
TEACHER, ADAPTED PHYSICAL EDUCATION, SPECIAL EDUCATION

Definition:

Provides students with adaptive physical education with an instructional program based on student time on task encompassing mastery learning theory.

Distinguishing Characteristics:

- Under the general direction of a special education principal, incumbent implements an instructional program, which allows each student to achieve his/her individual education program objectives in the area of adapted physical education.
- Incumbents demonstrate extensive knowledge and practical application of behavioral principles, practices, methods and strategies applicable to students with adapted physical education needs.
- Personal qualities include leadership, integrity, fairness, optimism, self-confidence, persistence, and vitality.

Supervision Exercised and Received:

General direction is provided by a principal and/or an assistant principal.

Examples of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Provide a thorough assessment and diagnostic for an individualized instructional program.
- Develop goals and objectives for students with adapted physical education handicapped conditions
- Work as a member of a trans-disciplinary team for planning and implementing database instructional programs.
- Develop transition plans to move students to targeted integrated or community-based activities or transitions to adult lifestyles.
- Implement, develop, or revise instructional material, which correspond to IEPs.
- Implement an Individual Education Program (IEP) for all qualified students.
- Provide direct instruction and services to students.
- Monitor student progress as it relates to established IEPs.
- Maintain effective working relationships with parents, school personnel and other agency staff.
- Provide information and support to parents and families when appropriate.
- Maintain accurate reports, records, and files on individual students.
- Assist in identifying, developing, and implementing appropriate use of resources. Insure a safe and healthful environment for all students served, adhering to all applicable laws, codes, and County Office Policies.
- Consult with teachers to develop or modify specifically designed physical education programs.
- Perform related duties as assigned.

Employment Standards:

Knowledge of:

- Learning theory based upon the principals of behavior analysis and behavior modification, with an emphasis in positive reinforcement.
- A Critical Skills Model approach to community-based instruction.
- Laws, codes, and regulations as they relate to special education.
- Interagency relationships and effective methods of program coordination.

Ability to:

- Apply the principals of behavior analysis and behavior modification with an emphasis on positive reinforcement to the delivery of instruction.
- Provide instructional methodology, which results in student success and the achievement of IEP goals and objectives.
- Apply the techniques and methods associated with a Critical Skill Model of curriculum development with respect to community-based instruction.
- Develop task and activity analyses, which correspond with each student's IEP.
- Write performance objectives, which are measurable, observable and verifiable.
- Communicate ideas and concepts clearly and concisely in both oral and written form.
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Bachelors Degree from an accredited college or university; Masters Degree with an emphasis in physical education preferred.

Experience:

- Minimum of one (1) year of successful teaching experience is required working at the elementary and middle school levels and working as an Adapted PE Teacher.

Credentials:

- A valid California Teaching Credential with the Adaptive Physical Education Specialist Authorization and EL authorization required.

Physical Demands (Level I):

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the workday.)

Sitting:	Rarely
Standing/Walking:	Continuously
Waist Bending:	Occasionally to Frequently
Neck Bending:	Occasionally to Frequently
Squatting:	Occasionally

Climbing:	Rarely to Occasionally
Kneeling:	Occasionally
Crawling:	Rarely to Occasionally
Neck Twisting:	Occasionally to Frequently
Waist Twisting:	Occasionally
Pushing/Pulling:	Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
Running:	Occasionally
Reaching:	
Above Shoulder:	Occasionally
Below Shoulder:	Frequently
Lifting/Carrying:	
0-10 lbs:	Frequently - weights carried 50 to 100 feet at a time
11-25 lbs:	Occasionally- weights carried up to 100 feet at a time
26-50 lbs:	Occasionally - weights carried 10 to 100 feet at a time
51-75 lbs:	Frequently - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-150 lbs:	Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
Hand Activities:	
Repetitive Hand Use:	Occasionally
Simple Grasping:	Frequently
Power Grasping:	Occasionally
Fine Manipulation:	Rarely
Hand and Arm Twisting/Turning:	Occasionally to Frequently
Computer Operation/Writing:	Rarely

- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
- Must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner.
- Must be able to communicate and exchange information, effectively discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.

- Must be able to detect visual and non-visual warning signs of developing physical or emotional situations that may require attention from staff.
- Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans.
- Must be able to express self effectively verbally and non-verbally in classroom with staff, students, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively manage an orderly and safe learning environment.
- Must have normal vision, corrected or uncorrected.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids
- May be exposed to chemicals contained in cleaning products
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California drivers license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.