



Commission on Teacher Credentialing

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program Standards

Adopted by the Commission, January 2013-February 2013

Handbook Revised June 26, 2017

This handbook, like other publications of the Commission on Teacher Credentialing, is not copyright. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

This handbook is available at:
<http://www.ctc.ca.gov/>

Introduction to the Handbook

This Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program Standards Handbook includes the Adapted Physical Education Standards and Program Planning Prompts that were approved by the Commission during its January 2013 meeting. The handbook is intended for use by program sponsors that plan to submit a program proposal for Initial Program Review (IPR) or a Program Assessment (PA) document that is being submitted one year following transition to new standards or prior to an accreditation visit. Faculty preparing Initial Program Review or Program Assessment documents should refer to the dedicated Initial Program Review and Program Assessment webpages for specific directions about the processes.

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation Programs. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering professional preparation in education. Program sponsors should be aware that there are different types of program standards.

The Initial Program Review (IPR) and Program Assessment (PA) webpages can be accessed via the following links:

Initial Program Review: <http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

Program Assessment: <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>

Table of Contents

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program Standards	i
Part I: Resources for Programs	vi
Adapted Physical Education Added Authorization Program	vi
Standards	vi
Common Standards	vi
Program Standards	vi
Special Education Documents Eligible to Earn Adapted Physical Education, Early Childhood Special Education and Resource Specialist Added Authorizations.....	vii
Part II: Preconditions	1
Preconditions for All Education Specialist	1
General Preconditions for all Educator Preparation Programs	1
Education Specialist: All Added Authorization Programs	4
Additional Preconditions for Adapted Physical Education Added Authorization	4
Part III: Standards.....	5
Common Standards	5
Program Standards Adapted Physical Education Added Authorization	9
Part IV: Appendix	13
Program Planning Prompts (PPP) for the Adapted Physical Education Added Authorization (APE AA)	13

Foreword

Instruction of physically handicapped children in remedial physical education settings began in California in 1955. California was one of the first states to require a special credential (Specialist Credential In “Adapted Physical Education”) to teach eligible individuals within adapted physical education settings in the public schools. The credential and its standards were developed between 1977 and 1980. Development of the credential and the standards was informed by a broad-based committee of professionals in adapted physical education, physical therapy, and occupational therapy as well as the parents of physically disabled children.

The 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.

However, as the most recent Special Education Advisory Panel studied 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. In addition, preconditions 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

Adapted Physical Education Teacher Preparation

The original APE standards were revised in 1992. The standards for the Adapted Physical Education Added Authorization, or APEAA, were recently updated as part of the multi-year work to review and revise all of the Education Specialist and Other Related Services Credential program standards during 2006-2010. In March 2009, the Commission on Teacher Credentialing adopted new standards for the APE AA. The Title 5 Regulations for the APE AA became effective July 20, 2011. Program sponsors offering an Adapted Physical Education program had until September 30, 2012 to transition to the new standards.

After concerns were expressed by some in the Adapted Physical Education field that the 2009 adopted added authorization standards might not ensure that individuals are sufficiently well prepared to teach in an APE assignment, 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>).

The program standards adopted by the Commission and presented in this document were developed with assistance from faculty members with experience offering Commission-approved APE Specialist

programs. 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 A).

The APE AA 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 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.

APE AA Program Proposals

Institutions not currently offering a Commission-approved APE AA program that wish to offer this authorization must first be approved through the Initial Program Review (IPR) process. Institutions must submit a new program proposal responding to the adopted program standards. As of January 31, 2013, the date of the Commission adoption of the new standards, all APE AA program proposals must respond to all 13 standards, successfully complete the Initial Program Review (IPR) process, and be approved by the Committee on Accreditation prior to offering this authorization.

Currently Approved APE Programs Transition and Program Assessment for APE Programs

It is necessary that program sponsors offering an APE program provide the Commission with details about the changes the institution will make to align with the 13 standards that were adopted in January 2013. Currently approved APE programs will need to transition to the new standards. Program sponsors that are scheduled to complete program assessment in preparation for an accreditation visit will also need guidance. Instructions for the Transition Plan and program assessment advice will be provided in a Program Sponsor Alert (PSA).

Part I: Resources for Programs Preconditions

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program

This table provides information on which Preconditions must be addressed by sponsors of an Education Specialist Teaching Credential Program: Adapted Physical Education Added Authorization.

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program	General Preconditions	Program Specific Preconditions
Adapted Physical Education	1-10*	11-14

*A narrative response to all 10 General Preconditions plus all relevant credential specific preconditions is required with each new program proposal; however, for new programs *being proposed by existing program sponsors*, it has been determined that Precondition 4 and 5 are specific to each new program. This means that *existing program sponsors* can submit a response to General Preconditions 4 and 5 only plus a response to all applicable Program Specific Preconditions with each new program proposal.

Standards

Common Standards

This table provides information on which Common Standards must be addressed by sponsors of an Education Specialist Teaching Credential Program: Adapted Physical Education Added Authorization. *NOTE: Existing program sponsors that wish to offer an Adapted Physical Education Added Authorization program must complete the Common Standards Addendum (page 7).*

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program	Common Standards (2008)
Adapted Physical Education	1-9

Program Standards

This table provides information on which Standards must be addressed by sponsors of the Adapted Physical Education Added Authorization Program

Education Specialist Teaching Credential: Adapted Physical Education Added Authorization Program	Added Authorization Standards
Adapted Physical Education	APE AA 1-13

Special Education Documents Eligible to Earn Adapted Physical Education, Early Childhood Special Education and Resource Specialist Added Authorizations

Note: The holder of a general education teaching credential authorizing physical education instruction may also earn an Adapted Physical Education Added Authorization. A complete list of credentials that are authorized to earn an Added Authorization can be found on the Commission’s website:

<http://www.ctc.ca.gov/credentials/CREDS/APE-ECSE-RSP-chart.pdf>

LEVEL I or LEVEL II Education Specialist Instruction Credentials (initially issued effective September 27, 1997)

Special Education Credential Held	Adapted Physical Education	Early Childhood Special Education	Resource Specialist
Mild/Moderate (K-12 to age 22)	Yes	Yes	No, individual is already authorized*
Moderate/Severe (K-12 to age 22)	Yes	Yes	No, individual is already authorized*
Deaf and Hard-of Hearing (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Physical and Health Impairment (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Visual Impairment (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Early Childhood Special Education (Birth - Pre-K only)	Yes	No	No, individual is already authorized*

PRELIMINARY or CLEAR* Education Specialist Instruction Credential (initially issued effective 6/26/2010 for all but Language and Academic Development which was effective 9/2/2011)

Special Education Credential Held	Adapted Physical Education	Early Childhood Special Education	Resource Specialist
Mild/Moderate (K-12 to age 22)	Yes	Yes	No, individual is already authorized*
Moderate/Severe (K-12 to age 22)	Yes	Yes	No, individual is already authorized*
Deaf and Hard-of Hearing (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Language and Academic Development (Preschool, K-12 to age 22)	Yes	Yes	No, individual is already authorized*
Physical and Health Impairment (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Visual Impairment (Birth to age 22)	Yes	Yes	No, individual is already authorized*
Early Childhood Special Education (Birth - Pre-K only)	Yes	No	No, individual is already authorized*

** A Clear credential holder may add a Resource Specialist Added Authorization if the individual held a previously initially issued special education credential that did not include a Resource Specialist authorization.*

KEY: Yes – Eligible to add the authorization

No – Not eligible to add the authorization, already authorize

Part II: Preconditions

Preconditions for All Education Specialist Credential Preparation Programs

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program standard document. Prospective programs must respond to all relevant preconditions.

General Preconditions for all Educator Preparation Programs

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These

decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4)* **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5)* **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.
- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

*For each new program *being proposed by existing program sponsors*, a narrative response to Preconditions 4 and 5 is required. This means that *existing program sponsors* can submit a response to General Preconditions 4 and 5 only in addition to a response to all applicable Program Specific Preconditions with each new program proposal.

- (9) **Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission,

each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent General Precondition 9 does not require satisfaction of the Basic Skills Requirement for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST or other approved alternative. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission Persons residing outside of California when they apply for admission must take the CBEST or other approved alternative no later than the second available administration of the test after enrolling in the program.

- (10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

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.

Part III: Standards

Common Standards

Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for *California public schools* and the effective implementation of California's adopted standards and curricular frameworks.
- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.
- The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.
- The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, *professional development/instruction*, *field based supervision* and *clinical experiences*.
- The *Unit Leadership* has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.
- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and support diversity and excellence.
- *The institution* employs, assigns and retains only *qualified persons* to teach courses, provide *professional development*, and *supervise* field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse

abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service*.

- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Candidate Recruitment and Support

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.
- The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.
- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.
- Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards.

The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek.

The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel*, *site-based supervisors* and school sites, as appropriate to the *program*.

- Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and *student* learning.
- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.

- The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.
- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.
- All *programs* effectively implement and *evaluate* fieldwork and clinical practice.
- For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of *students* identified in the *program* standards.

Standard 4: Continuous Improvement

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.

- The education *unit* and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and *support* services for candidates.
- Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.
- The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

Standard 5: Program Impact

The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The *unit* and its *programs* evaluate and demonstrate that they are having a *positive impact* on candidate learning and competence and on *teaching and learning* in schools that serve California’s *students*.

**Italicized language represents language that will be included in a Common Standards Glossary.*

Common Standards Addendum

A Commission approved program sponsor that proposes a new educator preparation program must submit responses to Common Standards Addendum addressing how the new educator preparation program will integrate into the existing education unit structure.

Directions: *The CTC requests the following information regarding the implementation of the proposed new program. Should the current Common Standard document already explain how the institution will address these issues, with no differences for the proposed program, please indicate this in the response box.*

- | | |
|------------|--|
| Standard 1 | Who in the Unit will have <i>leadership</i> responsibilities for this program? |
| Standard 2 | How will evaluation of this program fit into the Unit <i>Assessment System</i> ? |
| Standard 3 | How will this program be supported with <i>resources</i> ? |
| Standard 4 | What will be the criteria for selection of <i>faculty and instructional personnel</i> for this program? |
| Standard 5 | Are there particular <i>admission criteria</i> for the proposed program? |
| Standard 6 | How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be <i>guided and supported</i> ? |
| Standard 7 | What will the <i>field experiences and clinical practice</i> include? How will sites be selected and evaluated? |
| Standard 8 | What will be the criteria for selection of <i>district-employed supervisors</i> ? |
| Standard 9 | What will be the program <i>assessments used to determine candidate competence</i> as they move through the program? |

Program Standards

Adapted Physical Education Added Authorization

(Adopted January 2013)

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

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. <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

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.

Part IV: Appendix Appendix A

Program Planning Prompts (PPP) for the Adapted Physical Education Added Authorization (APE AA)

Program Planning Prompts (PPP) are designed to support prospective and approved programs in understanding the thinking behind the standards as they were developed by the Advisory Panel. The PPP provide examples, suggestions, and clarification as to the breadth and depth of the language of the standards.

The PPP should not be viewed as writing prompts for the program narrative, but should be considered as suggestions for the program developers and leaders to consider. Programs are held to the language of the standard, not the PPP.

All programs are encouraged to carefully review each PPP and use the prompt to assist in the initial development and ongoing program improvement for the Education Specialist Added Authorization educator preparation program.

APEAA Standard 1: Program Design, Rationale and Coordination

- How does the program provide a range of program entry points that is consistent with its vision, the needs of the service area of the program and the candidates the program recruits?
- Does the program have an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How does the program ensure that there is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local school districts, and schools where candidates pursue field experiences?
- How does the program ensure that the overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

APEAA Standard 2: Professional, Legal and Ethical Practices

- How does the program ensure that candidates study the historical development of adapted physical education including legislation and legal mandates regarding the physical education and sport for individuals with disabilities?
- How does the program ensure that candidates know, understand and apply the Adapted Physical Education Guidelines for California Schools?
- How does the program ensure that candidates understand the roles and significance of professional organizations on the development of standards of practice, professional ethics, and programs related to physical education for individuals with disabilities?
- How does the program ensure that candidates understand the philosophies of adapted physical education and sport for individuals with disabilities, and the process involved in developing ones own professional philosophy?
- How does the program ensure that candidates understand current issues, legislation and emerging trends in adapted physical education and their significance?

- How does the program ensure that candidates know and understand laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments?
- How does the program ensure that home programs that serve individuals with disabilities allow those individuals to realize and express their individuality through physical education, sport, dance, aquatics, and lifetime activity programs?
- How does the program ensure that candidates are provided and understand information about current research and standards of practice on the philosophy underlying the development of adapted physical education programs?

APEAA Standard 3: Educating Diverse Learners

- How does the program's curriculum and instructional practices address this standard?
- How does the collaborative design of the program assist in meeting this standard?

APEAA Standard 4: Effective Communication and Collaborative Partnerships

- How does the program provide candidates with the opportunity to demonstrate knowledge of the concepts and processes effective in building social networks for individuals with disabilities?
- How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP/IFSP/ITP team and family members, including non-family caregivers?
- How does the program provide opportunities for candidates to work with families, and relevant agencies, such as the Department of Rehabilitation, the Regional Centers, California Children's Services, County Mental Health, and various, related associations, for the alignment of needed services and for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources?
- How does the program provide opportunities for candidates to demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities in the classroom and in the community learning environments?
- How does the program offer the opportunity for candidates to demonstrate collaboration with the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environments?
- How does the program prepare candidates to utilize effective communication skills in adversarial and/or litigious situations and problematic relationships?
- How does the program ensure that candidates provide a cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners?

APEAA Standard 5: Assessment of Students

- How does the program ensure that candidates select current instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities?
- How does the program ensure that candidates know and understand the limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities?
- How does the program ensure that candidates demonstrate the knowledge and skill to assess students from diverse backgrounds and varying language, communication and cognitive abilities?

- How does the program ensure that candidates understand the construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance of individuals with disabilities?
- How does the program ensure that candidates interpret the results of the assessment process relative to the functional level of individuals with disabilities for application to individualized program planning?
- How does the program ensure that candidates understand the principles of evaluation and standards of practice in determining student placement, programming, and progress in adapted physical education?
- How does the program ensure that candidates select, implement, and interpret various standardized test instruments (i.e., physical and motor fitness, motor skills, and perceptual motor abilities) that are appropriate for individuals of various disabilities and ages 0 to 22?
- How does the program ensure that candidates use screening and informal procedures such as observation, checklists, questionnaires, and other relevant records?
- How does the program ensure that candidates interpret assessment results and makes application to student placement, goals and objectives, and programs?
- How does the program ensure that assessment includes, but is not limited to, general physical education functioning, 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?

APEAA Standard 6: Using Educational and Assistive Technology

- How does the program ensure that candidates understand movement analysis and the ability to apply biomechanical principles to facilitate mobility and motor performance in wheelchairs, and with assistive devices for individuals with disabilities?
- How does the program provide instruction in the selection, use, and adaptation of low and high technology materials and equipment to meet the educational objectives of a particular student?
- How does the use of technology enhance the learning environment and accommodate for individual differences?
- How does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology?
- How does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure candidates demonstrate an understanding of the need for low and high technology in the educational program of students with disabilities?

APEAA Standard 7: Transition and Transitional Planning

- How does the program ensure that candidates know and understand the role of physical activity throughout the lifespan of individuals with disabilities, including physical education, sport, and community based programs?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness, the acquisition of skills in individual and group games and sports, and intramural and lifetime sports?
- How does the program ensure that candidates understand the sequential and continuous nature of preparing students with disabilities for successful adult transition and continuing educational, social, behavioral, and career development?
- How does the program create a broad understanding of transitional issues for students and their families?

- How does the program support candidates in understanding the life of individual students with disabilities relative to planning for educational and transitional experiences?

APEAA Standard 8: Field Experience in a Broad Range of Service Delivery Options

- How does the program ensure that candidates observe and assist in various field work settings with a variety of students with different disabilities and ages 0-22 years under the supervision of a qualified professional?
- How does the program ensure that candidates teach individuals with disabilities in a variety of settings and placements under the supervision of a credentialed adapted physical education specialist?
- How does the program ensure that candidates observe and assist in the instruction of a variety of activities including skills in physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure?
- How does the program observe and assist in a variety of teaching practices such as assessment, implementing IEPs, behavior management, modifying equipment and activities to meet individual needs?
- How does the program select and evaluate credentialed adapted physical education specialists who serve as master teachers?

APEAA Standard 9: Assessment of Candidate Performance

- How does the program ensure that there is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective?
- How does the program ensure that one or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance?

APEAA Standard 10: 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 11: 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 12: 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 13: 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?