ANTICIPATED INTERVENTION SPECIALIST

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
ANTICIPATED Intervention Specialist	Full-Time 5 days/week (M-F) 7:30 a.m. to 3:00 p.m.	Until Filled	As Soon As Possible	Riverside Local School SWD Unit located in Logan County	Must hold, or have the ability to obtain, a valid State Board of Education Teaching License. K-12 Intervention Specialist license preferred.

If you have questions regarding the position and/or building assignment, please contact Nichole Dearth, Director of Special Education at:

ndearth@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

MRESC Application

Please read below for a full job description for this position.

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE*OHIO

Title: **SPECIAL EDUCATION TEACHER** **File 305**
(Autism Teacher, MD Teacher, ED Teacher, Early Childhood Intervention Specialist, Intervention Specialist, Preschool Itinerant)

Reports to: Building or Program Administrator, Special Education Administrator, or Director as assigned by the Superintendent.

Job Objectives: Plan, implement, and evaluate instructional strategies using a differentiated curriculum to address the individual needs of students enrolled in special education programs. Work with colleagues to ensure the provision of all services mandated by state and Federal law. 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 intervention specialist 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 and Investigation and/or the Federal Bureau of Investigation.
- Ability to adhere to drug-free workplace rules, board policies, and administrative guidelines/procedures.
- Ability to occasionally initiate sufficient push-pull force required during physical interventions to keep people safe.
- Prior training and experience implementing positive behavioral support, behavior management, discrete trial training, communicable disease, child abuse/neglect, CPR, first aid, and/or physical restraint is preferred.
- Ability to learn appropriate skills for the position.
- Demonstrated maturity, punctuality, flexibility, and the ability to work with students with disabilities (including students with emotional disabilities or behavioral challenges) and their families.
- Adheres to the Licensure Code of Professional Conduct for Ohio Educators.

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.).
· Use the requisite information in the Individualized Educational Plan (IEP) to prepare and carry out educational activities.
· Vary instructional techniques to address individual learning styles.
· 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 assistance as needed to identify instructional and classroom modifications that support the attainment of student's educational 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.
- Prepare and carry out behavior modification plans necessary to achieve student performance objectives. Chart behavior when required.
- 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.).
- Work with guidance counselors to 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 K-12 staff to support a congruent effort to address agreed upon academic goals.
- Serve as a resource for teachers with special education students in their classrooms.
- Monitor student's medical needs and/or physical care. Supervise educational aides/attendants. Learn to operate personal assistive devices. Follow procedural guidelines as prescribed by licensed health care professionals.
- 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., vocational rehabilitation services, court systems, law enforcement, child welfare services, health facilities, etc.).
- Provide appropriate pre-vocational and career information. Help students develop competitive work skills.
- Visit students' homes and work sites when necessary to support program goals.
- 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.
- Serve as a consultant to team meetings (e.g., Intervention Assistance Team, intervention-based assessments, reevaluations, annual reviews, crisis intervention, etc.).
- Participate in periodic reevaluations and annual review conferences.
- Make recommendations concerning the placement of students for the next year.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Supervise non-classroom activities when assigned (e.g., field trips, recess, lunchroom, study hall, 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 periodic progress reports to parents (e.g., telephone calls, notes, interim reports, report cards, conferences, etc.).
- 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 building principal.
- 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 committee 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, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Encourage parent organizations 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 in-service training.
- Participate in professional growth activities to maintain licensure requirements.
- 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:

- Demonstrating professionalism and exemplary personal conduct.
- Demonstrating subject matter competence and teaching proficiency.
- Displaying enthusiasm for education and the teaching profession.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the school district.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively. Reacting productively to interruptions and changing conditions.
- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving classroom supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that require stooping, kneeling, and/or crouching.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

Supervisory Responsibility:

Under the direction of the supervisor: schedule meaningful work assignments, provide instructions, and communicate expectations to assigned aides, student teachers, 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 operating and/or riding in a vehicle.

- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.