“Character is the way people behave when no one is looking!”

Alice, please! You’re a practice teacher! At some point I have to leave you alone with them!
Table of Contents

Section                                                                                     page
Dual Placement in APE and GPE Policies and Requirements                                      3
Purpose                                                                                      3
Procedures Communication with University Supervisor -weekly Email                             4
Schedule: Amount of Teaching/Time Per School Day in APE & GPE                                4
APE Class Schedule                                                                          4
Teaching Supplies and organization                                                          5
Student Teacher Appearance                                                                   5
Professional Relationship: between Student teacher to Master Teacher & University Supervisor 5
The Master Teacher's Expectations of the Student Teacher                                    5
The Student Teacher's Expectations of the Master Teacher                                    5
Regularly Scheduled Daily Meetings of the Master Teacher & Student Teacher                  5
Role of the University Supervisor                                                           5
Evaluations at Midterm and Final Evaluation Period Grade Rubric                              6
Written Assignments: Lesson Plans and Other Reports (IEP, Assessment reports)               6
Writing California Content standards and Lesson Objectives                                   7
Unit Plans                                                                                  7
Best Teaching Practices                                                                      7
Student Teaching Observation, Analysis and Reflective Teaching Diary (Coding)                8
Reflective Diary                                                                             8
APE Portfolio (required)                                                                    9
Download APE Portfolio information and Survey material from the website                     9
Timelines for Meeting Required Student Teaching Assignments                                  10
APE Student Teaching Observation and Participation Log (Required)                           11
Lesson Plan Directions                                                                       12
Examples Behavioral Objectives (Adapted Physical Education Lesson Plans)                    13
Unit plan Directions                                                                        14
Examples of Designing Student Teaching Goals (example)                                      15
Approved Adapted Physical Education Student Teaching Sites & Professionals                   16-17
Job Interview Questions                                                                     18
Student Teaching Expectations by Joyce Sakai                                                20

Appendices example of APE paper work                                                         21

Appendices                                                                                 21
The appendices provides examples of APE paper work completed by previous APE student teachers.
Dual Placement in APE and GPE
Student Teaching Policies and Requirements for
APE Specialist Candidates

To be consistent and fair to all students who are currently enrolled prior to Fall 2007 in the (APE) Specialist program, they will be under the previous student teaching requirements in APE. The new policies and requirements will be phased in regarding APE student teaching and take effect for those students who make application to the APE Specialist program beginning fall 2007. These students will be required to adhere to the following policies as follows:

Schedule
Student teaching for Candidates in the CSULB APE Specialist program will consist of a dual placement in APE and general physical education (GPE). Candidates will continue to student teach approximately 20 weeks in length (corresponding to the semester of the placement school) with an APE Specialist master teacher in various APE settings for two periods and with a GPE Specialist master teacher for one period in a middle school or high school setting. In addition, candidates will be at their sites for two additional periods (planning and observation), 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. The APE Specialist master teacher will be the primary Cooperating teacher for each candidate’s assignment with input from the GPE Specialist master teacher.

A possible alternative student teaching option during the semester can be single placement student teaching in APE for 15 consecutive weeks and single student teaching in GPE for 5 weeks following the guideline outline above. For example the candidate would sign up for EDSS 472 A student teaching in GPE placement and EDSS 472 B & C in APE placement.

In addition, as part of the single subject physical education program, in EDSS 450 P where the requirement is to complete 30 hours of fieldwork at the site where the candidate will be student teaching, the candidate will complete fieldwork hours in both APE and GPE where they will be student teaching. For example, 20 hours will be at their APE student teaching site and 10 hours in the GPE student teaching site. Moreover, APE specialist candidates will continue to receive general physical education experiences in EDSS 300.

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 Specialist Credential. 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 CSULB Single Subject Student Teaching Handbook and the Student teaching in PE Procedures Manual developed by the Physical Education Credential Coordinator.
Procedures

Communication with university supervisor
Please provide your supervisor with your home phone number, a school number, email and times you can be reached. Also, include your teaching schedule that includes detailed directions to your teaching site(s). You can go to Mapquest <www.Yahoo.com>.

Weekly email to University Supervisor (cc teacher supervisor):
Each Thursday or Friday leave a message by e-mail with your university supervisor. Be sure to cc your student teaching supervisor and briefly explain your week of student teaching. This message can include: how your teaching went during the week, any challenges or problems, goals you set, were goals met, and goals for the following week. see examples of email messages in appendix A. The message needs to be extended to more than one sentence stating you had a good week. This is a way for you to reflect on your teaching and 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 and teacher supervisor. If you need to discuss your teaching immediately just leave a message with your supervisor if you have an emergency, you can reach the APE Specialist Coordinator at Blavay@csulb.edu or 562/985-4077.

Schedule: Amount of teaching/time per school day in GPE and APE
Student teaching for Candidates in APE Specialist 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 an APE Specialist master teacher in various APE settings 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 Specialist 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.

APE Class Schedule
Eventually you need to be at least responsible for actually teaching 2 periods or 50% of your master teacher’s class schedule. You also be need to be observing and assisting your master teacher in the other classes he or she teaches. After the first week of student teaching provide me with a detailed schedule of your assignment that includes school sites, locations with maps and scheduled teaching times See example of a schedule in appendix B.

Teaching supplies and organization The student teacher needs to obtain supplies such as notebooks, electronic equipment such as a flash drive, index cards, sunscreen. 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 master 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 master 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 master teacher or university supervisor concerning appearance. If the master 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.

The master teacher's expectations of the student teacher
Be sure your master teacher has a copy of this APE Specialist Student Teaching Procedures Manual. It can be send electronically to them. 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 (See the Student Teaching Handbook) are to be discussed early during the student teaching experience. 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, know 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 master teacher. It will vary depending upon the daily schedule. Some topics to cover are: goals for that day, the following day, and the week specific children taught, and good teaching practices. 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 at least six times, 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, classes, and children with disabilities. The university supervisor may request the student teacher to come to the university for discussions or for viewing of DVD or to drop off a DVD at the university.

Evaluations at Midterm and Final Evaluation Period
See the Single Subject Student Teaching Handbook with the CSULB Single Subject Student Teacher Education Program Evaluation of Student Teaching Performance Form. This form is also available electronically. Performance reports are written, reported and discussed by the student teacher, institutional supervisor and master teacher 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 master 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 at Midterm (Nov 15 or April 10) period will focus on teaching and the final evaluation (Jan 10 or June 10) will focus on teaching and report writing (i.e., assessment reports and IEPs). Unless otherwise determined, The APE Specialist master teacher will be primarily responsible for writing the midterm and final evaluations of teacher performance for each candidate’s with input from the GPE Specialist master teacher.

Written Assignments
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 master 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 master 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 included in the appendices section. You are also required to obtain experience writing individual student reports that include unit plans, assessment, evaluation and programming (IEP) information. The format to use will vary among master teachers and usually follow the district policies where you teach. Examples are included in the appendices section of this manual. You will be responsible to hand in examples of these reports to the University Supervisor. See timelines for meeting student teaching requirements located toward the end of this document. Also see example in the manual appendix.
Writing California Content Standards and Lesson Objectives
Lesson plans need to include CA content standards (www.CAHPERD.org) and measurable objectives that follow "ABCD" format for writing objectives (see examples in this document).

Unit Plans
You are required to write at least two unit plans with the selection up to the discretion of the master teacher. Follow the unit plan directions and format taught in your classes and see enclosed directions and example in appendices. **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 IDEIA. 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 the appendices.

**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)**
   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 for control of student behavior.
   b. Develop an individual behavioral plan - procedures/rules for an entire class or student(s)

4. **Unit plans with Rubric or checklists to monitor individual students progress while teaching (Required)** (see appendices section).

5. **Adapted Equipment**
   a. Different types and purpose include in lesson and unit plans
   b. Special care required.

6. **Activities to be included in lesson and unit plans**
   a. Movement education
   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 (i.e., wheelchair sports)
m. Self-care and mobility skills
n. Inclusion practices (i.e., peer tutor program reverse inclusion)

7. **Communication (Required)**
   a. Communicating and collaborating effectively with other professionals and parents (i.e. OT, PT, Paraeducators, classroom teacher).
   b. Attend various teacher meetings (i.e. SELPA APE Meetings).

See page 11, “Student Teaching Observation and Participation Log” developed specific to APE and modified from the Student Teaching Handbook (required).

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**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, but at least once every two weeks. 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. See coding example.

**Reflective Diary**

You will be required to keep a reflective teaching diary as part of your student teaching. This is a log or diary of your weekly experiences while student teaching. It is best to record these experiences at the end of the day while they are fresh on your mind. However, try not to go past 5 school days without writing in your diary. You can keep the entries brief. What is important is writing in the diary will provide you with the opportunity to reflect on your teaching. The format can include recording each entry with the date and a brief description of what happened during that specific day of teaching. In the entry write about your feelings, emotions, and reaction to the student(s) you teach. You may discuss any unique teaching situations encountered during that particular lesson or class. Consider questions about your teaching or student(s). Also included in each entry may be 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. Some of this information can also be provided to your university supervisor and student teaching supervisor. See example of an email entry in the appendix.
Specific APE Portfolio (required) end of student teaching experiences
To assist the institutional supervisor and supervising APE specialist with this evaluation of
professional competence a student teaching portfolio of material developed throughout the
experience is to be submitted to the APE Specialist Coordinator (Dr. Lavay). 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 website in the APE option area.

Download APE Portfolio information and Survey material from the website
Go to the Kinesiology department site a <www.csulb.edu/colleges/chhs/departments/kin>, go to
undergraduate degree programs and under BA Kinesiology, next go to APE links and then go to
APE downloads section. There you will find documents and an explanation of each to download
at the bottom of the page
(a) Completing the APE Specialist Credential and Exit Interview Memo
(b) APE Specialist Student Exit Survey & Self report of Perceived Learning Outcomes
(c) APE Specialist Teaching Portfolio Notebook
(d) APE Specialist Program Candidates Signature Form

Student teachers in APE are encouraged to take their portfolio to APE job interviews.
Important 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 Specialist Procedures manual requirements outlined. See examples from previous APE courses and also included in this manual.

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 classes are similar. Your master teacher is encouraged to provide feedback on the lesson plan while you teach.

Midterm Evaluation (Nov 15 or April 10) Submission
A week before the midterm evaluation you are required to complete the following activities and submitted them to your university supervisor:

- List of designed student teaching goals you wish to accomplish.
- 4 different lesson plans with feedback from your master teacher.
- 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. This can be part of a unit or lesson plan.
- At least one DVD of a lesson with a written narrative analysis of your teaching based on watching your DVD.
- Conduct your own Midterm Evaluation of Student Teaching Performance Report.

Final Evaluation (Jan 10 or June 10th) Submission
Before the final evaluation you are required completed the following activities and submitted to your university supervisor:

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

- After Student Teaching APE Portfolio and Exit Survey with APE Program Coordinator Dr. Barry Lavay.
APE STUDENT TEACHER OBSERVATION & PARTICIPATION LOG

A requirement of student teaching is to complete an Observation and Participation Log developed specific to APE and modified from the GPE Student Teaching Handbook. Initial or check off the areas that you observe and meet with professionals listed below. You are not required to meet every area listed.

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>SUBJECT MATTER AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_Attendance</td>
<td>_Arts and Crafts</td>
</tr>
<tr>
<td>_Media Center get material</td>
<td>_Creative Writing</td>
</tr>
<tr>
<td>_Custodian</td>
<td>_Speech and Communication</td>
</tr>
<tr>
<td>_Psychologist</td>
<td>_Project DARE (or similar)</td>
</tr>
<tr>
<td>_Library</td>
<td>_Physical or Occupational Therapy</td>
</tr>
<tr>
<td>_Nurse</td>
<td>_Mathematics</td>
</tr>
<tr>
<td>_Principal</td>
<td>_Music</td>
</tr>
<tr>
<td>_Behavior Intervention Specialist (BIP)</td>
<td>_Drama/Dance</td>
</tr>
<tr>
<td>_Cum Files</td>
<td>_General Physical Education Specialist/Coordinator</td>
</tr>
<tr>
<td>_First Aid</td>
<td>_Social Science</td>
</tr>
<tr>
<td>_Special Education Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL ACTIVITIES</th>
<th>SPECIAL CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>_APE SELPA Consortium Meetings</td>
<td>_Special Education Teacher</td>
</tr>
<tr>
<td>_Faculty Meetings</td>
<td>_Gate, AP, Honors,</td>
</tr>
<tr>
<td>_Open House</td>
<td>_Computer Technology Resources Center</td>
</tr>
<tr>
<td>_Board meetings</td>
<td>_Resource Specialist</td>
</tr>
<tr>
<td>_Union Representatives 1</td>
<td>_Learning Disabilities</td>
</tr>
<tr>
<td>_Referral Testing</td>
<td>_Orthopedic Disabilities</td>
</tr>
<tr>
<td>_Informal testing</td>
<td>_Pre School</td>
</tr>
<tr>
<td>_Annual and Tri-annual assessment</td>
<td>_Infant programs</td>
</tr>
<tr>
<td>_Home contacts-Mid term goals</td>
<td>_Community based instruction</td>
</tr>
<tr>
<td>_Supervision Duty</td>
<td>_IEP meetings</td>
</tr>
<tr>
<td>_Transition meetings</td>
<td>_Inclusion Specialist Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTRACURRICULAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_Requisition/Ordering Practices</td>
<td>_Newsletter</td>
</tr>
<tr>
<td>_Internet (email, website)</td>
<td>_Field Trips</td>
</tr>
<tr>
<td>_Assemblies</td>
<td>_Carnivals</td>
</tr>
<tr>
<td>_Fine art productions</td>
<td>_Inservice meeting or professional</td>
</tr>
<tr>
<td>_conference CAHPERD</td>
<td>_Jog-a-thons</td>
</tr>
<tr>
<td>_PTA</td>
<td></td>
</tr>
</tbody>
</table>
CSULB KIN Department

Instructional Directions for Designing & Writing the Lesson Plan

Each lesson plan needs to include and will be assessed based upon the following criteria. See grade rubric:

1. **General Background Information**: name, teacher, lesson date, lesson length, unit focus, major skills/activities/topics to be taught, grade level/s, and number of students.

2. **Equipment**: List specific equipment needed and quantity available/necessary to teach the lesson.

3. **Safety Precautions**: Describe safety precautions specific to the lesson in complete sentences. Consider liability issues in this section.

4. **California Physical Education Content Standards**: List the content standards that best reflect the major areas of the lesson taught. List the K-8 major standards or HS major standards (5 standards) depending age group. List the substandard(s) by grade level to each major standard(s) listed in the major areas taught for the specific lesson.

5. **Behavioral Objectives**: Write behavioral objectives that reflect the major areas of the lesson in all three learning domains (motor cognitive, affective.). Include the audience, behavior, condition, degree/criteria. The number of objectives identified are dependent upon the lesson content. **However a motor objective needs to be included for each major activity or concept taught.** In your lesson plan make a notion where that objective was met in your lesson list in the skills activity section column left hand column.

6. **Preparation**: Describe how you will organize the teaching area ahead of time. Also include the development of any teaching aids (posters, music, test sheets etc..) that you will create prior to teaching the lesson. This are will include diagrams.

7. **Diagrams**: Diagrams of formations for various skills/activities/topics can be included in the preparation section or methods column. Diagrams are designed using the Microsoft draw program that is part of the template (see bottom of template).

8. **Lesson Plan Presentation**: Write the lesson plan clearly and specifically. Use outline form. Present skills/activities/topics in order of sequenced progression (i.e., warm-up major activities closure).

9. **Skills/Activities/Topics Section and Allotted Time** (left hand column). List skills/activities/topics and the duration in minutes for each skill/activity/topic & objective met.

10. **Methods, Organization and Content Section**: Use this middle column to describe in detail the activities taught. If you are describing a skill include a task analysis progression, a game include game rules. The use of diagrams, when appropriate, is encouraged.

11. **Instructional Cues, Modifications and Concepts Section**: Include one to three instructional cues for each skill/activity/topic. Include modifications to make the experience more/less challenging & all students can be included especially children with more severe disabilities. List briefly discuss the major concept taught for each activity

12. **Transitions**: Include transitions between activities. For example, transitions can include: distributing or collecting equipment, moving students from one activity to the next or organizing students into groups/teams. Write transitions in the actual words or to be used by the teacher and enclose them in quotes

13. **Clarity and Specificity**: Write lesson plans clearly and specifically so that the lesson can be duplicated & understood by a substitute teacher or a school principal.

14. **Grammar and Spelling**: Check spelling and grammar for accuracy.
Examples of Behavioral Objectives for APE Lesson Plans

The following is a list of behavioral objectives in the three learning domains: cognitive, affective, and motor. A properly written behavioral objective will include audience (A), behavior (B), condition (C), and degree (D). Further, behavioral objectives can be divided into product oriented or process oriented. Product oriented objectives are concerned with quantitative measures while process oriented objectives are concerned with qualitative measures. The following are examples of behavioral objectives.

Physical or Motor
- Page will increase her cardiorespiratory endurance (B) by independently pushing her wheelchair through a slalom cone course (C) of 4 cones each 5 ft apart with 80% accuracy (D).
- Ralph will throw (B) a frisbee independently to a partner (C) 15 feet away 4/5 trials (D).
- Doug will ride a bicycle (B) with one physical prompt (C) for 30 minutes (D).
- Kendra will dribble a soccer ball (B) independently around the perimeter of the soccer field (C) four times in less than 10 minutes (D).

Cognitive
- Steve will explain (B) independently that when one stops with the legs apart and knees bent, it helps provide balance (C) to the teacher (D).
- Javier will identify the guide hand and the power hand (B) with one slight physical prompt while performing a forward pass during a floor hockey game (C) with 80% accuracy (D).
- Karen will sign in, open her locker, dress, and get/return equipment (B) at the local YMCA without assistance (C) with 80% accuracy (D).

Affective
- Nicole will state (B) 4 class rules with one verbal prompt (C) to the physical education teacher (D).
- Danielle will shake hands and state the names (B) independently while playing a cooperative game (C) of two classmates (D).
- Penny will put away (B) with one verbal prompt, the physical education equipment (C) in the storage cart (D).
- Clayre will select one activity (B) independently which emphasizes cardiorespiratory fitness to participate in with a friend in class (C) for 30 minutes (D).
APE Benchmark assignment include in your APE portfolio

This assignment will involve designing and writing a unit plan on a physical activity area (i.e., locomotor or object control skills, playground skills, sport) of your assigned student(s) or the entire group of students attending the PMDC. You may also choose to write a unit plan for a class you are teaching in the public schools as part of your KIN 489 assignment. The unit plan needs to include the following:

(a.) **Title page** of unit
(b.) **Introduction**: to unit that includes class background information of class taught or assigned students.
   - Include a brief background of the student or class you will be teaching such as the number of students, grade level, general disabilities and other important background information.
(c.) **Safety procedures**
(d.) **Classroom rules and routines specific to the unit**: Consider listing a consistent class routine that is followed each day of the unit. The rules and routines need to be specific to the unit.
(e.) **Facilities/Equipment**: Specific to unit plan and any supplies
(f.) **Bibliography**: that includes the specific references used to develop the unit plan such as any books, special websites, music and or videos. Include a list in your references of music CD used. also include music.
   - Include a list in your references of music used.
(g.) **California Content Standards**: specific to the unit.
(h.) **Unit behavioral (measurable) Objectives**: in the physical, cognitive, and affective domain.
(i.) **Block plan**: an outline of the content taught during each class meeting throughout the weeks of the unit.
   - The number of weeks is up to you but it needs to be at least three and no more than six weeks. The block plan is to be comprehensive, organized, and include: each days unit focus, particular drills, game or activities that reinforce the unit objectives.
(j.) **Specific Accommodations/Modifications**: for the students and/or class being taught. Include a description of certain prompts (i.e., physical, environmental) or special equipment modifications.
(k.) **Methods of Evaluation**: that includes a **rubric scoring system** with levels of prompts and a scoring system that allows all students to be evaluated regardless of ability for major activities taught in the unit.
(l.) **Certificate** for successfully completion of the unit.
EXAMPLES of DESIGNING STUDENT TEACHING GOALS

Early in the semester design goals that you wish to accomplish during your student teaching experience. You may want to do this with the help of your master teacher. Examples of goals follow:

Goals for Student Teaching

Student Teacher: Jenna Lazzerini
Master Teacher: Dr. Monica Rogerson

- to develop an effective behavior management plan for my students and to be consistent in enforcing rules and consequences
- to learn how to set up and organize a field trip or special activity for APE students including paperwork, transportation, tournament schedule, etc.
- to develop a system of documentation that can be easily used to take notes during classes and for benchmarking IEPs
- to become more organized and keep a calendar for lesson plans and IEP dates, and files for student and assessment information
- to increase my use of positive specific feedback when teaching
- to state all students names when teaching and to give students equal attention regardless of ability and personality
- to learn how to better modify activities to meet the needs of students with orthopedic impairments as well as students with limited cognitive abilities
- to create 2-3 checklists of task analyzed skills to monitor students progress
- to develop fun and creative activities for preschool and kindergarten students that can keep their attention and are simple enough for them to understand
- to reflect and evaluate my teaching as often as possible using feedback from Dr. R and videotapes
- to learn more about various disabilities and health concerns by collaborating with the school nurse, PT, and OT
- to gain more experience conducting assessments and writing them up effectively
- to attend all staff meetings and adapted physical education meetings
- to gain experience with IEPs and to complete the entire IEP process (assessment, write up, and meeting/communication with parents) at least 3 times
- to develop a collection of CD’s or IPOD of songs for APE for all ages and to organize them into categories
- to attend all conferences and meet and collaborate with other APE teachers
- to gain valuable information by continuing to observe classroom teachers and professional
Approved APE Student Teaching Sites & Professionals

The APE Specialist Coordinator (Dr. Lavay) has approved the following APE student teaching sites. Dr. Lavay must first approve all other sites and you may not visit another site without permission. Students enrolled in KIN 450 who will be student teaching in APE the following semester need to contact APE Specialist Coordinator early in the semester during office hours to discuss possible student teaching sites.

Itinerant APE Teachers Long Beach Unified School District
- Julia Hasselwander- Stephans Middle School LBUSD APE Coordinator 562/595-0841 ext 403; home (562) 425-4233; JHasselwander@lbusd.k12.ca.us
- Joyce Sakai, Stanford Middle School 310/776-0224 <j sakai @lbusd.k12.ca.us>
- Janet Davis- DeMille Middle School, home (714) 528-2254 <jrdavis @lbusd.k12.ca.us>
- Bill Moll- Madison elementary: (562) 422-6868 ex. 307; home 714/680-0770; billemmoll@aol.com
- Tina Robertson-Kettering elementary, home (714) 484-3236; atrain72@sbcglobal.net
- Dr. Monica Rogerson- elementary/OH, Carver, (562) 420-2697 or home (562) 493-6765; <mrogersn@lbusd.k12.ca.us>

Various LA County School Districts

Downey USD
Maragarita Torres, Adapted Physical Education, Downey School District, 11627 Brookshire Avenue, Downey CA 562/692-1849 Home Itinerant elementary and middle school

Lawndale
- Monica Lizarraga Papke, Jane Adams School 4535 W. 153rd PL, Lawndale CA 90260 (310) 676-4806, Itinerant elementary and middle school -Home (714) 761-7287 and <Monica_Lizarraga_Papke@lawndale.k12.ca.us>
- Carrie Flint 310/372-5699 <ccflint44@msn.com>

Bellflower Unified School District, 16703 S. Clark St. Bellflower, CA 90706
- Terri K. Taylor, (562) 866-9011 X3232, email Tkt4@aol.com
- Anne Marie Sharp <LBCGirls@aol.com> Bellflower USD <ASHarp@busd.k12.ca.us>

Norwalk La Mirada School District
- Ana Magdesian and Aylane Amirayan (562) 868-3788; Nuffer School,
- Aylane at Aylsape@aol.com

LA Unified School District -contact coordinator first
First contact: Cindy Martinich LA Unified School District, APE Coordinator 323/ 952-2614 (W) (714) 497-2992 (H) cmartini@lausd.k12.ca.us
Diane Larrabee Bay Area Coordinator 310/376-7066 dmlarrabee@hotmail.com

Various Orange County School Districts
Aaron Robertson, Plaven Elementary, 9675 Warner Ave., Fountain Valley, 92708, School (714) 378-4230, home (714) 484-3236, atrain72@sbcglobal.net

Sue Buck Westminster School District 14121 Cedarwood Ave., Westminster CA 92683, (714) 425-1332, Land School itinerant-preschool (home) (562) 425-1332; sbuck@wsd.k12.ca.us

Jen Hwang 714-847-2551 x1115 Ocean View School District Office, 17200 Pinehurst Lane Huntington Beach 92647

Melissa Ottone, Magnolia School District; Home 714/527-2056, Email mottone@sbcglobal.net

Susan Alexander, Email salexan2@sbcglobal.net

Toni Conkle Greater Anaheim Annex, 5172 Orange, Cypress 90630 (714) 828-1766 (ext. 33)

La Hara Selpa
- Ginny Reid Buena Park Schools (714) 736-4253 office; Ginny Reid 562/943-0896 (home) <reidfamilyfour@comcast.net><GReid@BPSD.k12.ca.us>
- Wendy Wilson La Habra City School District (La Habra) and Lowell Joint SchoolDistrict (Far east side of Whittier) Middle Schools Home# (714)994-1596, Cell# (714)928-2252 Work# (562)690-2353 Las Lomas Elementary School E-mail: wwilson@csulb.edu

Kiersten Hodson (Kenny) Garden Grove School District 714/914-1288 (w) 714/577-0444 (H) <kiersten@ioc.net>

Dawn Gustafson Saddleback Valley USD (Gustafson@SVUSD.org) (949) 830-3259
Job Interview Questions
What Now? Everything You Need to Know about Job Searching & Interviews
B. Lavay, C. Corliss, & B. Kelly - CAHPERD Conference, March 8, 2008
Professional Interview: Prepare, Professional & Portfolio by B. Lavay CSU, Long Beach

Proactive: Prepare for your interview
- **Study the job description**: do you have the necessary credentials? Know the program level of the position.
- **Know the district’s/school** demographics, student population, program schedule (traditional or block), time of instruction, curriculum (go to the district or school website).
- **Alumni** from you university who are teaching in district/school, can help you.
- **Confirm interview time**, location, who will conduct the interview (number of people) and be sure any necessary material is sent beforehand or will need to be brought. Will you be demonstrating a lesson as part of the interview, if so bring a change of PE clothes.
- **Practice questions** with a friend put potential questions on index cards or what works best for you.
- **Arrive early** at least 15 minutes.
- **Dress and conduct yourself in a professional manner**. The interview team will mostly likely be from a different generation than you (i.e., tattoos piercing, low cut shirts)
- Shake everyone’s hand and make eye contact. Be poised.
- **Don’t tell me, show me, let your work speak for you** bring your portfolio, DVD of sample teaching clips, resume.
- **Follow up** after the interview with a thank you note, phone call.

Potential Interview Questions (thanks to Sara Cox and Susan Alexander for their input)

**General Physical Education**
- **Educational background** and experience teaching.
- **Philosophy** of teaching and current issues in the discipline. What do you feel are the three most important issues facing educators, physical educators today? Scenario to respond.
- **Student success**: how will you work with the students to assure a positive educational experience?
- What are your **strengths** as a teacher, what areas are you working on to **improve** that are still emerging and what are you doing to improve?
- **PE subject matter competencies** examples of activities you can you teach.
- **Curriculum planning** -curriculum mapping, unit and lesson plans.
- How do address & incorporate the **CA Content standards** into lessons.
- Discuss your general **teaching style**.
- **Grading** practices/policies, can you justify your grading to administrators, parents.
- **Assessment practices**: student growth, tracking student improvement through assessment.
- Incorporating **fitness testing** & teaching into the program - FITNESSGRAM
- **Behavior management issues**: behavior management plan including rules routines, consequences, dressing for class & locker room procedures. How do you motivate students? How do you handle inappropriate behavior? They may give you a scenario & ask you to respond.
- **Technology**: incorporate into your teaching and use effectively with paperwork.
- **Collaboration**: how will you work effectively with other GPE teachers in your school, administrators, teachers, staff & parents.
- **Interdisciplinary** teaching with other subject matter teachers. Provide an example.
- **Special needs students** teaching students with disabilities, ESL, asthma.
- **Professional involvement** in organizations such as CAHPERD.
**Adapted Physical Education**

Beside many of the question cited above under GPE, the following are specific to APE:

- **Philosophy** definition, roles & responsibilities as an APE Specialist.
- **Qualification/placement**: How do you determine if a student qualifies for APE services? How will develop a schedule, handle your caseload & multiple school sites?
- **Assessment**: What type of assessment instruments have you experience administering to students? Discuss your assessment report writing skills.
- **IEP**: How do you determine goals & benchmarks for your students & give an example of one. Discuss your strategies for tracking goals/benchmarks. Discuss how you conduct yourself during an IEP meeting.
- **Describe a lesson** you would teach to elementary, middle, HS level students in APE.
- **What grade level(s), disability do you prefer to teach? Why?** Are there any age groups or disabilities that you feel stronger teaching then others?
- **Advocate**: how will you advocate for students with disabilities & their parents.
- **Collaboration and consultation** skills with other professionals such as PT, OT, paraprofessional.
- **Inclusion, early intervention, & transition** philosophy/ability to teach.

It is acceptable for you to ask questions regarding information not covered during the interview

- **If you do not know the answer to a question**, do not fake it, but rather be truthful & share that you are willing to research the topic to get a better understanding.
- **Tell them anything about yourself** that you feel was not get covered during the interview Here is an opportunity to show them your work (i.e., portfolio) if did not come up earlier.
- **Benefits package** & pay scale with step increases. Personnel can help you with this information
- **Value of PE in the District** and the support of administrators and other teachers.
- **Professional development** opportunities.
- **BTSA**: Beginning Teacher Support & Assessment can be different among districts.
- **District Policy** handbook -specific in PE.
- Can I observe a class, talk to other teachers, GPE teachers in the district/school
- Facilities/Equipment availability

**Summary:** think 3Ps

- **Prepare**
- **Professional**
- **Portfolio**: let your work speak for you
Student Teaching Expectations by Joyce Sakai

Student Teaching Experience Fall 2008 Joyce Sakai, APE Specialist LBUSD
Welcome to your student teaching experience…the steppingstone towards becoming a fully credentialed Adapted Physical Education Specialist! I hope that we can learn together, grow together, and implement a stellar APE program.

Expectations of the Master Teacher:
- Practice effective pedagogy in a professional manner
- Listen to your concerns and Answer your questions (the best I can)
- Provide a progression of learning throughout the experience
- Communicate effectively with positive and corrective specific feedback
- Expose you to different experiences on campus (meetings, student council events, etc.)
- Demonstrate effective behavior management skills
- Expose you to real-life scenarios that you may face when you become an APE Specialist
- Demonstrate how to collaborate with other professionals on campus
- Provide you with resources you can use in the future
- Take you to the TRC (Teacher Resource Center) to create FREE props for your lessons
- Demonstrate how to organize paperwork, assessments, and other administrative duties
- Provide experiences with the IEP process in LBUSD: including writing up a Triennial Report, PLP page, Services page, Evaluation of Goals page, Annual Goal page, and presenting at an IEP. Plus, assisting in progress monitoring in November.
- Provide experiences with conducting assessments and writing up assessment reports
- Provide experiences with MOVE equipment
- Take you to Department Meetings and School Meetings
- Provide experiences collaborating and help organizing events (Abilities Awareness, Halloween Carnival, Thanksgiving Feast, and Basketball Extravaganza)

Expectations of the Student Teacher:
- Come ready to learn, be on time (in the office between 8:15-8:30 am, or call to let me know you’re late), be prepared (units, calendars, and lessons turned in advance), and be professional at all times (through communication and actions).
- Express any concerns or questions as they arise
- Make teaching your own, take chances, and learn from your mistakes
- Provide feedback to both the students, paraeducators, and myself
- Take Charge: give paraeducators and student peer coaches assignments for each lesson
- Before each unit of instruction you will provide a monthly calendar overview, daily standards based objective list, and grading rubrics for each class.
- By the middle of your student teaching experience (wk 10), you will teach all sections of APE, preparing lessons (Unit Plans) independently as though you are the APE Specialist.
- By the middle of your student teaching experience, you will gain experience writing up IEP reports (with my review and approval), IEP Evaluation of Goals, and IEP Goals for a minimum of 10 students.
- By the end of your student teaching experience, you will help organize & plan the big APE events: Abilities Awareness & Halloween Carnival, SOS, & Basketball Extravaganza
- By the end of your student teaching experience, you will complete a minimum of 2 student assessments and reports (with my review and approval) for submittal to their IEP Addendums.
- By the end of your student teaching experience, you will attend a minimum of 2 APE Department Meetings, 2 Stanford Staff Meetings, 2 Special Education Staff Meetings, and 2 PE Department Meetings.
Student Teaching Schedule (Fall Semester):

**Weeks 1-2**
No Classes, Send home Assessment Plans (AP’s) and conduct Assessments of non-APE students, and Finalize Schedule

**Weeks 3-4 Observation.**
You will act as an adult aide, learning all the new students names and behaviors, getting used to the routine of the class, and gaining a relationship with the students.

**Activities:** We will be collecting data on the students’ present levels of performance in gross motor skills (locomotion/object control) and administering a pre-test of the FITNESSGRAM.

**Weeks 5-6**
You become the teacher of One APE Class (Period 8 + 1 Elementary School Class)

**Weeks 7-8**
You become the teacher of Two APE Classes
(Period 7 & 8 + 2 Elementary School Classes) Begin helping with IEP’s

**Weeks 9-10**
You become the teacher of Three APE Classes (Period 6, 7, & 8 + All Elementary Schools) Write IEP’s and Present at meetings
*Help Organize Halloween Carnival

**Weeks 10-20**
You become the teacher of ALL APE Classes (Periods 2, 3, 6-8 + Elementary Schools) Progress Monitoring (1st Week of November): You will help track student progress and begin filling out progress monitoring reports to submit to case carriers
As your master teacher, I will try to give you the most realistic experience in planning when it comes to whole-year curriculum mapping, monthly calendar planning, unit planning, and daily lesson planning. I don’t think that writing full 10 page KIN lesson plans for each lesson you teach is realistic, instead I want to give you a template that I believe will be more usable and can be implemented once you become an APE Specialist. Being comfortable with the scope and sequence of planning is important to understand and as an APE Specialist it is equally as important to have documents readily available that support your teaching. When you provide districts, parents, and administration with this information it not only shows how organized and prepared you are, it will also help make last minute IEP meetings that need your documentation on short notice a breeze. As part of your student teaching experience here at Stanford you will gain knowledge of how to develop practical unit plans that will help guide your lessons (flow, progression, & sequencing) and be a great resource to keep on hand to show administrators when you go on job interviews with districts and to use within your classroom. This is not like the Kinesiology unit plans that you were responsible for at CSULB. These mini-unit plans are also standards based however they are broad enough to be used as a guide or skeleton when teaching a variety of students with different disabilities each particular sport.

My expectations for your documentation are as follows:
Each month you will provide me with a calendar forecasting the different unit/lesson focus activities you have planned for that month. This is a brief overview of the Mini-Unit plan and should show the progression throughout your unit(s).
Each sport that you teach regardless of if you teach 1 class or all classes will require a unit plan for that sport. It will be due prior to teaching that unit, preferably the Friday before the start of the unit or anytime the week before is acceptable. This way I have time to look over what you have planned and discuss any areas of concerns (if there are any) so that you can make adjustments prior to starting the unit.

The mini-unit plan should consist of the following:
- Middle School Content Standards for 6th-8th grade listed and written out
- Equipment Needed
- Safety Precautions (can be the same for every unit depending on the space where the unit will take place)
- Length of Unit (generally 2 weeks—6 days of skill practice & 2 days of fitness mile run)
- Specific modifications that can be used for students with Low Incidence Disabilities such as: VI, DHH, & OHI

Unit Sequence including:
Day # (Day 1, 2, 3, etc.)
Daily Objective
Closure questions/points
Rubrics to assess student learning and achievement for each objective
Must be present for each objective/day whether you assess 1 skill or 3 skills—Data tracking and documented observation is vital.
They must be measurable and appropriate to meet a variety of student needs.
* An example is provided to help GUIDE but not dictate how you create your Mini-Units
Examples of APE Paper Work

A. Weekly email reflection example
B. Example of Student Teaching Schedule
C. Student teaching experience expectations -example Joyce Sakai LBUSD includes weekly schedule
D. Unit plan example
E. Lesson plan example
F. AIM coding Example
G. Behavior management plan example
H. Assessment report
I. IEP
Weekly email reflection example

Student teaching wk 3
The week began very smoothly with our traveling Monday. We went to all four schools and had no issues that came up with any children. We continued to do present levels of performance for one of the new children named Clara. We have officially named her our APE Superstar, since she can do almost all of the locomotor and object control skills that meet the standards for her grade. This did bring about some questions that I had regarding addendums and how to exit students from APE or how to move them on to a consult basis. The process is becoming more clear to me, but I am informed that each district is different. That is why it is so important to know all your district policies when you get hired or even before.

We started our step aerobics unit this week. not only did we get the kids up and moving to the music and elevating their heart rate, but Joyce and I were sweating bullets as well. Our peer buddies continued to come this week and I think we impressed them with the level of activity that we do. Some students, I'm sure, don't know what to expect from the APE class and may just think we are a glorified babysitting. But, I am sure from the positive feedback we were receiving that they now know that we push our kids and really work to improve their physical health.

One new thing that started this week was the Thursday mile run days. It was the first one of the year for the students so it was a little hectic to get the transition time down. Another confusing factor was also that it was our first planning day, so the periods were much shorter and closer together. So, the mile wasn't really as accurate as it could have been, but it still got them into the routine of doing it every Thursday. One incident that occurred during the mile run that shouldn't have happened. The APE students do run along the same track as the general PE students, but we do have our students supervised and are running with them. At one of the turns, a general PE student threw a baton(they do the mile as a relay) and it hit one of our students in the head. We found out later, but the general PE student apologized, we made sure our student was okay, and then Joyce made a call home to the parent just to be safe. It was not a good situation, but was handled appropriately and promptly, which was great to experience. I learned that in the future, no matter how many precautions you take, someone can get hurt. As long as you react promptly and efficiently, then nothing should ever come of it. But it is still scary when you have high profile kids in your class and some medically fragile.

Another great week and looking forward to starting basketball with the special olympics teams we have set up. Rachael Teyler APE Specialist
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Phone: 955-0841 EX: 402
Position: APE Specialist
General PE -Rachel Figlioliana
Master Teacher: APE -Julia Hasselwander
Julie Ammirato Weekly Student Teaching Schedule Spring 2010
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| Tucker: Paddle Tennis/Striking (Whittier off) | Track & Field: Relays with Baton | Track & Field: Fun Relays  
- Pigs  
- 4-leaf clover | Planning Day: Fun Run | Track & Field: Wacky Relays |     |     |
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| Tucker: Paddle Tennis/Striking (Whittier off) | Track & Field: Recap practice  
- 50/100yd dash  
- 25/50 yd walk | Track & Field: Recap Practice:  
- Shotput/throwing  
- Long Jump | Fitness day: Mile Run | Track & Field: Recap Practice: Frisbee Toss |     |     |
| 13  | 14     | 15      | 16        | 17       | 18     | 19  |
| T & W: Softball/ Tee-ball | Track & Field: Track Meet Event Stations | Track & Field: Track Meet Event Stations | Planning Day: Practice Student Events | TRACK MEET!!! |     |     |
| 20  | 21     | 22      | 23        | 24       | 25     | 26  |
| 27  | 28     | 29      | 30        |          |        |     |
**SOFTBALL UNIT PLAN: Jenna Lazzerini**

**Introduction**

Schools: Carver Elementary, Burcham Elementary & Cubberley Elementary

Location: Long Beach, CA

Program: Adapted Physical Education

Unit: Softball

Unit Length: 3 weeks; six 30 minute lessons in total (2 per week)

Facilities: classrooms, APE bungalow, small grass area, and blacktop

Equipment: Adjustable Tees (3), Whiffle Balls (15), soft/spongy balls of varying sizes (20), Plastic bats of varying lengths (6), Bowling Pins (3 sets of 10), Polyspots (15),

**Class Information**

Grades: Pre Kindergarten to 5th grade

Carver: Mondays, Wednesdays, Fridays

Burcham: Tuesdays and Thursdays

Cubberley: Tuesdays and Thursdays

Disabilities Served: Orthopedic Impairments (some students in wheelchairs and walkers), Mild, Moderate, and Severe Cognitive Disabilities

Class Size: 4-12 students (1 class of 24 students)

**References**


Unit Goals

MOTOR:

Upon completion of the unit, with a varying level of prompts, students will be able to:

- throw a ball with an overhand throwing pattern including: a downward movement of the throwing arm (initiation), step forward with opposite foot, a high release of the ball, and a follow through across the body
- throw a ball with accuracy to knock over bowling pins (set up on a desk) from varying distances during “softball bowling”
- hit a ball off of a Tee or pitch with their hands in the correct position with dominant hand on top and hands held together
- stand with their correct shoulder facing the fence (where they want to hit the ball) and with feet shoulder width apart when batting
- drop their bat promptly after hitting the ball
- hold the bat in the correct position with back elbow held away from body and
- run, walk, or push themselves in their wheelchairs to the cone and back when they are “runners” for the batting team.
- keep their eyes on the ball when batting and fielding
- stand in proper ready position when playing in the field with feet shoulder width apart, knees bent and hands ready
- catch a easy catch (yellow sphere ball) or whiffle ball thrown to their chest from varying distances
- stop a rolling/ground ball with hands rolled from varying distances***

*** = some students may be unable to meet this objective due to physical limitations (wheelchair, walker, etc.)

COGNITIVE:

Upon completion of the unit, with a varying level of prompts, students state or gesture that:

- they should step with their opposite foot when throwing
- their throwing arm should be high when doing an overhand throw
- they should use just one hand when doing an overhand throw
- they want to have the least number or points/balls at the end of “Clean your yard”
- their feet should be shoulder width apart with knees slightly bent when batting
- the hand they write with (dominant hand) goes on top of the bat and that hands should be together
- their shoulder should be facing the fence when in the proper batting stance
- the batter drops the bat nicely and does not throw the bat
- that they run to the same colored cone as they are standing next to, and back when they are on the running team
- that they move forward one cone when the teacher says, “runners rotate”
- that if the fielding team puts the ball of the Tee before the entire team runs/walks/pushes chair to their cones and back, then it is an “out”
that if the batting team runs to their cones and back before the fielding team puts the ball on the Tee, then the batting team is awarded one “run”
that they should be in “ready position” when playing in the field with knees bent and eyes on the ball

AFFECTIVE:

Upon completion of the unit, with a varying level of prompt, students will be able to:

- work with teammates to come up with and agree on a team name for the games
- give at least one person from the other team a “high five” every time they pass when switching sides (from batting to fielding and vice versa)
- verbally cheer for or clap for teammates when they are up to bat
- verbally tell one person from the other team “good game” or give them a thumbs up sign at the end of the games
- put one hand in for a group cheer at the end of class

Block Plan

LESSON 1: Introduction to Softball
- Overhand throwing game: 2 teams facing each other, try balls to the other teams side, goal is to have the least # of balls on their side when the game is over (each ball is worth 1 point, “poison ball” is worth 10 pts. (optional)
- Use overhand throw to knock over bowling pins set up on a table (in partners or teams)
- Which group can be the first to knock over all the pins?

LESSON 2: Overhand Throwing for Accuracy
- Throwing at different sized targets on the wall, each target is worth 1, 2, or 3 pts.

LESSON 3: Introduction to Batting off a “T”
- Proper grip and stance
- Practice without the ball first
- Practice in groups hitting against a fence (if no fence is available, whiffle balls will be tied to the T or 1 student will be ball retriever)

LESSON 4: Softball Stations
- Fielding Practice station: students roll the ball to each other in partners and practice stopping/trapping the ball
- Batting Practice station: students hit 3 times each then switch
- Throwing Station: students use an overhand throw to throw into the “throwback”, try to see how far the ball will bounce back

LESSON 5: Throw Ball Game
• 1 student throws the ball from home plate; once that student throws, before the fielding team puts the ball on the Tee (by home plate)
• If the throwing team makes it to the cone and back before the fielding team gets the ball on the Tee, then the throwing team gets one run, if not it is one out
• Running team will be spread out and will stand next to cones that are set up in a line (they will run to the same colored cone as the cone they are standing next to)
• The cones that the running team will run to will be in the opposite direction of the field in order to avoid injury

LESSON 6: Modified Softball Game:
• same rules as throw ball except students are batting off a T (more advanced students can choose to have a teacher pitch to them)
• students will be encouraged to independently hit the ball but teachers will provide assistance after student has had 5 tries without success.

MODIFICATIONS:

• stickers or tape will be placed on the bat to indicate where the bat should contact the ball (sweet spot), where hands should be placed on bat, and where feet should go when batting, if necessary for student understanding
• the level of prompt will be modified depending on student needs (hand over hand assistance may be necessary for student success)
• teachers and aides will assist students in wheelchairs when necessary (i.e. to pick up the ball for them); students will also be encouraged to help their classmates in wheelchairs whenever necessary
• the movement of the runners/batting team can be modified to include walking backwards, jumping, galloping, etc.
• the fielding team could be instructed to line up behind the person who caught the ball and do a relay with the ball to get it to the last person in line (pass under legs or over head to the next person in line); if the fielding team can get the ball to the last person in their line before the batting team runs to their cones and back, then the fielding team gets one “out”
• different sized balls and bats will be used to fit students needs and Tee will be adjusted to fit the students size
• cone distance will be adjusted to meet students needs and to make the game fair (will be moved closer for students that have a difficult time walking or pushing their wheelchair (limited strength)
• team captains could be appointed to help teammates during the game to increase student responsibility
• Buddies could be assigned to pair up older and younger students during the game so that the older students can help the younger ones

RULES AND CONSEQUENCES

A lways look at and listen to the teacher (no talking when the teacher is talking)
B e safe and respect others and equipment.
C ooperate with teachers and classmates (be a good friend)
Do your best (always give 100%).

Consequences

1<sup>st</sup> offense = verbal warning

2<sup>nd</sup> offense = 1-2 minute time out

3<sup>rd</sup> offense = time out for rest of class and possibly a call home to parents

* Consequences will be modified to fit the severity of the behavior. For example, if a student hits another student, he/her will automatically sit out for the rest of class and parents will be notified.

**Softball Home Run**

**Hitter Award**
Presented to: By: Miss L and Dr. R
For hitting a softball off of a tee or pitch using the correct stance and grip and running the bases in APE softball games

Date: April, 2006
Batting Achievement Levels

Task Description: Student will bat a whiffle ball from a tee and off a slow pitch

Scale Components: a) form, b) hitting percentage

<table>
<thead>
<tr>
<th>Rubric Level and Color</th>
<th>Rubric descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Student can hit a ball off of a tee, with shoulder to outfield and nondominant foot forward, most of the time</td>
</tr>
<tr>
<td>Yellow</td>
<td>Student can hit a ball off a tee, shoulder to outfield, nondominant foot forward, and weight shift to front foot, most of the time</td>
</tr>
<tr>
<td>Orange</td>
<td>Student can hit a ball off a tee, shoulder to outfield, nondominant foot forward, and weight shift to front foot, ball contact in front of front foot, and follow-through with the bat, most of the time</td>
</tr>
<tr>
<td>Color</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Green</td>
<td>Student can hit a ball off a tee, shoulder to outfield, nondominant foot forward, and weight shift to front foot, ball contact in front of front foot, and follow-through with the bat, 90% of the time</td>
</tr>
<tr>
<td>Blue</td>
<td>Student can hit a ball from a pitch with proper form, contacting the ball 50% of the time</td>
</tr>
<tr>
<td>Brown</td>
<td>Student can hit a ball from a pitch with proper form, contacting the ball 75% of the time</td>
</tr>
<tr>
<td>Black</td>
<td>Student can hit a ball from a pitch with proper form, contacting the ball 75% of the time, and hit in desired direction 50% of the time</td>
</tr>
<tr>
<td>Specific adaptations</td>
<td></td>
</tr>
</tbody>
</table>
# Physical Education Lesson Plan

**Course:** Student Teaching  
**Semester/Year:** Fall 2006

**Teacher:** Tammy Joseph  
**Date:** 9-19-2006  
**Lesson length:** 30 minutes

### Day of Unit: 1

<table>
<thead>
<tr>
<th>Unit focus:</th>
<th>The ABC’s of APE (A= Arms)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standards</strong></td>
<td>Adapted Physical Education Guidelines</td>
</tr>
<tr>
<td>1.10: Manipulate objects: roll, toss underhand, bounce with two hands, retrieve, stationary kick.</td>
<td></td>
</tr>
<tr>
<td>2.2: Move backwards and change directions safely without falling.</td>
<td></td>
</tr>
<tr>
<td>5.2: Use equipment safely and responsibility.</td>
<td></td>
</tr>
<tr>
<td>7.2: Take turns and share a piece of equipment.</td>
<td></td>
</tr>
<tr>
<td>7.3: Interact positively with others regardless of personal differences.</td>
<td></td>
</tr>
</tbody>
</table>

| Major activities to be taught: | Pushing a large bolster, throwing bean bags at a target, building muscular strength with light dumbbells & partner pulling with a hula hoop or ring | Number of Students: | 9 |
|-----------------------------|-------------------------------------------------|---------------------|

<table>
<thead>
<tr>
<th>Type and quantity of equipment</th>
<th>Bean bags</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lb. dumb bells</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Large wall target (shaped like a cat)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Masking tape</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Small bell balls</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Large bolster</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hula hoops</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Warm-up CD (Body ID, Reach for the Ceiling &amp; The Freeze)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CD player</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tap out board (fantastic, good &amp; icky)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poly spots</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Large floor target (shaped like a clowns face w/ holes for the eyes and nose)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Safety precautions
- Student will stay away from the wall or any other obstructions to avoid collisions.
- Student will only use the equipment when instructed by the teacher. Students will participate at their own skill level. Modify equipment.

### Behavioral objectives

**Motor**

1. Students will independently push a large bolster with two hands to a line approximately 10 feet in length.
2. Students will independently overhand throw at least five bell balls at a large wall target with 65% accuracy.
3. Students will independently perform at least 10 bicep curls with a one pound dumb bell.
**Cognitive**  
1. Students will independently point to various body parts during the warm-up song “Body ID” with 75% accuracy.
2. Students will independently self evaluate themselves on their classroom performance by choosing one of the three choices on the tap out board labeled fantastic, good and icky, at the end of the lesson.

**Affective**  
1. Students will gather as a group and place their hand in a circle and at the count of three shout “Yeah P.E.”

### Preparation
Teacher will collect and set up equipment ahead of time to increase activity time.

**Key**
- `x` = students  
- `@` = Teacher  
- `-=` = masking tape  
- `%` = bolster  
- `[ ]` = large target  
- `^` = bean bags  
- `O` = hula hoop  
- `!!!` = dumb bells  
- `=` = bell ball

#### Warm-ups

1. **Station #1** Bean bag underhand toss
   ```
   target
   ~~~~~~
   ^~~~~ x ~~~~
   ```

2. **Station #2** Partner pulling
   ```
   ------------
   x
   O
   x
   ------------
   ```

3. **Station #3** bolster pushing
   ```
   ------------
   x
   %
   ```

4. **Station #4** Arm muscles
   ```
   !x !x !x
   ```

5. **Station # 5** Overhand throwing
   ```
   x* [ ]
   ```

### Skills/Activities/Topics and Allotted Time

<table>
<thead>
<tr>
<th>Methods and Organization Include Skill Progressions and Diagrams</th>
<th>Instructional Cues, Skill Modifications and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills/Activities/Topics and Allotted Time</strong></td>
<td></td>
</tr>
</tbody>
</table>

**APE Student Teaching Handbook (Rev 8/25/10)**  36
### Activity #1
**7 minutes**

**Warm-up**

1. **Body I.D.**
   - 1. Students will locate various body parts (head, shoulders, knees….)
   - 1. “Touch your toes.”

2. **Reach for the Ceiling**
   - 2. Students will stretch out all their muscles as they reach to the ceiling and the floor.
   - 2. “Reach for the Ceiling.”

3. **The Freeze**
   - 3. Students will move about freely until they are told to freeze as they listen to this song.
   - 3. “Everybody Freeze.”

### Transition
**1 minute**

Students are divided into small groups and are assigned to a station joined by an instructional aide.

### Activity #2
**18 minutes**

**Arms Activities**

1. **Station #1: Underhand bean bag toss**
   - 1. Students will attempt to throw a bean bag underhand and make it through a predetermined target.
   - 1. “Try to get the bean bag into the hole.”

2. **Station #2: Partner Pulling**
   - 2. Two students will hold opposite ends of a hula hoop and take turns pulling each other to the target.
   - 2. “Hold on tight.”

3. **Station #3: Bolster Pushing**
   - 3. With two hand students will attempt to roll a large bolster to a predetermined target.
   - 3. “Keep your head up and focus on your target.”

4. **Station #4: Arm Weights**
   - 4. Students will attempt various arm exercises with small one pound dumb bells.
   - 4. “Work on building strong arm muscles.”

5. **Station #5: Overhand throwing**
   - 5. Students will overhand throw at a wall target.
   - 5. “Try to hit the kitty in the nose.”

### Transition
**1 minute**

Students help clean up stations and prepare for closure.

### Closure and Homework

Students form a circle and place their hands in the middle of the circle.

C (2)  A (1)
<p>| 3 minutes | “1, 2, 3 Yeah P.E.” |</p>
<table>
<thead>
<tr>
<th>Start Stop Min/sec</th>
<th>Coded as A, I, or M</th>
<th>Elapsed Time (secs)</th>
<th>A</th>
<th>I</th>
<th>M</th>
<th>Description/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00</td>
<td>A</td>
<td>370</td>
<td>370</td>
<td></td>
<td></td>
<td>Aerobic warm-up/stretch</td>
</tr>
<tr>
<td>6:10</td>
<td>M</td>
<td>65</td>
<td>65</td>
<td></td>
<td></td>
<td>Transition to next activity</td>
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<tr>
<td>7:15</td>
<td>I</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
<td>Explain activity</td>
</tr>
<tr>
<td>7:56</td>
<td>A</td>
<td>277</td>
<td>277</td>
<td></td>
<td></td>
<td>Run lines</td>
</tr>
<tr>
<td>12:33</td>
<td>M</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td>Managing student behavior</td>
</tr>
<tr>
<td>12:49</td>
<td>A</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
<td>Cont. lines</td>
</tr>
<tr>
<td>13:21</td>
<td>M</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td>Student management</td>
</tr>
<tr>
<td>13:31</td>
<td>A</td>
<td>173</td>
<td>173</td>
<td></td>
<td></td>
<td>Cont. lines</td>
</tr>
<tr>
<td>16:24</td>
<td>M</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
<td>Picking students</td>
</tr>
<tr>
<td>16:47</td>
<td>A</td>
<td>200</td>
<td>200</td>
<td></td>
<td></td>
<td>Cont. lines</td>
</tr>
<tr>
<td>20:07</td>
<td>M</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
<td>Getting partners ready</td>
</tr>
<tr>
<td>20:30</td>
<td>A</td>
<td>46</td>
<td>46</td>
<td></td>
<td></td>
<td>Cont. lines</td>
</tr>
<tr>
<td>21:16</td>
<td>I</td>
<td>76</td>
<td>76</td>
<td></td>
<td></td>
<td>Explaining next activity</td>
</tr>
<tr>
<td>21:37</td>
<td>M</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>Getting students attention</td>
</tr>
<tr>
<td>21:44</td>
<td>I</td>
<td>7</td>
<td>7</td>
<td></td>
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</tr>
<tr>
<td>21:51</td>
<td>M</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td>Student walks in class</td>
</tr>
<tr>
<td>22:08</td>
<td>I</td>
<td>74</td>
<td>74</td>
<td></td>
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<td>Cont. explaining activity</td>
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<tr>
<td>23:22</td>
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<td>24</td>
<td>24</td>
<td></td>
<td></td>
<td>Head-to-head activity</td>
</tr>
<tr>
<td>23:46</td>
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<td>17</td>
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<td></td>
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<td>Student management</td>
</tr>
<tr>
<td>24:03</td>
<td>A</td>
<td>72</td>
<td>72</td>
<td></td>
<td></td>
<td>Cont. activity</td>
</tr>
<tr>
<td>25:15</td>
<td>M</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td>Preparing student for activity</td>
</tr>
<tr>
<td>25:33</td>
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<td>49</td>
<td>49</td>
<td></td>
<td></td>
<td>Cont. activity</td>
</tr>
<tr>
<td>26:22</td>
<td>M</td>
<td>24</td>
<td>24</td>
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<td>Student management</td>
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<td>26:46</td>
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</tr>
<tr>
<td>Time</td>
<td>Period</td>
<td>Activity</td>
<td>Description</td>
<td></td>
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<td>----------</td>
<td>--------------------------------------</td>
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<tr>
<td>27:28</td>
<td>A</td>
<td>Cont. activity</td>
<td>42 42</td>
<td></td>
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</tr>
<tr>
<td>27:55</td>
<td>M</td>
<td>Student management</td>
<td>27</td>
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<td></td>
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<tr>
<td>28:28</td>
<td>A</td>
<td>Cont. activity</td>
<td>33 33</td>
<td></td>
<td></td>
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<tr>
<td>28:56</td>
<td>I</td>
<td>Explain 2-on-2 game</td>
<td>38</td>
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<tr>
<td>29:43</td>
<td>A</td>
<td>2-on-2 game</td>
<td>37 37</td>
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<tr>
<td>30:13</td>
<td>M</td>
<td>Student management</td>
<td>30</td>
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<tr>
<td>30:25</td>
<td>A</td>
<td>Cont. game</td>
<td>72 72</td>
<td></td>
<td></td>
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<tr>
<td>31:25</td>
<td>M</td>
<td>Student management</td>
<td>22</td>
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<tr>
<td>31:47</td>
<td>A</td>
<td>Cont. game</td>
<td>41 41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32:23</td>
<td>M</td>
<td>Student management</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32:47</td>
<td>A</td>
<td>Cont. game</td>
<td>14 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33:28</td>
<td>M</td>
<td>Student management</td>
<td>42</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>34:10</td>
<td>I</td>
<td>Explain 3-on-3 game</td>
<td>30</td>
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</tr>
<tr>
<td>34:40</td>
<td>M</td>
<td>Student management</td>
<td>10</td>
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</tr>
<tr>
<td>34:50</td>
<td>I</td>
<td>Explain game</td>
<td>32 32</td>
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<tr>
<td>35:28</td>
<td>A</td>
<td>3-on-3 game</td>
<td>73 73</td>
<td></td>
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<tr>
<td>35:49</td>
<td>I</td>
<td>Explain passing</td>
<td>11</td>
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<td>36:00</td>
<td>M</td>
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<tr>
<td>37:00</td>
<td>A</td>
<td>Cont. game</td>
<td>16 16</td>
<td></td>
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<td>37:16</td>
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<td>Cont. game</td>
<td>161 161</td>
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</tr>
<tr>
<td>40:10</td>
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<td>Water break</td>
<td>34</td>
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<tr>
<td>40:44</td>
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<td>Explain teams</td>
<td>18</td>
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</tr>
<tr>
<td>41:02</td>
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<td>Getting ball/jerseys</td>
<td>41</td>
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</tr>
<tr>
<td>41:43</td>
<td>I</td>
<td>Explaining team baskets</td>
<td>52</td>
<td></td>
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<tr>
<td>42:35</td>
<td>M</td>
<td>Fixing basket/student management</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44:33</td>
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APE Student Teaching Handbook (Rev 8/25/10)
T in seconds should equal A+I+M (totals above)

% Activity = A/T  Instruction = I/T  Management = M/T

Activity = 2545 / 4046 = 62.9%  Instruction = 476 / 4046 = 11.8%
Management = 1025 / 4046 = 25.3%

**Personal Reflection:**

Please reflect on one thing you did well and the way(s) that you would change the lesson to address the proportion of time spent in Activity, Instruction, and Management.

A. Maximize Activity Time:

I think that this lesson really showed how much activity time the students spent in class. This has probably improved from my previous lessons that I taught. To have 62% of the class time being spent on movement activity is really good for me especially in Adapted Physical Education.

B. Optimize Instruction Time:

I was pretty impressed on my instruction time. This has been an area in which I have been working on to cut down the time and to have it be 11% of the time in this lesson was a really good percentage. I have continually tried to model and demonstrate while giving instructions so that the students will understand what is being asked of them. This has helped in really maintaining a lower percentage of time giving instructions and providing more activity time.

C. Minimize Management Time:

I have tried to cut down on management time and I think that the percentage that I got during this lesson was not that bad. It’s gotten better from previous teachings and I have continually tried to make transition times shorter by having necessary equipment close by so I can move from one activity to the next with little amount of time spent in between. Student behavior is something I still need to work on as shown in the video. I do try to make my comments quick and short so that I can get my students attention and continue on with the lesson. I will also have to use my paraprofessionals to help with student management when necessary so that I may use more time instructing and allowing students to be active in class.
BEHAVIOR MANAGEMENT PLAN: Karen Poppin

Potential Problems: Isaac is a 10 year old boy in a third grade general education class. Isaac gets pulled out of class every Tuesday and Thursday for Adapted Physical Education class. Isaac has cerebral palsy with spastic quadriplegia and is non-ambulatory. He sits in a non-electric wheelchair, but is unable to travel with it independently. Instead, his aide pushes Isaac during the school day. Isaac is a very talkative person, and can get off task when telling a story. Isaac also gets easily distracted by watching others, and interrupts the instructor by wanting to talk about other things. Isaac also tends to want to talk about guns, gangs, and wrestling. He also claims he’s always tired, not wanting to concentrate, even when the instructor says to do so. When the instructor is speaking, Isaac fails to make eye contact, fails to wipe his mouth when drooling (even though he knows he’s drooling), and will purposely slow down his activities.

A. In addition to the rules:

1. Isaac will respect and take care of all equipment as if it were his own.

2. When the instructor is speaking, Isaac will make eye contact and listen to any instructor, during the lesson.

3. Isaac will speak using only appropriate topics when talking about the lesson.

B. Routines:

1. When starting the lesson, Isaac will sit in a designated spot, put on his wheelchair brakes, wipe his mouth, and wait for the teacher to begin instructing.

2. Isaac will help the instructor put any equipment used during the lesson away in its appropriate space, after the activity is completed.

3. Isaac will go over the grade sheet at the end of each individual lesson and decide with the instructor what his grades should be for the day.

4. Isaac will state one thing he liked about the clinic and one thing he needs to work on, at the end of the individual lesson each day.

C. Transitions:

1. Isaac will transition quickly and safely, given clear and concise instructions from the instructor.

2. Isaac will be given notice when an activity is about to end, and a new activity is about to begin.
D. Positive Reinforcements:

1. Isaac will receive a prize from the prize bag one time a week if he completes 8 out of 10 activities during the span of two lessons.

2. Isaac will receive a sticker at the end of the lesson if he completes four out of five activities during the day’s lesson.

3. Isaac will receive positive specific feedback when slowing down and concentrating on the task, with verbal cues, until he can perform the task slowly without any cues from the instructor.

4. Isaac will discuss with the teacher the activities that he would like to do as well as his interests, so as to keep Isaac motivated during the lesson and get prizes that Isaac can be motivated to receive.

E. Consequences:

1. Isaac will be read and explained the rule that was broken as well as receive a warning.

2. Isaac will be given a second warning, a talk with the instructor, as well as lose his sticker privilege for the day.

3. Isaac will be given a third warning, will not be able to receive a sticker for the day as well as a prize for the week, as well as have a conference with the instructor and aide, and a written note to his mother.
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Submitted by: ________________________________
Name: Blank          Date(s) of Assessment: 10/13/2008

School: _Stanford_       Teacher: _       Grade: 6     Age: 11.0

Placement: □ General Education    □ RSP    □ SDC

Eligibility: Mental Retardation

Assessor(s): _Joyce Sakai_____ APE Specialist, LBUSD
_Tiffany Zupan_____ APE Student Teacher, CSULB

Purpose(s) of Report
■ APE Qualification       □ Triennial

Requested by:
□ Parent         ■ Teacher         □ Other_____

Possible Delays observed by above:
■ Object Control         ■ Static Balance
■ Locomotor Skills       ■ Dynamic Balance
■ Motor Planning         ■ Other Participation in GPE w/55+kids

ASSESSMENTS USED:

Robert was assessed for possible General Physical Education Eligibility. The assessments used to determine eligibility were: the Adapted Physical Education Assessment Scale II (APEAS II) and informal observations/checklists by the Adapted Physical Education Specialist.

TEST BEHAVIOR:
■ Cooperative for all items on the assessment
■ Required Verbal Prompting throughout assessment
□ Assessment results may have been affected by: __________________________
**STRENGTHS (at or above 50%):**
Robert demonstrated gross motor strength in the following areas: imitation postures, ocular control, accuracy in kicking, and endurance on the PACER run.

**AGE-APPROPRIATE SKILLS (at or above 15% up to 50%)**
Robert demonstrated age-appropriate skills in the following areas: balance with on his left foot and right foot with his eyes closed, ocular control, throwing, and cardiovascular endurance.

**AREA(S) OF NEED (below 10%):**
Robert showed difficulty in the following areas: alternate hopping, catching (because the distance was too far at 30 feet but at 15 feet, he could catch 8 out of 10 using hands only), the paddle rally, flexibility, agility run, holding a push up position, and the standing long jump.

**OBSERVATIONS:**
Robert has been participating in Adapted Physical Education 4 times per week for 50 minutes per meeting with his classmates as per parental consent form provided to and signed by the parents for APE services. Through informal observations using Test of Gross Motor Development Revised (TGMD-2) and teacher checklist/rubrics, Robert possesses many age-appropriate gross motor skills. Robert can throw a ball towards a target 10 feet away 7/10 times, and catch a ball tossed to him from 10 feet away 10/10 times with his hands only moving his feet to the ball. In the area of fitness, Robert can independently perform an inverted V push up position for 10 seconds and perform 10 sit up with assistance for pulling himself up and his feet held, and walk/jog for 20 minutes non-stop. Robert is able to complete the tasks for the day as well as warm ups independently on a daily basis. When asked to work in partners with his classmates, he is able to work well with them and perform the skills. During our football unit, Robert showed many strengths. Some of his strengths include: running one out of three pass patterns and catching a ball passed to him 2 out of 5 times, hiking the ball to a partner then running a pass pattern and turning to catch the ball 2 out of 5 times, and playing a collaborative friendship game with the General Physical Education class and his same age peers.

**RECOMMENDATION:**
Under the eligibility criteria provided by the Adapted Physical Education Guidelines for California Schools adopted by the Long Beach Unified School District, Robert possesses delays in his gross motor skills in six or more subtests and in three or more motor skill areas. Robert qualifies for direct Adapted Physical Education services 4x's per week for 50 minutes to complete his State Mandated Physical Education minutes of 400 minutes per 10 school days.

Joyce M. Sakai,  
Adapted Physical Education Specialist  
(562) 594-9793 ext. 402  
jsakai@lbucd.k12.ca.us

Tiffany Zupan  
Adapted PE Student Teacher  
CSU, Long Beach