

**San José State University**  
**College of Health and Human Sciences/Kinesiology**  
**KIN 170cf, Fieldwork in Adapted Physical Activity, 01, Spring, 2021**

**Course and Contact Information**

Instructor:	Dr. Erin Ashleigh Siebert
Office Location:	SPX 173D (SPX courtyard)
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Email:	Erin.Siebert@sjsu.edu
Office Hours:	Thursday 11am-1pm (PST) via Zoom or by appointment
Class Days/Time:	Wednesday 9-10am (PST) via Zoom Asynchronous, Check-ins and observations TBD
Classroom:	Online, Zoom link on Canvas course site.
Prerequisites:	KIN 70 for majors/minors only or instructor consent; KIN 156. Corequisite(s): KIN 172 or KIN 178 or KIN 179.

**Course Description**

Fieldwork for supervised experiences in adapted physical education at selected public and private agencies.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course requires regular access to the internet and online participation (on Canvas). You need to engage with all course material to fully participate (complete assigned readings, watch posted videos, etc.). In addition to participation, students will submit assignments electronically via Canvas, YouTube and through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments. Additional course information will be provided via the Canvas course site and through the Canvas email message system.

**California Commission on Teacher Credentialing (CTC) Adapted Physical Education Added Authorization (APEAA) Standards:**

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

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. may be found on the e-campus [Canvas learning management system](http://www.sjsu.edu/at/ec/canvas/) at <http://www.sjsu.edu/at/ec/canvas/>. You are responsible for regularly checking Canvas and your SJSU email for information and messages. Login using your My SJSU username and password. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

## Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

## Course Learning Outcomes (CLO)

It is the intention of this course to provide the undergraduate student a practical adapted physical activity experience under the direct supervision of qualified professional in public and/or private agencies and a SJSU faculty advisor. The 170cf 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, then the 170cf setting must be in an approved public/private school setting under the supervision of a certified adapted physical educator.

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. (APEAA 2, 10) **Fieldwork experience – IEP meetings**
2. knowledge and application of assessment techniques in meeting the individual physical activity needs of persons with disabilities (APEAA 5, 10) **Fieldwork experience**
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) **Fieldwork experience**
4. a positive attitude and conceptual understanding of various disabling conditions and their implications toward adapted physical activity, recreation, and sport. (APEAA 10) **fieldwork evaluation**

5. knowledge of assistive technology to facilitate communication and students' learning (APEAA 6) **Fieldwork experience**
6. knowledge in collaboration with personnel from other educational and community agencies to plan for successful physical activity transitions (APEAA 7) **Fieldwork experience** and **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) **Fieldwork experience** and **fieldwork 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) **Fieldwork experience**
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) **Fieldwork experience** and **field work evaluation**

## Required Texts/Readings

### Textbook

California Adapted Physical Education Guidelines (2012 revision)-PDF available online at <https://www.califstatecouncilape.org/california-apeguidelines.html>

### Other technology requirements / equipment / material

Need use of phone/tablet/computer with camera or other video recording technology that can connect to a computer or the internet.

### Library Liaison

Adriana Poo

Email: [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

Phone: (408) 808-2019

Reference Desk: (408) 808-2100

Student Computer Service: (408) 808-2470

## Course Requirements and Assignments

2 units credit/no credit – completion of 70 hours of practicum experiences in K-12 AND a postsecondary or afterschool program setting, based on the satisfactory completion of the following requirements:

1. CITI Program COVID-19 Training and certificate of completion. See Canvas for details.
2. TED Acknowledgement of Risk form. See Canvas for details.
3. Fieldwork Hours - The following activities are approved by the CTC/SJSU to count as field experience:
  - a. Co-planning for online instruction with a mentor teacher
  - b. Analyzing/grading student work
  - c. Planning for the needs of various students
  - d. Reflecting on instruction (past face-to-face or current online instruction)
  - e. Working with a mentor in professional learning communities, grade level and/or department meetings
  - f. Working with your supervisor/mentor to observe and discuss videos of other teachers' instruction
  - g. Delivering whole-group, small-group, or individualized online instruction

- h. Planning and implementing asynchronous whole-group, small-group, or individualized online instruction

Students will carefully document their fieldwork hours and meet the minimum requirements as specified in the Fieldwork Hours Table. Students will meet periodically with SJSU faculty advisor via Zoom. Students will have their fieldwork supervisor(s) complete the KIN 170cf timecard with periodic evaluation notes and document any asynchronous original videos created and posted to the course YouTube channel.

Fieldwork Hours Table

Education Level	Minimum Hours Required	Disability Type
Preschool	10	Mild/moderate/severe
Elementary	20	
	- 10	Mild/mod
	- 10	Severe
Secondary	20	
- Middle	- 5	Mild/mod
	- 5	Severe
- High school	- 5	Mild/mod
	- 5	Severe
Transition	20	Mild/moderate/severe

Notes: Must complete at least 70 hours of fieldwork. Minimum of 20 hours to be completed synchronously, shadowing certified APE. Remaining hours can be asynchronous online hours by creating original videos for a specific level to a targeted population shared on course YouTube channel.

- 4. Fieldwork Evaluation – Students will provide qualitative evaluations completed by the fieldwork supervisor, see Appendix for forms. Students will schedule site visitation evaluations by faculty supervisor (via Zoom in synchronous classes or YouTube video evaluations). Students may not record live synchronous classes without the express written permission from every student and parent in that class; students must use SJSU’s video permission slip. University supervisors can join live synchronous teaching only if that school or district grants access to the remote learning platform.

**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 instructor immediately.
- 2. If the specific student demonstrates inconsistency or inappropriate behavior in connection with the practicum site(s), the SJSU faculty instructor 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. During COVID-19 for remote fieldwork experiences students are to have their camera on with a clean background or appropriate virtual background and be appropriately present (e.g., at not time shall the student be in bed or lying down, eating, on their phone or completing other work).
- 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.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction,

preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Evaluation - Section 6. Evaluation & Advocacy (APE AA 2, 3, 8, 9)**

#### **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.

Candidates will demonstrate their 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 the planned experiences and/or interactions you had across the full range of the service delivery system (a variety of placements and delivery options) during your PE/APE coursework at SJSU (e.g., KIN 107, 156, and 159). Required evidence includes a signed hours log, observation/teaching reflection journal, and lesson plans from the preschool, elementary, secondary, and post-secondary level, at least one per level (Appendix A).
- 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.

This assignment should be broken in to the following sections: Service Delivery, Advocacy Correspondence, Understanding and Acceptance of Diversity, and Supporting Evidence including the hours log, observation/teaching reflection journal, lesson plans (at least one for each level, minimum total of 4 lesson plans), and mentor teacher evaluation. Example assignment and rubric available on Canvas course page.

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

### **Grading Information**

Candidates will be graded on a credit/no credit basis (2 units) and must score a 20 or better on the final evaluation to receive credit for this course. Summary of scores is as follows:

- 30-25: Candidate demonstrates excellent performance expectations  
24-20: Candidate successfully demonstrates performance expectations  
19-13: Candidate meets some but not all performance expectations  
12-0: Candidate fails to meet performance expectations

No late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

### **Classroom Protocol**

1. Check Canvas regularly!
2. If you have any questions or concerns email me. I will respond to your email within 2 business days (e.g., if you email me Friday at 4:00pm I may not respond until the following Monday or Tuesday). In your email put KIN 170cf at the beginning of the subject line and any relevant information.
3. Given the nature of this class, you will need to budget time for assignment completion independently.

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### **Professional Expectations & Dispositions for Fieldwork Hours:**

1. At NO TIME shall the field experience student be unsupervised or responsible for the class being observed. If you are an undergraduate student without a current teaching credential, your role is to OBSERVE only, no teaching.
2. You will be professionally dressed every day in accordance with the school's faculty/staff dress code.
3. You will work under the direct supervision of the mentor teacher.
4. You will seek advice from the mentor teacher and university faculty with any questions and concerns you may have with this field experience.
5. You will call my mentor teacher if for an emergency you are not able to be at the school site when expected. Documentation is necessary.
6. You will reflect on the lessons you observe or teach and write an appropriate reflection after its completion.
7. You will be prompt and on time.
8. You will act and talk in a professional manner while at the on-site school or remote learning platform.

### **Forms of Address**

#### **Emails:**

All emails need to have the course number in the subject line followed by any other relevant information (e.g., KIN 179 – quiz question). They should begin and end with a salutation (e.g., Hi Dr. Siebert or Hello Professor Siebert and Best or Regards). Emails should be clearly written and follow general grammar rules.

**Names and Pronouns:**

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. My pronouns are she/her/hers.

**Ability:**

This class supports and respects all levels of ability. We will engage a variety of sports and activities. Each student is encouraged to participate to the fullest extent possible. If you need an accommodation or modification for any reason please let me know I will be happy to assist you.

**Self-Identifications:**

San Jose State University recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

## Appendix A. Lesson Plan Format

<b>Name of Unit:</b> <b>Grade Level:</b> <b>Date:</b>				
<ul style="list-style-type: none"> <li>• Domain:</li> <li>• Goal:</li> <li>• Objectives:</li> </ul>				
Safety Concerns:				
Lesson Plan				
Task Description	Time	Critical Elements/Cues: verbal; physical; and environmental cues	Progressions (easy to more difficult)	Student Arrangement /Formation: (e.g., small group, individual, partners, circle, facing each other) can use a diagram



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

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**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

- |   |   |   |   |   |    |  |
|---|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | 5 | NB | Is confident with groups   |
| 1 | 2 | 3 | 4 | 5 | NB | Circulates in groups, offers suggestions                             |
| 1 | 2 | 3 | 4 | 5 | NB | Displays knowledge and skills related to APE principles              |
| 1 | 2 | 3 | 4 | 5 | NB | Makes efforts to increase self-knowledge/skills                      |
| 1 | 2 | 3 | 4 | 5 | NB | Ability to analyze and make corrections                              |
| 1 | 2 | 3 | 4 | 5 | NB | Awareness of individual differences                                  |
| 1 | 2 | 3 | 4 | 5 | NB | Displays initiative  |
| 1 | 2 | 3 | 4 | 5 | NB | Ability to organize and plan APE program experiences                 |
| 1 | 2 | 3 | 4 | 5 | NB | Ability to organize and direct groups                                |
| 1 | 2 | 3 | 4 | 5 | NB | Ability to recognize good and poor psychomotor, fitness, etc. skills |
| 1 | 2 | 3 | 4 | 5 | NB | Rapport with staff members and administrators                        |

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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** \_\_\_\_\_