

## **Middie Virtual Program Teacher**

### **Location:**

Virtual - Works from Home

### **Qualifications:**

Intervention Specialist License

### **Perks:**

- Works from Home
- 20 Hours / Week (4 Hours/Day, 5 Days/Week)
- Insurance Available
- Limited Class Size

### **Salary:**

Annual salary range commensurate with training and experience.

*If interested please email Kee Edwards, Assistant Human Resources Director, at [kedwards@middletowncityschools.com](mailto:kedwards@middletowncityschools.com).*



Middletown City School District  
Job Description

Intervention Specialist Teacher

EMIS Position Code 230

Qualifications

1. Baccalaureate degree in appropriate field.
2. Holds a current and valid Ohio Intervention Specialist Licensure for grade level/subject area. Properly meets HQT criteria.
3. Acceptable BCII report and FBI report.
4. Ability to meet all job expectations and objectives.
5. Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate.

Supervises

Supervises students, educational attendants or aides, and when asked may supervise university students.

Job Goals

1. To provide for appropriate learning experiences for students with disabilities in a variety of educational settings.
2. To create quality educational experiences for student with disabilities.
3. To create a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.
4. To implement and monitor a rigorous, relevant curriculum through challenging, engaging class interactions.
5. To further the mission and vision of the school district.
6. To assure that all students reach their potential.
7. To use a variety of data types to inform instructional practice.
8. To develop lifelong love of learning in students.
9. To foster and develop positive relationships with parents and the community.
10. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Reporting

Building Principal & Sr. Director of Student Services

Performance Responsibilities

1. Attend IEP conferences. Work cooperatively with the IEP team in assessing pupil needs and learning deficiencies, and develop alternative solutions to remediate pupil learning and behavior problems.
2. Maintain a working knowledge of the due dates for Multifactorial Evaluations and Individualized Education Plans for all students with disabilities.
3. Create and maintain accurate, complete, and proficient student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations. Individualized Education Plans are completed in an effective and timely manner.
4. Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
5. Develop plans for effective communication, monitoring, and follow-up of with all students in the classroom setting.
6. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
7. Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
8. Maintain respect at all times for confidential information, e.g., student IEP's, testing information, student and staff information.

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9. Knowledge and experience of full continuum of intervention based service delivery models.
10. Utilizes research based best practices in specialized instruction.
11. Knowledge of Ohio Academic Content Standards.
12. Applies Operating Standards for Ohio's Schools Serving Children with Disabilities.
13. Understands Elementary and Secondary Schools Operating Standards for Ohio's Schools.
14. Knowledge of federal and state legislation.
15. Participate as a collaborative team member in intervention planning, Multifactorial evaluations and reevaluations for students with and without disabilities within the required timelines.
16. Coordinate the development and continuous monitoring of Individual Educational Plans for students with disabilities to ensure appropriate services and supplemental aides and supports are provided in the least restrictive environment within required timelines.
17. Collaborate with general education staff on instructional practices that support accessing meaningful participation in the general education curriculum for students with disabilities.
18. Implement educational interventions and specially designed instruction adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique need of the student that result from the students' disability.
19. Assist in organizing and facilitating supplemental aides and services required for students with disabilities to have access to and make progress in the general education curriculum, so that the child can meet the academic content standards.
20. Design and implement meaningful parent involvement activities that include parents as equal partners.
21. Ensure effective provision of a free and appropriate public education in the least restrictive environment for all students with disabilities.
22. Create instructional and intervention strategies designated to assist with serving students with disabilities.
23. Develop and implement appropriate standards-based IEP goals and objectives.
24. Work cooperatively with the IEP team in assessing pupil needs and learning deficiencies, and develop alternative solutions to remediate pupil learning and behavior problems.
25. Collect and maintain data for providing appropriate classroom interventions.
26. Prepare a wide variety of often complex materials (e.g. plans, reports analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, IEP's, making presentations, and/or providing supporting materials for requested actions.
27. Maintain an accurate and working knowledge of the mechanics of the educational programming for students with disabilities at the district, building and classroom levels.
28. Maintain a working knowledge of current best practices related to special education topics.
29. Participate in a variety of meetings as required (e.g. district professional development, IEP meetings, workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out special education services.
30. Serve as a member of a multidisciplinary team as appropriate.
31. Assist in preparation of data for local, state, and federal reports.
32. Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
33. Evaluate individual student progress on a regular basis and keep records in accordance with district policy.
34. Teach the state-adopted curriculum in assigned subject areas and implement through instruction and action the district's philosophy of education, instructional goals and objectives by challenging and inspiring students to help them deepen their knowledge and understanding of what is being taught.
35. Connect students' knowledge to earlier learning and develop ways to build on future learning.
36. Responsible for enforcing the Code of Conduct governing students in his/her direct charge and for assuming authority, as warranted, over other students in such areas as school corridors, cafeteria, assemblies or other activities during the school day. Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
37. Teach in the designated locations and times assigned by the principal or district.
38. Administer required individual and group assessments in accordance with district and state testing requirements; and, use the results of assessments to inform and to guide instruction.
39. Incorporate technology into instruction to enhance student learning when appropriate.
40. Establish good relationships with students, parents and staff members in order to build partnerships to support student growth.

## Performance Responsibilities

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41. Accurately and frequently complete record keeping responsibilities including but not limited to progress, grades and attendance, and reports same to the appropriate office as required.
42. Provide and or oversee classroom modifications for students as needed.
43. Prepare substitute teacher's folder to help ensure a smooth delivery of the daily lesson plan in the absence of the regular teacher.
44. Maintain a lesson plan of daily and unit instruction based on district courses of study/curriculum and emergency plans in the event of illness.
45. Provide an orderly, attractive, stimulating environment which promotes learning.
46. Attend staff meetings and district professional development programs. Participate in grade level/departmental and teacher/principal conferences as scheduled.
47. Responsible for discharging school-related duties during school hours.
48. Take all reasonable measures to assure student health and safety, being alert to unusual mental or physical condition of students and refers these to the appropriate personnel (principal, counselor, or nurse.)
49. Work cooperatively with classroom teachers with students of special needs in order to implement strategies which address their learning styles.
50. Use and interpret student data to develop and implement differentiated lessons for students.
51. Actively and cooperatively participate in the required district evaluation process.
52. Share the responsibility of interpreting the educational program to the community in a professional manner.
41. Establish and maintain cooperative relationships with others.
53. Participate in district or building level committees and parent activities.
54. Conduct conferences with individual students and/or parents when deemed necessary or upon request.
55. Assist in upholding and enforcing school rules, administrative regulations and Board Policy.
56. Demonstrate professionalism, exhibit a professional attitude, and model appropriate behavior.
57. Uphold district policies and procedures.
58. Perform other duties as assigned by the Sr. Director of Student Services, Special Education Coordinator, and Building Principal.

## Other information associated with this position

### **Additional working conditions may include:**

1. Occasional exposure to blood, bodily fluids, and tissue.
2. Occasional operation of a vehicle under inclement weather conditions.
3. Occasional interaction with unruly people.
4. Occasionally lift, carry, push, and pull various items up to a maximum of 40 pounds (100 pounds on wheels), e.g., paper boxes, deliveries of supplies and equipment.
5. Frequent requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb, and stoop.
6. Travels to meetings/professional development and work assignments.

**Status:** Non-Exempt

**Employment Status:** 185 days

*This job description is only to be interpreted as a basic guideline of your job responsibilities. As a district we require employees to perform duties as assigned that may not appear on this job description. District personnel will be required to follow the instructions and perform the duties required by their supervisor, appointing authority, or designee.*

*Revised: 4/13/2015*