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ABSTRACT

This paper, from the symposium "A Preservice Integrating Model in Personnel Preparation for Special Education," focuses on the interdisciplinary relationship inherent in Project RISPE (Rural/Remote Interdisciplinary Special Physical Education) and its influence on personnel preparation for special education at the University of Montana. The goal of Project RISPE is to improve collaborative personnel preparation for services to rural early childhood students and to severely/moderately handicapped children in Physical Education by increasing the ability of interdisciplinarily trained Physical Educators and Special Educators to effectively contribute to the education of handicapped children and youth. A conceptual and procedural overview is given of activities related to interagency collaboration and subsequent design of research processes intended to increase quality and quantity of trained physical and special educators in rural education agencies. (DF)

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A SYMPOSIA

A PRESERVICE INTEGRATING INSERVICE MODEL IN PERSONNEL PREPARATION FOR SPECIAL EDUCATION

by

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For

The Northern Rocky Mountain Educational Research Association
2nd Annual Meeting
Jackson, Wyoming
October 4-6, 1984

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SYMPOSIA

A Preservice Integrating Inservice Model in Personnel Preparation for Special Education

A. List of Symposia Participants

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   Title: A Preservice Integrating Inservice Model in Personnel Preparation for Special Education.

2. Gary Nygaard, Ed.D.
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   Title: Establishing Productive Relationships Between Institutions of Higher Education and Local Education Agencies for Personnel Preparation Field Sites.

3. Mike Fredrickson, M.S.
   Special Education Teacher
   Sentinel High School
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   Title: Integrative Components for Local Education Agencies in Assuming Participatory Roles in the Personnel Preparation of Special Education.

4. Mary Simpson, B.A.
   Research Assistant
   University of Montana
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   Title: University Students: The Vital Link Between Institutions of Higher Education and Local Education Agencies in the Preparation of Special Education.

B. Symposia Summary: A Preservice Integrating Inservice Model in Personnel Preparation for Special Education.

OVERVIEW

The purpose of this symposia is to present personnel preparation design and methodology for institutions of higher education in rural/remote areas which are responsible for increasing the number and quality of Special Education personnel to meet the unique educational needs of early childhood, moderately/severely, and mainstreamed handicapped children. The symposia will focus on efforts undertaken as a result of a $183,000 U.S. Office of Special Education Grant (No. 029BH40113) to establish through situational analysis, on-campus teaching academics and pre-professional service centers in local education agencies (LEA). These efforts will lead to the development and installation of interdisciplinary physical education instructional competencies in special education.

Thus, recruiting and preservicing physical and special educators to integrate transdisciplinary physical education experiences for handicapped children has demonstrated potential for facilitating and enhancing special education instructional interventions in rural/remote LEA's. Accumulated data and evidence strongly indicates the significant need to develop a preservice personnel preparation model that will guide the attraction, training, retention and productive employment of professionals in the delivery of physical education services to handicapped children.

Highlighting the need for this form of personnel preparation is the quite restrictive or non-existent provision of special physical education services for early childhood through secondary aged handicapped children and the subsequent demands that such has placed upon both physical and special educators in rural/remote LEA's. This demand is augmented by the fact that most rural school districts clearly are not of a sufficient size to provide comprehensive instructional services to all their handicapped students. This detracts from the delivery of the direct special education service of physical education but such can be offset by utilization of an interdisciplinary perspective of service delivery.

The development of a "Preservice integrating inservice" model focusing on early interdisciplinary intervention, is a potentially effective strategy for meeting the organization and systematic requirements for successful personnel preparation in special education. This system of personnel preparation is one which will (1) efficiently increase the quality of preservice skills of special educators, (2) rapidly increase those competencies for all age and disability ranges, and (3) establishes preservice practica and field sites for personnel preparation.

C. The topics of presentation are as follows:

1. Powers: A Preservice Integrating Inservice Model in Personnel Preparation for Special Education: This presentation will focus on the interdisciplinary relationships inherent to Project RISPE and its influence on personnel preparation for special education at the University of Montana. It will provide a conceptual and procedural

overview of activities related to interagency collaboration and subsequent design of research processes intended to increase the quality and number of trained physical and special educators in rural/remote LEA's.

2. Nygaard: Establishing Productive Relationships Between Institutions of Higher Education and Local Education Agencies for Personnel Preparation Field Sites: This presentation will address interagency methodologies used to train LEA personnel (administrative and instructional) in an interdisciplinary manner to assume roles as directors of on-campus teaching academics and preservice professional service centers which will be used as student teaching and internship sites. It is perceived that by having University faculty train and assist LEA personnel in interdisciplinary perspective of adapted physical education it will greatly enhance practicum experiences of university students.

3. Fredrickson: Integrative Components for Local Education Agencies in Assuming Participatory Roles in the Personnel Preparation of Special Educators: The scope of this presentation will be on the recruitment of LEA personnel and their individual responsibilities at respective field sites. It will establish the presence of important precursors suggesting the appropriateness for personnel and field sites in conducting or assisting with university based personnel preparation coursework and experiences.

4. Simpson: University Students: The Vital Link Between Institutions of Higher Education and Local Education Agencies in the Preparation of Special Educators: This presentation will concern itself with the relationship between university based program content and the quality of experiences for students in practicum field sites. It will address the responsibilities and roles of student personnel assisting in the delivery of special education in LEA's as representatives of the university.

A PRESERVICE INTEGRATING INSERVICE MODEL IN PERSONNEL PREPARATION FOR SPECIAL EDUCATION

Introduction

Project RISPE (Rural/Remote Interdisciplinary Special Physical Education) addresses the needs noted in Part D of the Education of Handicapped Act, that is, the goal of the Project is to improve collaborative personnel preparation for rural early childhood, and severely/moderately handicapped children in Physical Education by increasing the availability of interdisciplinarily trained Physical educators and Special educators to effectively contribute to the education of handicapped children and youth. Highlighting the need for this form of personnel preparation is the quite restrictive or non-existant provision of special Physical Education services for early childhood and moderately/severe handicapped children and the subsequent demands that such has placed upon both Physical and Special educators in rural/remote local education agencies (LEA). This demand is augmented by the fact that most rural school districts clearly are not of a sufficient size to provide comprehensive instructional services to all their handicapped pupils (Howe, 1981). This detracts from the delivery of the direct Special Education service of Physical Education to early childhood and moderately/severely handicapped students that can be offset by utilization of an interdisciplinary perspective of providing special Physical Education services to handicapped children (Hundert, 1982). Further, appropriate Physical Education services present additional challenges to LEA's because of the overwhelming lack of professionally trained Special Physical educators (Crowe, Auxter, and Pyfer, 1981). When examined in light of dwindling economic resources for LEA's and the requirements of PL 94-142, there results a clear requirement to attract and utilize preservice Physical and Special educators in various interdisciplinary professional preparation to serve this capacity in rural Special Education settings. Thus, professionals are desperately needed to assume active interdisciplinary roles at all levels in order to enhance rural/remote Special Education, as well as to perpetuate the significant impact of PL 94-142's Free Appropriate Public Education with regard to Physical Education.

Description of Need

The proposed Project endeavors to establish through situational analysis, resultant teaching academies and pre-professional service centers to increase Physical Education professional preparation and services made available to early childhood, moderately/severely and mainstreamed handicapped children in rural/remote special education settings. Importantly, the Project will focus on leading in the development and installation of physical education competencies and activities which will make available manpower to develop and implement interdisciplinary educationally-relevant activities. Support for this focus is derived in part from statewide (Montana) inquiry and the review of professional literature which documents that the majority of Physical Education personnel are not adequately or appropriately trained in meeting the physical education needs of handicapped children on an individualized basis (Vodola, 1973; Cratty, 1980; Ersing, 1980; Winnick, 1979 and Hurley, 1981). Thus, recruiting and

preservicing Physical and Special educators to integrate interdisciplinary physical education experiences for early childhood, moderately/severe, and mainstreamed handicapped children (Clelland, 1979) has the demonstrated potential for facilitating and enhancing special education instructional interventions in rural/remote LEA's. Additionally, utilization and retention of preservice personnel may be enhanced by accomplishment of low-cost interventions by LEA's (e.g. Physical educators who can teach regular and adapted Physical Education, inclusion of Physical Education in early childhood-handicapped programs, special educators who also can teach Physical Education). Thus, the need for competency-based methodologies for attracting, training and integrating personnel preparation points to a requirement to focus on preservice training of persons who will later be required to provide Physical Education services in both special and regular education settings. The proposed Project will address the need for materials and methodologies for providing Physical Education to early childhood, moderately/severely and mainstreamed handicapped children in rural/remote LEA's. It will also go beyond that by preparing future Physical and Special educators in an interdisciplinary manner to accomplish a multiplier effect in meeting the Physical Education needs of handicapped children.

Personnel Needs in Montana

Evidence of the needs for increased utilization of trained special physical educators in Montana can be derived from a variety of sources. First, at the local level, LEA's of all sizes are not capable of providing specially designed Physical Education to handicapped children because of a severe shortage of trained personnel, lack of funding, arbitrary mainstreaming, to name just a few reasons. For example, Missoula School Oistrict No. 1 has 244 handicapped children (1981 child count) and only 9 are receiving special Physical Education as mandated by PL 94-142. Whereas, Powder River County has 31 handicapped children (1981 count) with only 2 receiving specially designed Physical Education.

Second, at the State level, there are well over 2,500 handicapped students in Montana with only 8 adapted physical educators currently employed by 392 LEA's. Of the eight, two have personnel preparation in special Physical Education which was obtained in states other than Montana (Office of Public Instruction). Further evidence of the statewide perception of need was documented by the revision of Teacher Certification Administrative Rules of Montana (10.58.520) effective July 1, 1980, which states that prospective Physical Education and Health teachers provide knowledge and skill relative to atypical students in terms of: (1) aims and objectives; (2) prescribe and manage student learning; (3) program organization, planning, administration/and evaluation; (4) assessment; (5) practicum experiences; and (6) student teaching opportunities.

Third, at the higher education level, the University of Montana and Montana State University are the only institutions which have qualified faculty who provide professional preparation in Physical Education for the handicapped. Other institutions may provide such experiences but they are done either by regular Physical Education faculty with limited or no expertise, athletic trainers, or special educators with limited or no Physical Education background.

Taken together, the accumulated evidence strongly indicates the significant need to develop a preservice personnel preparation model that will guide the attraction, training, retention and productive employment of professionals in the delivery of Physical Education services to handicapped children. This data

represents need not only for technical assistance at the LEA level, but also increased and relevant personnel preparation to compensate for the enormous lack of trained specialists. It is imperative that personnel preparation accommodates all ages, early childhood through secondary, of handicapped children as well as from a non-categorical approach for moderately/severely disabled populations.

Meeting the Needs for Personnel in Montana

As noted, the needs of Montana to support the efforts of Special Education through special Physical Education programs are congruent with the needs of other states. However, Montana additionally represents rural/remote characteristics which discourage adapted Physical Education specialists from seeking employment here. Frequently, handicapped populations in remote areas are too few in number to even allow the hiring of a regular Physical educator let alone an adapted specialist. Unfortunately, in those same circumstances Physical and Special education efforts are likely to be well intended, but lack any guidance or technical assistance. Due to a lack of experience and personnel preparation at that locale, Physical and Special educators do not receive an adequate orientation, on-the-job training, interpersonal support, or other means of recognition or compensation. Maintaining this problem is the fact that population densities in the majority of Montana are inadequate to support agencies of a sufficient size to establish effective and comprehensive Special Education programs.

What appears to be needed is a system of personnel preparation which (1) efficiently increases the quality of preservice skills of Physical and Special educators, (2) rapidly increases those competencies from pre-school through secondary levels with an emphasis on the moderately/severely disabled, and (3) establishes preservice practica and field sites for personnel preparation. The proposed "Project RISPE (Rural/Remote Interdisciplinary Special Physical Education): A Preservice Integrating Inservice Model in Graduate and Undergraduate Personnel Preparation," represents a crucial resource to the State of Montana and offers significant potential for national impact. Specifically, the Project proposes to:

a. Pilot an adapted Physical Education personnel preparation program in an early childhood: handicapped setting.
b. Pilot an adapted Physical Education personnel preparation program for elementary aged moderately/severely handicapped children.
c. Pilot an adapted Physical Education personnel preparation program for secondary mainstreamed aged handicapped children.
d. Assess through situational analysis the interdisciplinary competencies necessary to provide adapted Physical Education in rural/remote LEA's.
e. Develop pilot programs into preservice teaching academies by which provide "hands on" personnel preparation in practica settings.
f. Integrate teaching academy models into preservice professional service centers for rural LEA's throughout Montana as field sites.
g. Provide technical assistance to facilitate continued existence of preservice professional service centers after funding.

Philosophy and Assumptions:

The goal of Project RISPE, in response to a perceived critical need, is to improve the quality and increase the availability of professionally prepared Physical and Special educators to effectively contribute to the special physical education of handicapped children in rural/remote educational settings. It's tenet is a developmental and preventative organizational center which strives to provide services to early childhood, moderately/severely and mainstreamed handicapped youth. The development of this project is founded on the philosophy that educational technology can be constructively utilized to enhance human potential and opportunity. The implementation of Project RISPE is operative under a number of important underlying assumptions.

a. Physical Education can effectively contribute to the cognitive, psychomotor and affective development of handicapped children and youth.
b. Handicapped children in rural/remote educational settings are entitled to the same educational opportunities and experiences as their peers in urban/suburban educational settings.
c. Early intervention and developmental physical education experiences for moderately/severely handicapped children is essential and cost effective if disabled children are to maximize their potential.
d. Physical and Special educators are recognized as primary interventionists. As their pre-service skills in teaching handicapped children increase, they assume both an instructional and resource role relative to physical education services within Special Education.
e. Accomplishment of the effective contribution of Physical and Special educators in the Physical Education of handicapped children requires their acquisition of essential service skills through coursework and integrative on-site experiences.
f. An organized and systematic approach is required to responsively meet the critical need for increased quality and availability of trained Physical and Special educators in the educational services for handicapped children in rural/remote areas.
g. The basic but essential service skills required for effective interdisciplinary contribution of Physical and Special educators in the Physical Education of handicapped children are identifiable, teachable, and replicable in rural/remote educational settings.
h. The training methods and materials for professionally preparing Physical and Special educators can be effectively utilized to support other regional or national models in the delivery of Physical Education services in rural/remote areas.
i. Methods and materials for training personnel are available and can be appropriately and effectively adapted for Physical and Special educators in a diversity of populations, service roles, and educational settings.

Involvement of Students, Employing Agencies, and Other Concerned Individuals in Program Planning and Implementation

The planning and implementation of Project RISPE has been and will continue to be conducted in the context of an array of supportive relationships with

specialized resources and advisory persons. Figures 1-3 provides a diagram of these relationships. Specific input from many sources has been enjoyed in the planning process for Project RISPE. Prominent in this planning process has been the concept that rural/remote areas do in fact have available resources, if efficiently structured, to provide appropriate Physical Education experiences for all handicapped children. For example, direct University involvement and LEA input has been combined in personnel preparation by the development and operation of the University of Montana Physical Education-Handicapped service program which has provided direct Physical Education services to LEA moderately/severely handicapped children since Spring 1983. Additionally, many organizations and professionals that provide special education services to handicapped children have provided their input directly or as a result of efforts to evaluate local, statewide, and national Physical Education service needs to handicapped children.

Overview of Project Design:

Project RISPE can be seen as involving activities of personnel preparation implemented by management actions, and operated in a context of programmatic resources, professional capability, and productive inter-agency relationships. Each of these features will be briefly reviewed.

1. Activities of Personnel Preparation

Eight of the ten components of this project will serve to directly increase the quality and availability of Physical and Special educators in the Physical Education of the Handicapped. Each of those components will involve the accomplishment of personnel preparation activities. Specifically, the types of training to be conducted by Project RISPE include:

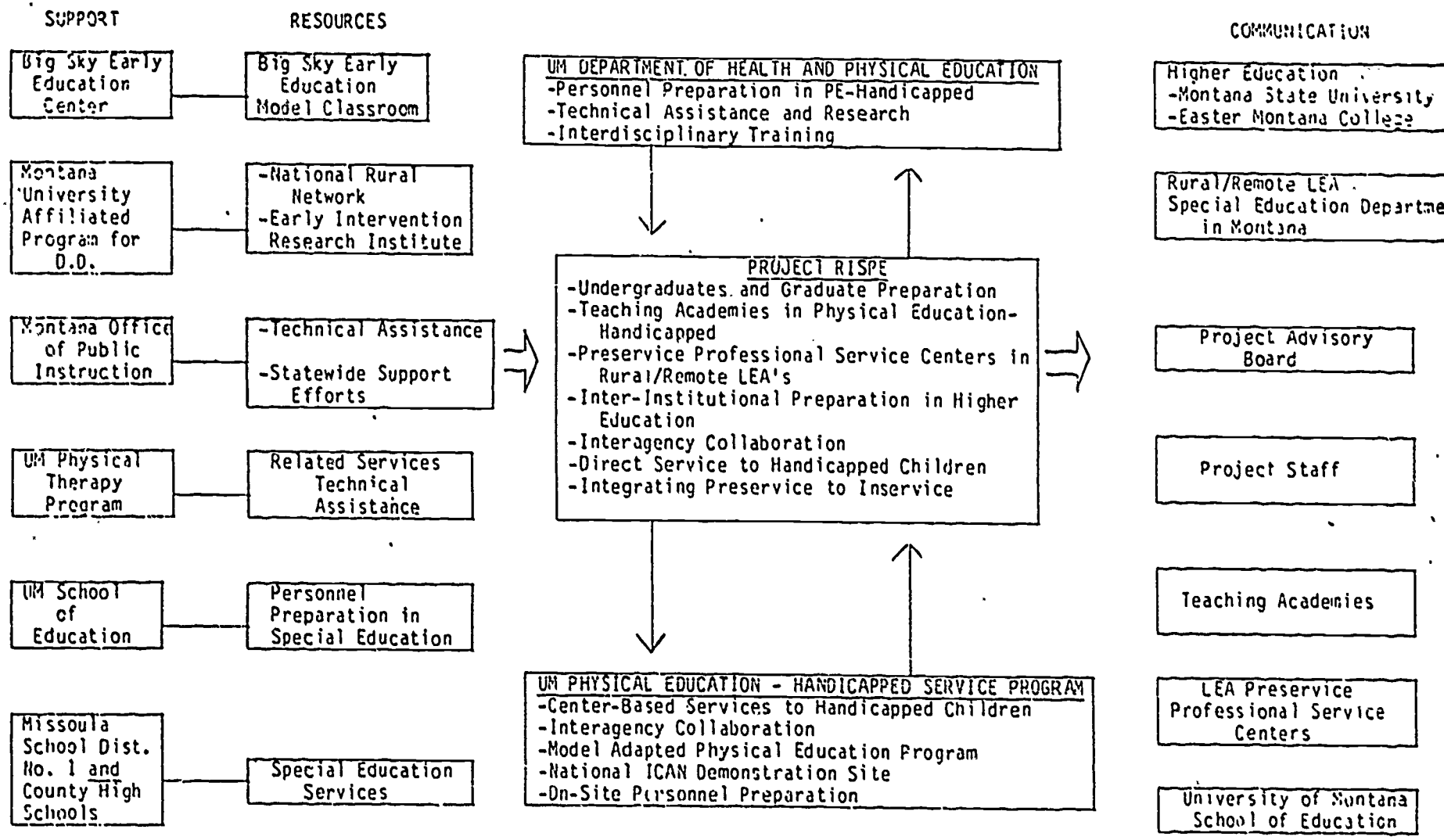
a. Training of Graduate Students: Throughout the Project, students in Physical Education-Handicapped will be trained by Project staff and University faculty in an interdisciplinary Special Education emphasis. Competencies established in graduate students will allow them to accomplish roles as professional adapted Physical educators as well as other training and support capacities to contribute to the Project, LEA's, and undergraduate students.

b. Training of Undergraduate Students: Project staff, including graduate assistants, will develop methodology and materials, implement those techniques, and accomplish the preparation of undergraduate students in Physical and Special Education. These students will be capable of implementing instructional technology in Special and Physical Education in rural/remote educational settings. Further, students will be equipped with materials and methodologies to do such with limited available resources and maximize utilization of interdisciplinary activities.

c. Training of University Faculty to Direct Practica Experiences: Project staff will develop methodologies and materials to train faculty in an interdisciplinary manner so as to assume roles as directors of teaching academies on higher education campuses. Faculty will be capable of managing the personnel

Figure 1

PROJECT RISPE: A PRESERVICE INTEGRATING INSERVICE MODEL
Rural/Remote Interdisciplinary Special Physical Education
Relationships Diagram



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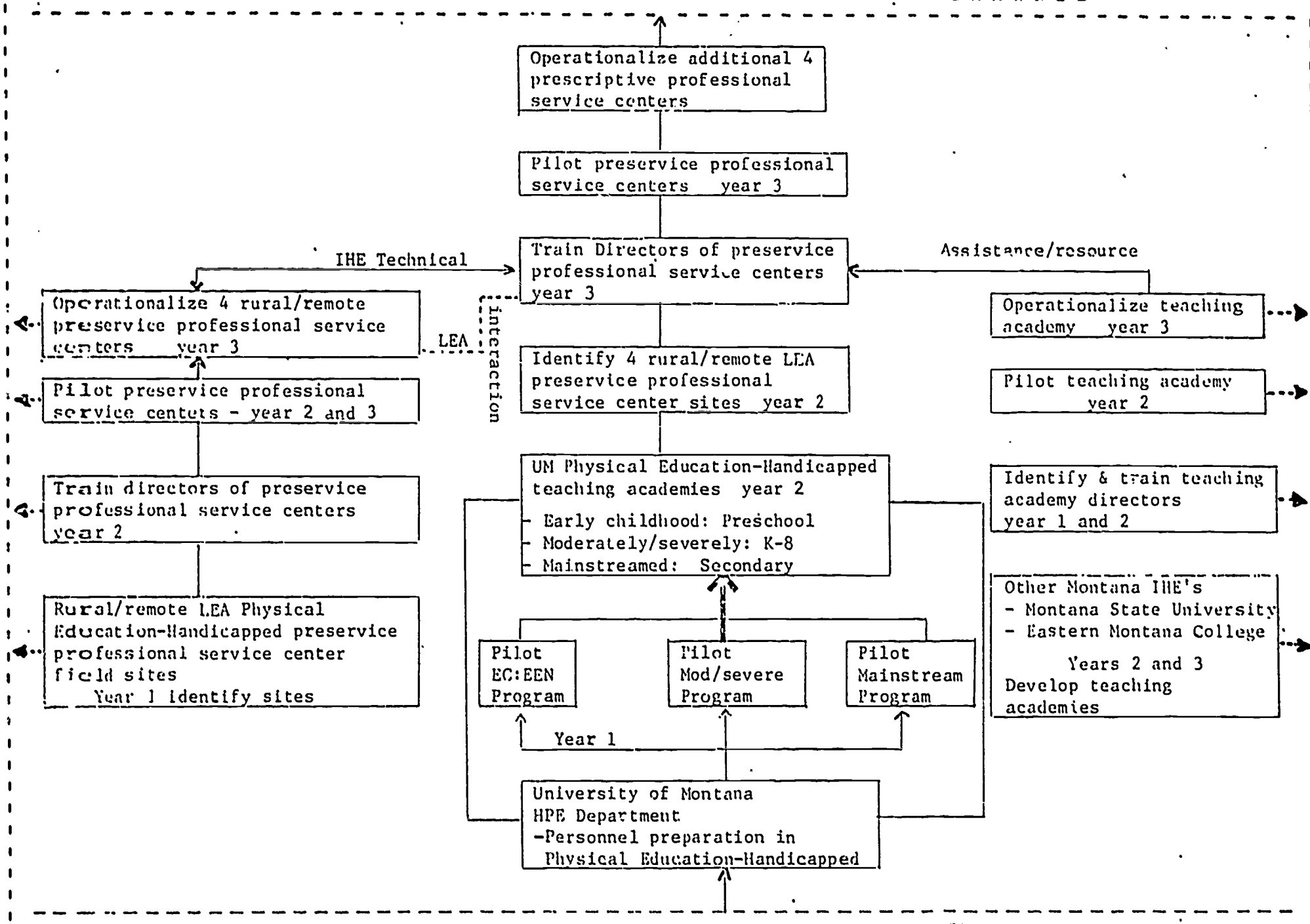

Organizational structure and sequence of project RISPE Major Activities - - - Figure 2

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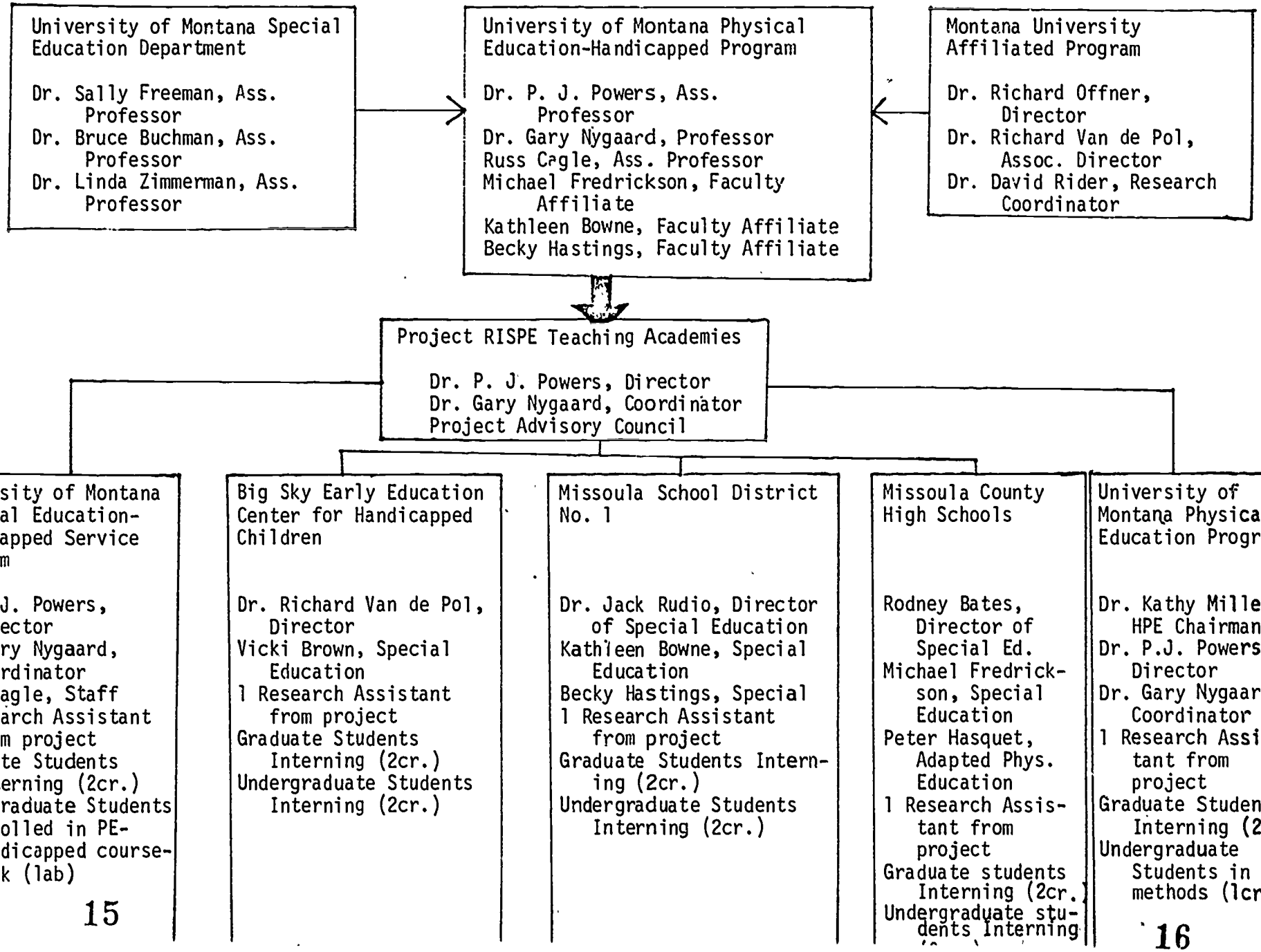
Figure 3.

PROJECT RISPE TEACHING ACADEMY PERSONNEL



preparation of Special and Physical Education students involved in each academy at various university/colleges throughout the state. It is perceived that by having university faculty directors of academies from different disciplines within Special Education such will convey a truly interdisciplinary perspective of providing Physical Education services to handicapped children to both graduate and undergraduate students.

d. Training of LEA Personnel to Direct On-site Field Experiences: Project staff will develop methodologies and materials to train LEA personnel (administrative and instructional) in an interdisciplinary manner to assume roles as directors of preservice professional service centers which will be used as student teaching and internship sites. Since the number of qualified Special Physical educators within Montana is so minute it is imperative that LEA personnel be qualified to supervise field training sites.

The four types of training introduced above will be major features of each of the four service components of the Project.

2. Service Components of Project RISPE:

To accomplish personnel preparation, there will be offerings of training opportunities in the four types of training described above and at four categories of instructional settings: (1) Project institutes for university faculty and LEA representatives, (2) University coursework at graduate and undergraduate levels, (3) Practica site training in teaching academies, and (4) Field site training preservice professional service centers. The four categories of training will serve for the accomplishment of all four types of training. These combinations of training types and sites allows for flexibility in implementation of Project service components. Those components are designed to focus their intended continuing contribution to Special Physical Education in rural/remote settings and are descriptively entitled.

a. Component 1 - Teaching of Graduate and Undergraduate Students in Physical and Special Education: Activities of this component will accomplish the preparation of Physical and Special Educators who will be competent in the ability to deliver direct Physical Education services to handicapped children in rural/remote LEA's. University students will be prepared at the graduate and undergraduate level through coursework, teaching academy practicas, and preservice professional service center field sites. Graduate students will have the additional opportunity for training at Project institutes and activities.

The students will be prepared to make effective use of a package of methods and materials for delivering Physical Education services and will be allowed to retain those materials for future replication after participation in the preservice professional service center. The package will be developed and piloted in year one, field tested and produced in year two and refined with continued implementation in year three. The development of an interdisciplinary cadre

of personnel trained in successful rural/remote practica and field sites is seen as the key to multiplying and retaining Physical and Special Educators within the State of Montana. In turn, this should allow for the continued expansion of preservice professional centers long after Project funding.

b. Component 2 - Provision of Technical Assistance and Support for Directors of University Teaching Academies: Once the pool of teaching academy directors has been established, that investment of resources can be both effective and maintained through timely and responsive support efforts. Those efforts will be provided to teaching academy directors throughout the Project to achieve interdisciplinary refinement of their skills and assure their experiencing positive success in assistive directing the personnel preparation of Physical and Special Education students. During year three, the intensity of assistance and support will be gradually reduced as the teaching academies become increasingly self-reliant and, at the same time, responsibilities for accomplishing both personnel preparation and technical assistance will be assumed by the University of Montana School of Education. This gradual reduction of Project-supplied support and the assumption of responsibilities by the University will insure continuation of teaching academies for direct personnel preparation as well as resources for preservice professional service centers.

c. Component 3 - Provision of Technical Assistance and Support for Directors of LEA Preservice Professional Centers: In years two and three LEA representatives (administrative and professional) will be trained by Project staff to assume directive roles in personnel preparation preservice professional service centers. Importantly, in year three, there will be integrative training and support for each service center with a corresponding teaching academy. This latter outcome of the Project, that is, the presence of effective field sites for personnel preparation, is a key to Project success in that it efficiently links research to practice by integrating preservice with inservice. Nonetheless, the direct provision of preservice assistance to LEA's, rather than merely through coursework or consulting, can serve to readily meet the needs of personnel preparation while also having a direct and immediate significant impact upon the Physical Education needs of handicapped children in rural/remote educational settings. Thus, this component allows for the accomplishment of needed support in personnel preparation and the refinement of training sequences in operationally appropriate field sites directed by qualified LEA personnel.

d. Component 4 - Continuing Practice and Refinement of Service Components: To maintain a close contact with all aspects of the training of university students and the directors of academies and service centers, Project operation will provide for the accomplishment of all types of training as the Project advances through its phases. That is, continuing direct contact with all service component activities will provide for important feedback and opportunities for refinement of Project-developed procedures throughout the duration of the Project.

Two components of the Project will serve to assure the accomplishment of responsible management and systematically utilize evaluative data. These two operational components are described below.

a. Component 5 - On-going and Comprehensive Evaluation and Feedback: Formative and summative data will be derived in an explicitly scheduled manner and used to guide adjustments in Project activities, products and distribution of resources (see management components evaluation design, and Project management charts for detail). The central evaluation activities are similar to those that are widely practiced by projects of this type. However, the important role of measures of consumer satisfaction and the emphasis of situational analysis with responsive evaluation measures to lead the refinement of Project activities is worthy of note. This central concern for refinement based on situational analysis is viewed as fundamental to bringing about the installation of preservice methodologies and the dissemination of innovative practices which are both effective and of attractive utility for rural/remote LEA's and universities who will use them. Finally, the products of the evaluation component will allow for a data base of process and outcome measures appropriate of demonstrating the effectiveness and validity of the preservice integrating inservice model.

b. Component 6 - Responsive Management Systems for Effectiveness and Efficiency of Operation: All aspects of Project operation will be subjected to systematic and supportive management actions. The management style will be team management (Blake and Mouton, 1981) and foster a participative approach to decision making. Management actions will be completed in a context which allows for an array of data bases, time frame-to-accomplishments comparisons, input from situational analysis of higher education and LEA's, and the collection of professional strategies from Physical and Special Education. Thus, the Project Director and other staff will be well supported in deriving at Project management decisions and outcomes.

Competencies and Evaluation

Project RISPE has outlined four types of training to be accomplished. For each type of training conducted, basic areas in which specific competencies will be determined have been defined:

1. Type 1 - Training of Undergraduate Students

   a. Basic Competency Areas: Minimal, but not limited to, areas include,

      1) Foundations of Physical and Special Education programs in rural/remote areas;
         a) Knowledge of handicapping conditions
         b) Individualized Physical Education programs and relevant processes
         c) Role relationships in Special Education and Physical Education

2) Basic individualized instructional interventions in adapted Physical Education
3) Basic class management techniques in adapted Physical Education
4) Basic assessment methodologies in adapted Physical Education
5) Application of strategies for utilizing available Special Education resources in rural/remote educational settings
6) Ability to effectively use previously validated programs (e.g., I CAN, Project Active, Data Based Gymnasium Model, Project People, etc.) and ADAPT them to rural/remote educational settings
7) Health and Safety Procedures inherent to adapted Physical Education
8) Proficiency in planning Physical Education programs for handicapped
9) Ability to function effectively within interdisciplinary teams
10) Application of evaluation principles in determining student progress
11) Other supportive activities (e.g., producing instructional materials, supervision, etc.)

2. Type 2 - Training of Graduate Students

a. Basic Competency Areas: Minimal, but not limited to, areas include,

1) All competencies for undergraduate students but at an advanced competency state of skill which will be identified within Project
2) Ability to design and implement progressive curriculum concepts and methods in rural/remote educational settings
3) Ability to assess rural/remote needs of special population and design and implement services to achieve unmet needs.
4) Ability to provide technical assistance to LEA's initiating or providing inadequate adapted Physical Education service.
5) Ability to collect, store, retrieve, interpret, apply and disseminate research for rural/remote educational settings
6) Select, design, and coordinate use of supplies, equipment, facilities and instructional materials
7) Formulate program policies for impaired, disabled, and handicapped children

3. Type 3 - Training of University Faculty to Direct Practica Experiences

a. Basic Competency Areas: are designed to facilitate interdisciplinary skills to direct undergraduate and graduate personnel preparation as directors of university based teaching academy practica sites. Minimal, but not limited, areas include,

1) Integration of personnel with other University related instructional, treatment, or rehabilitation programs
2) Plan, conduct, and supervise student practicum experiences in teaching academies
3) Gather and synthesize substantive content and process about personnel preparation in adapted Physical Education
4) Assess and evaluate adapted Physical Education personnel preparation practica experiences

5) Function on different types of committees with representatives from various disciplines and professions
6) Serve as consultant and provide technical assistance and resources to preservice professional service center field sites in rural/remote educational settings
7) Conduct or assist with University based personnel preparation coursework
8) Involve students in a variety of interdisciplinary Physical and Special Education learning experiences
9) Provide students with practica opportunities to acquire knowledge and competencies related to conducting Physical Education programs for early childhood, moderately/severely, and mainstreamed handicapped children in pre-school through secondary settings.

4. Type 4 - Training of LEA Personnel to Direct On-site Experiences

a. Basic Competency Areas: are designed to facilitate interdisciplinary skills to direct undergraduate and graduate personnel preparation as directors of rural/remote LEA based preservice professional service centers as field training sites. Minimal, but not limited to, areas include,

1) Integration of University students with other LEA related instructional, treatment, or rehabilitation programs
2) Plan, conduct, and supervise student teaching and/or internship experiences in rural/remote educational settings
3) Gather and synthesize substantive content and process about personnel preparation of University students in LEA's
4) Assess and evaluate student teaching and/or internship experiences in adapted Physical Education
5) Function on different types of committees with representatives from different disciplines and professions in the University and teaching academies
6) Serve as consultants and provide technical assistance and resources to University student teachers and/or interns
7) Conduct or assist with University based personnel preparation coursework
8) Involve student teachers and/or interns in a variety of interdisciplinary Physical and Special Education learning experiences in rural/remote LEA's
9) Provide student teachers and/or interns with on-site training opportunities to acquire knowledge and competencies related to conducting Physical Education programs in rural/remote educational settings

Evaluation of competency attainment by graduate and undergraduate students receiving training through University and LEA personnel by Project RISPE will be conducted by direct observation and other objective measurement of performance on specified skills.

Evaluation of the Effect of the Project on Persons Served

Evaluation of the effects of the Project on personnel served will focus on both in-training, practica, and field site measures of performance. This methodology will be detailed below for each group served.

1. Evaluation of graduate students

   Graduate student performance will be assessed during University coursework, Project responsibilities, as well as practica and field site assessments. Outcome measures will include graduate student progress and satisfaction.

2. Evaluation of Undergraduate Students

   Undergraduate student performance will be assessed during University coursework as well as in practica and field sites. Outcome measures will include undergraduate progress and satisfaction.

3. Evaluation of Practica and Field Site Directors

   Directors performance will be assessed during institutes/workshops and on-site supervision of personnel. Outcome measures will include supervisory progress and satisfaction.

4. Evaluation of Clients Served by Practica and Field Sites

   Direct and indirect measures of relevant client service enhancement will be collected. Direct measures may be accomplished through on-site visitations by Project sites and direct observation of treatment provided by personnel, by practica and field site directors. Indirect measures will also be supplied by agencies utilizing the graduate and undergraduate personnel of the project.

5. Evaluation of Project Staff

   Evaluation of Project staff will be accomplished through direct observation of Project activities by personnel involved. Outcome evaluation will include personnel skill acquisition and satisfaction.

6. Measurable Project Outcomes

   Specific dependent measures are listed, but not limited to, the following for each group served.

   a. Graduate student performance:
      1) Percent of Project competencies complete,
      2) Objective scores of personnel competencies in practica/field sites
      3) Pre-post increases within University coursework criteria
      4) Likert scores of participant satisfaction w/relevant Project activities

b. Undergraduate student performance:
   1) Pre-post scores of personnel competencies in practica/field sites
   2) Pre-post increases within University course criteria
   3) Pre-post increases within developed Project personnel competencies

c. Practica and field site directors:
   1) Pre-post training institute scores
   2) Assessments of impact on clients
   3) Likert scores of personnel satisfaction
   4) Likert scores of supervisory performance

d. Clients served by practica and field sites:
   1) Increases in engaged learning time
   2) IEP's in place for Physical Education
   3) Evidence of increased psychomotor skills
   4) Increased opportunity for Physical Education experiences

e. Project staff:
   1) Percent of Project activities completed
   2) Personnel pre-post score increases
   3) Directors pre-post scores increases
   4) Likert scores of personnel satisfaction
   5) Increases in personnel preparation experiences

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