

Job Description

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| Position Title | Developmental Adapted Physical Education (Ages 3-21) | | |
| Building | Varies | Department | District |
| Hours | Salaried | Supervisor | Building Principal or Appropriate Supervisor |
| Band and Grade | C-43 | Tools and Equipment | Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier |

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| Primary Function | Provide adapted physical education instruction to students with exceptional physical needs due to gross motor developmental delays |
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| Essential Duties | |
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| 1 | Presents a positive & professional demeanor and serves as a positive role model for students and school community |
| 2 | Promote collegiality and team building throughout the school community |
| 3 | Assist students with problem solving, conflict management, and goal setting |
| 5 | Determine DAPE eligibility for initial evaluations and reevaluations |
| 6 | Attend weekly Special Education PLC meetings |
| 7 | Attend monthly PreK-12 Special Education meetings |
| 8 | Write IEP goals and objectives for students who qualify for DAPE services |
| 9 | Provide parents with Progress Reports related to DAPE goals and objectives |
| 11 | Communicate regularly with Special Education Case Managers regarding the learning needs of individual students |
| 12 | Responds positively to supervision, suggestions, and directives. Use evaluative feedback for improvement of performance. |
| 13 | Follows district policies |
| 14 | Maintains regular attendance |

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| Minimum Qualifications | Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education. |
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| Knowledge Required | <ul style="list-style-type: none"> • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of learning theory and approaches. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of subject material, concepts and issues related to grade/subject of instruction. |
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| Skills Required | <ul style="list-style-type: none"> • Skill in planning and developing lesson plans consistent with approved curriculum. • Skill in presenting complex materials and concepts in an understandable and level appropriate manner. • Skill in assessing and evaluating student performance and needs. • Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the public, etc., sufficient to exchange or convey information and to receive work direction. |
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| Physical Activities/ Requirements | <p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p> |
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