

8710.5300 TEACHERS OF SPECIAL EDUCATION: DAPE

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C					
8710.5300 Teachers of Special Education: DAPE	Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed) Insert COURSE NUMBER & ID below					
	PHED 4211/5211	PHED 4212/5212	PHED 4217/5217	PHED 4218/5218	PHED 4970/5970	
Subp. 3. Subject matter standard. A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E						
A. A teacher of special education: developmental adapted physical education understands the central concepts, tools of inquiry, history, and context of developmental adapted physical education. The teacher must understand:						
(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of students with identified disabilities as the issues apply to physical fitness and gross motor skills;	A					
(2) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria for services pertaining to individuals who have disabilities relating to physical fitness and gross motor skills;	A					
(3) theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical fitness and gross motor skills;		A				
(4) lifespan implications of medical, health, skeletal, and neurological conditions on motor learning and development from typical and atypical perspectives;		A				
(5) principles of anatomical structure, physiology, and kinesiology across the lifespan from a typical and atypical development perspective;		A				
(6) how disabling conditions and behaviors with single- and cross categorical disabilities interrelate with motor functioning and motor skill acquisition; and		A				
(7) impacts of atypical motor development and function on the educational, social, and psychological well-being of students.		A				
B. A teacher of special education: developmental adapted physical education understands referral, assessment, planning, and placement						

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procedures specific to teaching students with disabilities in physical fitness and gross motor skills. The teacher must understand:						
(1) referral and intervention procedures	A					
(2) use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities in physical fitness and gross motor skills and how to effectively communicate the results to the students, families, teachers, and other professionals;	A					
(3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities in physical fitness and gross motor skills;	A					
(4) health-related aspects of physical fitness and their implications for students with disabilities;		A	K			
(5) the mechanics and application of assistive devices toward the acquisition of physical fitness and motor skills;		K	A	A		
(6) various educational placement options and the selection of appropriate options based on the needs of the individual; and	A					
(7) how to design individual plans that integrate assessment results and family priorities, resources, and concerns that incorporate, when appropriate, academic and nonacademic goals and the appropriate use of adaptive, arugmentative, and assistive technologies in the physical education setting.	K		A			
C. A teacher of special education: developmental adapted physical education understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with disabilities in the areas of physical fitness and gross motor skills. The teacher must understand how to:						
(1) develop, select, adapt, and use a variety of instructional resources, strategies, and techniques to implement developmental adapted physical education services as part of a student's accommodation plan or individual educational program plan;	A	K		A		
(2) select and adapt equipment essential to instruction in physical fitness and gross motor skills		K	A	A		
(3) establish learning environments that enable students with disabilities to safely and actively participate in motor programming;	K		A	A		
(4) apply techniques for communicating with students who are nonverbal or have limited verbal expression		K		A		
(5) apply strategies for teaching self-advocacy and functional life skills relevant to independence, social skills, community and personal living, and employment;		A	A			
(6) how to access information relevant to the field of developmental	K		A			

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adapted physical education through consumer and professional organizations, publications, and journals.						
(7) monitor, summarize, and evaluate the acquisition of outcomes stated in the individual plans	A				A	
D. A teacher of special education: developmental adapted physical education communicates and interacts with students, families, other teachers, and the community to support student learning and well-being. The teacher must understand						
(1) how to assist students and their parents in making choices that impact academic and occupational decisions;	A					
(2) sources of unique services, networks, agencies, and organizations for students with identified disabilities who have special education needs in physical fitness and gross motor skills;		A	A			
(3) educational roles and responsibilities of other teachers and support personnel in providing educational services to students with identified disabilities in physical fitness and gross motor skills;	A					
(4) roles of occupational therapists and physical therapists in relationship to delivering developmental adapted physical education services;	K	A				
(5) how to access information relevant to the field of developmental adapted physical education through consumer and professional organizations, publications, and journals.	K		A			
E. A teacher of special education: developmental adapted physical education applies the standards of effective practice in teaching students who have special education needs in the development of the students' physical fitness and gross motor skills through a variety of early and ongoing clinical experiences with prekindergarten, kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.				A	A	