

Hood River County School District

116 - Early Intervention/ECSE - Specialist 1.0 FTE Pine Grove Campus (669)

JOB POSTING

Job Details

Posting ID

669

Title

116 - Early Intervention/ECSE - Specialist 1.0 FTE Pine Grove Campus

Description

This posting will remain open until filled and will begin with the 2019/20 school year. Only those applicants invited to interview will be contacted. You can monitor the status of this vacancy by visiting our website at www.hoodriver.k12.or.us.

Application Process:

Required materials to be included in your TalentEd/Recruit & Hire application:

- Recruit & Hire Electronic application;
- Letter of interest, addressed to Anne Carlross - Director of Special Education & Student Services;
- Current Resume;
- Three (3) **recent** letters of reference. Incomplete applications may not be considered. Official transcripts will be required upon hire.

Job Purpose Statement: The EI/ESCE Specialist provides direct, monitoring, and consultation services for young children with disabilities from birth to entry into kindergarten and their families which address cognitive, social, and affective development, as well as general skill areas of communication, motor, and self-help to achieve developmentally appropriate play skills and preschool skills. The Specialist will work as a member of an Inter-disciplinary Services Team to complete eligibility evaluations, determine the developmental needs of children, develop Individualized Family Service Plans (IFSP), and deliver services integrated with those of other professionals into the learning environments of young children. The Specialist provides direct instructional services to children and their families, consultation and support to community based early childhood service programs, and service coordination with other community service providers when serving as the Case Manager. The Specialist is responsible for providing lead direction to assigned education assistants.

Essential Job Functions:

- Provides developmentally appropriate instruction across developmental domains of typical child development, to minimize the characteristics of delayed development, and the patterns of atypical development associated with disabilities
- Participates as a member of the Inter-disciplinary Services Team to select, administer and interpret information through the use of appropriate instruments for screening, eligibility, program planning, child progress, and program evaluation
- Completes standardized evaluations in all developmental areas affected by the suspected disability to determine eligibility for Early Intervention/Early Childhood Special Education under Oregon Administrative Rules as a member of an Inter-disciplinary team
- Integrates assessment results into required documents and formal reports related to the evaluation results and explains the results of the evaluation to families in a meaningful and usable way
- Supports and teaches parents positive ways of facilitating skill development in all areas including cognitive, social, communication, motor, and adaptive at home and family settings
- Elicits input from parents to determine needs and desires for the child to participate in developmental activities that are meaningful in their lives by considering: a) the child's learning abilities and limitations in the context of their developmental functioning in cognitive, social, motor, and communication domains; b) the features of the developmentally appropriate tasks the child and family wish to perform; and c) the characteristics of the environment in which the task occurs
- Supports families through the development and delivery of specially designed instruction which incorporates the preferences and goals of the family for their child
- Cooperates with the IFSP team to develop the Individualized Family Service Plan
- Cooperates in the design, implementation, and evaluation of appropriate services for Early Intervention/ Early Childhood Special Education children and their families in their local communities

- As a member of the IFSP team, determines placement of children according to the IFSP and develops a plan for the delivery of needed services
- Consults with other early childhood program providers to implement specialized instruction, develop modifications, and adjust routines, to provide for successful inclusion of children with disabilities in community settings as determined by the IFSP
- Leads the implementation of cognitive, social, and affective goals and objectives, and supports all other parts of the Individualized Family Service Plan, through direct instruction with individual children, in child and parent groups, small and large group instruction, consultation to staff within early childhood settings, and parent education
- Provides individualized or small group direct instruction within a variety of natural early childhood settings as in integrated service with professionals from other disciplines
- Obtains, produces, and prepares appropriate instructional materials and implements developmentally appropriate curriculum following district guidelines
- Integrates specialized instruction into learning environments in ways that support learning and encourage autonomy in children
- Determines and implements systems to track, monitor, and interpret developmental progress with the child's IFSP team and reports progress regularly to families following program requirements
- Manages children's behavior, individually and within groups, using instructional and behavioral procedures which conform with best practices for young children and the individualized needs of each child as well as program and agency procedures
- Assigns responsibilities, provides training, and lead direction to education assistants following department guidelines and requirements for delegation of duties and frequency of supervision working in various early childhood settings
- Designs, fabricates, modifies, and adapts instructional materials for individual children or directs these activities by paraprofessionals or assistants
- Maintains accurate and complete records in compliance with program requirements, district policy, state and federal regulations
- Records evaluation and service information for the district to bill Medicaid as assigned
- Selects instructional materials and equipment appropriate to home and early childhood environments and manages the district resources assigned
- Provides specialized instruction as a member of the IFSP team in a manner that ensures that efforts of the family, the program and community services are complementary and unduplicated and that they are in concert with identified needs and family preferences
- Consults and cooperates with other members of the child's IFSP team and/or community based service providers to deliver services which are coordinated and integrated into the daily activities of the child and family
- Consults with other early childhood program providers to implement specialized instruction and provide for successful inclusion of children with disabilities in community settings as determined by the IFSP
- Develops and implements individualized plans with families and local school districts for the child's transition from early childhood services to kindergarten
- Provides service coordination for eligible children and their families to ensure positive collaboration with health, social, and other community based service providers as required by Oregon Administrative Rules
- Serves as Case Manager for children as assigned

Other Job Functions:

- Performs other duties as may be assigned
- Works cooperatively and harmoniously with clients, co-workers, and supervisors
- Maintains professional and technical knowledge by participating in professional development activities

Job Requirements - Qualifications:

Experience Required: Experience working in Early Intervention/Early Childhood Special Education.

Knowledge/Skills/Abilities:

Training in Early Intervention/Early Childhood Special Education or recent successful experience providing specialized instruction to young children and their families; **Knowledge** of ECPBIS; **Knowledge** of effective supports for children aged 0-5; **Knowledge and ability** to consult/train/coach staff and families on: PBIS, neuro-development, developmental milestones, evidence based interventions, and routine based interviewing; **Understanding** of Trauma and how it impacts development; **Demonstrated awareness** across developmental domains, of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities; **Ability to integrate**

assessment results into an Inter-disciplinary report and explain the results of the evaluation to families in a meaningful and usable way; **Awareness of design** and the provision of early intervention and early childhood special education appropriate for children with a variety of special needs ages 0-3 and 3-kindergarten age; **Ability to acquire** skills in selection, administration, scoring, and interpretation of program specified assessments including those used to determine eligibility for services and curriculum based assessments; **Demonstrated ability** to work cooperatively with program staff, local districts, and community agency personnel; **Demonstrated ability** to work as a member of a collaborative and self-guided Interdisciplinary team providing Early Intervention/Early Childhood Special Education services within a variety of settings; **Ability to manage** time, prioritize and schedule multiple activities across settings, and to coordinate these activities with others; **Ability to design**, develop, and adapt materials and routines which support learning and encourage autonomy in children; **Ability to acquire** and maintain a valid first aid and CPR card; **Ability to train**, supervise and provide support to adults whose roles and responsibilities vary depending on the early childhood setting, including assigned education assistants; **Demonstrated skills** in communication, collaboration, and cooperation with other disciplines, community based professional teams, and families as resources for planning and delivery of Early Intervention/Early Childhood Special Education services; **Ability to apply** current research and best practice within the field of Early Intervention/Early Childhood Special Education to service delivery; Ability to compose and produce concise professional documents; **Ability to acquire** computer skills for word processing and production of instructional materials; **Physical and mental** attributes sufficient to perform the essential functions; **Excellent written and oral** communication skills to perform essential functions.

Preferred Qualifications:

- Bilingual English/Spanish skills preferred

Licenses, Certifications, Bonding, and/or Testing Required:

- Current Oregon teaching license with appropriate endorsement
- Valid driver's license, reliable personal transportation and evidence of insurability
- District pre-employment drug screen and physical abilities assessment.

Note: Initial placement is determined by the HR Director, based on level of education and years of verified teaching experience. Our District will accept up to 16 years of prior teaching experience for initial salary placement purposes for this position.

HOOD RIVER COUNTY SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER. Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990. Disabled persons may contact Hood River County School District at 541/387-5016 for additional information or assistance. Speech or hearing-impaired persons may contact Hood River County School District for assistance through the Oregon Telecommunications Relay Service by dialing 1-800-735-2900.

<i>Shift Type</i>	Full Time-Regular	<i>Salary Range</i>	\$40,736.00 to \$79,027.00
<i>Salary Code</i>	N/A	<i>Job Category</i>	Teacher
<i>External Job Application</i>	Licensed Application	<i>Internal Job Application</i>	Licensed Application
<i>Location</i>	140-Early Intervention	<i>Posting Status</i>	Active
<i>Minimum Qualifications Screening</i>	Minimum for Licensed Positions		

Job Application Timeframes

<i>Internal Start Date</i>	03/18/2019	<i>General Start Date</i>	03/18/2019
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	Anne Carloss	<i>Title</i>	Director of Special Education/ Student Services
<i>Location</i>	140-Early Intervention	<i>Phone</i>	541/387-5025
<i>Email</i>	anne.carloss@hoodriver.k12.or.us		

References

*Automatically Send
Reference Check*

No

Reference Check Form