Rongxiang Xu College of Health and Human Services
School of Kinesiology and Nutritional Science

ADAPTED PHYSICAL EDUCATION
ADDED AUTHORIZATION - APEAA

CANDIDATE HANDBOOK
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Precondition: Adapted Physical Education Added Authorization 1.

Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.

- APEAA Candidate Handbook

Precondition: Adapted Physical Education Added Authorization 2.

Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

- APEAA Candidate Handbook
GENERAL INFORMATION ABOUT THE PROGRAM

The Adapted Physical Education Added Authorization APEAA is housed in the School of Kinesiology and Nutritional Science and mirrors the university requirements for undergraduate and post-graduate candidates. The Added Authorization coursework is completed in association with the Charter College of Education (CCOE). Both program and candidate assessments are utilized to ensure a dynamic APEAA program that thoroughly trains suitable candidates in the APE competencies and standards.

CONDITIONS FOR ADMISSION

Following acceptance into the university, candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: (1) Single Subject: Physical Education; (2) Multiple Subject; (3) Education Specialist; (4) teaching credentials issued under prior statues with comparable authorizations to 1-3. Candidates must also provide evidence of a background in kinesiology by earning a passing score on the CSET in PE or completing 12 semester units of physical education coursework in both kinesiology and motor development.

In addition, potential candidates must complete an intake interview and develop a Program Plan of study with the APEAA Program Coordinator and the PE Subject Matter Preparation Program Coordinator to be filed in the CCOE and then the APEAA candidates are allowed to begin any semester.

PROGRAM OF STUDY

The APEAA program is based on a cohesive design intended to provide professional preparation for educators to provide instruction to students with disabilities in physical activity and lifelong wellness. Coursework and field experiences are sequenced to allow APEAA candidates the opportunity to apply knowledge and practice demonstrating an ability to deliver standard based research-driven instruction to K-12 students. The courses, which make up the design of this program, have interrelated activities, assessments, and overlapping areas of study in physical education and special education.
The following courses listed in A. represent the program requirements but may require additional prerequisite courses or modifications as needed and these are listed in B.

### A. COURSE REQUIREMENTS

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### B. PREREQUISITE COURSES

If a candidate does not have a physical education background they must complete the following prerequisite courses or a suitable substitute or pass the CSET in physical education prior to acceptance as a candidate for the APEAA program.

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### C. OTHER REQUIREMENTS:

Grade Point Average (GPA): 3.0

Portfolio and Exit Interview

Recommendation of APEAA Program Coordinator and one other faculty member

For Information contact: Dr. Robbi Beyer, Ph.D., Professor and APEAA Coordinator
School of Kinesiology and Nutritional Science
California State University, Los Angeles 5151 State University Drive LA, CA 90032
PE 209 EMAIL: rbeyer@calstatela.edu

REVISED FOR FALL 2019
FIELDWORK/PRACTICUM EXPERIENCES

APEAA candidates have a minimum of 120 hours of fieldwork integrated throughout the program from early observations to peer mentoring when prospective APE novice candidates shadow a veteran candidate, to midpoint opportunities in the Physical Activity Center for Education (PACE). PACE provides candidates an on-campus practicum experience delivering games, sports, rhythmic movements, aquatics, fitness, and fundamental skills for children with and without disabilities from the community. Additionally, transitional planning and opportunities for candidates to work with middle and HS school clients in community activities is also integrated into several practicums. The culminating fieldwork experience for candidates is delivering services to a variety of disabilities supervised by certified adapted physical educators at public school sites. During this fieldwork, candidates again participate and promote transitional sites for lifelong physical activity in the community aligned with the California Content Standards. These can include Special Olympics, adapted rowing, horseback riding and aqua therapy to name a few. The fieldwork/practicum courses, activities, and evaluation tools are included for review.

KIN 4250 Dimensions of Kinesiology for Individuals with Disabilities: 20-30 hours shadowing an adapted physical educator or as a Clinician Assistant in PACE. This is the candidate’s first supervised practicum experience. The PACE Protocol has some variations based on attendance and other factors each semester but will follow the same basic procedures when working with the clients from the community. The Protocol is included to inform Clinicians of responsibilities and should be learned prior to serving as a Clinician in PACE. All activities will be clarified and reinforced during course lectures and applied during PACE sessions.
CSULA Physical Activity Center for Education - PACE PROTOCOL

General Information
start date:  
end date:  
Monday and Wednesdays: 5:55-7:15pm
Sessions 1-16 indoors PE 213; Sessions 17-22 in the pool, (weather permitting); Sessions #6, #9 #12 assessments are performed in PE 123 and gymnastic room

Before the Clinic Session
Dress appropriately and professionally and be punctual in downstairs PACE equipment room or greeting clients by 5:55
Put on your name tag from the shelf and put your belongings in the cabinet
Communicate with lead teacher for the session and read through lesson plan
Communicate with 4250 Assistants regarding duties
Lead teacher of the day will keep key and open and close all rooms

Beginning the Clinic Session
Greet ALL parents and clients as they arrive at 6:00pm
Warm ups begin SHARPLY at 6pm – Take your client to the designated meeting place
*Clients who come late will be brought to the appropriate place by parents or 4250 Assistant

One Clinician will lead basic 3 components, other Clinicians and 4250 Assistants will assist

Basic 3 components
- 15-minutes of warm up with motivating novel activities to increase fitness and increase HR
  - Please put Fitbits on clients as appropriate; record steps at the end of each session on client list; Please charge Fitbits as necessary
- 30-minutes of fun/creative activities that are cooperative group games, rhythmic movement, dance and/or stations with task cards; can also include assessments of skills as appropriate
- 10-minutes of Closing Movement Activity with socialization/verbalization practice by clients
  *5-minutes at end of PACE is used to for each clinician to update parent about session progress

General reinforcement as appropriate
Verbal Prompting: talk to clients and tell them exactly what to do, clear-precise or show visual schedule; countdown to goal
Physical Prompting: use hands-on instructions to guide client through activities; insist on them doing activity correctly by giving meaningful performance cues or visual cues on side of pool if appropriate
Visual Demonstration: have another client demonstrate or use pictures or video

REVISED FOR FALL 2019
**Finishing the Clinic Session**

After the Closing at 6:55 take clients back to parents and describe progress or ask for help if behavior challenges are happening

Have KIN 4250 Assistant put away all equipment in appropriate places and return keys to Lead Teacher

Lead Teacher makes sure all items are neat and orderly in the Clinic, locks up and brings key to Dr. Beyer

**Sessions 17-22 : Swimming Routine**

**Before the Clinic Session**

You can change in the locker room and then wait for clients in the pool area beginning at 5:55

Instruct a 4250 assistant to bring out aquatic cart from our equipment room; hang keys on cart

Greet parents who will bring clients dressed ready to be in the pool, everyone stays in waiting area

Lead teacher will have keys and hang lesson plan in the pool area for clinicians and assistants to review

Swim time will vary based on client; everyone gets out of the pool by 6:45

**Other Considerations**

Reinforce listening to lifeguard and ensure clients know what she has said to them

Safety first…tell them what they can do. “Walk, hands to yourself, stay on wall.”

Once in the pool teach them to stay at the wall unless you have instructed them to swim

Remember we are trying to make them safe in the water while increasing their cardiovascular and interest in aquatics

Ask about bathroom breaks periodically and take them to locker room if necessary

Protect these children - Be ready for the unexpected throughout the entire session.

Send a KIN 4250 Assistant for equipment needed during a session, Clinicians stay with clients

**Finishing the Clinic Session**

Help put away equipment on your way in to locker room; bring key out to Dr. Beyer before showering

Make sure your client gets showered and dressed; amount of support necessary varies

Take clients back to parents and describe progress or ask for help if behavior challenges are happening

If your client is absent, record on Client List in equipment room and assist someone else;

Contact parent at the end of session to make sure everything is OK and that we will see them next session.

**Emergency**

Life threatening-call 911 on your personal cell phone or use mobility room phone and university police 323 343-3700

Non-life-threatening: one clinician stay and the other go to the clinic and get

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KIN 4250 Dimensions of Kinesiology for Individuals with Disabilities: Four activities will be completed as a PACE Clinician Assistant. Activity #1 Practicum Contract: Complete the contract provided on Canvas to confirm the practicum placement. Activity #2 Practicum Log: Complete practicum log documenting 20+ hours, activities and reflections each time at site. Before submitting must have hours totaled and signature of supervisor(s). Activity #3 Observation Report: During practicum Candidate will assist the cooperating supervisor in setting up the learning environment for individuals with disabilities. The guidelines for analyzing the activity and writing the Observation Report will be on Canvas and discussed in class. Activity #4 Reflection Paper and Evaluation: Towards the end of the practicum the cooperating Supervisor will complete the provided Evaluation form on Canvas; use their comments, activities and reflections from Candidate’s Log and write a two-page paper summarizing the practicum experience.

Candidate Name:                    Date:

Supervisor Signature:

COOPERATING SUPERVISORS:
Please put a check in the appropriate category for each item. Feel free to make additional comments to assist this student’s progress and sign below.

RATINGS:  4 = Exemplary Improvement  3 = Good  2 = Acceptable  1 = Needs Improvement

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TEACHING PERFORMANCE

1. Professional appearance/well groomed.
2. Punctual and dependable.
3. Able to follow instructions.
4. Self-starter; sees things and does them.
5. Able to adapt activities for maximum participation.
6. Able to handle discipline or motivation concerns.
7. Relates well with individuals who have disabilities.
8. Enthusiastic/motivating attitude.
9. Creative/innovative ideas.
10. Able to accept and utilize feedback.
11. Able to successfully work with exceptional learners.
12. Works well with cooperating supervisor and other helpers.

Comments:

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KIN 3180 Assessment of All Student Learning in PE: 30-40 hours as a Clinician in PACE administering basic screenings and standardized fitness and psychomotor tests, scoring and interpreting results and designing appropriate goals then programming and delivering appropriate activities to clients. Activities will include the following opportunities for delivering services to clients in PACE.

Activity #1 Administering and Scoring Assessment Tools: Based on client needs, Clinician determine an assessment plan appropriate for their age and ability. Clients administer and score all required assessment tools for fitness and psychomotor assessments including stature, gait, posture, equilibrium, kinesthetic, vision and vestibular screenings as appropriate.

Activity #2 Adapted PE Report of Assessments: Analyze assessment results and write a report for your client’s parent with results, conclusions, and recommendations for physical activity programming.

Activity #3 Assessment Report Meetings: Complete a “mock” multidisciplinary team meeting and then participate in a Parent conference appointment with PACE parents to share the report at 6:30, the last day of PACE. At the end of practicum the cooperating Supervisor will complete the APEAA Evaluation form on Canvas; use their comments, your activities and reflections from your Log and write a two-page paper summarizing your practicum experience.

KIN 3220 Professional Aesthetic, Cooperative/Adventure Activities for Inclusive PE: 30-40 hours as a Clinician in PACE designing and delivering lesson plans related to Professional Aesthetic, Cooperative and Adventure Activities for Inclusive Physical Education: specifically focusing on Combative, Dance, Rhythmic Gymnastics, Aquatics and Contemporary Games. PACE Protocol is included for review, including the Criterion Sheet for designing and delivering appropriate activities during PACE.
KIN 3220 Lesson Plan Delivery Assignment Instructions

This assignment ensures that you will be able to deliver inclusive activities for a wide range of persons with disabilities. The lesson will also include opportunities for socialization and improved learning as it relates to adapted physical education. You will be assigned at least two “Teach” dates and your grade will be averaged.

Using your revised Lesson Plan deliver a PACE session that includes ALL clients in a

- 15-minute fitness opening,
- 30-minutes of games and/or stations, and
- 10-min closing with social interaction and movement

- Hard copy of lesson plan posted in gym and copy to Dr. Beyer with Grade Sheet (name on back)
- Instructional environment was safe and organized without clutter, clearly marked for understanding as necessary and allowed enough space for safe movements
- Meaningful but brief opening and closing for activities with clear instructions and reinforcement
- Instructional strategies used ensured maximum Academic Learning Time ALT; e.g. prepared with clear method for gaining attention, brief clear instructions and checks for understanding, demonstration if necessary, quick transitions, task extensions to increase ALT

SESSION COMPONENTS

15-minutes of Warm Up with motivating novel activities using Fitbits to increase fitness and increase heart rate 50% of the time; included flexibility, muscular strength/endurance

30-minutes of Skill Development; fun/creative age appropriate activities that are cooperative, e.g. group lead up games, skill refinement rhythmic movement/dance, etc.

10-minutes of Closing Movement Activity with socialization/verbalization practice by clients of relevant physical education knowledge and ending with your closing comments and the PACE cheer at 6:55

OTHER LESSON PLAN APPLICATION

- Objective were measurable during the lesson
- Specific meaningful teaching cues were said to improve performance
- Accommodations were included and/or adjusted to increase ALT for each client
- Managed behaviors to facilitate learning and provide ALT for all clients
- Fun and creative activities; enthusiastically kept clients involved in ALT
- Time; allotment for each activity was appropriate and did not exceed time limit

At the completion of the fieldwork experience the supervising teacher will also complete the APEAA Candidate Field Experience Teaching Evaluation and students will reflect.
KIN 4800 Clinical Field Experiences in Adapted PE: 40-60 hours - Educational practice in teaching adapted physical education; processes and application of methods, materials, and individualized instructional units in meeting the needs of individuals with disabilities. The Candidate will assist a certified Adapted Physical Educator with organization and instruction of students with disabilities and additional hours in a community transition activity with a PACE client. The following activities will be completed by the APE candidate in the public school.

Activity #1 Practicum Contract: Using the LAUSD teacher list and Community Site List on Canvas find your Cooperating Teacher and community site. Print and complete contract with site supervisor and also confirm your transition activity site and include all information by week 3 on the provided Practicum Contract form on Canvas. Activity #2 Disability Profile Table: This assignment will allow you to demonstrate your ability to effectively understand the profiles and unique movement characteristics of three different disabilities at your practicum site. One from each category: intellectual disability, physical disability, OHI. Instructions for the profile are on Canvas. Activity #3: Supplemental Opportunities - 4 activities: Arrange with your Cooperating Teacher for you to design and deliver a lesson plan; attend IEP meeting OR Student Study Teams/Response To Intervention meeting; attend OT or PT appointments with student OR motor assessment in school; attend Professional Conference OR district workshop. Guidelines for the write ups for the 4 activities are included on Canvas. Activity #3 Supervisor Evaluation, Log and your Reflection: The supervising teacher will complete the APEAA Candidate Field Experience Teaching Evaluation.
### APEAA CANDIDATE FIELD EXPERIENCE TEACHING EVALUATION

**Candidate:**

**Placement:**

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**RATING:**

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<th>4 – Exemplary</th>
<th>3 – Good</th>
<th>2 – Acceptable</th>
<th>1 - Needs Improvement</th>
<th>0 - Not Observed</th>
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**Performance in PROFESSIONALISM:** Candidate demonstrates behaviors and dispositions essential to becoming an effective professional.

| Demonstrate behaviors that reflect a belief that all students can become physically educated individuals. e.g. Research and continue to build on your base of knowledge for understanding the needs of your client |
| Behaviors are consistent with the professional ethics of highly qualified teachers. e.g. On time, prepared for each PACE session at 5:45. Help to maintain organization of equipment, etc. Supervise a KIN 425 assistant keeping them busy and engaged with clients |
| Communicates in ways that conveys respect and sensitivity to diversity. e.g. interacts and helps when necessary with all clients and parents in understanding their needs |
| Effective communication and collaboration with families and other professionals in supporting student needs. e.g. Greet parents and clients and report progress to parents from Data Log each session and at the end |

**Performance in ASSESSMENT:** Candidate utilizes assessments to determine eligibility for APE services, determine appropriate goals and objectives, monitor progress, and inform instructional decisions.

| Select and administer appropriate assessments to establish appropriate goals and determine progress. |
| Use appropriate assessments, both qualitative/quantitative to evaluate student learning, progress toward goals and inform instructional decisions. |

**Performance in CURRICULUM PLANNING AND IMPLEMENTATION:** Candidates plan and implement a variety of developmentally appropriate, learning experiences and align with CCS to develop physically educated individuals.

| Design and implement short and long term plans linked to program and instructional goals as well as a variety of student needs, including transition planning if appropriate. |
| Design and implement appropriate (measurable, developmentally appropriate performance-based) goals and objectives aligned with standards. |
Develop and deliver content that is aligned with lesson objectives and content standards.

Plan accommodations for diverse student needs adapting equipment, technology/devices, strategies, demands of task, instruction, etc.

**Performance in INSTRUCTIONAL DELIVERY AND MANAGEMENT:** Candidates can effectively communicate and apply pedagogical strategies to individualize instruction and facilitate student ALT and learning.

Maintain a safe and effective learning environment with rules, routine, behavior management strategies and efficient transitions.

Applies both verbal/non-verbal communication skills across instruction for compliance.

Effective and appropriate demonstration, instructions, and prompts to facilitate understanding.

Provide meaningful feedback/cues for improved performance and learning of new skills.

Provide appropriate instructional strategies to extend tasks and motivation to persist at practice.

Adapt to the changing dynamics of the environment and student responses.

Implements strategies to practice personal and social behaviors and self-determination in the learning environment besides just the closing activity.

**Performance in SCIENTIFIC AND MOTOR BEHAVIOR:** Candidate can apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

Design and apply instruction that applies physiological and biomechanical concepts related to skillful movement, physical activity and fitness. e.g. health related components; biomechanical principles such as force production, task analysis, "dry dock" teaching of specific parts of skill.

Design and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness. e.g. can change practice environments to match student learning of a skill e.g. mass/distributed, types of reinforcement, types of feedback.

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PACE Director Signature______________________________
Date____________________________

Comments:
Portfolio Directions and Exit Interview Procedures

**Note:** You must complete all courses with a “C” or better and any other conditions stated on your Program Plan before turning in your Portfolio. Please confirm with the APE Coordinator.

**Portfolio Directions:** Your APE portfolio notebook must include **3-5 samples** of quality work (graded course assignments with improvements and current items used in your teaching or field experience) to meet the competencies for each of the specified APEAA standards. No document can be used **more than two times** within the entire Portfolio. Your Portfolio must also have the completed forms included as part of this document; Part 1 - Description of Evidence form and Part II - Self Evaluation Form. The APEAA Portfolio must be in one 3-ring binder no larger than three inches in width, organized by APEAA Program Standard. You must provide **two copies** at least 2-weeks prior to your Exit Interview. One copy to the APE Coordinator, and one copy for the PE Subject Matter Preparation Program Coordinator, one copy will remain in the School.

**Exit Interview:** You must schedule an Exit Interview date that is at least 2-weeks after dropping off your Portfolio with the APE Coordinator and the PE Subject Matter Preparation Program Coordinator during any of the University terms. This is the culminating experience for each candidate. During this Exit Interview, the candidate presents his or her APE Teaching Portfolio. The candidate’s Portfolio evaluation is based on the following criteria: (a) meeting both knowledge and application based on the APEAA standards through coursework completed and (b) providing quality samples of their work. Follow up questions will address any areas of concern.

**Final Evaluation:** Based on the following 3-point rubric scale for evidence in each standard.

- **3-** Met standard with distinction
- **2-** Met standard satisfactorily
- **0-1-** Standard not met or not satisfactory (needs more material) and/or revise evidence based on suggestions by the reviewer.

Candidates must receive a score of two or better in each APEAA Program Standard.

When all standards have been met, the APE Coordinator will send a letter of completion and Program Plan to the CCOE who will validate the completion of the APEAA and send the recommendation to California Teaching Commission CTC. If Candidate falls short of the required “2” rating in any program standard they will have two-weeks to revise their evidence at which time they will finish the Exit Interview with the APE Coordinator. If evidence is still not satisfactory, candidate may be required to do additional course study. If there is a dispute between the candidate and the APE Coordinator than the PE Coordinator can be brought in for evaluation.
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<td>13: Instructional Strategies and Adaptation</td>
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APEAA Program Standards Ranking

**Directions:** Please use the following rubric scale to rank your level of perceived competencies on the standards as represented by your portfolio:

3- Met standard with distinction  
2- Met standard satisfactorily  
1- Standard not met or not satisfactory (needs more material)

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<thead>
<tr>
<th>Standard</th>
<th>No ranking required</th>
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