

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
KINESIOLOGY DEPARTMENT

Go to Beach board course site for the most up to date list of Fieldwork Sites

**KIN 489A**

**FIELDWORK IN ADAPTED PHYSICAL EDUCATION  
STUDENT INSTRUCTION MANUAL  
KIN 387 and KIN 388  
Dr. Melissa Bittner**

**KIN 489A Fieldwork in APE (3 units per semester)**

APEAA credential requirements- 489A 3 units X 2 for a total of 6 units (check with APE Coordinator): Course includes teaching children with disabilities in the (a.) CSULB After School Adapted Physical-activity Program (ASAPP) and (b.) completing hours in the public schools.

KIN 489 A (3 units): Corequisite: with KIN 387 (fall) and 388 (spring) for a total of 6 units.

Teachers with a valid SSPE, MS, & SE credential may enroll in KIN 489 A (3) with corequisite KIN 526, 537, or 638 or separately (Check with APE Coordinator).

APEAA credential requirements: The student is required to accumulate 45 hours of fieldwork per 3 units of university credit. The 3 units are to be repeated twice for a total of 6 units.

[@LongBeachStateAPE](#) on facebook, twitter, and instagram

**General Information**

Fieldwork in Adapted Physical Education (KIN 489A) offers three units of credit for students interested in gaining experience providing physical activity programs to individual with disabilities. The experience is part of the required coursework for the Adapted Physical Education Added Authorization (APEAA) Credential. The student is required to accumulate at least 45 hours of fieldwork per three units of university credit. CSULB CA APEAA Credential requirements include 3 units, repeated twice for a total of 6 units and 90 Contact hours of fieldwork. **The student will complete each three units per semester at two different fieldwork sites one will be the CSULB- After School Adapted Physical-activity Program (ASAPP) and one in the public schools with a certified APEAA teacher.** This way, the student will receive exposure to a variety of facilities, equipment, disabilities, ages, and teaching styles. Placement at a particular site is determined by the student's career objectives and his/her previous experiences in adapted physical education.

**\*Important please download off of Beach Board a copy of this information packet and give it to your site supervisor or at least page 5 of this information.**

**Fieldwork in Adapted Physical Education (KIN 489A)**  
**Undergraduate Student co-requisite KIN 387 and KIN 388**  
**APEAA Credential Candidates**  
**Final Grade Rubric Requirements**

Name: \_\_\_\_\_ Letter Grade ( ) \_\_\_\_\_

Evaluation is based on successfully completing the following: (a) accumulation of 45 fieldwork hours with organized verification log; (b) completing all paper work material including well written reflection including fieldwork site supervisor’s evaluation; (c) designing and teaching two lesson plans with supervisor feedback included and (d) a well written thank you letter. The following letter grades will be assigned: A (90-100); B (89-80); C (79-70); D (69-60); F (59 or below). **See course requirements handout syllabus for more detail requirements.**

Submit **Final Packet of all Materials on Due date see syllabus** or will considered late and include this grade rubric at the front of submitted materials

Content Information	Point Totals
<b>45 Fieldwork Hours</b>	<b>40</b>
Accumulation of 45 fieldwork hours with organized verification log of hours Must accumulate 45 contact hours to receive credit <b>both in ASAPP and public school setting</b>	
<b>Reflective Evaluation of Fieldwork Site Information</b>	<b>20</b>
Completing all paper work material including well written reflection evaluation of fieldwork site information. Overview including: description of public school teaching duties, APE mentor’s assistance, APE paperwork (including assessment observed) lesson plan teaching experience & summary. include copy of mentor thank you letter	
<b>Two Well Designed Lesson Plans (LP)</b>	<b>30</b>
Designing and teaching two lesson plans that following CSULB LP format and includes supervisor feedback with changes made from 1st to 2 <sup>nd</sup> LP 15 points each	
<b>Organization and Mechanics of Submitted Material</b>	<b>10</b>
Clear <b>organization</b> of content materials. Reader can clearly follow & understand all submitted materials. Proper use of grammar, spelling and punctuation. Thank you letter well written	
<b>TOTAL POINTS ( )</b>	

**Professor Summary:**

Student Name: \_\_\_\_\_  
\_\_\_\_\_

Date:

**KIN 489A- FINAL CHECKLIST  
FIELDWORK IN ADAPTED PHYSICAL EDUCATION  
Submit Course material: Professor of Record  
Adapted Physical Education Coordinator: Dr. Barry Lavay, blavay@csulb.edu**

**Please attach this handout with your final materials all in one packet**

**Due 1st two weeks of class:**

\_\_\_\_\_ Provide Site Supervisor's Instructions to school supervising APE teacher  
(due 1st two weeks of class pp. 6) See KIN 489 A Packet & Beach Board

\_\_\_\_\_ Provide Verification of Site Assignment to school supervising APE teacher  
(due 1st two weeks of class pp. 7)

\_\_\_\_\_ Provide Verification of Site Assignment to KIN 489A CSULB Professor (due  
1st two weeks of class pp. 7)

**Due Date see course syllabus (not finals weeks):**

\_\_\_\_\_ APE Student Evaluation of Fieldwork Experience **completed by school  
supervising APE teacher**

\_\_\_\_\_ Completed Fieldwork in Adapted Physical Education Time Record (student)

\_\_\_\_\_ Completed Evaluation of Fieldwork Site (See Template) to be answered by  
the student (student typed on separate paper) include information regarding  
assessment observation with supervising APE teacher

Two lesson plans turned with assignment:

\_\_\_\_\_ 1 with supervising APE teacher feedback on LP or separate page

\_\_\_\_\_ 1 revised LP as per supervising APE teacher LP 1 feedback

\_\_\_\_\_Well written thank you letter to your site supervisor and include a copy to me with all your final materials

### **Purpose**

The purpose of the fieldwork is to provide the prospective teacher with an opportunity to observe, develop and practice teaching skills in APE. Your assignment may include assisting with group activities, individual tutoring, equipment set-up and breakdown, clerical/administrative tasks, and teaching two lesson plans. The list below outlines some examples of skills you should be particularly aware of during your experience. **A journal or notebook is an ideal method of keeping a record on what you have learned in these skill areas.**

### **Teaching Experience Skill Areas:**

1. Assessment of Motor Performance
  - a. Read through test booklets and forms
  - b. Observe the procedures involved in an actual assessment and write about experience.
  - c. Discuss the results/interpretation of the information with your site supervisor.
2. IEP (Individualized Education Program)
  - a. Read through sample IEPs. Discuss tracking goals/benchmarks with site supervisor
  - b. Discuss the formulation of objectives/benchmarks with site supervisor.
  - c. Observe an actual IEP meeting (if permitted).
3. Behavior Management
  - a. Identify behavior management strategies utilized by the site supervisor regarding student behavior.
  - b. Develop an individual behavioral contract for a particular student (PBS plan).
4. Adapted Equipment
  - a. Types and purpose including low and high tech..
5. Activities
  - a. Reflexes and postural tone.
  - b. Perceptual motor and/or sensory motor activities.
  - c. Active learning games .
  - d. Relaxation (impulse control, yoga).
  - e. Fitness
  - f. Fundamental Skills
  - g. Lead-up games.
  - h. Low organization games/modified sports.
  - i. Rhythms, dance and creative movement.
  - j. Aquatics.
  - k. Recreational

- l. Wheelchair sports.
  - m. Self-care and mobility skills.
  - n. Community-based activities
6. Technology
- a. observe and discuss with your supervisor using both high (e.,g., tablets, phones, data collection) and low technology (e.,g., equipment modifications)

### **KIN 489 A Fieldwork Assignments and Evaluation Procedures**

#### **Assignment #1: Observation hours at least 45 contact hours**

You will be required to observe at least 22 hours at school site and the remaining hours in ASAPP

#### **Assignment #2: Teaching Assignment/Lesson Plan**

**teach two lessons**, preferably a few weeks apart. Based on **the feedback provided by your site supervisor during the first lesson that is written on the lesson plan**, make changes, and then teach a similar second lesson with subsequent changes. Present your site supervisor with a copy each lesson plan a week prior to implementation of each lesson. Explain to your site supervisor that they can provide written comments/feedback on the lesson plan. Follow the lesson plan format provided in the KIN 387 or 388 packets. **Be sure these lesson plans are included with the packet of information you provided to me.**

**Assignment #3:** Observe and/or assist your APE School Teacher Mentor **in at least 1 standardized assessment and include as part of your reflection material.**

### **After School Adapted Physical-activity Program (ASAPP) ASAPP Requirements**

See the following KIN 387 and KIN 388 syllabi assignments which are part of the experiences when teaching in the ASAPP

#### **Assignments**

##### **KIN 387 (Fall)**

- |                                 | <b>Student Learning Outcome (SLO)</b> |
|---------------------------------|---------------------------------------|
| • IEP on assigned child         | SLO 1                                 |
| • Assessment Student Sum Report | SLO 2                                 |
| • Behavior Management Plan      | SLO 4                                 |
| • Lesson Plan                   |                                       |

##### **KIN 388 (Spring)**

- |  |       |
|--|-------|
| • Essential APE Skills paper           | SLO 6 |
| • Unit Plan                            | SLO 3 |
| • Teaching, Analysis & Reflection w/LP | SLO 5 |
| • Motor IEP tracking data              |       |

### **University Supervisor**

If you experience any problems or have questions please contact your university professor or.

Dr. B. Lavay, Adapted Physical Education Coordinator  
 Kinesiology Department, California State University, Long Beach  
 Office: HHS 214  
 Contact: blavay@csulb.edu

Hours: To be posted outside office and by appointment

### **KIN 489 A Grading Procedure Methods of Evaluation**

Evaluation (see grade rubric) is based on successfully completing the following: (a) accumulation of 45 fieldwork hours with organized log included; (b) fieldwork site supervisor's evaluation; (c) completing all paper work material including well written reflective evaluation of fieldwork site information including information regarding assessment observation reflection (reflective and comprehensive answers to all questions), (d) designing and teaching two lesson plans with supervisor feedback included and (e) a well written thank you letter. The following letter grades will be assigned: A (90-100); B (89-80); C (79-70); D (69-60); F (59 or below). **See syllabus for the due date.**

### **Site Supervisor's Instructions**

DATE:

TO:

FROM: **Dr. Lavay, Adapted Physical Education Coordinator**

RE: Fieldwork in Adapted Physical Education

\_\_\_\_\_ has been assigned to assist in your program as part of the requirements for KIN 489A (Fieldwork in Adapted Physical Education). Your role as immediate supervisor will entail the following responsibilities:

1. Verify student's hour of attendance (see Time Record log pp. 8). The student is required to complete 45 hours of fieldwork per three units of credit at two different sites. **Approximately 22 hours will at your site. The student should try to establish regular hours and note any lateness, but keep in mind that they are only required to complete approximately 22 hours the rest are in the ASAPP program.**
2. Delineate responsibilities to student (e.g., equipment set-up and breakdown, individual or small group tutoring, taking roll, officiating, demonstrations, skill tests (**See pp. 4** of this packet for experiences students if possible need to receive).
3. **Allow student to teach two lessons.** The student is to provide you with **a complete CSULB lesson plans for approval**, one week prior to implementation (provide student with feedback which can be written right on the lesson).
4. Observe and/or assist your APE Teacher Mentor **in at least 1 standardized assessment.**
5. **Supervise and evaluate student's performance.** Please refer to evaluation procedure below on page 9. Use attached Student Evaluation form pp. 9.



### Verification of Assignment

KIN 489A - Fieldwork in Adapted Physical Education (share with Site Supervisor)

Mr./Ms. \_\_\_\_\_ has requested to fulfill part of his/her fieldwork in Adapted Physical Education at your school site. The purpose of this program is to provide an opportunity for student KIN majors working toward an APE Added Authorization Credential (APEAA) to observe, develop and practice teaching skills under direct supervision of an experienced APEAA credential teacher in a public school setting. The above-named student will be receiving university credit and assigned for a complete semester (CSULB semester) as an assistant in your program. The student is required to complete 45 hours of fieldwork per three units of credit. Usually conducted at two different sites, the ASAAP at CSULB and a public school site **(approximately 22 at your public school site).**

**Please fill out**

**Name of Fieldwork Site:** \_\_\_\_\_

**Signature of Site Supervisor** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Scheduled Days and Times:** \_\_\_\_\_

We would appreciate having your permission and verification of this assignment by completing the information requested below. **Please have the student return the original to the APE Program KIN Department as soon as possible.** I would like to thank you in advance for your cooperation in making the professional preparation of our APE credential students a more meaningful and realistic experience. If you have any questions I can be reached at Blavay@csulb.edu

Sincerely,

Dr. Lavay, CSU, Long Beach  
Adapted Physical Education Coordinator  
Kinesiology Department



Site Supervisor's Signature:

\_\_\_\_\_Date:\_\_\_\_\_

*Print as many times logs as needed; see Beach Board for electronic, printable copy...*

**KIN 489 A**  
**SUPERVISOR'S EVALUATION of APE STUDENT FIELDWORK EXPERIENCE**

This form is to be evaluated by APEAA School fieldwork supervisor based on the students assignments and teaching of lessons (**Student include this evaluation in final materials**). Please write additional comments below or on the back if needed

**Rating Scale:**

3: **competent**, performs consistently well at beginning teaching level **competent for beginning student level**

2: **moderate**, satisfactory level of teaching-**emerging in student**

1: **needs** improvement in teaching **not seen as emerging yet**

X: not observed or applicable

**Personal Qualifications/Professionalism:**

Neat professional appearance and appropriate dress

Voice clarity and projection

Poise and self-control

**Communication Skills:**

Sensitive to student needs

Interacts with students in positive manner

Provides positive specific feedback and support

**Class Management:**

Facilities and equipment prepared before hand

Observes safety precautions (physically & emotionally)

Use methods to reinforce increase appropriate behaviors in a positive manner

Handles inappropriate behaviors & redirects problem behaviors in a positive manner

**Lesson Plans:**

Good organization and planning of the lesson & follows CSULB LP format

Age appropriate sequencing and progression of activities taught

Time on Task, High Activity Time (AIM): maximum student participation

Theme (age appropriate, appropriate, motivational)

Objectives: behavioral measurable and specific to class needs

Organization/Management: clear direction that learners can follow

Transitions: smooth & appropriate time between activities

Activities: creative, motivational, developmental appropriate for all learners

Skill Progression: uses sequential skill progression, task analysis when necessary

Cues/Visuals/ prompts: appropriate verbal, visual (demonstration), physical cues to learner needs

Modifications: uses differentiated instruction, makes appropriate modifications when necessary to include all learners

Feedback: provides appropriate specific feedback

Uses student names

**GENERAL COMMENTS** (regarding potential to teach APE):

California State University, Long Beach  
Department of Kinesiology

**Evaluation of Fieldwork Site by Student Candidate**

**To be answered by the student submitted on separate paper as part of final packet)**

**You must answer all of these questions and be specific in your response and include organize by subheading to address each area 1-8.**

Name of Student: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_

APEAA Teaching Site Supervisor: \_\_\_\_\_

**It is our aim that you receive a quality APE fieldwork experience. Toward that goal, the information you provide below will assist us in evaluating all APE site selections. Use these subheading when providing your response**

- 1. Description of APE teacher and class assignment:** type of students taught including disabilities served and the sites where you specifically observed and program activities offered. In general your APE teacher's delivery service methods.
- 2. Duties:** overall description of **duties and responsibilities** you performed and be specific (see pp. 4 skill areas).
- 3. Did the fieldwork site in your estimation, assist you in having as many of those experiences as possible?** At the beginning of your experience, we provided a description of the kinds of skills and experiences we wished you to receive. Please be specific and list those skills areas where you received experience, & what ones did you not receive.
- 4. Effective Experience:** In which areas do you feel the fieldwork site provided you an effective or unique experience? Are there areas that have been more helpful? Are there areas you wish you were provided with more experiences?
- 5. Discuss the assessment you observed or assisted,** what did you observe/learn?
- 6. Site supervisor both accessible and helpful** to you with specific overall feedback through out the experience?
- 7. Lesson plan reflection:** Discuss the lesson plan teaching part of the assignment. Be **reflective**, what did you learn from teaching the lesson twice. What type of feedback did you receive from your site supervisor? What will you do differently in the future?
- 8. Overall experience:** We are very interested in maintaining fieldwork sites that provide valuable experiences for our students. Would you please evaluate your overall experience and tell us if you felt that your program helped you in your professional preparation. Cite specific reasons why we should continue to have this as a practicum site or not.
- 8. Recommendation:** overall why would you **recommend** this fieldwork site to other students? Why or why not? Is there anything unique about this fieldwork site?

## APE KIN 489 A Fieldwork Sites

**WEBSITE AGREEMENTS:** CSULB and School Districts with current approved agreements  
[www.ced.csulb.edu/tpac/approved-fieldwork-districts](http://www.ced.csulb.edu/tpac/approved-fieldwork-districts)

The following sites have been approved for placement of students enrolled in KIN 489A. All other sites must be first approved by the APE Coordinator. You may not visit another site without permission and the APE teacher needs to hold a valid current CA APEAA credential

### Beach Board

While the sites below are kept current you may need to go to Beach Board KIN 387 , 388 or 489 A, course site for the most up to date Fieldwork contact info as contact information may change:

#### A. On-campus Programs

1. After School Adapted Physical-activity Program (ASAPP) : Dr. Barry Lavay, After-school movement program designed for children with mild to moderate disabilities  
Schedule: Tuesdays and Thursdays 3:45-4:50 PM. 562/985- 7969 or 4077

#### B. Public School Adapted Physical Education Programs

##### Long Beach Unified School District Itinerant APE Teachers

Finger printing and application needed must contact HR Stacy Casanave  
[SCasanave@lbschools.net](mailto:SCasanave@lbschools.net) first and one of the following approved sites

- Nancy Levy [Nlevy@lbschools.net](mailto:Nlevy@lbschools.net); [redrthebdr1@aol.com](mailto:redrthebdr1@aol.com), Cell is 397-3595.
- Josh Severson [Joshuaseverson@yahoo.com](mailto:Joshuaseverson@yahoo.com) cell 951/897-0353
- Tiffany Diaz [TDiaz1@lbschools.net](mailto:TDiaz1@lbschools.net)
- Julia Hasselwander- Stephens Middle and Poly High School LBUSD  
[jhasselwander@lbschools.net](mailto:jhasselwander@lbschools.net) Cell # (562) 682-7836
- Jason Jimenez [jasonjimenez@lbschools.net](mailto:jasonjimenez@lbschools.net) Cell 562/472-7736

##### Various Orange County School Districts

#### Fountain Valley

- Aaron Robertson, [atrain72@sbcglobal.net](mailto:atrain72@sbcglobal.net) Plaven Elementary, 9675 Warner Ave., Fountain Valley, 92708, School (714) 378-4230

#### Ocean View School District Office 17200 Pinehurst Lane Huntington Beach 92647

- Brian Leipper [bleipper@ovsd.org](mailto:bleipper@ovsd.org) 1562/884-9840 cell
- Jen Hwang M-W 3 days only [JHwang@ovsd.org](mailto:JHwang@ovsd.org) 714/614-4778 cell

#### Magnolia School District (Anaheim area)

- Melissa Ottone, Magnolia School District; [mottone@sbcglobal.net](mailto:mottone@sbcglobal.net) Cell 714/527-2056,

#### Huntington Beach

Edison High School, H. S. Level, severe disabilities. HS transition program at Edison HS

- Chris Shay, [cshay@hbuhdsd.edu](mailto:cshay@hbuhdsd.edu) 714/962-1356 ext 4317 or

- Tanya Ross [tross@hbuhisd.edu](mailto:tross@hbuhisd.edu) 714/962-1356 ext 4317
- Van Nguyen [tvnguyen@hbuhisd.edu](mailto:tvnguyen@hbuhisd.edu)

Cheri Carpenter, Huntington Beach City School District at [Cheri.Carpenter@hbcasd.k12.ca.us](mailto:Cheri.Carpenter@hbcasd.k12.ca.us)

Sue Williams HBU High School District Unified Sports Liaison [swilliams@hbuhisd.edu](mailto:swilliams@hbuhisd.edu)  
714.612.0118

### **Newport USD**

- Kira Martin: Newport Mesa Schools [kamartin@nmusd.us](mailto:kamartin@nmusd.us) or 949-515-6635
- Kris Dawson [Kdawson@nmusd.us](mailto:Kdawson@nmusd.us) 562/505-5188
- Nicole Lee [niklee21@gmail.com](mailto:niklee21@gmail.com) 714-393-6454

### **Buena Park/La Habra SELPA**

- Wendy Arteaga -Wilson at La Habra City School District (La Habra) and Lowell Joint School District (Far E side of Whittier) E-mail: [warteaga@ocde.us](mailto:warteaga@ocde.us); Cell (714) 928-2252
- Ginny Reid Buena Park Schools [greid@ocde.us](mailto:greid@ocde.us) or 562)355-6395

### **Speech and Language Development Center of Buena Park (714) 821-3620**

- Brenda Dickey, Brenda Dickey [bdickey@SLDC.net](mailto:bdickey@SLDC.net);
- Michelle Banuelos [mmanuelos@sldc.net](mailto:mmanuelos@sldc.net) (714)821-3620 ext.273

### **Greater Anaheim SELPA**

Courtney Curran [courtneyjanecurran@yahoo.com](mailto:courtneyjanecurran@yahoo.com) or [ccurran@ocde.us](mailto:ccurran@ocde.us) | 714.726.1567  
Greater Anaheim Annex and Los Alamitos, 5172 Orange, Cypress 90630

### **Garden Grove**

- Enrique Gonzalez [e.gonzalez2102@gmail.com](mailto:e.gonzalez2102@gmail.com)
- Marcia Bradbeer [Mbradbeer@ggusd.us](mailto:Mbradbeer@ggusd.us)
- Gregory Johnston [gjohnston@ggusd.us](mailto:gjohnston@ggusd.us)

### **Westminster**

- Sue Buck [sbuck@wsd.k12.ca.us](mailto:sbuck@wsd.k12.ca.us) 714-697-2964 preschool

### **Santa Ana USD Gloria Olamendi APE Administrator [Gloria.Olamendi@sausd.us](mailto:Gloria.Olamendi@sausd.us) (714) 558-5551**

- Stacey Gregrow [stacey.gregrow@sausd.us](mailto:stacey.gregrow@sausd.us) (714) 864-4146
- Shawna Hughes [shawna.hughes@sausd.us](mailto:shawna.hughes@sausd.us). 714-454-3315
- Kristin Abadjian [kabadjian@yahoo.com](mailto:kabadjian@yahoo.com)
- John Stout [john.stout@sausd.us](mailto:john.stout@sausd.us) (949)500-6170

### **Saddleback Valley USD**

- Dawn Gustafson (949) 830-3259 [Dawn.Gustafson@svusd.org](mailto:Dawn.Gustafson@svusd.org)

### **Irvine School District:**

- Danielle Gilley [daniellegilley@iusd.org](mailto:daniellegilley@iusd.org)
- Vanessa Bauer [vanessafadden@iusd.org](mailto:vanessafadden@iusd.org)

## Various LA County School Districts

### LA Unified School District (see separate list)

Separate list can be provided of LAUSD District coordinators in the general South bay Area

### LAUSD coordinator

- Lindsay Cecil ([lindsay.cecil@lausd.net](mailto:lindsay.cecil@lausd.net) phone (213) 241-6216

### Teachers See separate LAUSD APE approved list

- Cristian Ortiz L.A.U.S.D K-22 (562) 239-8018 [crisortiz23@yahoo.com](mailto:crisortiz23@yahoo.com)

### Cerritos ABC Unified Itinerant APE Specialist ABC Unified School District

- Margaret Weimer (562) 926-5566 Ext. 25575; [margaret.weimer@abcusd.us](mailto:margaret.weimer@abcusd.us)

### Bellflower Unified School District, 16703 S. Clark St. Bellflower, CA 90706

- Anne Marie Sharp [ASharp@busd.k12.ca.us](mailto:ASharp@busd.k12.ca.us) Bellflower USD [LBCGirls@aol.com](mailto:LBCGirls@aol.com)
- Tina Robertson [tinarobertson22@sbcglobal.net](mailto:tinarobertson22@sbcglobal.net)

### Downey USD

- Margarita Hinostra, APE, Downey School District, Downey CA 562/305-2582 [mhinostro@dusd.net](mailto:mhinostro@dusd.net)
- Daniel Estrella [destrella@dusd.net](mailto:destrella@dusd.net) 562-618-8068
- Billie Gayer [bgayer@dusd.net](mailto:bgayer@dusd.net) 714-658-6145 cell
- Kendra Creed [reed2312@gmail.com](mailto:reed2312@gmail.com); [kcreed@dusd.net](mailto:kcreed@dusd.net)
- Brianna Rhoades [brhoades@dusd.net](mailto:brhoades@dusd.net) Cell: (562) 889-4220
- Amanda Peck [apeck@dusd.net](mailto:apeek@dusd.net) Cell 562/299-4590
- Dione McCrea cell: [mccrea.dione@gmail.com](mailto:mccrea.dione@gmail.com) 805 448 8973

### Norwalk La Mirada School District

- Ana Magdesian [AMagdesian@nlmusd.k12.ca.us](mailto:AMagdesian@nlmusd.k12.ca.us) 562 868-3788 Nuffer School
- Ayline Amirayan [AAmirayan@nlmusd.k12.ca.us](mailto:AAmirayan@nlmusd.k12.ca.us) 562 868-0865 Los Alisos M.S

### East Whitter School District Celso Alhambra 562/857-9141

Lawndale USD Bring in TB results and get LIFESCAN completed in Lawndale human resources dept and there is NO COST go to Lawndale HR questions contact Monica

- Monica Lizarraga Papke, [Monica\\_LizarragaPap@lawndalesd.net](mailto:Monica_LizarragaPap@lawndalesd.net) cell 714-264-8527; office 310-973-1300 ext 57238
- Jenna Camarena ([jenna\\_camarena@yahoo.com](mailto:jenna_camarena@yahoo.com))

### Lynwood Unified School District

- Brittney Franks [bfranks@mylusd.org](mailto:bfranks@mylusd.org) 562/667-6940
- Ray Uhls [ruhls88@gmail.com](mailto:ruhls88@gmail.com)

### **Palos Verde Peninsula**

- Adam Hamler [hamlera@pvpusd.net](mailto:hamlera@pvpusd.net) Palos Verdes Peninsula Unified School District  
626-757-1614 Office. 310 378-8388 ext 227
- Melissa DeCasas [decasasm@pvpusd.net](mailto:decasasm@pvpusd.net)

### **Manhattan Beach USD and Hermosa Beach City School District**

Emily Kalmbach, [ekalmbach@mbusd.org](mailto:ekalmbach@mbusd.org)

### **Rosemead District**

- Roger Ng [rogerng@gmail.com](mailto:rogerng@gmail.com) 626/312-2900 Email

### **LA County APE**

- Kathy Russell APE Coordinator [Russell\\_Kathryn@lacoedu](mailto:Russell_Kathryn@lacoedu) 310 613 2487

### **San Diego Area (for teachers in the SD area)**

San Diego Area (for teachers in the SDUSD area) contact one of the following two lead APE teachers who can connect you with contact from approved list:

- Becky Paradise (858)-573-5973 [bparadise@sandi.net](mailto:bparadise@sandi.net)
- Katrina McClanahan ( 858-573-5974) [kmccclanahan@sandi.net](mailto:kmccclanahan@sandi.net)

### **Oceanside Unified School District**

- Marnie Young Department Chair [marnie.young@oside.us](mailto:marnie.young@oside.us) 760/201 -9242 office 760-201-9242 cell

### **Santa Barbara Area**

Rachael Ginevra [rginevra@sbceo.org](mailto:rginevra@sbceo.org) 805/453-6182

Print as many times logs as needed...

**KIN 489A: Fieldwork in Adapted Physical Education  
Time Record (23 hours required)**

Name of Student:\_\_\_\_\_

Fieldwork Site(s):\_\_\_\_\_

Site Supervisor:\_\_\_\_\_

KIN 489A Students: Please complete each blank before asking for signature.

Your Activity (e.g, Taught/ assisted/Observed/Assessment)	Time in	Time out	Date	Hours & Min	Site Supervisor Signature

Total number of hours worked:\_\_\_\_\_

Was the student punctual?\_\_\_\_\_

Site Supervisor's Comments (May also use reverse side for comments):

Site Supervisor's

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

KIN 427 527 Assessment Notebook

**15 Points Possible**

**Due Dec 5**

The assessment notebook/E-file will be a resource for you in the future. It should contain ALL assessments covered in KIN427/527 (including peer assessment presentations). Each assessment should include instructions and scoring. If there is more than one document for an assessment, place the assessment in a FOLDER.

You may choose to submit a hard copy notebook, electronic file via Google Docs or One Drive, or flash drive (.5 points per assessment)

Note. I can tell when you've "copied/pasted" = I WILL look at your work history.

<i>Adapted Physical Education Assessment Scale (APEAS)</i>	
<ul style="list-style-type: none"> <li>• Preschool</li> <li>• Elementary</li> <li>• Secondary</li> </ul>	
<i>Apache Motor Skills Assessment Test (AMSAT)</i>	
<i>Brigance Diagnostic Inventory of Early Development</i>	
<i>Brockport Physical Fitness Test (BPFT)</i>	
<i>Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)</i>	
<i>Competency Testing for Adapted Physical Education (CTAPE) Level I-IV</i>	
<ul style="list-style-type: none"> <li>• Louisiana Motor Assessment for Preschoolers (LaMAP)</li> <li>• CLAS</li> </ul>	
<i>Curriculum, Assessment, Resources, Evaluation (CARE-R)</i>	
<i>Denver Developmental Screening Test II</i>	
<i>Everyone CAN</i>	
<i>FITNESSGRAM/ACTIVITYGRAM</i>	
<i>Fundamental Motor Assessment</i>	
<i>Gross Motor Function Measure (GMFM)</i>	
<i>Hawaii Early Learning Profile</i>	
<i>KALMS</i>	
<i>Motor Activities Training Program (MATP)</i>	
<i>MOVE Assessment Profile for Children</i>	
<i>Movement Assessment Battery for Children Checklist-2</i>	
<i>Peabody Developmental Motor Scales-2</i>	
<i>Physical Activity Profile of Independence for Individuals with Severe and Profound Impairments (PAPI-ISAPI)</i>	
<i>Project Movement Opportunities for Building Independence and Leisure Interests through Training Educators and Exceptional Learners (Project MOBILITEE)</i>	
<i>Region 10 Supplemental Tests</i>	
<i>Test of Gross Motor Development-3</i>	
Total	_____/15 Points Possible

## APPENDIX F

# STUDENT TEACHING EVALUATION

The official Student Teaching Evaluation is completed and submitted on S4 @ The Beach. Below is a sample evaluation for your reference.

This evaluation form is based on the California “Teaching Performance Expectations” (TPEs) as they appear in the *Standards of Quality and Effectiveness for Teacher Preparation Programs*. Evaluators should assess candidates as student teachers; they should not be compared with experienced members of the teaching profession.

Use the Following Rating Rubric:	
NC= Not Consistent with Standards Expectations for Beginning Practice	The student teacher provides <b>little or no evidence</b> of effective teaching practice in this category
D= Developing Beginning Practice	The student teacher provides <b>some evidence</b> of effective teaching practice in this category
P= Proficient Beginning Practice	The student teacher provides <b>substantial evidence</b> of effective teaching practice in this category
E= Exceptional Beginning Practice	The student teacher provides <b>consistent, extensive, high-quality evidence</b> of effective teaching practice in this category
N/O=Not Observed	Evidence not observed or not available at this time. Should not be construed as a negative score.

**Note 1:** “Evidence” of student teaching performance comes in three forms: observation, conferencing, and documents. Observations can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues, and parents. Conference discussion can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. Document analysis can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.

**Note 2:** N/O may appear more frequently on the Mid-Term Evaluation. It should appear only rarely on the Final Evaluation.

**Note 3:** The Mid-Term Evaluation is for formative assessment only. A rating of “**Not Consistent With Standard Expectations (NC)**” for an indicator in any area denotes a critical need for remediation.

**Note 4:** A rating of “**Not Consistent With Standard Expectations (NC)**” in **Category “G”** on the Final Evaluation by the University Supervisor will result in **no credit** received for student teaching. A candidate with this rating will not be recommended for the credential.

### A. Engaging and Supporting All Students in Learning (TPE 1)

Student Engagement and Participation	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Establishes clear and appropriate learning goals and objectives for all students and uses effective learning activities to meet them					

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2. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies knowledge of students' cultural, linguistic, and prior experiences to make instruction relevant					
3. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection					
4. Models instruction, provides clear directions, and checks for understanding to promote reflective self-directed learners who can work well independently and collaboratively					
5. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning aligned with the standards and student learning plans as applicable					
6. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, and assistive technology to support access to the curriculum for all students and to ensure active and equitable participation					

**B. Creating and Maintaining Effective Environments for Student Learning (TPE 2)**

Student Behavior and Classroom Management	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Designs and maintains a fair and appropriate system of classroom management that fosters a productive learning community and incorporates student input, including parent(s)/family					
2. Creates an effective learning environment that encourages positive interactions among students, reflects diverse perspectives, and is culturally responsive					
3. Establishes, maintains, and monitors an inclusive learning environment that is physically, mentally, intellectually and emotionally healthy and safe for all students to learn					
4. Establishes and maintains clear expectations for positive classroom behavior; utilizing procedures and routines that include a variety of strategies to manage behavior and re-engage students off task.					
5. Maintains high expectations for learning with appropriate support for the full range of students in the classroom; models appropriate responses to sensitive issues during classroom discussions					
6. Supports students assuming responsibility for learning; encourages important behaviors such as being on time, completing assignments, and active participation					

**C. Understanding & Organizing Subject Matter for Student Learning (TPE 3)**

Subject Matter Knowledge Content Specific Pedagogy	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction for all students, aligned with California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards					
2. Demonstrates the ability to use effective instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students and to encourage student effort					
3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students					
4. Uses and adapts resources, standards-aligned instructional materials, and a range of technology to facilitate students' equitable access to the curriculum					
<b>Discipline Specific Pedagogies — See Appendix G</b>					
5.					
6.					
7.					
8.					

**D. Planning Instruction and Designing Learning Experiences for All Students (TPE 4)**

Lesson Plans and Delivery	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Uses research-based practices and information about students to design effective unit and lesson plans, reflecting short-term and long-term goals, in collaboration with school colleagues					
2. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning opportunities and providing access to the curriculum for all students					
3. Plans and implements differentiated instruction based on student levels of achievement, development, learning, and behavior to accommodate varied student needs and goals					
4. Understands the purposes, strengths and limitations of a variety of instructional approaches; develops, sequences, and modifies activities and materials to maximize learning					

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5. Plans and implements instruction promoting a range of communication strategies and activities between teacher and student and among students that encourages student participation in learning					
6. Uses digital tools and learning technologies to create new content and provide integrated technology-rich lessons to develop digital literacy, promote digital citizenship, and offer students multiple means to demonstrate their learning					

**E. Assessing Student Learning (TPE 5)**

Assessment	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics					
2. Assesses students' academic abilities, interests and aspirations, content knowledge, and skills through formal and informal methods to maximize learning for all students					
3. Collects and analyzes assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time					
4. Involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise or reframe work based on assessment feedback					
5. Uses assessment information in a timely manner to conduct data analysis and assist students and parent(s)/family in understanding student progress in meeting learning goals					
6. Uses assessment data and student learning plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction for all students					

**F. Developing as a Professional Educator (TPE 6)**

Professionalism	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
1. Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to improve student learning					
2. Demonstrates caring, supportive, accepting, and fairness towards all students, families, school personal, and members of the larger school community					
3. Establishes professional learning goals and makes progress to improve their practice by routinely collaborating with colleagues;					

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demonstrates how and when to involve other professionals to support student and teacher learning					
4. Demonstrates competence in oral and written communication					
5. Models ethical behaviors for students and maintains a positive, equitable, and inclusive learning environment					
6. Demonstrates enthusiasm and a professional appearance and demeanor; manages time to ensure professional goals are met (e.g., on time and prepared and maintain accurate records within deadlines provided)					
7. Understands and adheres to state and federal laws and procedures pertaining to the education of all students; enacts professional roles and responsibilities as mandated reporters and complies with laws pertaining to the use of social media and other digital platforms both inside and outside of the classroom					

G. Overall Teaching Effectiveness Assessment

Holistic Assessment of Performance	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
This rating is a holistic assessment of the student teacher’s performance. It is not an average score of categories A-F. <b>A rating of “not consistent with standard expectations for beginning practice (NC)” in Category “G” on the Final Evaluation will result in no credit received for student teaching.</b> The candidate will not be recommended for the credential.					

H. Comments

Indicate Three Areas of Strength
Indicate Three Areas for Improvement and Growth
Other comments on Overall Teaching Effectiveness