GIFTED INTERVENTION SPECIALIST

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full- Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Gifted Intervention Specialist	Full-Time 5 days/week (M-F) 7:45 a.m. to 3:15 p.m.	Until Filled	8/2/2022	Upper Scioto Valley Local Schools and Ridgemont Local Schools	Must hold, or have the ability to obtain, a valid ODE Teaching license with a gifted endorsement preferred.

If you have questions regarding the position and/or building assignment, please contact Erica Baer, Director of Student Achievement and Gifted Learning at:

ebaer@mresc.org

HOW TO APPLY

• **Step #1 –** Download an employment application from our website by clicking the application link below:

MRESC Application

 Step #2 – Submit your completed application to: Midwest Regional ESC Attn: Jana Barhorst 129 East Court St. Sidney, Ohio 45365

> Or you may email the completed application to: jbarhorst@mresc.org

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER BELLEFONTAINE*OHIO

Title:	GIFTED INTERVENTION SPECIALIST	File 301			
Reports to:	Building Administrator or Gifted Education Administrator				
Job Objectives:	Plan, implement, and evaluate instructional strategies using a differentiated curriculum to address the individual needs of students enrolled in gifted education programs. Work with colleagues to ensure the provision of all services mandated by state and Federal law. Provide guidance and support to help students mature and make appropriate choices. Help students pursue their academic and vocational goals. Actively encourage parental involvement.				
Minimum	• Valid State of Ohio intervention gifted intervention specialist license appropriate for the teaching assignment.				
	 Meet all health requirements mandated by law A clear record as determined by the Ohio Bureau of Criminal Ic and/or the Federal Bureau of Investigation. 	dentification and Investigation			
Responsibilities and Essential Functions:	The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.				
	 Teach assigned classes as scheduled. Ensure that the learning p written, implemented, and assessed curricula to meet state many and maintain a learning environment that stimulates interest, en about subjects and events. Determine the educational needs of students based on all applic records, teacher's synopses, intervention-based assessments, etc. Use the requisite information in the Written Educational Plan (Y educational activities. Vary instructional techniques to address individual learning sty? Work with regular classroom teachers to support an inclusive end to identify instructional and classroom modifications the student's educational goals. Incorporate the effective use of available technology in the class Communicate high expectations for students and show an active Help students understand their personal responsibility for settin and vocational success. Help students understand the relationsh learning is important. Help students who are seeking additional knowledge and/or ress Prepare and carry out behavior modification plans necessary to objectives. Chart behavior when required. Help students develop problem-solving skills. Provide information that helps students change attitudes and be consistent attendance, punctuality, active participation, account cooperation, etc.). Work with appropriate staff as needed to address ongoing cor at-risk behavior, mental/physical health, family/peer relations, etc. 	dated proficiencies. Develop thusiasm, and inquisitiveness vable sources (e.g., student c.). WEP) to prepare and carry out les. ducational environment. program. Seek assistance as at support the attainment of sroom. e interest in their progress. g goals and achieving academic hips between subjects and why ource materials. achieve student performance haviors (e.g., a positive outlook, ability, dependability, progress with emotional ncerns (e.g., excessive absences,			

- Maintain complete and accurate classroom records, reports, and inventories, as required by law, district policy, or administrative directive. Submit all required reports on time.
- Document student progress. Share information with appropriate K-12 staff to support a congruent effort to address agreed upon academic goals.
- \cdot Serve as a resource for teachers with gifted education students in their classrooms.
- Monitor student's medical needs and/or physical care. Supervise educational aides/attendants. Learn to operate personal assistive devices. Follow procedural guidelines as prescribed by licensed health care professionals.
- Support the efforts of pupil services staff (e.g., work study coordinators, speech/language pathologists, school psychologists, etc.).
- Maintain effective working relationships with appropriate community organizations (e.g., vocational rehabilitation services, court systems, law enforcement, child welfare services, health facilities, etc.).
- Provide appropriate pre-vocational and career information. Help students develop competitive work skills.
- · Visit students' homes and work sites when necessary to support program goals.
- Serve as a consultant to team meetings (e.g., Intervention Assistance Team, intervention-based assessments, reevaluations, annual reviews, crisis intervention, etc.).
- · Participate in periodic reevaluations and annual review conferences.
- \cdot Make recommendations concerning the placement of students for the next year.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Supervise non-classroom activities when assigned (e.g., field trips, recess, lunchroom, study hall, training experiences, employment activities, etc.).
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Respect the personal confidences and privacy needs of individuals. Ensure the confidentiality of privileged information.
- Provide periodic progress reports to parents (e.g., telephone calls, notes, interim reports, report cards, conferences, etc.).
- Make reasonable provisions to be available to parents and students for educational purposes beyond the instructional day when requested.
- · Develop and implement effective classroom management procedures
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to district policy. Protect the due process rights of students.
- •Promote the proper use and care of school property. Keep track of school supplies and equipment used by students.
- · Share equally in the responsibility for authorized committee work and school activities.
- Suggest instructional materials, equipment, or teaching techniques that will enhance the educational process.
- Seek and use resources that enhance educational activities (e.g., parent groups, volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- · Encourage parent organizations and support student activities as time permits.
- Prepare the classroom at the beginning of the year. Retrieve books and supplies. Store supplies and equipment at the end of the school year.
- Review literature and participate in a variety of activities to keep current with promising research and effective instructional strategies.
- · Participate in staff meetings and in-service training.
- Participate in professional growth activities to maintain licensure requirements.
- · Participate in after-school programs (e.g., open house, parent conferences, etc.).
- · Serve as a role model for students. Demonstrate personal integrity, responsibility, impartiality,

respect, and courtesy.

• Perform other specific job-related duties as directed.

Abilities · Demonstrating professionalism and exemplary personal conduct. **Required:** · Demonstrating subject matter competence and teaching proficiency. • Displaying enthusiasm for education and the teaching profession. · Skillfully managing individual, group, and organizational interactions. · Using interpersonal skills to promote a favorable image of the school district. · Communicating an understanding of academic and behavioral objectives to parents and students. • Expressing ideas effectively using verbal and writing skills. · Organizing and managing time effectively. Reacting productively to interruptions and changing conditions. · Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts. · Ability to travel to meetings and work assignments. · Lifting, carrying, and/or moving classroom supplies and equipment. · Being punctual and maintaining a consistent attendance record. · Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment. · Performing activities that require stooping, kneeling, and/or crouching. · Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center. **Supervisorv** Under the direction of the supervisor: schedule meaningful work assignments, **Responsibility:** provide instructions, and communicate expectations to assigned aides, student teachers, and volunteers. Working Exposure to the following conditions may range from remote to frequent **Conditions:** based on circumstances and factors that may not be predictable. · Potential for exposure to blood borne pathogens. · Potential for interaction with agitated or upset individuals. • Interaction with disruptive or unruly students. • Exposure to student commotion. • Duties may require operating and/or riding in a vehicle. • Duties may require considerable telephone contact and paperwork.

- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.