

LEARNING COORDINATOR

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Learning Coordinator	Full-Time 5 days/week (M-F) 8:00 a.m. to 4:00 p.m.	Until Filled	8/2/2022	Hardin Community School located in Kenton, Ohio	Must hold, or have the ability to obtain, a valid ODE Teaching License. ELA and/or Social Studies is preferred.

If you have questions regarding the position and/or building assignment, please contact Elaine Drumm, HR Manager at:

edrumm@mresc.org

HOW TO APPLY

- **Step #1** – Download an employment application from our website by clicking the application link below:

MRESC Application

- **Step #2** – Submit your completed application to:
Midwest Regional ESC
Attn: Jana Barhorst
129 East Court St.
Sidney, Ohio 45365

Or you may email the completed application to:

jbarhorst@mresc.org

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE, OHIO

Title: **LEARNING COORDINATOR**

Reports to: Director of Hardin Community School

Job Objectives: Plan, implement, and evaluate instructional strategies using a differentiated curriculum to address the individual needs of students. Provide guidance and support to help students mature and make appropriate choices. Help students pursue their academic and vocational goals. Actively encourage parental involvement.

Minimum Qualifications:

- Valid State of Ohio teacher license appropriate for the teaching assignment.
- Meet all health requirements mandated by law
- A clear record as determined by the Ohio Bureau of Criminal Identification (BCI) and Investigation and/or the Federal Bureau of Investigation (FBI).

Responsibilities and Essential Functions:

The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Teach assigned classes as scheduled. Ensure that the learning process aligns with the district's written, implemented, and assessed curricula to meet state mandated proficiencies. Develop and maintain a learning environment that stimulates interest, enthusiasm, and inquisitiveness about subjects and events.
- Determine the educational needs of students based on all applicable sources (e.g., student records, teacher's synopses, intervention-based assessments, etc.).
- Ensure that services are provided in the least restrictive educational environment. Provide opportunities for students with disabilities to participate in peer group activities when appropriate.
- Requisition the necessary supplies to carry out the educational program. Seek to support the attainment of student's educational, social, and emotional goals.
- Incorporate the effective use of available technology in the classroom.
- Communicate high expectations for students and show an active interest in their progress. Help students understand their personal responsibility for setting goals and achieving academic and vocational success. Help students understand the relationships between subjects and why learning is important.
- Help students who are seeking additional knowledge and/or resource materials.
- Help students develop problem-solving skills.
- Provide information that helps students change attitudes and behaviors (e.g., a positive outlook, consistent attendance, punctuality, active participation, accountability, dependability, cooperation, etc.).
- Support appropriate student progress with emotional development and interpersonal relationships.
- Consult with appropriate staff as needed to address ongoing concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Maintain complete and accurate classroom records, reports, and inventories, as required by law, district policy, or administrative directive. Submit all required reports on time.
- Document student progress. Share information with appropriate 6 -12 staff to support a congruent effort to address agreed upon academic and career goals.
- Support the efforts of pupil services staff (e.g., work study coordinators, speech/language pathologists, school psychologists, etc.).
- Maintain effective working relationships with appropriate community organizations (e.g.,

(ODD)vocational rehabilitation services, court system, law enforcement, child welfare services, health facilities, etc.).

- Provide appropriate pre-vocational and career information. Help students develop competitive work skills.
- Make a referral for a multi-factored assessment when a need is indicated. Work with the intervention assistance team. Formulate and implement section 504 and Individualized Education Plans (IEP) for classroom students meeting eligibility requirements.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Supervise non-classroom activities when assigned (e.g., recreation, lunchroom, training experiences, employment activities, etc.).
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Respect the personal confidences and privacy needs of individuals. Ensure the confidentiality of privileged information.
- Provide progress reports to parents when requested.
- Make reasonable provisions to be available to parents and students for educational purposes beyond the instructional day when requested.
- Develop and implement effective classroom management procedures.
- Report evidence of suspected child abuse to an appropriate authority and notify the School Director.
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to district policy. Protect the due process rights of students.
- Promote the proper use and care of school property. Keep track of school supplies and equipment used by students.
- Share equally in the responsibility for authorized team work and school activities.
- Suggest instructional materials, equipment, or teaching techniques that will enhance the educational process.
- Seek and use resources that enhance educational activities (e.g., parent groups, volunteers, court programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Encourage and support student activities as time permits.
- Prepare the classroom at the beginning of the year. Retrieve books and supplies. Store supplies and equipment at the end of the school year.
- Review literature and participate in a variety of activities to keep current with promising research and effective instructional strategies.
- Participate in staff meetings and professional development opportunities.
- Participate in after-school programs (e.g., open house, parent conferences, etc.).
- Serve as a role model for students. Demonstrate personal integrity, responsibility, impartiality, respect, and courtesy.
- Perform other specific job-related duties as directed.

**Abilities
Required:**

- Demonstrate professionalism and exemplary personal conduct.
- Demonstrate subject matter competence and teaching proficiency.
- Display enthusiasm for education and the teaching profession.
- Skillfully manage individual, group, and organizational interactions.
- Use interpersonal skills to promote a favorable image of Hardin Community School (HCS).
- Communicate an understanding of academic and behavioral objectives to parents and students.
- Express ideas effectively using verbal and writing skills.
- Organize and manage time effectively. React productively to interruptions and changing conditions.
- Display patience and flexibility with all individuals. Manage discipline by averting problem situations and resolving or diffusing conflicts.
- Lift, carry, and/or move classroom supplies and equipment.

- Be punctual and maintain a consistent attendance record.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment at HCS.

**Supervisory
Responsibility:**

Under the direction of the supervisor: schedule meaningful work assignments, provide instructions, and communicate expectations to assigned aides and volunteers.

**Working
Conditions:**

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.