

Physical Therapist

Reports to: Regional Administrator Classification: Contracted

Date: August 2003

Job Summary

Partners with educators, families and communities to provide effective learning environments for all students. Helps ensure success for all learners. Applies principles, methods and procedures for analysis of motor or sensorimotor functioning to determine the educational significance of problems within, but not limited to, areas such as mobility and positioning in order to provide planning, coordination, and the implementation of intervention strategies and services for eligible individuals.

Qualifications

1. Bachelor's degree in Physical Therapy.
2. Licensed by the State of Iowa Department of Public Health.
3. Authorized by IA Board of Educational Examiners.

Essential Functions

1. Supports total school/community efforts to create a positive learning environment for students/children.
2. Serves as liaison among AEA, district building(s), families and community and collaborates with various teams to assure positive outcomes for all learners.
3. Models, implements and assesses strategies related to learning, social, emotional and behavioral needs to enhance educational programming for all learners.
4. Provides ongoing support to educational staff related to applicable rules and laws.
5. Integrates research into the design of best practices.
6. Consults with teachers and administrators regarding best practices for classroom and building educational programs.
7. Follows policies, procedures, standards and rules in accordance with national and state laws, the Iowa Dept of Education and GWAEA, which includes, but is not limited to, developing and maintaining proper and adequate records and documentation.
8. Provides functional mobility, postural and post assessments of child within his/her educational environment.
9. Utilizes individual physical therapy interventions for children and youth with disabilities in the educational environment.
10. Monitors student progress toward measurable goals and objectives.
11. Interprets assessment data to plan, develop and implement appropriate treatment interventions and make appropriate service delivery decisions.

Additional Responsibilities

1. Participates in projects, committees or activities to support the Agency's mission, goals and priorities.
2. Demonstrates self-discipline and initiative to produce high-quality, organized and dependable results.
3. Conveys a positive and professional image to staff and public.
4. Handles information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPAA, etc).
5. Pursues professional growth opportunities and relationships to keep current with and influence educational directions.
6. Performs such other duties as may be assigned.

Knowledge, Skills and Abilities

1. Ability to communicate effectively and maintain effective working relationships.
2. Ability to function effectively as a team member and work collaboratively with others and independently as appropriate.
3. Ability and willingness to be flexible and respond to the changing needs of clients and the Agency.

Knowledge, Skills and Abilities, Cont'd

4. Ability to integrate educational theory, research and expertise into appropriate practices for local contexts, in a service style that facilitates positive change and continuous improvement.
5. Effective presentation and group facilitation skills.
6. Ability to use data to make educationally sound decisions.
7. Knowledge of best practices in curriculum, instruction and assessment.
8. Knowledge of applicable rules and laws that govern educational decisions.
9. Ability to read and interpret documents, write reports and correspondence, and apply appropriate mathematical concepts.
10. Ability to use and integrate technology appropriately in daily work which includes, but is not limited to, efficient operation of telephone and voice mail systems and application of basic computer skills to effectively use e-mail, internet and word processing.

Physical Requirements

1. Ability to travel between schools/sites served.
2. Normal, routine levels of activity related to bending, carrying, climbing, hearing, lifting, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that can't always be anticipated.

EOE/M-F-H-V