### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Placement and Schedule in APE and GPE Policies and Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Approved APE Teaching Sites</td>
<td>3</td>
</tr>
<tr>
<td>APE Class Schedule</td>
<td>3</td>
</tr>
<tr>
<td>Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Communication with University Supervisor</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Supplies and Organization</td>
<td>4</td>
</tr>
<tr>
<td>Professional Relationships: Student Teacher Appearance</td>
<td>4</td>
</tr>
<tr>
<td>Student Teacher Appearance</td>
<td>4</td>
</tr>
<tr>
<td>The Master Teacher's Expectations of the Student Teacher</td>
<td>4</td>
</tr>
<tr>
<td>The Student Teacher's Expectations of the Master Teacher</td>
<td>4</td>
</tr>
<tr>
<td>Regularly Scheduled Daily Meetings of the Master Teacher &amp; Student Teacher</td>
<td>4</td>
</tr>
<tr>
<td>Role of the University Supervisor</td>
<td>4-5</td>
</tr>
<tr>
<td>Evaluations at Midterm and Final Evaluation Period Grade Rubric</td>
<td>5</td>
</tr>
<tr>
<td>Written Assignments: Lesson Plans and Other Reports (IEP, Assessment reports)</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Schedule</td>
<td>5</td>
</tr>
<tr>
<td>Writing California Content standards and Lesson Objectives</td>
<td>6</td>
</tr>
<tr>
<td>Unit Plans</td>
<td>6</td>
</tr>
<tr>
<td>Best Teaching Practices</td>
<td>6-7</td>
</tr>
<tr>
<td>Student Teaching Observation, Analysis and Reflective Teaching Diary (Coding)</td>
<td>7</td>
</tr>
<tr>
<td>Reflective Diary</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Performance Assessment (TPA)</td>
<td>7</td>
</tr>
<tr>
<td><strong>APE Exit Portfolio and Interview</strong> (required)</td>
<td>7-8</td>
</tr>
<tr>
<td>Required Timelines for Meeting Required Student Teaching Assignments</td>
<td>8</td>
</tr>
</tbody>
</table>

### Beach Board

Examples of APE paper work completed by previous APE student teachers are located on Beach Board including: Unit and lesson Plan directions with student examples, student examples of designing student teaching goals.
Purpose
The purpose of the student teaching experience is to provide the prospective teacher with an opportunity to observe, develop, and practice teaching skills in adapted physical education (APE). This is usually the culminating and most important experience in your professional preparation program toward receiving the Adapted Physical Education Added Authorization (APEAA). The information developed in this manual is designed to assure that your time student teaching is a positive experience. Along with the APE Manual, you also need to also obtain a copy and follow the procedures of the College of Education Single Subject Student Teaching Handbook and the Student teaching in PE Procedures Manual developed by the Physical Education Credential Coordinator.

Placement and Schedule in APE and GPE Policies and Requirements
Schedule: Amount of teaching/time per school day in GPE and APE
Student teaching for APE Candidates in APEAA program will consist of a dual placement in APE and general physical education (GPE). Candidates will student teach 20 weeks in length, corresponding to the semester of the placement school with the APE master teacher. The candidate will teach in the APE setting for at least two periods and with a GPE Specialist master teacher for one period in a K-12 setting. Candidates will be at their sites for two additional periods, during which they will assess student work, prepare lessons, conference with their master teacher or university supervisor, meet with students, contact parents, and observe other teachers both in their discipline and across disciplines. Student teachers are to be at their assignment at least five hours per day. The APE Master Teacher will be the primary cooperating teacher for the candidates’ assignment with input from the GPE Specialist Master Teacher. The assignment does not include lunch and recess, it refers to actual teaching and preparation time. In APE this can include other activities other than actual teaching such as conducting assessments, writing reports (IEPs), preparing for class, attending meetings and teaching. Arrival time and time spent after school is flexible and determined by the master teacher. Class periods and schedules with the APE master teacher can vary and if you have any questions about your schedule, consult with your APE University Supervisor or University APE Coordinator.

Approved APE Teaching Sites
The APE Student Teacher Candidate will meet with the APE University Coordinator and PETE University Coordinator to approve the student teaching placement. Students will usually be enrolled in EDSS 450P the semester before student teaching and need to contact the APE Coordinator early in the semester during office hours to discuss possible student teaching placement.

APE Class Schedule
Eventually you need to be at least responsible for actually planning and teaching 2 periods or 50% of your master teacher’s class schedule. You also need to be observing and assisting your master teacher with their other classes and responsibilities. After the first week of student teaching provide your University Supervisor with a detailed schedule of your assignment that includes: school sites with detailed travel maps, class locations, and scheduled teaching times (see Teaching schedule examples Beachboard).

Procedures
Communication with University Supervisor
Please provide your supervisor with your cell phone number, a school number, email and times you can be reached. Also, include your cooperating teacher’s contact information (e-mail and/or cell phone or office phone number), proposed APE Class Schedule (see above) with address and detailed directions to your teaching site(s), and any relevant parking information. Use MapQuest or Google Maps.

Weekly Reflection email to University Supervisor (cc Master teacher(s)):
Each Thursday or Friday, e-mail your weekly reflection to your university supervisor. Be sure to cc all of your cooperating teachers and explain your week of student teaching. This message can be based on the discretion and expectations of your university supervisor, but can include: how your teaching went during the week, any challenges or problems that came up and how you dealt with them, lesson objectives or goals you set and if those objectives or goals were met, and what your goals are for the following week. When you send the email each week include all past reflections and date each reflection so it is like a diary (See examples of an email messages Beach Board). The weekly e-mailed reflection is a way to check in and keep the lines of communication open between you and your university supervisor. With an e-mail message all can respond to your email message -both university
supervisor and/or cooperating teacher(s). If you need to discuss your teaching immediately e-mail or call your university supervisor. If you have an emergency, you can reach the APE Coordinator at Blavay@csulb.edu or 562/985-4077.

**Teaching Supplies and Organization** The student teacher needs to obtain supplies such as notebooks, sunscreen and electronic equipment such as a lap top or tablet. The student teacher should ask the master teacher which supplies are necessary to assist you to be better organized.

**Professional Relationship:** the relationship of the student teacher to both the cooperating teacher and the university supervisor: Is friendship possible? This is a delicate topic. In most cases, it is not recommended that the student teacher expect to be "friends" with either the cooperating teacher or the university supervisor. It is also recommended that all three individuals keep professional and personal issues separate. **Personal problems need be left at home in most cases.** The university supervisor needs to be contacted immediately if a personal issue becomes a major concern.

**Student Teacher Appearance**
The student teacher is dressed in a professional manner. The student teacher is encouraged to solicit the advice of the cooperating teacher or university supervisor concerning appearance. If the cooperating teacher or university supervisor is at all concerned about the appearance of the student teacher, this concern needs to be discussed as soon as possible with all parties.

**The Master Teacher's Expectations of the Student Teacher**
Be sure your master teacher has a copy of this APE Student Teaching Procedures Manual. It can be send electronically and is also on the APE website (www.csulb.edu/APE). Each master teacher has different expectations of each student teacher. The **Appendix** provides an example of general APE expectations develop by Joyce Sakai APE Specialist LBUSD. These goals and expectations need to be made clear to the student teacher at the beginning of the semester and put in writing when appropriate. The student teacher should feel free to ask questions regarding any issue of student teaching. The master teacher and student teacher should meet early in the student teaching experience to discuss goals and expectations including the material in this document and the Student Teaching Handbook. In addition, **the “Evaluation of Student Teaching Performance” report is discussed early during the student teaching experience (See the Student Teaching Handbook). In addition, early in the semester design goals that you wish to accomplish during your student teaching experience (see designing student teaching goals examples located toward the end of this document).**

**The Student Teacher's Expectations of the Master Teacher**
It is recommended that the master teacher, early in the experience, ask the student teacher, to make a list of things he/she wants to be sure to learn, try, known by the end of the experience (see list of teaching skill areas toward the end of this document). Throughout the experience add to and revise the list. This procedure insures that the student teacher's needs are being met.

**Regularly Scheduled Daily Meeting of the Master Teacher and Student Teacher-**
This can be 20 to 30 minutes meetings at the beginning, middle, or end of the day. The best time of day for this meeting is up to the discretion of the cooperating teacher. It will vary depending upon the daily schedule. Some topics to cover are: goals for that day or week, specific children taught, good teaching practices, lesson planning including equipment necessary for the lessons next week, and any necessary paperwork. Good communication is the key to a successful student teacher- master teacher-relationship. **Remember to schedule time to communicate.** It can be while your are both driving to different school sites.

**Role of the University Supervisor**
The university supervisor will visit the student teacher a number of times throughout the experience, but will be in communication more often. Before a visit the university supervisor will usually call ahead and make every attempt to schedule the visit at the start of the school day, before lunch, or before the end of school to allow at least 30 minutes to meet with teachers (either before or after the lesson) to allow time to discuss the
lesson and student teaching in general. The university supervisor will attempt to observe the student teacher teaching at different schools and classes. The university supervisor may request the student teacher to come to the university for discussions or for viewing their teaching on by showing video clips.

Evaluations at Midterm and Final Evaluation Period

See the College of Education Single Subject Student Teaching Handbook with the CSULB Single Subject Student Teacher Education Program Evaluation of Student Teaching Performance Form. Performance reports are written, reported and discussed by the student teacher, university supervisor and cooperating teacher(s) at midterm and during the final week of the candidate’s student teaching experience. The final report is placed in the candidate’s student teaching folder at the Credential office. The university supervisor may request that the cooperating teacher and/or student teacher send a copy of their individual evaluation to the supervisor prior to the evaluation meeting. In general, the first 10 week evaluation is at Midterm (Nov 15 or April 10) period will focus in general on teaching while the final evaluation (Jan 10 or June 10) will primarily focus on teaching and report writing (i.e., assessment reports and IEPs). Unless otherwise determined, The APE cooperating teacher will be primarily responsible for writing the midterm and final evaluations of teacher performance for each candidate’s with input from the GPE cooperating teacher.

Written Assignments

Teaching Schedule

In one attached Word document email to your University Supervisor the following personal student teaching schedule and information (see example posted on Beachboard):

1. Your name, preferred e-mail contact and phone number
2. Contact information of your cooperating teacher(s) such e-mail and phone number
3. The name of your School District
4. A list of each school site. For each school site be sure to list:
   - School Name:
   - School Address
5. As soon as you have it, include a schedule of your teaching/observing that indicates:
   - When and where you are teaching/observing period-by-period and day-by-day.
   - For each period, please clearly indicate whether you are teaching or observing.
   - The beginning and end times of each period
   - Any late start or early dismissal days and the alternate schedule for these days.
   - Include both APE and GPE on your teaching schedule

Note: This is not a copy of the bell schedule or your Master Teacher’s schedule. This is your personal teaching schedule that indicates when and where YOU teach vs observe.

Lesson plans and other reports specific to APE (unit plan, IEP, Assessment reports)-when to start-how detailed-how many?

This is up to the discretion of the cooperating teacher. You are required and expected to teach each class with a lesson plan and follow the CSULB Kinesiology PETE lesson plan format. You may have one lesson for more than one class, if the make-up of the classes are similar. Your cooperating teacher is encouraged to provide feedback on the lesson plan while you teach. The student teacher is responsible to submit at least eight complete lesson plans reviewed and signed by the master teacher and four by the university supervisor. The student teacher turns these in to the PETE Student Teaching Coordinator at the end of the semester. The lesson plan format to follow with examples is on Beach Board. You are also required to obtain experience writing other documents such as unit plans, IEP and assessment reports. The format to use will vary among master teachers but will usually follow district policy. Document examples are included in Beach Board. You will be responsible to hand in examples of these documents to the University Supervisor. See timelines for meeting student teaching requirements located toward the end of this document.

APE Student Teaching Handbook (6/2015)
Writing California Content Standards and Lesson Objectives
Lesson plans need to include CA content standards and measurable objectives that follow "ABCD" format for writing objectives.

Unit Plans
You are required to write at least two unit plans with the selection up to the discretion of the cooperating teacher. Follow the unit plan directions and format taught in your classes and see enclosed directions and example in Beach Board. Be sure to develop at least two unit plans that will be evaluated by your University Supervisor and include a section on modifications to meet the unique needs of the students.

Best Teaching Practices
The student teaching assignment in adapted physical education can vary. For example, the delivery service model (i.e., one school to itinerant with 5 or more different schools) and the type of students with disabilities you will be assigned to teach (14 different disabilities recognized by IDEA). The list below outlines general examples of teaching skills you need to work to acquire during your student teaching experience. Please note the assignments required are indicated in the timelines for meeting student teaching requirements section and examples of assignments are located in Beach Board.

Teaching Skill Areas Required (See appendices for other useful examples such as responsibilities of APE teacher, strategies for working with paraprofessionals/aide)

1. Assessment of Motor Performance (Required)
   a. Read test booklets.
   b. Observe and become involved in an actual assessment procedures including student testing.
   c. Discuss the results/interpretation of the data with your master teacher.
   d. Conduct a minimum of two different student assessments that include testing, interpreting and writing a summary evaluation report on a student(s) (the report will vary based on district format).

2. IEP (Individualized Education Program) (Required two different IEPS)
   a. Read through some sample IEPs.
   b. Discuss and get involved in the formulation of objectives with your site supervisor.
   c. Attend and if possible present at an actual IEP meeting.

3. Behavior Management Plan (Required)
   a. Identify behavior management strategies utilized by the master teacher.
   b. Develop group and or individual behavioral plan (procedures, expectations, routines).

4. Unit, plans with rubric or checklists to monitor individual class or student progress while teaching (Required)

5. Adapted Equipment
   a. Different types and purpose include in lesson and unit plans

6. Activities to be included in lesson and unit plans
   a. Movement exploration
   b. Perceptual motor and/or sensory motor activities
   c. Active learning games or interdisciplinary teaching
   d. Relaxation (impulse control)
   e. Fitness
   f. Fundamental Skills
   g. Lead-up games
   h. Low organization games/modified sports
   i. Rhythms, dance, and creative movement-Laban movement elements
   j. Aquatics
   k. Community based leisure activities
   l. Adapted sport (i.e., wheelchair sports)
   m. Self-care and mobility skills
   n. Inclusion practices (i.e., peer tutor program, reverse inclusion)

7. Communication (Required)
a. Communicate and collaborate effectively with other professionals and parents (i.e., OT, PT, Paraprofessional, classroom teacher). Especially paraprofessionals
b. Attend various teacher meetings (i.e., SELPA APE Meetings).

8. Technology
a. Navigating and inputting student IEP information or Progress Monitoring using a computer based IEP Database (Welligent, Synergy, SEIS, etc)
b. Documentation (i.e., data to report if objectives and benchmark goals are met)
c. Visuals
d. Music (Connecting to Speaker via Bluetooth or AV Cable) See “Student Teaching Observation and Participation Log” developed from the GPE Student Teaching Handbook (required).

Student Teaching Observation, Analysis and Reflection Required (Coding)
The purpose is to assist you to improve your teaching skills during your student teaching experience. This assignment will involve analyzing your teaching (video, DVD) as often as possible. You will be responsible for keeping a record of the results from the analysis of your teaching. Your teaching needs to be analyzed using the AIM CSULB PETE systematic observation coding system and include activity, instruction and management time (AIM), use of student names, inappropriate phrases positive vs. negative statement rates, general vs. specific feedback statements. This way you can systematically work to improve and reflect on your teaching throughout the experience. You must submit at least one lesson video with coding to your university supervisor and he or she may require additional one.

Reflective Diary
Part of your overall student teaching assignment, you will be required to keep a reflective teaching diary. This is a log or diary of your weekly experiences while student teaching. Each Thursday or Friday send an e-mail which includes your weekly reflections on an attached Word document. Be sure to cc your student master teacher(s) and briefly explain your week of student teaching (see example posted on Beachboard). It is best to record these experiences at the end of the day while they are fresh on your mind. You can record them on your phone and then transfer them to Word dock before sending each week. However, do not go past 5 school days without writing in your diary. You can keep the entries brief. With an e-mail message to your University Supervisor with a cc to your Master Teacher(s), all can respond to your email message/reflection -both university and master teacher(s).

What is important is that writing in the reflective diary will provide you with the opportunity to reflect and improve on your teaching. This reflection can include: 1) how your teaching went during the week each day, such as any challenges or problems, goals you set, were goals met, and goals for the following week; 2) your feelings, emotions, and reaction to the student(s) you teach; 2) any unique teaching situations encountered during that particular lesson or class; 3) questions about your teaching or student(s); 4) strategies you plan to try in the future to remedy teaching situations you may have encountered. In addition, your APE student teaching handbook includes a list of other teaching behaviors and experiences you may wish to write about such as attending an IEP meeting.

The purpose of this exercise is to get you to reflect on your student teaching experience and a way to check in and keep the lines of communication open between you and your university supervisor. Please compile these dated weekly reflections into one attached Word document by adding a dated new reflection each week.

California Teacher Performance Assessment (CalTPA)
The California Teacher Performance Assessment (CalTPA) is a requirement for all student teaching candidates. During your student teaching experience you will complete TPA 3 “Assessing the Learning Task” and TPA 4 “Culminating Teaching Experience”. TPA 3 and 4 are due in November for the fall semester and April for the spring semester.

Please see CalTPA handbook (http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf) for more information regarding TPA 3 and TPA 4 requirements.

APE Exit Portfolio and Interview (required at end of student teaching experiences)
To assist the institutional supervisor and supervising APE Coordinator with this evaluation of professional competence a student teaching portfolio of material developed throughout the experience is to be submitted to

APE Student Teaching Handbook (6/2015)
the APE Coordinator (Dr. Lavay) upon exiting of the program. Submit the material at the end of the student teaching experience in a notebook format. Directions and materials to include for this required assignment with the grade rubric can be obtained from by going to the Kinesiology APE website www.csulb.edu/APE

**Down load APE Portfolio information and survey material from the website**

There you will find documents and an explanation of each to download Completing the APEAA Credential and Exit Interview Memo (bring your portfolio to your interview)

(a) APE Program Student Exit Survey & Self Report of Perceived Learning Outcomes  
(b) APE Program Teaching Portfolio Notebook  
(c) APE Program Candidates Signature Form

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**Required Timelines for Meeting Required Student Teaching Assignments**

The following are guidelines for completing all required assignments. It is important that you carefully read and follow all Student Teaching APE Manual requirements outlined. See examples from previous APE courses Beach Board and also included in this manual.

**Due Immediately: Personal Student Teaching Schedule and Information (see instructions above)**

**Lesson Plan:** Always have a typed lesson plan for each class taught. You may have one lesson for more than one class, if the make-up of the students in the classes are similar. **Your master teacher is encouraged to provide feedback on the lesson plan while you teach.**

**Midterm Evaluation (Nov 15 or April 15) Submission:** One week before the midterm evaluation (Nov 8 or April 8) you are required to complete the following activities and submit them to your university supervisor:

- List of designed student teaching goals you wish to accomplish (this should be early by the first 4 weeks).
- 4 different lesson plans revised as per feedback from your master teacher and/or university supervisor.
- 1 unit plan with modifications specific to the needs of the group.
- A behavior management plan for a class or student including class rules, philosophy, reinforcement, consequences etc.
- A rubric or checklist (i.e., skill) to monitor student or class progress of goals. This can be part of a unit or lesson plan.
- a lesson plan you are teaching, AIM coding and a written narrative analysis of your teaching based on watching a video of your teaching.
- Conduct your own Midterm Evaluation of Student Teaching Performance Report (use form posted on Beachboard).

**Final Evaluation (Jan 10 or June 10) Submission:** Seven days before the final evaluation you are required completed the following activities and submitted to your university supervisor (Due: Jan 3; for Fall student teachers or June 3; for Spring student teachers):

- Additional lesson plans if necessary as determined by university supervisor.
- 1 additional unit plan with modifications specific to the needs of the group.
- Watch an additional DVD of a lesson with a written narrative analysis of your teaching, if necessary as determined by university supervisor.
- At least **two assessment reports** that include an IEP.
- Reflective Teaching Diary (to date)
- Conduct your own Final Evaluation of Student Teaching Performance Report (use form posted on Beachboard)
- Additional assignments agreed upon by master teacher and university supervisor. For example student worksheets, quizzes, newsletters etc.

**After Student Teaching experience APE Portfolio and Exit Survey to complete with the APE Program Coordinator, Dr. Barry Lavay (Go to www.csulb.edu/APE website and the APE exit memo).**

APE Student Teaching Handbook (6/2015) 8