

CHAPTER 2 - ROLES AND RESPONSIBILITIES

ADAPTED PHYSICAL EDUCATION CREDENTIAL

2.1 KEY PROVISION: The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the California Commission on Teacher Credentialing. Refer to Appendix J for the credential standards.

Legal Reference: 5CCR Sec. 80046.1 (a) *All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization.*

5 CCR Sec. 80046.1(c) *Authorization. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students with special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class, from birth through age 22, including preschool, and in classes organized primarily for adults.*

Discussion: Since the early 1970s, various universities in California have offered a certificate to those individuals who completed coursework and fieldwork in the area of adapted physical education. In the mid 1970s, a number of university instructors wrote a document entitled "Scope and Content of Adapted Physical Education." This was later used by the California Commission on Teacher Credentialing (CCTC) as the means by which adapted physical education teachers were credentialed. In 1979, CCTC first authorized the credentialing of adapted physical education teachers, and by 1985 all teachers in adapted physical education had to be credentialed. There were originally 21 universities who submitted their "scope and content" documents to CCTC and were approved to credential adapted physical education teachers.

It was soon evident that the "scope and content" document was not fulfilling the criteria needed to be an adapted physical education teacher in California. A number of university coordinators of adapted physical education met, and with the support of CCTC, wrote program quality standards for the adapted physical education teacher. This document was approved in December 1993 and university programs began the review process in 1997. As of fall 1999, 12 California state universities received CCTC program approval prior to enrolling individuals in their credential program. Since the 1990s, the program standards have fulfilled the needs of professional preparation programs. However, it became clear that the adapted physical education credential program should also be available for special education teachers.

In July 2011, the Adapted Physical Education Program Credential Standards were revised, approved by CCTC and Title 5 was also updated (Title 5 Sections 80046.1), refer to Appendix J for the actual standards. At the same time the adapted physical education credential became an authorization along with many other special education programs, such as learning disabled, autism and moderate to severe disabilities.

In order to teach adapted physical education to individuals in California public schools, according to Title 5, the teacher must hold a credential authorizing the teaching of physical education (single subject physical education, multiple subject, physical education supplementary authorization or special education) and have the adapted physical education authorization.

All individuals holding an adapted physical education credential have met the competencies authorizing the teaching of adapted physical education. However, the expertise of adapted physical education teachers, like teachers in general, will vary, based on their professional preparation, experience and knowledge. Therefore, consideration of specific skills and areas of expertise may be necessary when hiring a person to teach adapted physical education.

Best Practice: An adapted physical education credential authorizes the teacher to teach adapted physical education. If a credentialed person cannot be found, the employer should employ an individual who is currently enrolled in a CCTC approved adapted physical education credential program. In addition to credential competencies, an adapted physical education teacher may have specific skills and training in areas such as autism, behavior intervention, infant and toddler, adapted aquatics, MOVE, etc. When hiring an adapted physical education teacher the qualifications of the candidate should be matched to needs of the LEA (Local Education Agency).

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<p>2.2 KEY PROVISION: The role and responsibilities of the adapted physical education teacher include assessing and identifying an individual's needs; collaborating and/or consulting with other service providers; and providing direct adapted physical education service.</p>
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Legal Reference: Sec. 56320(f). *The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136. In assessing*

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each pupil under this article, the assessment shall be conducted in accordance with Sections 300.304 and 300.305 of Title 34 of the Code of Federal Regulations

Discussion: An adapted physical education teacher is part of the multidisciplinary assessment team whose responsibilities include assessing and identifying an individual's needs in the area of movement skills. To accomplish this, the adapted physical education teacher must choose appropriate formal and informal assessment methods and instruments; administer the tests; interpret the data; write an assessment report that includes present level of performance and recommend the appropriate physical education service based upon the individual's identified needs.

Adapted physical education teachers provide consultation to and/or collaborate with teachers, assistants/aides, parents, administrators and other professionals. Examples of other professionals include, but are not limited to, physical therapists, occupational therapists, speech and language pathologists, special education teachers, orientation and mobility specialists, teachers of the visually impaired, hearing impairment specialists, assistive technology specialists, psychologists, school nurses and recreation specialists.

Adapted physical education teachers provide direct adapted physical education service to individuals, identified through the individual education program (IEP) team process, who need specialized instruction. Appropriate measurable goals and objectives are included in the individual's IEP. Progress is reported at the same frequency as progress is reported for non-disabled peers.

Best Practice: Through assessment process and analyzes of data, along with collaboration among IEP team members, the components of the IEP are developed. Through collaborative consultation among professionals, the quality of instruction and intervention tends to be enhanced as information and strategies are shared. The primary objective for collaborative consultation is to develop the most appropriate and effective IEP for the student. It is imperative that the IEP team members communicate with one another to meet the needs of the student. Goals may overlap resulting in the implementation of IEP goals to be shared among team members. All IEP team members responsible for a given goal and objectives are identified on the IEP. Communication needs to be ongoing in order to share techniques, strategies and student progress.

2.3 KEY PROVISION: Under the supervision of a credentialed adapted physical education teacher an instructional aide provides assistance to individuals receiving adapted physical education.

Legal Reference: Instructional Aide: Sec. 45343 (a) *As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties, and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.*

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Discussion:

Adapted physical education teachers may need to supervise instructional aides that are present during instruction. Instructional aides are often needed to assist in the provision of adapted physical education services. These individuals may also be referred to as assistants or paraeducators. (For additional information, best practice and suggestions for working with instructional aides in adapted physical education, refer to Chapter 11)

Instructional aides can provide valuable assistance to the adapted physical education teacher during Adapted physical education instruction. An aide can help in a variety of ways, some of which include monitoring and reinforcing skills and student behavior, supervising student safety, providing instructional prompts, leading a small group, and facilitating movement and positioning. The instructional aide should be prepared to work under the supervision of the adapted physical education teacher during adapted physical education instruction.

Best Practice: The adapted physical education teacher is responsible for the training and supervision of instructional aides. Teachers should establish a good working relationship with aides by communicating that, which is necessary to assist with an adapted physical education lesson, including the ability to:

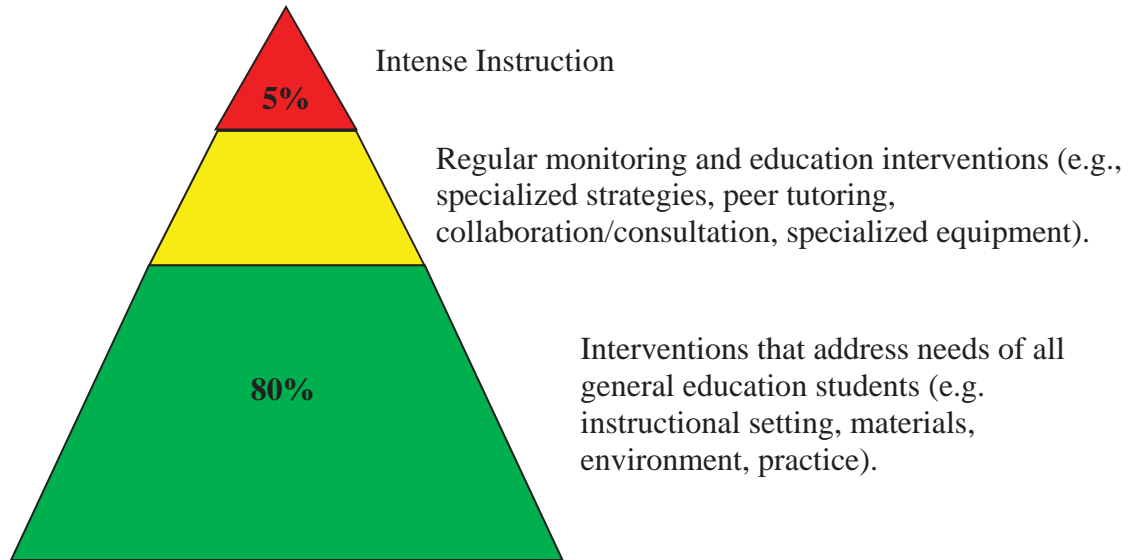
- be patient and flexible,
- work with individuals who have a disability,
- come to class prepared to work in an physical education setting,
- wear appropriate attire,
- model appropriate motor skills and patterns and provide feedback,
- support instruction as needed,
- provide practice and feedback as specified by the adapted physical education teacher.

2.4 KEY PROVISION: The adapted physical education teacher can participate in a Response to Intervention (RtI) model through collaborative consultation with general educators.

Legal Reference: Response to Intervention is not referenced in the law in relation to physical education. It is an intervention strategy designed to address needs of all individuals prior to providing targeted instruction.

Discussion: Response to Intervention (RtI) refers to a tiered model of intervention for the purpose of identifying struggling individuals early; providing intervention that will improve their success; and preventing the possible need to refer them for more intensive interventions such as special education. A hallmark of RtI is continuous progress monitoring using various assessment methods. In IDEA '04, RtI is discussed as an alternate method for identifying individuals with a specific learning disability. However, since the passage of IDEA '04, the RtI model has been proposed in other areas of education, most notably behavior, and can be

applied to any area of education. RtI is often visually depicted as a triangle with tiers such as this:



In the area of physical education, the bottom tier reflects the general physical education program. The top and middle tiers would include adaptations and/or interventions that could be made in the general or specially designed physical education class such as specific instructional strategies, student groupings, or specific cues. RtI includes evidence-based instruction, which requires collection of assessment data (often referred to as data points), about every 3 to 6 weeks. This kind of assessment focuses on student progress within the skills and content that has been taught.

Best Practice: The adapted physical education teacher should be aware of any RtI programs that are functioning at schools served. Through collaborative consultation with general education staff, the adapted physical education teacher can suggest instructional strategies, demonstrate helpful ways to use equipment, and can participate in brainstorming as teachers plan interventions. RtI is an emerging concept in education. Adapted physical education teachers should watch for new information and the expansion of RtI programs.

Examples:

- At tier one, provide a soft and inflatable ball for a regular physical education class to use when learning to serve in volleyball. This assists one student with a disability who is in the class and two other individuals who are struggling in physical education, but are not identified as having a disability.
- At tier two, the adapted physical education teacher provides visual prompts depicting the skill sequence for the volleyball serve, to use with a student in the class who has autism or any others who will benefit.

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2.5 KEY PROVISION: Adapted physical educators may need to provide service under a 504 Plan.

Legal Reference: The term Section 504 (or simply 504) refers to Section 504 of the Rehabilitation Act of 1973. (Pub. L. No. 93-112). It paved the way for the American with Disabilities Act of 1990, known as ADA (P.L. 101-336). In 2008 amendments to ADA were passed and apply to the rights of individuals under what is known as Section 504. This sequence of federal laws ensures equal access to facilities and services for individuals with disabilities.

Students with a disability, who do not meet the definition of a "child with a disability" under IDEA, may be protected under the broader definition and requirements of Section 504. Furthermore, non-academic services such as physical education and athletics are specifically mentioned. A written accommodation plan can be written in schools and it is often referred to as a "504 Plan." A process similar to the IEP process is used and it includes assessment and due process.

Discussion:

Section 504 is a general education law protecting individuals with a disability from unequal treatment. There is not a continuum of services or service delivery model identified or required. It is recommended that LEAs address these issues based on student needs. The 504 assessment procedures are similar to those under IDEA. Participants must be identified and an assessment plan developed and signed by parents. If the student is found to have a disability, but does not meet the more specific requirements of IDEA, a 504 plan is usually written and implemented.

Adapted physical education teachers who participate in the 504 processes may experience an increase in caseload and will find a need for additional time to attend planning meetings and to provide collaborative consultation to general educators. These factors can be addressed by the local education agency (LEA).

In addition, adapted physical education teachers will need to be knowledgeable about the California Physical Education Model Content Standards as well as requirements for course credit, course content and earning a diploma. Appropriate use of accommodations and modifications will also need to be understood and applied. Adapted physical educators can look to educational publications, professional organizations, the California Department of Education and the U.S. Office of Civil Rights for information, policies, rulings and guidance regarding Section 504.

Best Practice: An adapted physical education teacher may be involved in the 504 process for a general education student. The circumstances of each individual student will guide the specific involvement (or lack of involvement) of an adapted physical education teacher. An adapted physical educator might be part of the 504 team for a particular student, as one of the

appropriate teachers. An example would be a student with asthma, who has received an assessment and has been found ineligible for services under IDEA but is eligible for a 504 Plan. The adapted physical education teacher would be asked to attend a 504 meeting to discuss the specific issues in regards to the individual's disability. A 504 plan would be developed with input from the adapted physical education teacher.

2.6 KEY PROVISION: Adapted physical education teachers have the responsibility to remain current in their own field as well as the fields of general physical education and special education.

Legal Reference: There is not specific law related to this key provision. However professional ethics require engagement in activities to maintain current knowledge and skills in one's field.

Discussion: Laws that impact adapted physical education and their interpretations regularly change. New ways to teach and design programs also emerge. While these *Adapted Physical Education Guidelines* provide significant information that is current at the time of publication, it is a static document. Therefore, the adapted physical education teacher can use these *Guidelines* as a foundation, while continuing to research new information.

Best Practice: Ways to remain current include, regularly engaging in activities that enable access to new information such as joining professional organizations, reading journals, attending conferences and workshops, reading newsletters that summarize education law and utilizing web resources. The State Council on Adapted Physical Education website, www.StateCouncilAPE.org, provides information, announcements and links that are appropriate for California.

Many adapted physical education teachers find that they are the only ones in their LEA. Others work in an agency that employs only a few adapted physical education teachers. These teachers can collaborate with colleagues who are in a nearby LEA. In many areas, these practices have caused adapted physical education teachers to form groups or consortiums.