



POSITION TITLE: Teacher – Intervention Specialist

EMPLOYMENT STATUS: Full-Time; Exempt

Location/Campus: District

Reporting Agency: STRS

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 school district; other terms and conditions of employment as per the School Board policies and procedures.

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

DESCRIPTION: The Intervention Specialist manages a caseload of students with disabilities who have Individualized Education Plans. They plan and implement goals and objectives, curricula, and manage compliance of federal regulations under IDEA. They also teach self-contained intervention classes. 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:

Organizational requirements:

- Comply with the Operating Standards for Ohio's Schools Serving Children with Disabilities, regarding placement, instruction, and evaluation of students with disabilities;
- Teach assigned classes at a proficient level based upon the Goal Digital Academy standards of professional practice;
- Maintain appropriate licenses and training hours as required;
- Comply with applicable district, state, local and federal laws, rules and regulations;
- Adhere to all standards established by Teachers Standards set forth by the State of Ohio;
- Adhere to all Ohio Administrative Rules related to licensed educators;
- Attend work on a nightly or weekend basis;
- Attend six face to face staff meetings, online IEP meetings, and graduation at each lab or in Mansfield;
- Report issues to authorities as necessary, child abuse, human trafficking, suspicious activity etc.;
- Reports safety, sanitary and fire hazards immediately to supervisor;
- Work cooperatively with other team members to improve the instructional program;
- Effectively use technology to support effective instruction and student learning.
- Online state mandated trainings for accreditation, ie Public Schoolworks, Child Abuse, Gifted, etc.
- Serve as a mentor for an assigned group of students. Mentors are expected to make weekly contact in an effort to build and maintain relationships with students and their families. Weekly contact should include grades, attendance, important school events and support needed for academic success.



Family Relationships:

- Return phone calls or emails within a 24-hour period;
- Maintain consistent contact with students who are not completing assignments through Canvas' gradebook. If a student has failed to submit assignments by Wednesday for the previous week, they receive a message and then receive a daily phone call, text, etc. reminder until the work is completed. Messages are phrased positively;
- Find ways to engage students in your course by contacting them on a regular basis. This could include, phone, email, text, open office hours for students to call, etc.;
- Use Dropout Detective weekly to identify the students who need additional motivation and support. Contact all yellow and red students and their regular education teachers to understand why students are struggling. Message students and provide positive feedback to students each time you see them engage with the course;
- Use the alert function in Canvas Dropout Detective to keep advocates in the loop about students who have missed a full week of assignments or if a student has not responded to at least three message attempts;
- Alert the advocate of any special issues or family needs you learn about, so they can connect students to the community services. Also, make sure to put information about the community resource section of the website on every home page of your courses;

Curriculum and pedagogy:

- Adapt vendor curriculum for Canvas;
- Be knowledgeable about vendor curriculum scope and sequence;
- Use data to identify portions of courses that students struggle with and develop supplemental curriculum in response to data analysis of student achievement and progress using the QM matters rubric for quality;
- Submit a self-evaluation of any new teacher created curriculum prior to rolling it out (using QM rubric scoring);
- As a teacher data team, complete an annual data analysis of student progress and productivity to find courses, units and lessons that students struggle with. Create a plan for developing new curriculum to fill gaps;
- Apply trauma informed approaches to course assignments and feedback;
- Continually monitor Canvas setup to ensure it is efficient and easy to navigate.

Routines:

- Teachers provide a weekly announcement on the course home page with tips for the course success, motivational sayings that apply trauma informed approaches and other support to develop profile of graduate;
- Teachers grade and post work within 72 hours;
- Updated weekly tasks and resources for lessons of the week by midnight Sunday;
- Maintain professional license and participate in LPDC;
- Teachers establish regular office hours weekly where students can talk to them in real time or get one on one help on academics.

Special education requirements:

- Establish an effective instructional program for students with disabilities that is aligned with the Ohio Academic Content Standards;
- Participate in the evaluation process and use data from the evaluation to create goals and objectives;



- Evaluate, interpret, and apply results from standardized achievement tests; administer alternate assessments when appropriate;
- Demonstrate the ability to maintain an effective classroom management system; provide for special behavioral needs of individual students;
- Collaborate with behavior specialists to develop behavior management plans;
- Conduct IEP and transition meetings and meet all compliance deadlines and establish transition plans;
- Participate in Intervention Assistance Team meetings on request;
- Monitor students, as assigned, in non-academic situations (e.g. fire drills, holiday parties or field trips);
- Develop, with supervisor appropriate emergency procedure plans for individual students.

Measures of success:

- State grade card for compliance
- State report card scores for reducing gaps with SWD
- Canvas review (grading, communication, activity)
- Attendance
- IEP review

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's
- Knowledge of state testing 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 trauma informed approaches to learning and discipline
- Knowledge of effective intervention strategies for specific disabilities
- Knowledge of community agencies that can support students with disabilities
- Knowledge of classroom management techniques
- Ability to use applications GOAL selects to communicate, teach, collect data and maintain student records
- 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
- Ability to work with teams 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.

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 non-prescribed controlled substance in the workplace throughout his/her employment at GOAL Digital Academy.

The employee must complete a satisfactory background check.

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

The employee is responsible for familiarizing him/herself with the GOAL Digital Academy 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.



This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job.

Employee Signature/Date

Supervisor Signature/Date