



Resource Program Teacher

Draft Date: May 2, 2023

Approval Date: May 3, 2023

Purpose Statement: The Resource Program teacher provides regularly scheduled supplemental instruction during the school day to students needing curricular support.

Reporting Relationships: The Resource Program teacher reports to the Resource Program supervisor.

Domain: Student Learning

FTE: 0.25-1.0

Responsibilities:

1. General
 - a. To endorse the institution's [mission and vision statements](#) and implement them into resource classes
 - b. To work within the limits of all institutional policies
2. Referral Process
 - a. Be prepared to add students to caseload as determined by Resource Program supervisor
 - b. Work with Resource Program supervisor and guidance staff in scheduling students' meeting times;
 - i. Dependent upon students' schedules, academic need, and availability of the Resource teacher
3. Instructional Assistance
 - a. Provide remedial instruction in basic skills (reading, spelling, math) in areas that the students have not yet mastered in order to prepare them for more advanced study
 - b. Teach subject content in a format that best fits the student's learning style and/or ability level; this may require individualized educational programs for students who do not have appropriate grade-level skills and cannot maintain pace with instruction provided in the regular classroom
 - c. Teach skills or strategies that are not ordinarily taught in the classroom environment (i.e., study and organizational skills, reading comprehension, test taking and memory strategies, etc.)
 - d. Assess the students' learning styles (visual, auditory, tactile, kinesthetic) in order to gain information about the method by which they learn best and to aid in implementing a program of instruction best suited for the students
 - e. Develop documentation appropriate for each student (i.e., Individual Education Plan, Resource Program Intervention Plan, 504 Accommodation Plan) that will identify students' areas of need, present levels of performance, goals and objectives for intervention, and/or classroom accommodations/modifications.
 - f. Proctor testing for students with accommodations
 - g. Utilize resources within Academic Support Department (Resource Program, Discovery Program, ELL) and/or request that resources be purchased that will assist in addressing students' needs
4. Monitor Student Progress
 - a. Act as case manager for assigned students
 - b. Develop and implement a system for monitoring and recording student's progress on a daily/weekly basis

- c. Utilize Google Suite and PowerSchool to communicate information to parents and Guidance.
- 5. Collaboration and Communication
 - a. Schedule and lead annual IEP/504 Accommodation Plan meetings
 - b. Collaborate with students, teachers, parents, residence staff, and other professionals regarding student needs, goals, and progress
 - c. Meet with Resource Program supervisor regularly (as scheduled)
 - d. Attend regular Resource Program meetings
 - e. Attend Academic Support Department staff meetings
 - f. Attend meetings called on behalf of the students
 - g. Provide semesterly reports for parents summarizing student progress on annual goals and objectives
- 6. Specific Other
 - a. Seek tutorial assistance from teachers if academic needs of student exceed services provided by Resource Teacher (i.e. tutoring for advanced math or science classes)
 - b. Assist with or present in-service workshops for teachers and residence staff concerning student needs and relevant topics
- 7. Spiritual and Professional Standards
 - a. Be available to pray with and encourage students as they verbalize their struggles
 - b. Use Scripture to convey to students a Biblical view of who they are as God's image-bearers and as vital members of the body of Christ
 - c. Demonstrate effective time management
 - d. Keep Resource Program room neat and clean thus providing a comfortable learning environment
- 8. To assume other responsibilities as assigned by the Resource Program supervisor

Qualifications and Requirements:

- 1. Completion of a bachelor's degree or higher. Completion of a teaching degree in regular or special education, or a teacher training program is strongly preferred.
- 2. Two or more years of teaching experience is strongly preferred.
- 3. ACSI Teacher Certification, or willingness to complete this certification process within the first three years of employment at BFA.

Success Indicators:

- 1. Students are experiencing academic growth evidenced through daily classroom work and progress monitoring
- 2. Resource teacher, parents, teachers, and resident staff are collaborating and working well together on behalf of each student
- 3. Responsibilities are being met at an adequate level as demonstrated through the observation and evaluation process.