

**GROVEPORT MADISON BOARD OF EDUCATION
JOB DESCRIPTION**

Position: Intervention Specialist, Mild/Moderate – 2024-2025 SY
ED Behavioral Classroom – Elementary Level

Reports to: Building Principal/ Special Education Director

Date: **March 15, 2024**

NOTE: The below lists are not ranked in order of importance

Essential Functions:

- Take all necessary and reasonable precautions to ensure student safety, health, and well-being
- Implement a program of instruction that meets the individual needs, interest, and abilities of the students
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the student
- Convey academic expectation and goals to the students at the outset of instruction in a documented and understandable fashion
- Review testing/assessment data to provide intervention and make adjustments to daily instruction
- Employ a variety of scientifically based instructional methods, techniques and tools to provide students with 21st century learning opportunity
- Encourage students to set and maintain standards of classroom behavior
- Guide the learning process toward the achievement of curriculum goals and, in harmony with the goals, establish clear objectives for all lessons, units, projects and the like to communicate these objectives to students
- Review state required test data and other assessment data; provide intervention and adjust instruction based on this data
- Employ a variety of instruction techniques and instructional media consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved
- Strive to implement by instruction and action the district's philosophy of education, goals, and objectives, and the plans and priorities set forth by the district
- Assess the accomplishments of students on a regular basis and provide progress reports as required or requested
- Identify the learning problems of students on a regular basis, based on classroom observation or other classroom assessment, and seek the assistance of district specialists in this diagnosis as appropriate
- Implement all policies and rules governing student life and conduct, and, for students under his/her supervision, develop reasonable rules of behavior and procedure, and maintain order in the classroom in a fair, just manner in keeping with the district code of conduct
- Perform such non-teaching duties and record-keeping responsibilities as assigned by the principal
- Attend and participate in staff meetings, and in special education committee meetings and intervention assistance team meetings as requested by the principal
- Plan and supervise purposeful assignments for supplemental teachers, teacher aides, and volunteers, and provide feedback on the performance of such personnel when requested
- Develop and follow an individual professional development plan as approved by the Local Professional Development Committee
- Make regular parent contacts through scheduled appointments on conference periods/conference days, written communications, Progress Book, phone calls, interim reports, and grade reports
- Assist in coordinating the special education program for all handicapped children in the school district
- Assist in implementation of federal law and Ohio rules for educating handicapped pupils
- Administer contract services for children
- Follow individual student IEP's
- Develop IEP's for children; assist in scheduling IEP conferences
- Provide classroom teachers with resource information
- Assist coordination of activities between the school district and outside agencies
- Work with regular classroom teachers in mainstreaming of students

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- Prepare local, state and federal reports relative to areas of special education and pupil personnel services
- Serve as a member of IAT and IEP teams as required
- Attend IEP conferences
- Consult with regular education teacher concerning modifications, adaptations or alternate assignments in regular education classroom for special education students
- Assist with record keeping tasks and individual records of all children recommended to receive special education services or those enrolled in special education
- Adhere to rules and regulations regarding programs that relate to special education
- Assist in conducting programs for the identification of exceptional children
- Evaluate test scores to monitor progress of students
- Compile and maintain an accurate inventory of special education materials
- Represent the district at local, state and regional activities/committees as agreed to
- Maintain respect at all times for confidential information, e.g., student IEP's, testing information, student and staff information
- Ensure that the IEP goals/objectives for students are met
- Provide direct instruction in a resource/inclusion or tutorial setting
- Demonstrate knowledge of subject matter and present clear, complete and accurate explanations utilizing a variety of instructional techniques and media suitable to the level of learners
- Implement strategies to accomplish individualized program goals
- Consult with regular classroom teacher concerning placement of potential students
- Adapt curriculum and provide alternative teaching techniques and assessments to best enhance student learning
- Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Care for equipment, furnishings, materials, and facilities, and instructs students in reasonable care procedures
- Strive to maintain and improve professional competence by keeping abreast of current developments in the teaching field, even if additional coursework is needed
- Ability to interact and work with many teachers at all grade levels
- Provide academic and behavioral support to teachers
- Maintain a daily schedule while employing flexibility to meet the varying needs of students
- Consult with teachers on a regular basis regarding academic and behavioral concerns

Other Duties and Responsibilities:

- Attend educational field trips
- Physically restrain students who are potentially dangerous to themselves or others
- Serve as a role model for students
- Assist in the selection of textbooks, equipment, and other instructional materials
- Serve on committees and cocurricular activities as agreed upon
- Supervise student teachers as agreed upon
- Discipline students when necessary
- Respond to routine questions and requests in an appropriate manner
- Make contacts with the public with tact and diplomacy
- Interact in a positive manner with staff, students and parents
- Promote good public relations by personal appearance, attitude and conversation
- Attend meetings and in-services as required
- Perform bus duty, lunch duty, hall duty and playground duty as assigned
- Flexible to change with new state requirements
- Perform other duties as assigned by the Building Principal or Special Education Director

Qualifications:

- Bachelor's degree (B.A.) or equivalent from a four-year college or university

- Appropriate State of Ohio license/certification, Mild/Moderate
- BCII/FBI clearance
- Meet the applicable requirement of a “highly qualified” teacher under the No Child Left Behind Act within the requirements
- Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate

Required Knowledge, Skills, and Abilities:

- Ability to work effectively with others
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Effective, active listening skills
- Organizational and problem solving skills
- Knowledge of IDEA, Title I rules
- Basic computer skills
- Ability to operate school equipment
- Commitment to education
- Knowledge of academic area and teaching methodology
- Skills that foster and facilitate learning and classroom management
- Training in varied instructional design
- Background/knowledge base in methodology and supervised practice
- Knowledge of due process and other laws governing special education
- Ability to assess needs and write IEP’s that provide for those needs
- Knowledge of special education state and federal guidelines
- Skills and knowledge in equipment preparation/operation
- Use of basic hand tools, e.g., hammer, screwdriver, pliers
- Variable technology use, i.e., laser disk, grading software, etc.
- Ability to stay up to date with new technology

Terms of Employment:

Per contract with the Groveport Madison Local Board of Education. Groveport Madison Local School District is an Equal Opportunity Employer and does not discriminate on the basis of race, religion, age, sex, or the presence of disabilities.

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 incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent’s supervisor, appointing authority.