SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Adapted PE Peer Coach**	7. **Action** ☒ New Course ☐ Course Revision ☐ Title Change Only
2. Date Submitted: 01/12/15	8. **Grade Level** ☒ 9 ☒ 10 ☒ 11 ☒ 12
3. Transcript Title/Abbreviation(s) TBA	**9. Prerequisites** (Please list.) ☐ Required None ☐ Recommended None
4. Transcript Course Code/Course Number : TBA	**10. Seeking Program Distinction?** ☐ YES (Check one below.) ☒ NO ☐ Honors ☐ AP ☐ Other
5. Subject Area Elective	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** Non-Departmental	12. **Previously approved by UC?** ☐ YES ☒ NO Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ☐ **YES** ☒ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ **Proposing eligibility?** ☐ **YES** ☒ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☒ 0.5 (semester or half-year ☐ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name: Melissa Abadia Phone: 510-618-4600 X 2165 Emai: Mabadia@slusd.us Position: A.P.E. Specialist	
16. Signatures: Department Chair Carol Dutton, Co-Chair SPED Department	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **Date approved by Board**

Principal:	

SECTION B. COURSE CONTENT

17. Course Description

This course is designed for students who want to support developmentally delayed students in the area of physical eduation. Peer Coaches will develop knowledge in the areas of special education history, laws and types of disabilities while working one on one with our San Leandro High School special needs students. Students may be asked to attend fieldtrips or attend after school events. Students must show initiative and leadership.

18. Course Goals and/or Major Student Outcomes

See Attachment Peer Coach Rubric

Peer Coaches will: Develop an understanding of the confidential nature of the position. Exercise care not to compromise any personal or confidential information they may obtain. Be able to assist in some direct learning tasks: scoring activity tasks, giving verbal prompts to allow students to focus and understand directions. Increase ability to work independently and make good decisions.

19. Course Objectives (standards)

See Attachment Peer Coach Rubric. CA Standards: Ability to coach Adapted PE student during skill practice & acquisition (Standard 1,2,3) Ability to assist Adapted PE students(Standard 2,4 Class Involvement to ensure Adapted PE student success during Activity(standard 5), Cooperation towards a common objective(standard 5), Following Directions during class(Standard 5).

20. Course Outline

Understanding of Adapted PE Protocol in the classroom: Schedule, equipment, self management, and working with Para-educators and other peer coaches. Undestanding of Confidentiality of special needs students, Understanding of communication and language when working with Adapted PE students. Understanding of ADA Laws, Understanding of types of disabilities and key points to know.

21. Instructional Materials:
Board approved required text
none

Supplementary materials

Will be provided.

22. Key Assignments
Assigned routine tasks
Assigned to one student to support.
Reading, Researching and writing assignments.

23. Instructional Methods and/or Strategies

Direct Instruction and Group Tranings

24. Assessment Methods and/or Tools

Observation, formal assessment using rubric and verbal and written As well as, assignments.• Completion of assigned tasks, Level of productivity, Attitude toward task to be completed and Initiative

25. Grading Policy

See contract: 10% signed contract, Participation 20%, Use of postive language 10%, attention to student 10%, honest and ask questions 10%, Respectful to all adults in classroom 10%, Good Role Model 10%, Be on Time10% and Follow Direcitons from other adults when I'm in class 10%

26. Context for this course.
Adapted PE Peer Coach is an elective class which involves students helping students. The program encourages students and their peers to work together to accomplish a goal. This provides opportunities to create interacations inside and outside the classroom that are supportive and safe school environment. There is a huge potential to make a difference in our school communitity to improve student undestanding and interaction.

27. History Development of this course. Livermore Unified was the inspiration for requesting this class here at San Leandro Unified. It has been proven very successful in their district for both the peer coaches and Adapted PE students.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

Peer Coach Grading Rubric
CA Physical Education Content Standards 1-5

Name:_____Class Period: _____

Please grade yourself under the "self" column with a score of 1-4 for each item. **You will lose **1 point** for each day this rubric is turned in late.*	4 =Advanced Proficient 3 = Proficient 2 =Developing 1 = Needs Improvement	A= 20-18 B=17-16 C=15-14 D=13-12

	4	3	2	1	SELF	APE
Ability to coach Adapted PE student during skill practice & acquisition **Std. 1, 2 & 3**	Coach continuously demonstrates, models, and modifies sports and fitness skills with task analysis utilizing verbal & physical prompting throughout the activity.	Coach demonstrates skills to their Adapted PE Coach student, provides limited verbal cues and physical prompts during skill practice with minimal reminders from the teacher.	Coach stays next to their Adatped PE student but does not interact with their Adapted PE student by offering verbal or physical prompting during skill practice with multiple reminders from the teacher.	Coach does not help Adatped PE student during skill practice, or stands far away from student, or does not provide any prompting to student, or does not ask questions for help if confused.		
Ability to assist Adapted PE student **Std. 2 & 4**	Coach stays with Adapted PE student during each activity, uses positive verbal & body language, asks questions about how to help student during activity, & always stays on task during activity	Coach always stays by Adapted PE student and assists them by providing limited verbal and physical prompts during each activity without teacher reminders	Coach stays with Adapted PE student but often needs reminders from the teacher to stay on task during activity and does not correct Adapted PE student when they are off task.	Coach ignores Adapted PE student during activities, or wanders off during activity to talk with friends, or tries to switch buddies during activity without permission.		
Class Involvement to ensure Adapted PE student success during Activity **Std. 5**	Coach stays with their Adapted PE student each class session, keeping them on task (using Green, Yellow, or Red) and interacts positively (giving praise/high fives) throughout activity.	Coach stays with their Adapted PE student and helps them participate safely in activity, interacting positively (giving praise/high fives) while staying on task throughout activity.	Coach stays next to their Adapted PE student and helps when needed, but does not help manage their student's behavior or has to be reminded to interact positively-(giving praise/high fives) during activity.	Coach uses this time to distract other coaches in class or disregards Adapted PE student's poor behavior (red), or interacts negatively (yelling, ignoring, etc) with any Adapted PE student during activity.		
Cooperation towards a common objective **Std. 5**	Coach demonstrates leadership with other coaches working with staff to meet the objective of the activity & ensure success by utilizing teamwork.	Coach works with staff *only* to help meet the objective of the activity with some reminders from teacher.	Coach works with their Adapted PE Student *only* but does not help meet the objective of the activity by keeping track of data or utilizing teamwork.	Coach complains about given Adapted PE student, or activity objective, or job given and/or has difficulty working with other coaches or staff.		
Following Directions during class **Std. 5**	Coach consistently follows directions from staff for given activity objective during Adapted PE and returns to locker	Coach follows directions from staff for given activity objective during Adapted PE with less than 1 teacher	Coach requires 3 or *fewer* reminders from staff to follow directions for the given activity objective during	Coach requires 3 or *more* reminders from staff to follow directions for the given activity objective, or does		

	line after Adapted PE at the changing bell daily.	reminder and returns to locker line after Adapted PE at the changing bell.	Adapted PE or leaves before the changing bell.	not return to locker lines after Adapted PE.		
				TOTAL:		

As a peer coach, what were your strengths? Why?

As a peer coach, what would you like to improve on? Why?

As a peer coach, what was your most memorable experience? Why?

As a peer coach, has this experience changed your perspective on working with students with special needs? Why?

Adapted P.E. Peer Coach Contract 2015-2016

Welcome to Adapted Physical Education. We are so happy that you're going to be a Peer Coach in our class this year. Please review the following Contract. You will sign it with your parents. You or your parents can reach Mrs. Abadia at 618- 4600 ext. 2165 or email Mabadia@slusd.us at any time with questions or concerns about your grade/progress in our class. We are looking forward to working with you this year and hope this will be a memorable experience for you!

What you can expect in our classroom:

-- You will have fun!
-- You will make a positive difference in the lives of my students.
-- You will be a role model, a friend, and a coach for my students.
-- You will help teach the students basic gross motor skills (things you use in PE—throwing, catching, kicking, etc.) and appropriate social skills.
-- You can ask us any question, at any time! We will always tell you/show you what you're expected to do…We want you to be comfortable and successful in my class.
-- You will make instruction and social learning possible in my class that would be impossible without you. We need you to help make this program successful!
-- You will have the *opportunity* to participate in Adapted PE events during the school year where you may need teacher permission to miss 1 or more classes (only if your grades/conduct are up to par). You will be in a leadership role and will help make the events a success.
-- If we have to write you a referral for any reason, you will be out of our class permanently.

What we expect from YOU (How you earn your grade in my class):

-- You will turn in your signed student contract on time (10% of your grade)
-- You will participate in and help the students learn during **all** physical activities (20% of your grade)
-- You will use positive language only and encourage appropriate behavior and/or correct inappropriate student behavior using, "Green," "Yellow, or "Red." (10% of your grade)
-- You will always sit/be with my student(s), never isolated by yourself in the Adapted PE room, or socializing only with the other student aides. (10% of your grade)
-- You will be honest and ask questions if you need clarification. (10% of your grade)
-- You will be respectful and helpful with all adults in my classroom, including but not limited to our adult classroom aides and substitute teachers. (10% of your grade)
-- You will be a good SLHS student! Be in PE attire…do well in your other classes…make me proud…you're a role model for my class. If you need help, We are willing to sit down and help you get organized for your classes. (10% of your grade)
-- You will be on time. If this becomes a habit you will be out of my class permanently. (10% of your grade)
-- When I am off campus or at other schools, you will follow the rules of the other Special Education Teachers' classrooms. In the rare situation, where there are no Adapted PE classes, you will report to the AP office. (10% of your grade)

Teacher Signature	**Student Signature**	**Parent Signature**	**Date**