressed by some in the Adapted Physical Education (APE) field that the adopted added authorization standards might not ensure that individuals are sufficiently well prepared to teach in an APE assignment. The proposed revised standards were presented to the Commission at the September 2012 meeting for information (<http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2E.pdf>).

## Background

An 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. With the work to revise and update the standards in 2008, Education Specialist Teachers are now also eligible to earn an APEAA.

## 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 APE program and earn the authorization to teach APE without first earning either a Single Subject Teaching Credential in Physical Education or a Multiple Subject Teaching 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 (Appendix A). In addition, preconditions (Appendix B) were developed and Title 5 Regulations were completed to develop the APEAA. As a result of these efforts, the APEAA 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 APE Specialist programs were involved in developing the APEAA program standards. The prior set of 32 APE 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. 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 APE standards, Program Planning Prompts were also developed (Appendix C).

Provided in Appendix D are draft proposed, revised program standards for the APEAA. 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 APE setting. Standards 10-13 are the four Commission-adopted APE standards. 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.

### **Field Review of Proposed Revised Standards**

Based on discussion at the September 2012 Commission meeting, staff developed an online survey and advertised the availability of the survey in the Professional Services Division E-News. APE program sponsors and coordinators were asked to share the survey with the APE community. The survey focused on the importance of the concepts in the proposed revised standards and asked if any concepts were missing or inappropriately emphasized. A total of 151 individuals completed the survey. The majority of survey respondents were APE teachers and a wide variety of individuals who provide service within the APE community, including district/county administrators who work with and supervise APE teachers, APE credential candidates and university faculty who teach in an APE program. In general, nearly 95% of all respondents found the proposed revised standards to be important. Additionally, almost 95% of respondents believe that the language of the proposed revised standards is clear. Complete survey results are included in Appendix E of this agenda item.

### **Staff Recommendation**

Because of the high level of support for the proposed standard language, no modifications have been made to the proposed revised standards. The proposed revised standards are being presented to the Commission for consideration and possible adoption.

### **Next Steps**

If the Commission adopts the proposed revised APE standards, staff would modify the existing Standards Handbook and provide notice to the field about the updated standards. Notification would also be posted on the Commission's web page that any prospective APE program must respond to the thirteen standards to complete the Initial Program Review process. Technical assistance would be provided to all current APE program sponsors. The transitioned APE programs are currently preparing program narratives addressing the four adopted standards and the programs will be provided time to respond to the nine newly adopted standards.

## **Appendix A**

### **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 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 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 D**

### **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.

## Appendix E

### Adapted Physical Education Survey October 15, 2012 through November 9, 2012

Following the presentation of the Adapted Physical Education agenda item to Commissioners in September 2012, a survey was developed to gather feedback from the APE community. The survey focused on the nine additional proposed APE standards, asked respondents to best describe their role as it relates to APE (APE supervisor, master teacher, candidate, teacher, support provider, other) and how familiar respondents are with 1992 through 2009 APE program standards. The survey then required a Yes or No response to the following questions about each of the nine standards:

1. Is the language of the proposed standard clear?
2. Is each concept in the proposed standard important for a program to address?

Respondents who answered “No” were asked to identify the language that was not clear in the proposed standard and/or the concept that is not important. As demonstrated in the tables below, respondents overwhelmingly support the language of the proposed additional standards and the importance of each concept contained within the standards. Survey questions and survey results are included in the tables below.

Identification of Respondent and Contact Information	Percent	Count
	100%	151

Individuals who completed the APE Survey	Percent	Count
Teacher of Adapted Physical Education	73%	108
Site Administrator who supervises APE teachers	0.0%	0
District/County Administrator who works with or supervises APE teachers	4.7%	7
University faculty teaching in an APE program	6.1%	9
University faculty supervising APE candidates	0.7%	1
Current APE credential candidate	10.1%	15
Other	5.4%	8
<b>TOTAL: (3 Did Not Respond)</b>	100%	148

How familiar are you with the Adapted Physical Education Program Standards that governed APE programs from 1992 through 2009		
Response	Percent	Count
Not at all	1.3%	2
Somewhat familiar	14.8%	22
Familiar	40.3%	60
Very familiar	43.6%	65
<b>TOTAL: (2 Did Not Respond)</b>	100%	149

**Proposed Adapted Physical Education Program Standards 1 – 9**  
Total Respondent Count: 151

<b>Program Standard 1: Program Design, Rationale and Coordination</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	144	95.4	Yes	149	98.7
No	7	4.6	No	2	1.3

<b>Program Standard 2: Professional, Legal and Ethical Practices</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	147	97.4	Yes	149	98.7
No	4	2.6	No	2	1.3

<b>Program Standard 3: Educating Diverse Learners</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	150	99.3%	Yes	146	96.7%
No	1	0.7%	No	5	3.3%

<b>Program Standard 4: Effective Communication and Collaborative Partnerships</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	150	99.3%	Yes	148	98%
No	1	0.7%	No	3	2%

<b>Program Standard 5: Assessment of Students</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	148	98.0	Yes	144	95.4
No	3	2.0	No	7	4.6

<b>Program Standard 6: Using Educational and Assistive Technology</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	150	99.3	Yes	150	99.3
No	1	0.7	No	1	0.7

<b>Program Standard 7: Transition and Transitional Planning</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	143	94.7	Yes	147	97.4
No	8	5.3	No	4	2.6

<b>Program Standard 8: Field Experience in a Broad Range of Service Delivery Options</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	147	97.4	Yes	149	98.7
No	4	2.6	No	2	1.3

<b>Program Standard 9: Assessment of Candidate Performance</b>					
Is the language of the proposed standard clear?			Is each concept in the proposed standard important for a program to address?		
	Count	Percent		Count	Percent
Yes	149	98.7	Yes	148	98.0
No	2	1.3	No	3	2.0