



### Ohio Valley Educational Service Center

**TITLE:** Preschool Intervention Specialist

**QUALIFICATIONS:**

1. Valid Teaching license for the State of Ohio in Early Childhood Special Education.
2. Minimum of Bachelor's Degree
3. Such alternatives to the above qualifications as the OVESC Board find appropriate and acceptable.

**RESPONSIBLE TO:** Superintendent, or Designee

**FUNCTION:** To plan, develop and execute individual learning programs and experiences that will contribute to student's development as mature, able, and responsible adults.

**RESPONSIBILITIES:**

1. Understand student learning and development and respect the diversity of the students they teach.
  - a. Display knowledge of how students learn and of the developmental characteristics of age groups.
  - b. Understand what students know and are able to do and use this knowledge to meet the needs of all students.
  - c. Expect that all students will achieve their full potential.
  - d. Model respect for students' diverse cultures, language skills and experiences.
  - e. Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
2. Know and understand the content area for which they have instructional responsibility.
  - a. Know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
  - b. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
  - c. Understand school and district curriculum priorities and the Ohio academic content standards.
  - d. Understand the relationship of knowledge within the discipline to other content areas.
  - e. Connect content to relevant life experiences and career opportunities.
  - f. Employ methods and materials that are most appropriate for preparing students for Kindergarten.
  - g. Demonstrate knowledge and understanding of the Early Learning and Development Standards and the Childhood Outcome Summary.
3. Understand and use varied assessments to inform instruction, evaluate and ensure student learning.



- a. Knowledgeable about assessment types, their purposes and the data they generate.
  - b. Select, develop and use a variety of diagnostic, formative and summative assessments.
  - c. Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
  - d. Collaborate and communicate student progress with students, parents and colleagues.
  - e. Involve learners in self-assessment and goal setting to address gaps between performance and potential.
  - f. Demonstrate knowledge and understanding of the Early Learning Assessment through accurate and timely submission of assessment data.
4. Plan and deliver effective instruction that advances the learning of each individual student.
- a. Align instructional goals and activities with school and district priorities and Ohio's academic content standards. (Early Learning Development Standards)
  - b. Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
  - c. Communicate clear learning goals and explicitly link learning activities to those defined goals.
  - d. Apply knowledge of how students think and learn to instructional design and delivery.
  - e. Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
  - f. Create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
  - g. Use resources effectively, including technology, to enhance student learning.
  - h. Develop and implement compliant ETR's and IEP's.
  - i. Meet regularly, as specified in the IEP, with students assigned for the purpose of carrying out the IEP and updating developmental evaluations as necessary.
5. Create learning environments that promote high levels of learning and achievement for all students.
- a. Treat all students fairly and establish an environment that is respectful, supportive and caring.
  - b. Create an environment that is physically and emotionally safe.
  - c. Teachers motivate students to work productively and assume responsibility for their own learning.
  - d. Create learning situations in which students work independently, collaboratively and/or as a whole class.
  - e. Maintain an environment that is conducive to learning for all students.
6. Collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- a. Communicate clearly and effectively.



- b. Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
  - c. Collaborate effectively with other teachers, administrators and school and district staff.
  - d. Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
  - e. Follow through on recommendations from the SLP, OT, and PT as needed to assist with carrying out student IEP services.
  - f. Make referral recommendations to the appropriate specialist (i.e. OT, PT, School Nurse, and SLP) as needed.
  - g. Maintain close communication with the child's parents
  - h. Make provision for being available to students and parents for conferences outside the instructional day when requested to do so under reasonable terms.
  - i. Keep records of child's activities and progress, and meet with parents concerning progress at minimum of 2 times per year.
7. Assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- a. Understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
  - b. Take responsibility for engaging in continuous, purposeful professional development.
  - c. Agent of change seeking opportunities to positively impact teaching quality, school improvements and student achievement.
  - d. Complete required paperwork in an accurate and timely manner.
  - e. Complete tasks demonstrating compliance with Ohio Department of Education Preschool Licensing and Step Up To Quality.
  - f. Assist the administration in implementing all policies and rules governing pre-school enrollment.
  - g. Strive to maintain and improve professional competence by continuing educational professional development.
  - h. Attend staff meetings and serve on staff committees as required.

**OTHER DUTIES AND RESPONSIBILITIES:**

- 1. Attend training sessions as determined by state or district policies and procedures
- 2. Attend professional development meetings and in-services as required
- 3. At the request of the supervisor, attend parent conferences, home visits, or team meetings with school staff,
- 4. Such other duties as assigned by the OVESC Superintendent.

**REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:**

- 1. Ability to work effectively with others
- 2. Ability to communicate ideas and directives clearly and effectively both orally and in writing
- 3. Effective, active listening skills
- 4. Organizational and problem solving skills
- 5. Knowledge of public school policies and practices
- 6. Basic computer skills



7. Ability to operate various office equipment
8. Ability to learn to operate adaptive equipment
9. Commitment to education

**ADDITIONAL WORKING CONDITIONS:**

1. Occasional interaction with unruly children
2. Occasional exposure to blood, bodily fluids and tissue
3. Occasional requirement to travel
4. Occasional repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
5. Regular requirement to sit, stand, walk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb and stoop
6. Requirement to lift, carry, push and pull various supplies and/or equipment up to a maximum of 50 pounds

**TERMS OF EMPLOYMENT:** To be determined by the Ohio Valley ESC Superintendent and the Board.

**EVALUATION:** Performance will be evaluated with provisions of the OVESC's OTES policy.

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position. I further certify that I have reviewed the most current copy of the Ohio Valley Educational Service Center Policy Manual.

EMPLOYEE SIGNATURE \_\_\_\_\_ DATE: \_\_\_\_\_