

## Education Specialist Teaching Credential: Adapted Physical Education Added Authorization (APEAA) Program Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

**Note: The course titles are listed in a separate table below due to their length.**

**Table of Course Names**

Course Number	Course Title
KIN 320	Introduction to Adapted Physical Education
KIN 387	Physical Education for Students with Disabilities
KIN 388	Planning and Instruction in Adapted Physical Education
KIN 427/527	Physical & Motor Assessment
KIN 489A	Fieldwork in Adapted Physical Education
KIN 526	Applied Behavior Analysis
KIN 537	Planning and Instruction in Adapted Physical Education
KIN 638	Seminar in Adapted Physical Education

Candidate Competency		KIN 320	KIN 387	KIN 388	KIN 427/527	KIN 489A	KIN 526	KIN 537	KIN 638
2.1	Candidates demonstrate an understanding of laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments.	I P	I	A	I	P		I	A
2.2	Candidates demonstrate 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.	I P		A		P	I		A
3.1	Candidates demonstrate an 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.	I P	I	A		P		I	A
3.2	Candidates are able to apply 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.	P				P			
3.3	Candidates demonstrate proficiencies in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities in physical education settings.	A				A			

Candidate Competency		KIN 320	KIN 387	KIN 388	KIN 427/527	KIN 489A	KIN 526	KIN 537	KIN 638
4.1	Candidates are able to communicate 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.	<u>P</u>	<u>I</u>	<u>I</u> <u>A</u>	<u>I</u> <u>P</u> <u>A</u>	<u>P</u>			<u>I</u> <u>A</u>
4.2	Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs.	<u>P</u> <u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>P</u>			<u>A</u>
4.3	Candidates are able to communicate 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.	<u>P</u>		<u>I</u> <u>P</u>					<u>I</u> <u>A</u>
5.1	Candidates have the knowledge and skills necessary to assess students in a comprehensive manner specific to the physical education curriculum.	<u>I</u> <u>P</u> <u>A</u>	<u>I</u> <u>A</u>	<u>A</u>	<u>I</u> <u>P</u> <u>A</u>			<u>I</u> <u>A</u>	
5.2	Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services for adapted physical education.	<u>I</u>	<u>I</u>		<u>I</u> <u>P</u> <u>A</u>			<u>I</u> <u>A</u>	
5.3	Candidates possess the knowledge and skills to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.	<u>I</u> <u>P</u>	<u>I</u> <u>A</u>		<u>I</u> <u>P</u> <u>A</u>	<u>P</u>		<u>A</u>	

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5.4	Candidates are able to use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.	I P	I A		I P A	P			
5.5	Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.	I P	I		I				A
6.1	Candidates have the ability to use technology for information collection, analysis and management in physical education settings.		I P		I A			I A	
6.2	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.	P A	I			P A		I	
7.1	Candidates are able to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan.	P		I P					I A
7.2	Candidates collaborate 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.	P		I P					I A
7.3	Candidates demonstrate the knowledge and ability to teach students appropriate physical activity self-determination skills.	P	I	A		P		I	A

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8	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.	<u>P</u> <u>A</u>				<u>P</u> <u>A</u>			
9	Candidates have experiences that 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.	<u>P</u> <u>A</u>				<u>P</u> <u>A</u>			
10.1	Candidates are 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.	<u>I</u> <u>A</u>	<u>I</u> <u>A</u>		<u>I</u> <u>P</u> <u>A</u>			<u>A</u>	
10.2	Candidates demonstrate knowledge and application of kinesiology as it pertains to individuals with disabilities and use the knowledge of kinesiology and motor development to assess a student's eligibility for Adapted Physical Education services.	<u>I</u> <u>P</u>	<u>I</u> <u>A</u>	<u>A</u>	<u>I</u> <u>P</u> <u>A</u>	<u>P</u>		<u>A</u>	

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10.3	Candidates are able to identify 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.	I P	I			P		I A	
11.1	Candidates demonstrates 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.	P	I	I	I A	P			I
11.2	Candidates understand the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.	I P	I A			P		I	
12	Candidates 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	I	I					I A	
13	Candidates 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.	I P A	I A	I A		P A	I A	I A	I A