

2021-2022 Writers of Inclusive Physical Education Companion Guide (Grades 3-5)**Health & Physical Education Teachers**

Description

This is an initiative that requires collaboration between certified teachers from the fields of Health & Physical Education and Special Education. The purpose of the work is to design, create, and review content for a companion guide to the existing Grades 3-5 Year at a Glance documents. Further, the work will be used as a template to assist HPE teachers in creating a more inclusive, equitable environment where all students can be engaged as equal participants.

Essential Functions

Work with the Office of Health, Safety and Physical Education staff to review and develop content for a companion guide to the existing Grades 3-5 Physical Education Year at a Glance documents.

Health & Physical Education Teacher Applicants

- Applicants must have experience working with inclusive student populations (grades 3-5 preferred) in a physical education setting.
- Applicants must have an understanding of the National Standards for Physical Education.
- Applicants must also have knowledge of the Physical Education Year at a Glance document for grades 3-5.

Essential Duties and Responsibilities

Responsibilities include, but are not limited to:

- Identify prerequisite skills required to engage in Physical Education activities
- Identify, create and develop 4 thematic units of study for twice weekly class meetings for a complete school year (units should meet requirements of HPE National Standards)
- Align Physical Education Standards with units in the companion guide
- Identify risks inherent in physical activity for both general education and special education populations (specific to physical limitations and challenges that may accompany intellectual disabilities)
- Develop/identify Opening Routines/Instant Activities that are aligned to learning targets
- Clearly communicate learning outcomes for lessons
- Identify inclusive teaching practices (differentiation strategies)
- Design accessible performance tasks for skills/units
- Develop scoring guides for assessments
- Format and modify student and teacher facing materials
- Identify grade level appropriate academic vocabulary
- Provide guidance on Tier 1-3 instructional practices

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- Provide exemplar models for integration of instructional practices to meet the needs of diverse learners
- Align core resources and open resources to daily learning targets
- Incorporate inclusive and linguistic practices
- Locate applicable resources for professional development
- Incorporate PE Standard 4- Responsible personal and social behavior, CASEL Standards
- Identify videos, create GIFs to assist in instruction (multiple pathways to access information)

Must agree to:

- Start the week of February 28, 2022
- Available to participate, if needed in weekly 90 minute PD (PD will occur between the hours of 4:30 PM -6:00 PM, primarily on Wednesday afternoons)
- Attend virtual meetings as requested by the Office of Health, Safety and Physical Education (between the hours of 4:30 PM -6:00 PM)
- Create and revise work as requested by the Office of Health, Safety and Physical Education
- Meet deadlines and/or proactively communicate at any point you may be falling behind.
- Work collaboratively with the Office of Health, Safety and Physical Education staff and the other team members.
- Respond to communications from the Office of Health, Safety and Physical Education staff in a timely manner (within 24 hours).

Requirements:

Applicants must:

- Be a fluent user of Google Docs and Google Drive.
- Have experience in identifying and/or designing curriculum and authentic performance tasks.
- Have at least 2 years' experience in teaching inclusive student populations (grades 3-5 preferred) in a physical education setting. This should include providing PE instruction to students with physical and/or intellectual disabilities or autism
- Possess a valid teaching certificate.
- Possess a deep knowledge and understanding of the applicable content standards
- Demonstrate effective communication skills, and display the ability to function as a constructive team member when working with peers and administrators.
- Have an excellent attendance and punctuality record during the last (3) years (defined as no more than 18 occasions of absence for personal illness, illness in

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the family, or lateness during the last 3 years. A consecutive period of absence constitutes one occasion).

- Have no unsatisfactory documentation pending or currently on file.
- Be a regularly appointed School District of Philadelphia teacher.

Application Procedure

Interested applicants should complete the link by clicking [here](#). Below is the required information for submission, which you may want to prepare ahead of applying.

- Letter of Intent: Candidates must indicate how they meet the criteria, along with what they hope to gain from the experience.
- Performance Task: After initial screening, candidates may be asked to complete a performance task.