San José State University
KIN 170C Fieldwork in Adapted Physical Activity (3 credits)
College of Applied Sciences and Arts
Department of Kinesiology

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Class Days/Time: W 9:30-11:00
Classroom: TBA

Course Description: Supervised experiences in adapted physical activity at selected public and private agencies. Prerequisite: KIN 070 for majors/minors only or instructor consent; KIN 156. Concurrent enrollment in KIN 172 or KIN 178 or KIN 179.

CTC Adapted Physical Education Added Authorization Standards:
Standard 2-Professional, Legal and Ethical Practices
Standard 3-Educating Diverse Learners
Standard 4-Effective Communication and Collaborative Partnerships
Standard 5-Assessment of Students
Standard 6-Using Educational and Assistive Technology
Standard 7-Transition and Transition Planning
Standard 8-Field Experience in a Broad Range of Service Delivery Options
Standard 9-Assessment of Candidate Performance
Standard 10-Characteristics of Students in Adapted Physical Education
Standard 11-Motor Behavior as Applied to Adapted Physical Education
Standard 12-Scientific Principles of Human Behavior APEAA Standard
Standard 13-Instructional Strategies and Adaptation

MYSJSU Messaging and Canvas
In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU at http://my.sjsu.edu. You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. Copies of course materials such as the syllabus (greensheet), PowerPoint slides, and major assignment instructions and guidelines can be found on Canvas at http://sjsu.instructure.com. For more information on setting up your account
Kinesiology Undergraduate Degree Program Learning Outcomes
At the completion of a Bachelor of Science degree program in the Department of Kinesiology students should be able to:

1. Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.

Course Objectives & Student Learning Outcomes:
It is the intention of this course to provide the undergraduate student a practical adapted physical activity/education experience under the direct supervision of qualified professional in public and private agencies and a SJSU faculty advisor. The 170C setting must involve an emphasis in physical education, physical recreation, and/or disability sport in its program offering. The location of the adapted physical activity setting will be cooperatively decided on by both student and SJSU faculty advisor. If the student is intending to pursue a California teaching credential in adapted physical education (APE), then the 170C setting must be in an approved public/private school setting under the supervision of a certified APE teacher.

Through this fieldwork experience, the undergraduate will demonstrate the following:

1. knowledge to identify disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction (APE AA 2, 10): Work Sample
2. knowledge and application of assessment techniques in meeting the individual physical activity needs of persons with disabilities (APEAA 5, 10; APEAA 5, 10): Field experience & Work Sample
3. an understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education setting. (APEAA 3): Work Sample & field work evaluation
4. a positive attitude and conceptual understanding of various disabling conditions and their implications toward adapted physical activity, recreation, and sport. (APEAA 10) field work evaluation
5. knowledge of assistive technology to facilitate communication and students’ learning (APE AA 6): Field experience
6. knowledge in collaboration with personnel from other educational and community agencies to plan for successful physical activity transitions (APEAA 7; APEAA 7): Field experience & field work evaluation
7. effective communication with individuals with disabilities and their parents, and primary caregivers, all teachers, related service personnel,
and administrators for partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs (APEAA 4; APEAA 4): Field experience, Work Sample, & field work evaluation

8. knowledge in scientific principles of exercise and movement principles of neurological development, motor learning, motor control, and perceptual motor development (APEAA 11, 12): Work Sample

9. knowledge and skills in using instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings (APEAA 8, 13; APEAA 8, 13): Field Experience & field work evaluation

Course Requirement:
1. 3 units, Credit/No Credit.
2. 70 hours of practicum experiences in K-12 APE settings AND a postsecondary or afterschool program setting for students with disabilities.
3. Meet periodically with SJSU faculty advisor.
4. Completion of a professional portfolio (i.e., Work Sample), outlining practicum and/or educational experiences per standard category with supportive evidence. Students must submit the portfolio (Work Sample) addressing the California APE Added Authorization Standards adopted January, 2013 at the completion of the field hours.
5. Completion by the field supervisor (certified APE teacher) of a KIN 170C timecard with periodic evaluation notes.
6. Completion by the field supervisor of a KIN 170C qualitative evaluation.
7. Site visitation evaluation by faculty supervisor.

Textbook:
- Other readings as assigned.

Student's Responsibilities:
1. Students are expected to conduct themselves in a professional manner in their adapted physical activity setting. If a problem arises with a particular setting, students are to contact the SJSU faculty advisor immediately.
2. If the specific student demonstrates inconsistency or inappropriate behavior in connection with the practicum site(s), the SJSU faculty advisor will intervene and place the student at another site, forfeiting all hours previously accumulated.
3. Proper attire is required such as tennis shoes, sweat pants, collar shirt and/or SJSU T-shirt. No gum, no headphone, no cell phone, no baseball cap or hat please during the fieldwork.
4. Do not change the fieldwork dates and setting, once you sign up for one, without proper communications with the faculty and APE mentor teacher. If you have a special circumstance and need to change your date or setting, you must make arrangements with your university and site supervisors.
Evaluation:
The undergraduate adapted physical activity evaluation will be graded on a credit or no credit basis (3 UNITS). 85% or higher can receive a Credit grade.

Field Hours: 50%
Work Sample: 50%

Library Liaison
Adriana Poo  adriana.poo@sjsu.edu
(408) 808-2019
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University Policies
Please note that detailed information about the following information can be found at www.sjsu.edu/gup/syllabusinfo/ Please familiarize yourself with this information.
• General Expectations, Rights and Responsibilities of the SJSU Student
• Dropping and Adding
• Consent for Recording of Class and Public Sharing of Instructor Material
• Academic integrity
• Campus Policy in Compliance with the American Disabilities Act
• Student Technology Resources
• SJSU Peer Connections
• SJSU Writing Center
• SJSU Counseling and Psychological Services
• Students with Disabilities: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2
KIN 170C APE Work Sample Guidelines

1. Format: Use a cover page (course number, assignment name, your name, and date), double-spaced except the lesson plans (Appendix A). Use Times New Roman, Calibri, or Arial with a font size 12, and 1-inch margins. Submit an electronic copy. Use proper labels for attachments (see #6).

2. Students must complete 70 hours of fieldwork:
   a. SJSU Undergraduate Students in Prep for Teaching:
      i. Find a certified APE teacher and complete 50 hours of K-12 APE fieldwork by observing and shadowing the teacher. Using Appendix B: Field Work Evaluation form, two evolutions should be made by your APE mentor teacher (midpoint eval and final eval).
      ii. 20 hours at a fieldwork site assigned by your instructor (Spartan Fitness, Wednesday 9:30-11:00), your SJSU faculty and Program Supervisor will evaluate you during the field hours.
      iii. Work Sample is required and submitted at the end of the semester.
   b. Open University- APE Teachers:
      i. Document at least 70 hours of his/her own APE classes (an hour log signed by a supervisor).
      ii. The student is responsible for inviting a colleague APE teacher(s) to his/her class four times and have the visitor complete an evaluation per class session to be observed (preferably spread out the entire semester). Use Appendix B: Field Work Evaluation form.
      iii. Make 3 visits to a certified APE teacher’s class (could be one or multiple teachers). Use Appendix B: Field Work Evaluation form per visit (total three observation forms).
      iv. Work Sample is required and submitted at the end of the semester
   c. Open University- PE teachers (who are not teaching APE):
      i. Find a certified APE teacher(s) (within or outside the district) and conduct 70 hours of fieldwork by shadowing the teacher(s)
      ii. For those who teach integrated PE in which 10-15 % (natural proportion) of the children have a disability, we can count this practice up to 20 hours.
      iii. Use Appendix B: Field Work Evaluation form, three evaluations should be completed by your APE mentor.
      iv. Work Sample is required and submitted at the end of the semester

3. For the Section 2 of the Work Sample, make sure you document the application of assessments in your fieldwork setting(s) for at least 4 students with disabilities.

4. For the Section 4 the Work Sample, students are required to attend at least two IEP meetings or interdisciplinary team meetings where PE/APE is addressed for a particular student with disabilities. If attending IEP meetings becomes not feasible at all due to the policy of your school site, two meetings with members in the multidisciplinary team may be allowed after consultation with your instructor.

5. Provide at least one supportive evidence per competency/APEAA Standard from your previous classes. Supportive evidence is not limited to lesson plans you developed, previous assignments, and so on. They need to be properly labeled and hyperlinked.

6. Students are required to communicate via emails, tweeter, or other social networks with state and national congresspersons pertaining to APE issues or to demonstrate an involvement with the media regarding APE and keep evidence of such communication.

7. Utilize three Appendixes (A, B, and C) of the Work Sample.

8. Incomplete fieldwork or Work Sample will result in repeating this course. Thus, consider a small unit (1, 2, or 3 credits) of KIN 170C if needed using multiple semesters. An “IC” credit is not an option in this class.
**Section 1. Planning (APEAA 2.1, 10, & 13)**

- Candidate can demonstrate knowledge of the philosophy, history and legal requirements, and ethical practices in APE *(APEAA 2)*
- Candidate be able to identify students with a disability who may qualify for APE services and explain characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance *(APEAA 10)*
- Candidate can document knowledge of APE planning for individuals, schools, communities, and/or organizations/agencies through demonstrated skills in: decision making; establishing goals and objectives; determining necessary educational time allotment, instructional units, lesson plans, and/or behavior management schedules *(APEAA 13)*

- Read the **“California APE guidelines”** and other articles on Canvas. Describe a) philosophy, b) history, c) legal requirements, and d) ethical practices in APE.
- Explain who qualifies for APE services including disability categories under IDEA, and how to identify a student who may need APE.
- Answer the following questions about your fieldwork in KIN 170C (all fieldwork settings):
  - Describe your fieldwork settings in detail (including if it is inclusive, segregated, etc.)
  - Describe environmental factors that may affect your student learning in your fieldwork settings. For example, the status of PE and physical activity culture within the school and instructional placement for APE such as "self-contained classroom" or an "inclusive class" would affect student learning.
  - Describe student(s) you taught during your fieldwork in detail. The description should include behavioral, social, and cognitive characteristics, sexual orientation, cautions for physical activity, cultures, language, and social economic status of the student(s).
  - List disabilities your students have and describe the characteristics in detail. Explain how these characteristics associated with motor behavior and neurological or other physiologically-based conditions and physiological performance would affect their learning in PE/APE. Make sure you use proper resources in this section and cite them. (websites, articles, textbooks, etc.)
  - Explain how these students you taught may qualify for APE services under IDEA. Make sure you use proper resources in this section and cite them. (websites, articles, textbooks, etc.)
  - References
- **Present two completed lesson plans** using the form provided (Appendix A). Properly label them. **Use two of the following three domains (one domain per lesson).**
  - Health-related fitness components (e.g., cardiorespiratory endurance, flexibility, etc.)
  - Psychomotor: gross motor skill areas
  - Affective: social and emotional domains such as sportspersonship
- Based on the two lesson plans you developed, justify why you select the activities for that lesson based on environmental factors (school and community), California Physical Education Standards AND Adapted Physical Education Guidelines.
  - **Lesson 1:**
  - **Lesson 2:**
- **Present supportive evidence** from previous courses that supports your knowledge of the philosophy, history and legal requirements, and ethical practices in APE. Properly label them.
Section 2. Assessment (APEAA 2, 5, 10)

- Candidate can document assessments in APE for at least 4 students in the high- and low-incidence categories of disability identified by PL 105-17 (APEAA 5)
- Candidate can utilize and interpret at least 3 APE assessments and/or data collection instruments and demonstrate an awareness of their strengths and weaknesses (APEAA 5)
- Candidate can cite and/or locate professional research/literature which serves as references for assessment of individuals with disabilities (APEAA 5)
- Candidate can justify the use of assessment and document the analysis of assessment data for use in the screening, placement, diagnostic/prescriptive teaching, and program evaluation with individuals with disabilities (APEAA 2, 5, 10)

- **Formal Assessment:** Identify two formal (published) assessments (such as the TGMD-2) may you consider to use to assess your student learning (before, during, or after) in lesson 1 and lesson 2 in the section 1. Include a brief description of the assessment (do not cut and paste from the test manual! Use your own words) including areas to be assessed, target population, and etc.)
  - Assessment for Lesson 1
    - a) Name of the tool:
    - b) Assessed area:
    - c) Rationale (Justify the use of this assessments based on local, state and federal accountability systems for PE/APE):
    - d) Pros:
    - e) Cons:
    - f) Procedure:
  - Assessment for Lesson 2
    - a) Name of the tool:
    - b) Assessed area:
    - c) Rationale (Justify the use of this assessments based on local, state and federal accountability systems for PE/APE):
    - d) Pros:
    - e) Cons:
    - f) Procedure:

- **Demonstrate your knowledge in informal assessment** (teacher-created assessment such as checklist, rubric, portfolio, essay, etc.)
  - Develop and present a scoring rubric or checklist (i.e., skill) to monitor student progress for one of the lessons (lesson 1 or lesson 2) and place at the end of this section
  - Explain how this assessment can help to make your instructional decisions and ongoing program improvements

- Find and list at least two professional research articles which serve as references for assessment of individuals with disabilities (using APA format) and provide a brief summary (each should under 100 words).

- Attach all assessments-related materials
  - Evidence that you used one of the assessments in APE for at least 4 students in the high- and low-incidence categories of disability identified by PL 105-17.
  - Evidence that you can utilize and interpret at least 3 APE assessments and/or data collection instruments and demonstrate an awareness to their strengths and weaknesses.
  - A scoring rubric or checklist you developed for this section.
Section 3. Teaching (APE AA 2, 3, 6, 13)

- Candidate can demonstrate knowledge and skills in appropriate behavior management techniques.
- Candidate can demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, physical education curriculum access, and fitness and motor skill development of students with disabilities.

**Instructional resources:** Going back to your two lesson plans from the section 1 and 2, list instructional technology (YouTube, websites, pedometers, polar heart rate monitors, sport wheelchairs etc.) you utilized or you could have utilized. Also explain why they are useful and help your student(s) learn better.
  - Lesson 1:
  - Lesson 2:

- Adaptations and modifications: explain specific cases when you needed to make adaptations and modifications during your lesson. Describe equipment, space, rules, player positions, skill complexity, peer or paraeducator support; and b) justify why each adaptation is appropriate to meet the student’s characteristics (disability, gender, age, ethnicity, learning experience, learning style, etc).
  - Lesson 1
    - a)
    - b)
  - Lesson 2
    - a)
    - b)

- Find a research article that describes/suggests adaptations and strategies for inclusive PE that are evidence-based per lesson.
  - Lesson 1: answer the following questions
    - Article (in APA format):
    - Brief descriptions:
    - How this evidence could be applied to your instruction:
  - Lesson 2:
    - Article (in APA format):
    - Brief descriptions:
    - How this evidence could be applied to your instruction:

- **Behavior Management:** a) Describe strategies to maximize your student’s appropriate behaviors while minimizing undesirable behaviors during this lesson. Name and description of the behavior management strategy used. b) Include what rewards would be useful and a schedule of reinforcement and other behavior management strategies. c) Explain how the strategy affected the student’s behavior during the lesson and what you would do differently in the future.
  - Lesson 1
    - a)
    - b)
    - c)
  - Lesson 2
    - a)
    - b)
    - c)

- Attach supportive evidence that supports your knowledge of behavioral management strategies
• Attach supportive evidence or describe that your coursework that provides knowledge and application of pedagogical theories and strategies used in physical education to meet the individual needs of students with a disability with a variety of cultural and ethnic backgrounds, experiences, and motor abilities.
Section 4. Collaboration/IEP/Transition Planning (APE AA 4, 7, 10, 13)

- Candidate can document writing the APE portion of an IEP for individuals with disabilities as defined by PL 105-17
- Candidate can document attendance at two IEP cross-disciplinary meetings.
- Candidate can document knowledge and skill in transition planning.
- Candidate can demonstrate understanding and knowledge of collaboration including professional interaction between parents, administrators, OT, PT, TR, and other ancillary personnel in the education of students with disabilities.
- Candidate can document professional services in locating, contacting, and establishing rapport with community resources.
- Candidate can develop a list of ecological resources (facilities and human) and determine how to facilitate their involvement in APE lifespan direct service delivery.

- Describe the IEP process in APE (also cite appropriate sources):
- Describe what you know about direct and related services in special education described in PL 105-17 and California APE guidelines:
- Describe what you know about collaborative approaches in APE described in California APE guidelines:
- Describe your attendance in at least two IEP cross-disciplinary meetings
  - Who were at the meeting?
  - What conversations were exchanged in relation to PE/APE?
  - What did you learn about IEP process?
  - What did you learn about collaboration?
- Ask behavior therapist, PE teachers and/or special education teachers questions about collaborative behavior management strategies that can promote learning in PE/APE of students with disabilities and describe what you learned using a specific example.
- Select one of the students in your fieldwork setting and imagine that you are involved in the IEP process as an APE teacher for the student. Create three IEP goals, a) one for psychomotor domain (e.g., fitness, motor skills), b) one for cognitive domain (knowledge) and c) one for affective domain (social skills, sportspersonship, self-efficacy etc.) using ABCD components (A-audience; B-behavior; C-condition; and D-degree) using ABCD components and specify where, by when, how, who assess the behavior. Start with an overview of the student.
  - Overview:
    - Psychomotor goal:
    - Cognitive goal:
    - Affective goal:
- Transition Planning (postsecondary goals- between 16 and 21 yrs): From your fieldwork in a transition setting or a non-K-12 setting (if the Spartan Fitness Program was not your site), select one student and answer the following questions. If you did not work with transition-age students, imagine that you are working on a transition plan for the student you selected.
  - Provide descriptions about a transition planning and its process:
  - Select one student and create two physical activity transition goals for this student (ABCD components) to promote functional, lifelong physical activities:
  - Briefly describe three instructional activities you would provide to achieve these goals:
  - Identify at least three community agencies for your transition student
    - Location, contact information, services
Describe how the community agencies you identified can facilitate lifelong physical activity along with APE lifespan direct service delivery for the student.

- Please provide examples of the incorporation of self-determination skills for physical activity engagement when you taught transition students with disabilities.
- Attach supportive evidence (at least two) such as materials and assignments from previous courses that is applicable to demonstrate your knowledge in this area including IEP process, collaborate approaches, transition planning, use of community resources.
Section 5. Scientific principles & Motor Behavior (APE AA 11 & 12)

- **Motor Behavior as Applied to Adapted Physical Education (APE AA 11):** The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

- **Scientific Principles of Human Behavior (APE AA 12):** The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

- Read APEAA Program Standards 11. List at least three scholarly articles using APA format that provide you knowledge of Motor Behavior (neurological development, motor learning, motor control, and perceptual motor development) and provide a brief summary including how this helps your planning and instructions in APE.
  - Article 1
  - Article 2
  - Article 3

- Read APEAA Program Standards 12. List at least three scholarly articles using APA format that provide you Scientific Principles of Human Behavior (an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance) and provide a brief summary including how this helps your planning and instructions in APE.
  - Article 1
  - Article 2
  - Article 3

- List all SJSU courses or your previous college courses that helped you develop knowledge of Motor Behavior (APEAA Standard 11)

- Attach at least two materials or assignments from the listed courses that are applicable to demonstrate your knowledge related to APEAA Program Standard 11.

- List all SJSU courses or your previous college courses that helped you develop knowledge of Scientific Principles of Human Behavior (APEAA Standard 12)

- Attach at least two materials or assignments from the listed courses that are applicable to demonstrate your knowledge related to APEAA Program Standard 12.
Section 6. Evaluation & Advocacy (APE AA 2, 3, 8, 9)

- Candidate can demonstrate understanding and knowledge of service delivery options defined by PL 105-17 and California APE guidelines
- Candidate can demonstrate planned experiences and/or interactions with the full range of the service delivery system
- Candidate can demonstrate knowledge and skills evaluated by at least one district supervisor (i.e., APE Teacher)
- Candidate can demonstrate knowledge and skills evaluated by at least one SJSU faculty member
- Candidate can acknowledge the names of state and national congresspersons and give evidence of correspondence with at least one of them pertaining to APE issues.

Demonstrate your understanding and knowledge of service delivery options defined by PL 105-17 and California APE guidelines (i.e., see https://achieve.lausd.net/Page/2769 and continuum of alternative placements https://sites.ed.gov/idea/regs/b/b/300.115).

- Explain in detail that you experienced planned experiences and/or interactions with the full range of the service delivery system (a variety of placements and delivery options) during your PE/APE coursework at SJSU.
- List a) the names of state and national congresspersons; and b) provide evidence of correspondence with at least one of them pertaining to APE issues (e.g., tweeter, emails). The evidence could be a copy of email, screenshot of tweeter or so.
- Attach supportive evidence or describe that your coursework and/or fieldwork provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served within the physical education/APE setting.
- **Provide completed evaluation from your APE mentor teachers (Appendix B).** Your mentor teacher should be a certified adapted physical educator.
Appendix A. Lesson Plan Format

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- Domain:
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Appendix B.

San Jose State University
Department of Kinesiology
Adapted Physical Education (APE) Fieldwork Evaluation

To the Evaluator: Your personal evaluation of the student assistant participating in your program is an integral part in his/her personal and professional development. While you are encouraged to provide the student with feedback regarding your level of satisfaction with their performance on a regular basis, this written evaluation helps to fulfill a requirement of his/her fieldwork in adapted physical activity.

Student's Name__________________________ Fieldwork Location_________________________
Fieldwork Position_______________________ Evaluation Period_____________________________
Evaluator's Name______________________________ Phone/Email___________________________

Please summarize your evaluation by circling your estimate for each statement based on the following scale:

5 (Excellent)-Proficient to the extent of leading to probable exceptional success in APE programming
4 (Good)-Proficient to the extent of leading to probably above average success in APE programming
3 (Average)-Satisfactory to the extent of leading to average success in APE programming
2 (Fair)-Deficient to the extent of probable limited success in APE programming
1 (Poor)-Deficient to the extent of seriously limited success in APE programming
NB No basis for evaluation

Personal/Professional Qualities

1 2 3 4 5 NB  Punctuality and Dependability
1 2 3 4 5 NB  Appearance (posture, attire, grooming)
1 2 3 4 5 NB  Disposition (pleasant, friendly)
1 2 3 4 5 NB  Interest and Enthusiasm
1 2 3 4 5 NB  Interpersonal Skills
1 2 3 4 5 NB  Poise and Clarity of Oral Expression
1 2 3 4 5 NB  Emotional Stability and Maturity
1 2 3 4 5 NB  Responsibility in Work-Related Undertakings
Teaching Potential

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<td>Ability to organize and plan APE program experiences</td>
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<td>Ability to recognize good and poor psychomotor, fitness, etc. skills</td>
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<td>Rapport with staff members and administrators</td>
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Strengths and Weakness: (In a brief statement, describe the major strengths and weaknesses of the student intern)

Evaluator's Signature ____________________________________________

Date ________________________________________________
### Appendix C. Matrix and Work Sample Rubric

**Name:** __________________________

<table>
<thead>
<tr>
<th>Standards</th>
<th>Section 1: Planning</th>
<th>Section 2: Assessment</th>
<th>Section 3: Teaching</th>
<th>Section 4: Collaboration/IEP/Transition</th>
<th>Section 5: Scientific Principles of Human Behavior &amp; Motor Behavior</th>
<th>Section 6: Evaluation &amp; Advocacy</th>
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<td>Criteria</td>
<td>Ratings</td>
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<tr>
<td>Section 1: Learning Outcome Planning (APEAA2.1,3.1;10.1;10.2;10.3)</td>
<td>Candidate can demonstrate knowledge of philosophy, history and legal requirements, and ethical practices in APE</td>
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<td>Candidate can document knowledge of APE planning through demonstrated skills in: decision making, establishing goals and objectives</td>
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<td>Candidate can identify students who may qualify for APE services and explain characteristics associated with motor behavior and neurological or physiological conditions</td>
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<td>Section 2: Assessment (APEAA2.1;5.1;5.2;5.3;5.4;5.5)</td>
<td>Candidate can document assessments in APE used for at least 4 students in high- and low-incidence categories of disability</td>
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<td>Candidate can utilize and interpret at least 3 APE assessments and/or data collection instruments and describe their strengths and weaknesses</td>
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<td>Candidate can cite and/or locate professional research/literature which serves as references for assessment of individuals with disabilities.</td>
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<td>Section 3: Teaching (APEAA2.1;2.2,6.2,7.1;7.2;7.3;13.1)</td>
<td>Candidate can document experience in lifespan physical activity programming, utilizing appropriate curriculum materials, that meet individuals needs with specific stated goals/objectives.</td>
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<td>Candidate can utilize appropriate behavior management techniques in APE programming.</td>
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<td>Candidate can demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and learning of students with disabilities.</td>
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<td>Section 4: Collaboration/IEP/Transition Planning (APEAA4.1;4.2;4.3;7.1;7.2;10.3;13.1)</td>
<td>Candidate can document writing the APE portion of an IEP for individuals with disabilities as defined by PL 105-17</td>
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<td>Candidate can document communications with member(s) of an IEP team regarding APE/PE</td>
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<td>Candidate can document knowledge and skill in transition planning and can addresses the concept of self-determination and strategies to support students with disabilities</td>
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<td>Candidate can identify community resources and determine how to facilitate their involvement in APE lifespan direct service delivery</td>
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<td>Section 5: Scientific Principles &amp; Motor Behavior (APEAA11.1;11.2;12.1)</td>
<td>Candidate can demonstrate understanding of motor behavior as applied to APE</td>
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<td></td>
<td>Candidate can demonstrate knowledge in scientific principles of human behavior</td>
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<td>Section 6: Evaluation &amp; Advocacy (APEAA2.1;2.2;3.1;3.2;4.1;4.2;4.3;8.1;8.2;9;13.1)</td>
<td>Candidate can demonstrate understanding and knowledge of service delivery options defined by PL 105-17 and California APE guidelines</td>
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<td>Candidate can demonstrate planned experiences and/or interactions with the full range of the service delivery system</td>
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<td>Candidate can demonstrate knowledge and skills evaluated by at least one district supervisor (i.e., APE Teacher)</td>
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<td>Candidate can demonstrate knowledge and skills evaluated by at least one SJSU faculty member</td>
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<td>Candidate can document involvement with the media regarding APE and acknowledge the names of state or national congresspersons and give evidence of correspondence with at least one of them pertaining to APE issues</td>
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