

# Red Wing Public Schools Position Description

## Adaptive Physical Education Teacher

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### General Information

Department:	Special Education
Unit:	Teachers
Immediate Supervisor:	Assistant Special Education Director & Building Principal
Grade Placement:	19
FLSA Status:	Exempt

### Position Summary

The Adaptive Physical Education Teacher is responsible for providing support to the instructional process by developing the physical, cognitive/Knowledge, and social/emotional skills and abilities of students with developmental deficiencies; developing lesson plans and delivering group and individual student instruction within curriculum guidelines; overseeing classroom management; collaborating with other staff, parents, guardian and administrators regarding the instructional program and student progress.

### Essential Duties and Responsibilities

1.	<p>Plans and develops instructional plans, lessons, experiments, and other support activities to present approved district curriculum in accordance with educational standards, district goals and objectives.</p> <ul style="list-style-type: none"><li>a) Determines needs and abilities of students and decides on methods and techniques to best present and provide instruction to students within assigned subject(s) areas.</li><li>b) Assesses and determines how to incorporate technology into lesson planning.</li><li>c) Adapts physical education activities for the purpose of providing students with instructional materials that address IEP goals within established lesson plans.</li></ul>
2.	<p>Provides and delivers classroom instruction to students incorporating the essential elements of instruction.</p> <ul style="list-style-type: none"><li>a) Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines, standards and criteria.</li><li>b) Assesses student progress (e.g. physical and perceptual motor needs, etc.) and determining the need for additional reinforcement or adjustments to instructional plans/techniques/goals.</li><li>c) Teaches specific learning objectives.</li><li>d) Employs various teaching techniques, methods and principles of learning to best the needs of students and district learning outcomes.</li><li>e) Performs classroom management activities; classroom recordkeeping (e.g. attendance and grading activities); maintains classroom discipline and supervision; organizes and maintains the learning environment in the classroom.</li></ul>

3.	Evaluates student performance against learning objectives. Administers developmental testing programs, subject specific assessments, etc. for the purposes of determining eligibility for services, assessing student competency levels and/or developing individual learning plans. Prepares a variety of written materials (e.g. grades, attendance, etc.) for the purpose of documenting student progress and meeting mandated due process requirements.
4.	Advises parents and legal guardians of student progress for the purpose of communicating expectations, student achievements, developing method for improvement and/or reinforcing classroom goals in the home and community environment.
5.	Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on District committees (e.g. administrative meetings; child study or IEP meetings; or other committees to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making and improvement processes).
6.	Coordinates activities with other occupational therapists, physical therapists, classroom teachers and/or the community agency personnel for the purpose of providing program continuity. Supports classroom teachers for the purposes of assisting them in the implementation of established curriculum and/or individual student plans.
7.	Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
8.	Develops and obtains specialized equipment and programs for the purpose of improving students' motor skills.
9.	Guides students in completing their social, behavioral and physical goals for the purpose of ensuring they stay on task and complete tasks in a timely manner and safe manner.
10.	Instructs students, educational assistants, parents and other staff in assisting students in maximizing their motor skills, group and individual games and skills, and overall physical fitness.
11.	Reports incidents (e.g. fights, suspected child abuse, behavioral problems) for the purpose of maintaining the personal safety of students, for providing a positive learning environment, and for following school policies.
12.	Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).

## **Required Education, Training, and Work Experience**

Required Education / Training:	4 years of college
Degree Information:	Bachelor's Degree
Major Field of Study or Degree Emphasis:	Education and relevant instructional subject area(s)
Required Work Experience:	Completion of assigned internship/practice teaching experience
Licenses / Certifications Required:	<ul style="list-style-type: none"><li>• Valid driver's license in Minnesota</li><li>• Licensure as Adaptive Physical Education teacher in Minnesota</li></ul>

## **Essential Knowledge Required to Perform the Essential Functions of the Position**

- Teaching principles, practices, techniques and approaches.
- Child development theories and development stages and needs.
- Current trends, theories and technologies pertaining to learning and instruction.
- Assessment procedures and techniques, test construction, evaluation methods, learning outcomes and standards.
- Subject material, concepts and issues related to grade/subject of assignment.
- Basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).
- Instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements.

## **Essential Skills Required to Perform the Work**

- Planning and developing lesson plans consistent with approved program curriculum and educational outcomes.
- Presenting complex materials and concepts in an understandable and grade appropriate manner.
- Developing assessment tools, assessing and evaluating student performance and needs particularly in the areas of physical, motor and perceptual area.
- Developing specialized equipment and programs to improve a student's motor and physical abilities.
- Adapting physical education activities for the purpose of providing students with instructional materials that address IEP goals within established lesson plans.
- Leading group processes/discussions, utilizing a variety of instruction aids and technologies.
- Ability to write reports, lesson plans, learning objectives, assessment results and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.
- Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
- Advising district administrators and/or committees concerning needs in curriculum and learning approaches, building site issues; event planning, or other activities as assigned or area of specialty.

## Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Medium Heavy Work: Exerting up to 100 pounds of force occasionally, up to 25 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
<b>Physical Activities</b>				
Stand			X	
Walk			X	
Sit		X		
Use hands to finger, handle or feel			X	
Reach with hands arms			X	
Climb or balance		X		
Stoop, kneel, crouch or crawl			X	
Talk or hear				X
Taste or smell	X			
<b>Lifting / Forcing Exerted</b>				
Up to 10 pounds				X
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds		X		
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

## Classification History and Approval

Created: 6/2014 by Bjorklund Compensation Consulting

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