

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

GENERAL STATEMENT OF JOB

This position will have two primary purposes: 1) To provide information, consultation and technical assistance to LEAs and to charter schools (all educational entities) in the area of Adapted Physical Education (i.e. evaluation, eligibility, Individual Education Plan development, adapting the Healthful Living Essential Standards, all aspects of service delivery and monitoring progress, post-secondary transition, exiting service and developing APE programs and capacity) as part of the total effort to fulfill the Individuals with Disabilities Education Act. 2) To provide support for the development of Healthful Living Essential standards and provide Professional Development and technical assistance for LEAs to support the implementation of the Essential Standards.

In addition, this position is responsible for professional development, program audits, development of publications, resources, development of competencies, collaboration with other teams within the Department, service on boards and committees representing the Department and Division and assisting with LEAs in recruitment of staff.

The work schedule is five days a week (Monday through Friday) with an eight-hour workday. However, deadlines and other assignments dictate an excess of eight hours on occasions. State-wide travel is involved.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Serve as the primary contact for program planning, development, management and evaluation in the initiation, expansion, and improvement of services for students requiring adapted physical education, and in particular:

- Provide consultation and technical assistance to local education agencies and charter schools in determining their educational needs to fulfill requirements of IDEA and Healthful Living Essential Standards.
- As needed, offer written guidance and recommendations to local education agencies and charter schools for the establishment and continued development of efficient and effective adapted physical education evaluation, programs and service provision.
- Collaborate with other Sections and Division colleagues on matters pertaining to related services, compliance issues, the needs of students regarding physical education and other relevant topics as identified by Division leadership.

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

- Respond to LEA requests and assist school systems through technical assistance, on-site consultations, telecommunications, and conferencing for appropriate staffing within adapted physical education programs (recruiting, managing and retaining qualified staff).
- Assess and develop a five-year plan for assuring comprehensive services for students needing adapted physical education and continuous improvement, using a planning model approved by the Exceptional Children Division.
- Develop and conduct staff development activities for all stakeholders, as requested: physical educators and other instructional staff (e.g. Special and General Educators, teacher assistants, paraprofessionals), administrators, principals, related services personnel. Particular attention will be focused on the role of the adapted physical educator, assessment and eligibility for adapted physical education, modification, accommodation, implementation of service delivery models, post-secondary transition and designing and developing programs and services for students requiring adapted physical education.
- Assist local education agencies, charter schools and state operated programs to recruit and retain adapted physical educators.
- Collaborate with institutions of higher education to recruiting adapted physical educators into school settings.
- Read and review journals, books, research papers and other correspondence to educational planning and programming. Share knowledge gained with teachers, administrators and coworkers as needed.
- Provide guidance for Healthful Living Essential Standards development and dissemination, professional development and technical assistance
- Contribute to the implementation of professional development and instructional modules designed to implement the NC Essential Standards.
- Make recommendations for policy, program, and fiscal operations as appropriate to the needs of Healthful Living.
- Provide assistance and support of state and federal initiatives. This position is expected to provide expertise in current instructional practices in defined focus areas.
- Play an essential role in the Healthful living Standard Revision process.
- Work collaboratively within the SC &I division to crosswalk standards and support the integration of Healthful Living into multiple content areas.
- Engage in the work of national associations and organizations to stay current of best practices in the field.

ADDITIONAL JOB FUNCTIONS

Other duties may be required upon request of the Exceptional Children Division Director or the SC &I Director. These duties may include serving on special committees, working on specific

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

conference duties, compiling reports for the General Assembly and assisting with any other special assignments.

Other Position Characteristics

1. Accuracy Required in Work

Extreme accuracy must be a requirement of this position as information is disseminated on a day-to-day basis regarding federal and state regulations. It is important that all correspondence is accurate and contains the most current information available. Accuracy in the documentation of travel expenses, professional development, renewal credit and telephone contact is of utmost importance.

2. Consequence of Error

An error in accuracy or judgment could result in a variety of consequences to persons with disabilities and personnel who serve them, such as: (1) misinformed teachers, program administrators, parents and advocacy groups; (2) an inappropriate classroom placement for a youth with a disability resulting in the loss of federal and state funds and the possibility of litigation; (3) inaccurate record keeping could result in misrepresentation of the Exceptional Children Division; and (4) inaccurate record keeping could result in the loss of renewal credit by LEA personnel; (5) misused personal resources and squandered learning opportunities.

3. Instructions Provided to Employee

As part of the Supporting Teaching & Related Services Section, no formal instructions are provided for this position other than current publications, policy memorandums and the *Policies Governing Services for Children with Disabilities* handbook. Decisions are made independently daily and only critical issues that could result in legal action are routinely discussed with the Section Chief. The decision to seek or not seek consultation from the Section Chief or Director is the sole responsibility of this position. From time to time, through staff meeting and in writing, instructions are given by the Section Chief.

4. Guides, Regulations, Policies and References Used by Employee

The documents used are *Policies Governing Services for Children with Disabilities* and *Public School Laws* (particularly Articles 9 and 9B). Federal regulations that govern the Individuals with Disabilities Education Act of 2004, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973 in constant use by this employee. Frequent use is made of the Administrative Code, the Personnel Manual, and various directives coming from the State Board of Education. To avoid confusion, Local Education Agency and Charters should also be consulted and employed as needed (on occasion LEAs/charters have policy that can exceed State Policy).

5. Supervision Received by Employee

Direction and supervision for the Supporting Teaching & Related Services Section personnel (including this position) are provided by the Section Chief. Direction for disability areas is determined by the consultant assigned to that particular area. There is no direct supervision of daily activity, although an online calendar of work activity must

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

be constantly maintained and electronically available to the Section Chief.

Correspondence is reviewed by the Section Chief prior to mailing. Periodic work reviews are scheduled through the Performance Management System.

There is an atmosphere of autonomy within the Supporting Teaching & Related Services Section and each consultant is expected to make thoughtful decisions based on a high level of training, experience and expertise and is trusted to do so. Being able to work independently within the area of expertise is expected.

6. Variety and Purpose of Personal Contacts

This position has a broad range of contacts. These contacts are in the public and non-public school arena. Personal contacts are made via telephone, on-site visits, e-mail, written communication, staff development, conferences and individual meetings. These contacts have different purposes (e.g. information, technical assistance, professional development, allocations, reminders, professional support and advice). Points of contact may include: superintendents, exceptional children directors, other DPI staff/consultants, Healthful Living Coordinators, special education and general education teachers, coaches, related service personnel, legislators, parents, principals, college and university personnel, other agency personnel, news media personnel and the general public. Within the Department, there is contact with the State Superintendent, Deputy State Superintendent, Associate Superintendents and Directors and personnel of other divisions.

7. Physical Effort

Physical effort involves reading, writing, and word processing, employing data bases, researching current evidence, using the telephone, moving to various locations within the building, driving, and moving to and from the building at different times of the day. Use of the copier/printer and assembling materials is also occasionally required. Lifting, loading/unloading and moving of equipment associated with adapted physical education is necessary. On occasion, heavy boxes must be lifted, loaded and unloaded but this can be accommodated. This position requires the demonstration of games, sport and curricular adaptations (running, jumping, throwing, striking, kicking, catching, bending, etc.). Driving long distances, often after a full day of work in the office or in the schools occurs regularly.

8. Work Environment and Conditions

The work environment of the consultant is a home-based workspace. All equipment is provided by the Department of Public Instruction, Exceptional Children Division. This position requires access to a computer or laptop, telephone or mobile phone, copier/printer, fax machine and other equipment.

9. Machines, Tools, Instruments, Equipment and Materials Used

This position must determine, secure and be able to use equipment and materials pertinent to specific job requirements. The employee must be competent in the use of the computer with office suite software, copier/printer, fax machine, and basic use of evaluation equipment and assistive technology for students requiring adapted physical education (for demonstration purposes).

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

10. Visual Attention, Mental Concentration and Manipulative Skills

Close visual attention is required for reading and writing related to this position (i.e. excellent grammar, accurate spelling, clear and concise communication). The scope and complexity of this position requires intense mental concentration through constant application of a working knowledge of physical education, adapted physical education, special education programs and professional development for students with disabilities. A high level of concentration, judgement/discernment and attention are required for correspondence/email, written documents, meetings of various length, as well as speaking on the telephone with parents, teachers, colleagues or others.

11. Safety for Others

This job requires attention to physical safety for others when driving. Safety is a consideration for professional development, demonstrations and consultation at all times, but especially if a student is participating or present. All precautions should be adhered to and appropriate planning take place to anticipate and avoid any risk. Safety for others must be considered when dealing with confidential information that this position handles (e.g. personnel issues, parents' rights, teachers' concerns).

12. Dynamics of Work

The dynamics of the job require the person in this position to have deep and current knowledge of evidence, trends in physical education and adapted physical education programs and professional development. The position must perform a variety of tasks requiring different approaches, knowledge, audiences and concerns. To support continuous improvement, the employee must demonstrate effective leadership, accessing the research available and understanding the challenges of working with students with disabilities. S/he must maintain motivation and professional standards, anticipate future demands and forecast possible outcomes of decisions.

Knowledges, Skills & Abilities and Training & Experience Requirements:

A. Knowledge, Skills and Abilities

Knowledge:

- Education of exceptional children, with academic preparation at the Doctorate or Master's degree level in Physical Education or Adapted Physical Education
- Implementation of Unified Sports Programs
- School system operation
- Federal and state laws, regulations and policies pertaining to education, especially exceptional children education
- National Association of Sport and Physical Education Guidelines
- Adapted Physical Education National Standards
- NC Healthful Living Essential Standards

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

- NC documentation for Individualized Education Plans (IEPs), 504 Plans, Individualized Health Plans (IHPs) and other documentation for special education (e.g. ECATS)
- Adult learning theory for management and training purposes
- Effective practices in exceptional education, particularly in the areas of physical education, adapted physical education, physical activity, student engagement and post-secondary transition
- Current assistive technology, assistive devices, amplification technologies and other medical devices
- General competence with instructing students with a variety of disabilities, disorders and diagnoses

Skills:

- Advanced skills in oral and written communication
- Competence with basic office productivity software, data base access, websites, internet browsing and searching, and email
- Use of particular evaluation tools, equipment and assistive technology for demonstration purposes
- Planning (e.g. daily work, annual plans, goal setting)
- Teaching, presenting, lecturing, demonstrating relevant content

Abilities:

- Communicate effectively
- Flexibility
- Make decisions
- Work cooperatively with other consultants and Department staff to support policies and procedures
- Travel within North Carolina

B. Training & Experience Requirements

1. Required Minimum Training:

Doctorate or Master's degree in Adapted Physical Education or Physical Education and at least five years of direct service in schools.

2. Additional Training/Experience:

At least five years of successful experience in providing adapted physical education services to students in a public school setting is required. Knowledge of education administration related to exceptional children programs is essential.

3. Equivalent Training and Experience: No equivalent accepted in lieu of the Masters Degree.

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

C. License or Certification Required by Statute or Regulation

North Carolina license in Physical Education from the North Carolina Department of Public Instruction is required or the ability to obtain licensure.

D. Additional training or skills (preferred)

Proficiency in other languages (e.g. Spanish, sign, braille), CPR certification, Crisis Prevention Institute (CPI). Certification in adapted physical education (CAPE)

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to operate a variety of equipment including computers, nebulizers, adding machines, blood pressure machines, oxygen tanks, suction machines, feeding pumps, etc. Must be able to exert up to 100 pounds of force occasionally and/or 20 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Medium Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments and/or directions to assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondence, referrals, medical records, newsletters, notes, charts, etc. Requires the ability to prepare correspondence, reports, forms, plans, logs, charts, etc.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently using medical terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

CONSULTANT- PHYSICAL EDUCATION/ADAPTED PHYSICAL EDUCATION

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using medical equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.