



Adapted Physical Education Program Standards

Commission on Teacher Credentialing

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[Commission on Teacher Credentialing Program Standards](#)

Adapted Physical Education (APE)

APE 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.

APE 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.

APE 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 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.

APE 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.

APE 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.

APE 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.

APE 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.

APE 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. See Education Specialist Teaching and Other Related Services Credential [Program Standards](#).

APE Standard 9: Assessment of Candidate Performance

Prior to recommending each Adapted Physical Education candidate, 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.

APE 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.

APE 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.

APE 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.

APE 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.