

ZANESVILLE CITY SCHOOL DISTRICT
JOB DESCRIPTION

TITLE:	SPECIAL EDUCATION INTERVENTION SPECIALIST	REPORTS TO:	Principal of Assigned Building
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TRAINING QUALIFICATIONS

- Valid certificate/license as intervention specialist for students with disabilities
- Bachelor's Degree in teaching field
- Knowledge of state and local curriculum standards
- Knowledge of state professional development standards
- HQT preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REQUIRED SKILLS AND ABILITIES

- Communication Skills: Must be able to read, analyze, and interpret information relevant to the position, including being able to speak effectively to small and large groups of people, and to communicate clearly and concisely both orally and in writing
- Leadership Ability: Must be able to articulate a vision and mission for the district and provide the appropriate direction, guidance, and management skills to achieve them
- Mathematics Skills: Must have the ability to work with basic mathematical and computational concepts
- Reasoning Ability: Must be able to define problems, collect data, establish facts, and draw valid conclusions
- Technology Skills: Able to effectively use, as it applies to your specific job function, typical office applications and computer programs such as word processing, spreadsheets, and presentations; must be able to use email

PERSONAL QUALIFICATIONS

- Demonstrates enthusiasm and a sincere desire to aid and ensure the safety of all
- Is able to accept constructive criticism/feedback
- Demonstrates professional tact and diplomacy with administrators, staff, teachers, students, parents and the diverse community
- Is conscientious and assumes responsibility for ones own work performance
- Anticipates problems and unforeseen events and deals with them in an appropriate manner
- Demonstrates an ability to make proper decisions when required
- Demonstrates loyalty to the administrative team
- Possesses high moral character and a good attendance record
- Promotes good social relationships as well as promoting good public relations by personal appearance, attitude and conversation
- Participates in appropriate professional organizations and their activities
- Maintains a calm attitude and sense of control at all times
- Maintains a high level of ethical behavior and confidentiality of information
- Possesses the ability to be flexible and adaptable to changing situations

JOB GOAL

- To provide a classroom environment that is conducive to teaching and learning and the successful continuous growth of each student

WORK ENVIRONMENT CHARACTERISTICS/ CONDITIONS

The work environment characteristics described here are not listed in order of importance, and are representative of those an employee encounters while completing the duties and responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the duties and responsibilities. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.

- Occasional work that may extend beyond the normal workday
- Occasional exposure to blood, bodily fluids, and tissue
- Occasional operation of a vehicle under inclement weather conditions
- Occasional interaction among unruly children/adults
- Many situations that require hand motion, e.g., computer keyboard, typing, writing

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- Consistent requirements to sit, stand, walk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb and stoop
- Consistent requirements to lift, carry, push, and pull various supplies and/or equipment up to a maximum of 50 pounds

DUTIES AND RESPONSIBILITIES

1. Respects the diversity of the students they teach.
2. Displays knowledge of how students learn and of developmental characteristics of age group.
3. Uses their knowledge of what students know and are able to do and use this knowledge to meet the needs of all students.
4. Expects that all students will achieve to their full potential.
5. Models respect for students' diverse cultures, language skills and experience.
6. Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
7. Uses their knowledge of content-area concepts, assumptions and skills to plan instruction.
8. Uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
9. Uses the Ohio academic content standards to plan, teach and assess.
10. Understands the relationship of knowledge with the discipline to others content areas.
11. Connects content to relevant life experiences and career opportunities.
12. Uses varied assessments to inform instruction, evaluate and ensure student learning.
13. Uses their knowledge types, their purposes and the data they generate.
14. Selects, develops and uses a variety of diagnostic, formative summative assessments.
15. Analyzes data to monitor student progress and learning, and to plan differentiate and modify instruction.
16. Collaborates and communicates student progress with students, parents and colleagues.
17. Involves learners in self-assessment and goal setting to address gaps between performance and potential.
18. Plans and delivers effective instruction that advances the learning of each individual student.
19. Aligns their instructional goals and activities with school and district priorities and Ohio's academic content standards.
20. Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
21. Communicates clear learning goals and explicitly links learning activities to those defined goals.
22. Applies knowledge of how students think and learn to instructional design and delivery.
23. Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
24. Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.
25. Uses resources effectively, including technology, to enhance student learning.
26. Creates learning environments that promote high levels of learning and achievement for all students.
27. Treats all students fairly and establish an environment that is respectful, supportive and caring.
28. Creates a n environment what is physically and emotionally safe.
29. Motivates students to work productively and assume responsibility for their own learning.
30. Creates learning situations in which students work independently, collaboratively and/or as a whole class.
31. Maintains and environment that is conducive to learning for all students.
32. Collaborates and communicates with students, parents, other educators, administrators and the community to support student learning.
33. Communicates clearly and effectively.

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34. Shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
35. Collaborates effectively with other teachers, administrators and school and district staff.
36. Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
37. Assumes responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
38. Upholds and follows professional ethics, policies and legal codes of professional conduct.
39. Takes responsibility for engaging in continuous, purposeful professional development.
40. Are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
41. Instructs and monitors students in the use of learning materials and equipment.
42. Maintains accurate and complete records of students' progress and development as well as those records required by laws, district policies and school regulations.
43. Participates in grade level, department, school, and parent meetings.
44. Monitors students in a variety of educational environments (classroom, school grounds, hallways, restrooms, etc.) for the purpose of providing a safe and positive learning environment.
45. Returns graded materials to students punctually and updates electronic grading systems regularly.
46. Ensures proper safety of the students, equipment, and materials.
47. Ensures proper care of the facility, furnishings, and equipment.
48. Carries out non-classroom duties such as supervision of lunchroom, playground, hall duty, bus duty, homeroom, study hall, etc.
49. Attends and/or is willing to participate in school-related after school activities, within reason.
50. Attends faculty meetings as required or requested within the normal school day
51. Enforces school rules and regulations effectively and in a supportive manner.
52. Serves on building or district committees as needed or requested, within reason.
53. Assists in the development and/or revision of curriculum, within reason.
54. Coordinates efforts and materials with other teachers who instruct similar courses, grade level, or in the same department.
55. Supervises student teachers or field experience students as needed or requested.
56. Is punctual to all assignments: school day, classes as assigned, duties.
57. Prepares and maintains bulletin boards that:
 - a. display general, daily and safety information
 - b. enhance and are pertinent to classroom work of the content area
58. Prepares and punctually turns in weekly lesson plans.
59. Keeps building principal/coordinator/superintendent informed of situations that have the potential of needing or requiring his/her involvement.
60. Provides additional help for students outside the class, but within the normal teacher school day.
61. Carries out the education programs for students with exceptionalities.
62. Carries out in a supportive manner Board of Education policies and procedures and administrative rules and regulations and requirements as defined by ODE.
63. Works with and supervises volunteer aides or paraprofessional assigned to your class.
64. Consults with classroom teachers to identify and implement teaching strategies and accommodations that support students' successful placement within the least restrictive environment.
65. Consults with parents, regular education teachers and other support staff in writing IEPs for new students and in conducting periodic and/or annual reviews of each student's progress.
66. Will perform appropriate record keeping activities such as lesson plans, progress monitoring, meeting IEP and ETR deadlines, and other requested documentation.
67. Provides special education services within the regular education classroom, when appropriate.
68. Contributes information for the reevaluation of students, make placement recommendations and attend placement team meetings.
69. Follows state and federal guidelines relating to students with exceptionalities.

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POSITION NO. 3.60

68. Completes all other duties as assigned by the building principal.

TERMS OF EMPLOYMENT	182 contract days/183 contract days for new teachers
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