

Educational Service Center of Lake Erie West Job Description

POSITION TITLE: Teacher – Intervention Specialist

EMPLOYMENT STATUS: Full-Time; Exempt

LICENSURE/CERTIFICATION/QUALIFICATIONS:

1. Bachelor's Degree.
2. Ohio Department of Education licensure as an Intervention Specialist: Mild/Moderate Educational Needs or Moderate/Intensive Educational Needs. Ohio Department of Education certificate/license in Education of the Handicapped is also acceptable.
3. Prior experience working with students with disabilities preferred

CONTRACT: Employment contract is contingent upon availability of funding; contract days determined by the ESC Governing Board; other terms and conditions of employment as per the ESC Governing Board policies and procedures.

SALARY: Based on salary schedule and/or commensurate with experience and education.

DESCRIPTION: Under general supervision, the Intervention Specialist will plan and implement goals and objectives, curricula, and management programs for students with disabilities. The Intervention Specialist will work as part of a team on behalf of the student with regular classroom teachers, administrators, and parents to ensure that students with disabilities are educated in the least restrictive environment possible.

POSITION RESPONSIBILITIES:

1. Comply with the Operating Standards for Ohio's Schools Serving Children with Disabilities, regarding placement, instruction, and evaluation of students with disabilities.
2. Establish an effective instructional program for students with disabilities that is aligned with the Ohio Academic Content Standards.
3. Prepare daily lesson plans, plan strategies, and activities to meet identified needs of students, implement student individual education plan (IEP)
4. Assess students with appropriate diagnostic instruments; evaluate student's progress through the utilization of established procedures.
5. Administer standardized achievement tests; evaluate, interpret, and apply results from standardized achievement tests; administer alternate assessments when appropriate.
6. Demonstrate the ability to maintain an effective classroom management system; provide for special behavioral needs of individual students by developing behavior management plans; and document/report all significant behavior concerns.

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7. Participate in IEP meetings and IEP development; write goals and objectives for students entering the program
8. Participate in completing Evaluation Team Reports (ETRs)
9. Participates in Intervention Assistance Team meetings on request.
10. Attend staffing and placement meetings for students eligible for special education services.
11. Place students appropriately according to Ohio guidelines; conduct annual case reviews
12. Acts as resource person for classroom teachers regarding strategies, adaptations, and resource materials.
13. Provide direction and guidance to instructional assistants through the discussion of established procedures, development of a daily schedule, and coordinated implementation of program goals and objectives.
14. Utilize the resources of the school district, county and region to constantly improve the quality of instruction.
15. Prepare classrooms for learning activities; provide a variety of materials and resources to promote student learning
16. Maintain a safe and attractive learning environment; report any safety concerns to principal
17. Refer students and parents to local support agencies.
18. Monitor students, as assigned, in non-academic situations (e.g. assemblies, unloading busses and/or loading departing busses, fire drills, hallways).
19. Develop, with supervisor appropriate emergency procedure plans for individual students.
20. Dispense medications, as needed, after training with Health Coordinator.
21. Develop a communication system with parents and/or caregivers.
22. Participate with all specialists to develop an appropriate, effective transdisciplinary approach to meet the individual needs of the students.
23. Participate in programs designed for parents, regular education personnel and community.
24. Maintain accurate and complete student records; prepare and submit all required reports.
25. Collect data to evaluate the effectiveness of the program, make recommendations to the supervisor for program improvements.
26. Seek opportunities to improve skills and grow professionally; attend all required meetings and in-services.

SKILLS, ABILITIES AND KNOWLEDGE:

- Knowledge of the Operating Standards for Ohio's Schools Serving Children with Disabilities
- Knowledge of FERPA and HIPPA
- Knowledge of Ohio's Academic Content Standards
- Knowledge of IEP development

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- Knowledge of current testing programs, mandated assessment tools and alternative assessment
- Knowledge of current educational issues and best practices
- Knowledge of behavior management techniques
- Knowledge of Crisis Prevention Intervention (CPI) strategies
- Knowledge of effective intervention strategies
- Knowledge of community agencies that can support students with disabilities
- Knowledge of classroom management techniques
- Knowledge of problem solving processes and creative thinking skills
- Ability to use technology as both a productivity tool and as a method of communication; proficient in computer applications including Microsoft Office
- Ability to maintain accurate student records
- Ability to assess students intellectually and physically and develop appropriate individual education and behavior plans
- Ability to, plan strategies, and activities to meet identified needs of students
- Ability to evaluate student's progress through the utilization of established procedures, including alternate assessment.
- Ability to analyze and interpret assessment data
- Ability to communicate effectively both orally and in writing
- Ability to maintain confidentiality
- Ability to develop and maintain effective working relationships with students, co-workers, administrators, and public
- Ability to work with teachers and students to demonstrate ways of supporting students in the regular classroom
- Skill in effective group and individual counseling, family intervention, crisis intervention, development of home/school collaboration
- Ability to work with team to analyze, synthesize, and evaluate program progress and implement changes

PHYSICAL DEMANDS & WORK ENVIRONMENT

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing duties of this job, the employee is regularly required to sit, walk, talk, or hear, and operate a computer and other technology devices. The employee must occasionally lift and/or move up to fifty pounds (e.g. notebooks, reports). Specific vision duties of this job include close vision.

The noise level in the work environment is relatively quiet but may escalate in group or event settings. The work environment may include exposure to disease and infections.

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The employee may be required to deal with students with behavioral risks. The employee may occasionally have to restrain students.

This position may require attendance at meetings outside of regular work hours (e.g. early morning, after school).

This position involves stress as a result of the responsibility to ensure that laws, regulations and procedural rules are followed, the responsibility of dealing with individual student concerns and maintaining student discipline, and the demands of maintaining effective communication with other staff members, students and parents.

ADDITIONAL REQUIREMENTS:

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment at the ESC.

The employee must complete a satisfactory background check..

The employee shall have a valid driver's license or available transportation.

The employee's responsibility is to familiarize him/herself with the ESC Staff Handbook as well as Board Policy employee expectations.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the employee. The employee will be required to follow the instructions and perform duties required by the employee's supervisor and/or Superintendent.