



STUDENT SERVICES RESOURCE TEACHER

Position Description:

Turtle Mountain School Division promotes the divisional philosophy of inclusion. Reporting to the Assistant Superintendent of Student Services through the school administrator, the student services resource teacher has a key role in facilitating inclusive classroom practices for students by providing supportive educationally related services to classroom teachers through the collaborative, consultative service delivery model. The classroom teacher has the primary responsibility for the education of all students. The student services resource teacher is responsible for coordinating services from other members of the support team, i.e. speech language clinician, psychologist, guidance counselors, instructional assistants, etc. The student services resource teacher may provide the services in the form of co-teaching, analytical, remedial, developmental, or compensatory teaching and/or behavioral management. Such services may be conducted in either the regular classroom or in a resource room. The role of the student services resource teacher is based on the dimensions of planning and preparation, the educational environment and service delivery.

Position Responsibilities:

1. Support teaching staff in development/implementation of appropriate whole class inclusive instructional practices:

- a. Demonstrates the ability to work effectively as a team member in a collaborative/consultative model of student services.
- b. Demonstrate knowledge of/skills in various classroom based observation/assessment tools (i.e. classroom profile).
- c. Demonstrate knowledge of/skills in adaptation/exemption processes for Provincial Standards Assessment.
- d. Demonstrates the ability to support classroom teachers in developing appropriate classroom adaptations and curricular modifications.
- e. Demonstrates the ability to assist the classroom teachers in broad identification of classroom instructional needs.
- f. Demonstrates knowledge of curricula outcomes.
- g. Demonstrates knowledge of adaptive (alternative) instructional strategies.

2. Facilitate and provide individual, diagnostic assessment to determine specific educational and programming needs for students typical of Level I, II and III and students who qualify for E.A.L. and A.A.A. grants:

- a. Demonstrates knowledge, understanding and use of accepted formal and informal assessment tools and techniques.
- b. Demonstrates the ability to use and individualize a broad range of techniques to assess appropriately.

Cross Reference	Board Policy: 14 Safe and Respectful Schools Procedures: F-10 School Staffing , F-20 Recruitment/Employment Provisions Forms:		
Review Date:	Revision Date:		Page 1



- c. Demonstrates the ability to provide timely feedback of assessment results to the school team on a regular basis.
 - d. Demonstrates the ability to interpret assessment results accurately.
 - e. Demonstrates the ability to use the assessment results to plan with the school team.
- 3. Facilitate and participate in frequent planning time involving school based, divisional and inter-agency personnel:**
- a. Demonstrates a thorough understanding of the typical developmental characteristics of the age group as well as exceptions to the general pattern.
 - b. Demonstrates a solid understanding of the different learning styles students exhibit and the strategies applicable to the specific learning style.
 - c. Demonstrates cultural sensitivity.
 - d. Demonstrates support to the classroom teachers for I.E.P. and B.I.P. development by coordinating team planning meetings.
 - e. Coordinate training of EAs, bus drivers (where necessary) and/or teaching staff specific to student needs.
 - f. Demonstrates the ability to monitor, clarify and problem solve issues in relation to program planning.
 - g. Refer student needs to appropriate divisional support personnel following referral protocol.
- 4. Coordinate/collaborate towards the creation of a successful planning team:**
- a. Demonstrates the ability to regularly involve parents and outside agencies in the planning process.
 - b. Demonstrates the ability to facilitate team participation: parents/guardians, student, teacher, support staff, educational assistants and administrators.
 - c. Demonstrates the ability to coordinate planning meetings.
 - d. Demonstrates the ability to organize staff release time to participate in team meetings.
 - e. Demonstrates the ability to organize transition information in relation to entry, semester to semester, exits, year to year and to adult services and including decisions around class composition.
 - f. Demonstrates the ability to manage records – clinical reports, resource files, individualized plans.
- 5. Organize and orchestrate/coordinate the flow of information and planning:**
- a. Demonstrates the ability to communicate pertinent information to all team members effectively and frequently.

Cross Reference	Board Policy: 14 Safe and Respectful Schools Procedures: F-10 School Staffing , F-20 Recruitment/Employment Provisions Forms:	
Review Date:	Revision Date:	Page 2



- b. Demonstrates the ability to communicate with team members on both negative and positive aspects of student progress on a regular basis.
 - c. Demonstrates the ability to maintain confidentiality.
 - d. Demonstrates the ability to address concerns from team members in a caring and timely fashion.
 - e. Demonstrates the ability to provide directions and procedures clearly with an appropriate level of detail to facilitate understanding.
 - f. Demonstrates the ability to facilitate relevant discussion around planning and ensure all voices are heard and respected in the discussions.
 - g. Demonstrates the ability to be prepared for meetings.
 - h. Demonstrates the ability to run efficient and timely meetings.
- 6. Monitor the implementation and evaluation of the plan:**
- a. Demonstrates the ability to plan appropriate instruction that links with the students' prior knowledge and experience.
 - b. Demonstrates the ability to differentiate instruction.
 - c. Demonstrates the ability to program plan with consideration to the students' learning styles.
 - d. Demonstrates the ability to use current principles of effective instruction.
 - e. Demonstrates knowledge of core curricular outcomes.
- 7. Provide and/or coordinate direct service for students requiring supportive, or individualized programming:**
- a. Demonstrates the ability to collaborate with administration in scheduling of E.A.s, hiring of E.A.s, accessing subs.
 - b. Demonstrates the ability to schedule, plan and monitor responsibilities and activities of E.As.
 - c. Demonstrates the ability to organize schedules for individual students/small groups.
 - d. Demonstrates the ability to provide ongoing direct and/or consultative support and materials to the classroom teacher for problem solving related to student need.
 - e. Demonstrates an awareness of the Professional Development/Training for classroom teacher and E.A.s, and provides ongoing training.
 - f. Demonstrates the ability to use time effectively and efficiently.
- 8. Provide and/or coordinate direct service for students requiring additional practice:**
- a. Demonstrates an effective system in maintaining information on student assessment, progress and other appropriate data.

Cross Reference	Board Policy: 14 Safe and Respectful Schools Procedures: F-10 School Staffing , F-20 Recruitment/Employment Provisions Forms:	
Review Date:	Revision Date:	Page 3



- b. Demonstrates the ability to prepare reports, funding applications and IEPs at a high consistent professional standard.
- c. Demonstrates the ability to consistently convey assessment results in a clear, concise manner, in a written report that is well organized and contains appropriate details and pertinent examples.
- d. Demonstrates good knowledge of caseload.
- e. Demonstrates the ability to establish priorities and closes cases when appropriate after discussions with team members.

9. Participate/consult/collaborate as a member of the school team:

- a. Demonstrates the ability to cultivate an effective team concept at the school.
- b. Demonstrates the ability to be open to the opinions, attitudes and feelings of colleagues.
- c. Promotes and advocates a philosophy of inclusion within the school environment.
- d. Active participation in school community which may involve: committee work and duties as a member of the school community, assistance with organizing, ordering, management, storage of resource based materials, peer tutoring/peer mentoring support, applying for funds related to special projects/grants.

10. Participate/collaborate as a member of the divisional student services teacher:

- a. Regularly participate in divisional student services meetings or other divisional P.D. opportunities.
- b. Demonstrates the ability to communicate respectfully to staff, parents and students.

11. Support and facilitate the implementation of Divisional/Provincial Initiatives:

- a. Demonstrates knowledge of and the ability to follow the division student services policies and procedures.

12. Participate in/support the accessing of information by the school community:

- a. May include parent information evening, parent council workshops, parent support workshops, school open house.

Cross Reference	Board Policy: 14 Safe and Respectful Schools Procedures: F-10 School Staffing , F-20 Recruitment/Employment Provisions Forms:		
Review Date:	Revision Date:	Page 4	