

Category III

Curriculum and Content Foundations

Standard 12

Human Growth and Motor Development

The program provides instruction in the study of variations in human growth and motor development which influence motor performance of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse patterns of human growth and motor development are necessary to enable candidates to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan.
- Biological and environmental factors which influence the development of motor skills for individuals with disabilities.
- Developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development.
- Progression of growth and development, and the changes which occur with age for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Motor Learning and Motor Control

The program provides instruction in the study of neurological development and the principles of motor learning, motor control, and perceptual-motor functioning of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse patterns of neurological and perceptual development provides a basis to understand and enable candidates to apply principles of motor learning and motor control in selecting effective teaching strategies for individuals with disabilities. For example, a teacher physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to a teacher demonstrating the throwing pattern to a child without a disability.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Neurological development of individuals with disabilities.
- Variations in perceptual motor development of individuals with disabilities.
- Motor learning and motor control principles for individuals with disabilities.
- Motor learning and perceptual research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities.
- Stages of cognitive development to individuals with disabilities.
- Principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities.
- Principles and standards of practice of motivation, reinforcement, and knowledge of results and performance on motor skill development of individuals with disabilities.
- Principles of knowledge of performance and results to the development of physical fitness and motor skills for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Exercise Physiology

The program provides instruction in the study of physiological response to exercise including the impact of disease, medication, musculoskeletal and neurological conditions of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of diverse physiological responses to exercise enables candidates to conduct exercise assessment and prescription. This allows the candidate to implement physical activity programs with an understanding of contraindications and implications for exercise.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities.
- Functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities.
- Developing and implementing exercise and physical activity which will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities.
- Designing and conducting physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities.
- Exercise physiology research and its application in designing and conducting programs of exercise and physical activity for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Biomechanics

The program provides instruction in the mechanical analysis of functional human movement in motor activities of individuals with disabilities throughout the lifespan.

Rationale

Knowledge of the kinematic and kinetic principles of motion enables candidates to analyze human movement and apply biomechanical principles to a variety of movement activities. For example, teaching the mechanics appropriate to the disability for shooting a basketball from a wheelchair in contrast to an individual standing.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Analysis of the effect of deviations in growth, development, and/or neurology on the biomechanics of individuals with disabilities.
- Motor impairments and related strategies utilized to develop and improve movement performance in individuals with disabilities.
- Movement analysis and the ability to apply biomechanical principles to facilitate mobility and motor performance in wheelchairs, and assistive devices for individuals with disabilities.
- The effect of postural deviations and body alignment on the movement efficiency of individuals with disabilities.
- Current research and standards of practice on biomechanical analysis for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Historical and Philosophical Development

The program provides instruction of the history and philosophy of adapted physical education, legislation, standards of practice, and current professional trends.

Rationale

The program provides the knowledge of the historical basis of adapted physical education, emerging trends, and the philosophy of program implementation as influenced by legislation and current trends to enable the candidate to have a broad base understanding of the principles of adapted physical education and their application

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Historical development of adapted physical education including legislation and legal mandates regarding physical education and sport for individuals with disabilities.
- Roles and significance of professional organizations on the development of standards of practice, professional ethics, and programs related to physical education for individuals with disabilities.
- Roles and significance of organizations on the development of programs that supplement adapted physical education activities by providing recreational, leisure, and sports programs for individuals with disabilities.
- Philosophies of adapted physical education and sport for individuals with disabilities, and the process involved in developing ones own professional philosophy.
- Current issues, legislation and emerging trends and their significance in adapted physical education.
- Current research and standards of practice on the philosophy underlying the development of adapted physical education programs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 17

Health and Safety Considerations

The program provides instruction in the study of health, safety, and liability considerations as it relates to standards of practices in adapted physical education.

Rationale

Knowledge of health standards and legal concepts are necessary for the candidate in order to develop programs for individuals with disabilities in a safe learning environment .

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Effect of participation in physical fitness, movement activities, and sport for individuals with disabilities on their health and safety.
- Effect of medication and chronic illness on the physical fitness and motor performance of individuals with disabilities.
- Implications of personal hygiene, sexually transmitted diseases, posture, and nutrition for individuals with disabilities.
- Medical terminology and exercise prescription/limitations in developing instructional and training progress for individuals with disabilities.
- State and community agencies, and other resources for combating health, nutritional, and pharmacological or communicable disease that are prevalent in the instructional setting.
- Research findings and standards of practice on program planning, organization, and implementation; and to address casual factors that effect the learning and functioning of individuals with disabilities.
- Prevention of injury that may occur in physical activity and sport to individuals with disabilities.
- Proper techniques and safety principles to wheelchair transfers, lifts, and assists when individuals with disabilities participate in physical activities.
- Legal concepts as they relate to the movement activities and environment of individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 18

Socialization and Social Interaction

The program provides instruction in psychosocial aspects of human movement as related to experiences in physical activity in a variety of settings. The standard includes the study and knowledge of the unique contributions of physical activities to the development of self-esteem and personality for individuals with disabilities. These experiences need to take place throughout the lifespan of the individuals and across diverse cultural settings.

Rationale

Knowledge of the psychosocial and multicultural aspects of human movement which are fundamental to the understanding of the development of the individual and groups serve as the basis for the development of human potential and social skills for effective interaction. Physical education provides a unique opportunity for individuals with and without disabilities to establish positive attitudes and working relationships which develop social skills and effective interaction.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- The role physical activities play in the socialization of individuals with disabilities in a variety of settings.
- Relationship of movement to social interaction and group membership through activities in cooperative learning, initiative tasks, problem solving, and trust building experiences for individuals with disabilities.
- The unique role physical activity plays in the development of attitudes between individuals with and without disabilities.
- Current research and standards of practice on socialization and social interaction for individuals with disabilities.
- The effect of participation in various forms of physical activity for individuals with disabilities on interpersonal relationships.
- Skills and techniques as necessary to assist individuals with disabilities to adjust and cope to disabilities which affect interpersonal relationships and assist in developing positive self-concepts.

Standard 18

Socialization and Social Interaction

Factors to Consider (Continued)

- How to encourage participation in physical activity programs as a way to develop and maintain psychological well being for individuals with disabilities.
- Principles and standards of practice of self concept and personality development to developing and implementing instructional and training programs for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Behavior Management

The program provides instructional content in the unique strategies for managing behavior caused by organic and environmental factors in individuals with disabilities throughout the lifespan in various physical activity settings.

Rationale

Understanding the management systems in the learning process in a variety of settings to individuals with disabilities is critical to effective programming. For example, selecting the behavior management strategy to improve appropriate behavior when teaching physical activities to individuals with learning disabilities and hyperactivity.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Appropriate techniques for maintaining and increasing positive behaviors including appropriate reinforcement procedures for individuals with disabilities.
- Appropriate techniques to decrease or extinguish inappropriate behaviors for individuals with disabilities.
- Awareness of environmental factors that precipitate inappropriate behaviors and their removal for individuals with disabilities.
- Document behavior change through data collection, graphing, sampling, or recording of behavior for individuals with disabilities.
- Behavior management research and standards of practice to develop and implement instructional and training programs for individuals with disabilities.
- Behavior management techniques to assist individuals with disabilities to maintain or generalize the learned behavior in the community or home.
- Change a specific behavior by developing a systematic plan which includes analyzing, planning, evaluating, and making program changes when necessary.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Assessment

The program provides instruction in measurement and evaluation procedures and concepts for assessing movement performance of individuals with disabilities.

Rationale

Knowledge of a variety of appropriate procedures and instruments to measure and evaluate the movement performance of individuals with disabilities in order to comply with legislative mandates in planning programs based on each individual's current level of performance.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Selecting current instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities.
- Limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities.
- Construction of assessment instruments, procedures, and appropriate criteria for measuring physical and motor performance of individuals with disabilities.
- Interpretation of the results of the assessment process relative to the functional level of individuals with disabilities for application to individualized program planning.
- Principles of evaluation and standards of practice in determining criteria for eligibility, student placement, programing, and progress in adapted physical education.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Curriculum Development

The program provides knowledge in the development of adapted physical education goals and objectives throughout the lifespan for individuals with disabilities.

Rationale

Understanding the process of curriculum development as it applies to the development of appropriate individual and group physical activities is critical to effectively meet the needs of individuals with disabilities.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expect the team to consider the extent to which the program includes the study of:

- Identifying and writing appropriate annual goals and short-term instructional objectives to develop functional skills in individuals with disabilities.
- Developing annual goals and instructional objectives in the physical, affective, and cognitive learning domains for individuals with disabilities.
- How assessment and evaluation results relate to the development of program content and teaching strategies for individuals with disabilities.
- Research and standards of practice on assessment and evaluation as it relates to program development for individuals with disabilities.
- Knowledge of appropriate instructional programs to develop the movement ability of individuals with disabilities emphasizing the following areas: physical and motor performance, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills.
- Individualized instructional programs based on long-term goals and behavioral objectives established by an interdisciplinary programming team.
- Adapting physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure skills, to effectively meet the unique needs of individuals with disabilities.
- Organizations that govern sports and games for individuals with specific disabilities.
- Advising and consulting on program content and implementation with teachers, therapists, parents, and administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Comprehensive Program Planning

The program provides instruction for meeting the individual instructional needs in the least restrictive environment for planning effective and comprehensive physical education programs for individuals with disabilities.

Rationale

Understanding trends, teaching strategies, and methods for planning a comprehensive physical education program in the least restrictive environment for individuals with disabilities is necessary to comply with legislative mandates.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program includes the study of:

- Individualizing instruction in a variety of instructional settings for individuals with disabilities.
- Application of environmental/ecological task analysis techniques used in the process of individualized instruction.
- Instructional programs based on the unique needs and functional ability of individuals with disabilities in the least restrictive environment.
- Appropriate community and home-based instructional programs with parents/guardians to provide effective physical activity for individuals with disabilities.
- Appropriate physical education curricula for individuals with disabilities.
- Alternative placements designed to meet the instructional program needs of individuals with disabilities, including instruction in the least restrictive environment.
- Appropriate techniques and standards of practice for facilitating interdisciplinary communication among all persons working with individuals with disabilities in school, medical, home and community-based settings.
- Curricula and best teaching practices that are appropriate for developing instructional and training programs for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 23

Field Experiences

Each program provides candidates with field experiences in a variety of physical activity settings. Student teaching or its equivalent is provided in a variety of physical education contexts for individuals with various disabilities.

Rationale

Practical experiences provide the candidate the opportunity to integrate and apply theory, knowledge, and instructional technology across the spectrum of individuals with disabilities. Field experiences should start early in the student's program and culminate with a student teaching experience in adapted physical education under the supervision of a credentialed adapted physical education specialist.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program provides opportunities to:

- Observe and assist in various field work settings with a variety of individuals with different disabilities and across ages under the supervision of a qualified professional.
- Candidates teach individuals with disabilities in a variety of settings and placements under the supervision of a credentialed adapted physical education specialist.
- Observe and assist in the instruction of a variety of activities including skills in physical and motor fitness, aquatics, dance, individual and group games, and sport, including lifetime sports and leisure.
- Observe and assist in a variety of teaching practices such as assessment, and implementing IEPs, behavior management, modifying equipment and activities to meet individual needs.
- Select and evaluate credentialed adapted physical education specialists who can serve as master teachers.
- Assist in the development of IEPs and attend IEP meetings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Qualifications and Recognition of Public School Supervising Teachers

Each adapted physical education specialist who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately evaluated, recognized, and rewarded by the institution.

Rationale

Supervising teachers are significant sources of professional training for credential candidates so they must be well qualified, oriented, trained and recognized.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Teachers who supervise candidates' field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and has remained current with changes in the profession and the student population.
- Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adults successfully.
- The institution recognizes and rewards supervising teachers for their services through incentives such as tuition credits, conference attendance allowances, or instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Guidance, Assistance, and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted, and evaluated in relation to each Standard in Category V by at least one supervising adapted physical education specialist and at least one institutional supervisor who provide complete, accurate, and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted, and evaluated in relation to standards of competence; and only if they receive complete, accurate, and timely information about their progress toward competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Guidance, assistance, and feedback encompass all of the Standards in Category V, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Standard 26

Scientific Principles of Motor Behavior

The candidate expresses and applies an understanding of the principles of motor behavior (human growth and motor development, motor learning and motor control, exercise physiology, and biomechanics) to individuals with disabilities in teaching adapted physical education in a variety of settings.

Rationale

The ability of prospective adapted physical education teachers to link the many scientific foundations of motor behavior to practice with a variety of individuals with disabilities in different physical activity settings is crucial in providing appropriate and safe programs.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Demonstrates how variations in human growth and motor development influences motor performance in individuals with disabilities.
- Demonstrates how disabilities such as neurological impairment or retardation affects application of the principles of motor learning and motor control.
- Identifies unique physiological responses to cardiorespiratory exercise in individuals with disabilities.
- Applies physiological principles of cardiorespiratory training in the development of exercise programs for individuals with disabilities.
- Utilizes biomechanical principles for developing efficient movement patterns among individuals with a variety of disabilities.
- Evaluates and teaches efficient movement patterns for individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Measurement Concepts of Assessment

The candidate demonstrates the ability to measure and evaluate movement performance using a variety of instruments appropriate for individuals with disabilities.

Rationale

Adapted physical education specialists should be able to utilize a variety of appropriate procedures and instruments to measure and evaluate the motor performance of individuals with various disabilities.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Selects, implements, and interprets various standardized test instruments (i.e., physical and motor fitness, motor skills, and perceptual motor abilities) that are appropriate for individuals of various disabilities and ages.
- Uses screening and informal procedures such as observation, checklists, questionnaires, and other relevant records.
- Interprets assessment results and makes application to eligibility, placement, goals, objectives, and programs.
- Recognizes limitations and problems related to the use of existing instruments and procedures; and when necessary constructs assessment instruments and/or modifies procedures to measure physical and motor performance.
- Utilizes the principles of evaluation and standards of practice to determine student progress.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Program Development

The candidate demonstrates the ability to plan effective individual and group goals, objectives, and instructional strategies in a variety of physical education settings designed for individuals with various disabilities.

Rationale

The adapted physical education candidate develops and implements goals, objectives, and instructional strategies specifically designed for individuals with different disabilities. Inherent within this standard is the integration of the knowledge base from history and philosophy, health and safety, and the psychosocial aspects of human movement in the adapted physical education program development.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Incorporates in program development, the history, philosophy, health and safety, and the interrelationships among psychosocial aspects of human movement.
- Complies with legal mandates in planning programs of physical education for individuals with disabilities.
- Plans activities which foster positive attitudes for individuals with and without disabilities.
- Develops lessons which include long range goals, behavioral objectives, safety considerations, proper equipment and facilities, and age appropriate activities.
- Selects most appropriate physical education setting and appropriate instructional strategies.
- Identifies and selects curricula which is the most appropriate for a particular category of individuals with disabilities.
- Selects and adapts physical activities to meet the unique needs of individuals with disabilities.
- Refers students to organizations and resources that will contribute to fulfillment of physical activity program goals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Practices for Program Implementation

The candidate demonstrates instructional strategies for attaining individualized goals and objectives for individuals with disabilities through safe, developmentally appropriate physical activities in a variety of settings.

Rationale

The ability to effectively implement a variety of physical activities based on the unique needs of individuals with disabilities is the foundation of a comprehensive adapted physical education program.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Implements service delivery models appropriate to the individuals disability and age.
- Applies principles of safety in the implementation of physical activity programs.
- Demonstrates the role of physical activity throughout the lifespan of individuals with disabilities, including physical education, sport, and community-based programs.
- Accommodates the impact of various disabilities on the development of physical and motor fitness, the acquisition of skills in individual and group games and sports, and intramural and lifetime sports.
- Articulates the role of physical activity in promoting equity and social justice by advocating accessibility to and opportunities for participation in physical activity programs.
- Demonstrates an understanding of the differences in the philosophies of physical education, athletics, and community-based programs; and how adapted physical education prepares students for participation in athletics and community-based physical activity programs.
- Selects and/or modifies equipment, environment, and instructional strategies to meet the unique needs of individuals with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 30

Principles of Behavior Management

The candidate employs a variety of strategies to manage student behavior in various physical activity settings for individuals with disabilities.

Rationale

Management of candidates behavior is critical to effective teaching. Therefore, it is necessary to employ a variety of strategies to manage the behavior of individuals with disabilities in order to create an environment conducive to teaching adapted physical education. An example would be administering a token economy reward system to children with Downs Syndrome to improve their on-task behavior in adapted physical education.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Implements strategies to maintain and increase appropriate behaviors by using such techniques as modeling, reinforcement principles, group contingencies, and recent technology.
- Implements strategies to decrease or extinguish inappropriate behaviors by using appropriate techniques of applied behavior analysis.
- Uses appropriate applied behavior analysis strategies with individuals with a variety of disabilities.
- Identifies and modifies environmental factors that contribute to inappropriate behaviors.
- Documents behavioral changes through a variety of data collection techniques.
- Utilizes applied behavior analysis research and standards of practice to elicit desired behaviors and to promote the acquisition of motor skills.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 31

Leadership and Professional Development

The candidate demonstrates the leadership ability which enhances and promotes service delivery utilizing various instructional models.

Rationale

The role of the adapted physical education specialist encompasses teaching, resource, advocacy and leadership responsibilities. Candidates completing the credential must be prepared to work with students, parents, classroom teachers, special educators, administrators, allied health personnel, and recreators in providing the most effective service delivery to individuals with disabilities.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:

- Participates in professional development as an integral aspect for providing strong leadership.
- Exhibits a leadership role in the IEP meeting.
- Demonstrates an understanding of parental needs and addresses these in the family service plan.
- Demonstrates an understanding of parent's goals for their child and matches these to available service delivery models.
- Demonstrates the ability to work with other disciplines in developing appropriate physical education placement and programming.
- Joins professional organizations, attends professional conferences, and reads professional literature.
- Maintains currency on federal, state, and local statutes and mandates for individuals with disabilities in physical education.
- Assumes an advocacy role for promoting an active lifestyle for individuals with disabilities.
- Identifies the roles and contributions made by individuals involved in meeting the needs of individuals with disabilities.
- Contributes to transdisciplinary, interdisciplinary, or multidisciplinary teams.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 32

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges (WASC), and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students; and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Law

- (7) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).
- (8) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test (CBEST). The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Statutory basis: Education Code Section 44252(b)(6).
- (9) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).
- (10) Candidates to an Adapted Physical Education Program must hold a prerequisite teaching credential which authorizes the teaching of physical education. The following credentials are acceptable: Single Subject in Physical Education, Multiple Subject, Standard Secondary with a major or minor in Physical Education, Standard Elementary with an academic major or a major or minor in Physical Education, Standard Early Childhood, Special Secondary in Physical Education, General Secondary, General Junior High School, General Elementary, General Kindergarten Primary. A Single Subject Teaching Credential with a supplementary authorization in sports and games or Introductory Physical Education is not a valid basic teaching credential for the Adapted Physical Education Specialist Credential. Statutory basis: Education Code Sections 44225 and 56363(b)(5); and Title 5, California Code of Regulations, Sections 80046 and 80046.1.