RESOURCE TEACHER
STANDARD POSITION DESCRIPTION

Classification: Certificated
Location: Assigned School(s)

Reports to: Principal or Assistant Principal
FLSA Status: Exempt

Bargaining Unit: NTEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description will perform as a specialist and lead teacher in specifically assigned content areas and/or grade levels.

This job description does not constitute an employment agreement between the employer and teacher and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The teacher serves as a teacher leader and specialist in math, reading, writing, or other specialized content area. As a leader and specialist, the teacher works with, coaches, and trains other teachers and support staff in identifying, developing, and applying assessment and instructional intervention strategies designed to improve student learning in specific areas. Resources teachers may be assigned a specific classroom assignment in addition to the resource teacher role. As a resource teacher, the teacher may work in a variety of elementary and/or secondary educational, individual or team teaching settings. Resource teachers share in the responsibility for student safety and appropriate collaboration and attention to each student’s readiness to learn including needed guidance, discipline, and welfare.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District’s diverse populations.

Part II: Supervision and Controls over the Work:
The teacher works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The teacher’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities listed may include, but are not limited to the following:

1. The resource teacher collaborates with and coaches assigned classroom teachers in planning for specific student learning outcomes based on assessed needs of individual students and the use of data and information to determine each student’s current knowledge and skill level, set student learning goals, and assess student progress. The assessment of student needs includes the use of district...
approved assessment tools and strategies in addition to the teacher’s own professional practice. The teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Program (IEP) and 504 accommodation requirements. Resource teachers may, as needed, conduct classroom instruction either for direct learning by students or for demonstrating effective intervention and teaching practices for classroom teachers.

1. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.

2. The teacher assists teachers in using research-based instructional and learning strategies and content specific differentiated instruction in assisting teachers in planning, delivering, and assessing lessons and individual student success.

3. The teacher develops, obtains, maintains and provides student data related to the specific content area(s). The teacher provides leadership in assessing the data on a school-wide basis to participate in and support the school improvement plan.

4. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEP’s in the case of students with special needs.

5. The teacher will actively participate as an advisor, resource specialist, and facilitator in faculty, grade level, department, and/or professional learning community meetings.

6. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

7. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

8. As a leader and specialist and an assigned content area(s), the resource teacher develops and presents training to administrators, teachers, and support staff in assessment and intervention strategies to improve learning for students struggling or lagging behind in the content area.

9. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

10. Required to follow Board policies and stay abreast of updates and changes.

Performs other duties as assigned.
Part IV: Minimum Qualifications:

1. Ability to use varied educational/developmental assessment instruments including, but not limited to: Woodcock-Johnson Reading, Woodcock-Johnson Psycho-Educational Battery.

2. Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

3. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and any required endorsement(s) in the specific content area(s).

4. Successful completion of or commitment to timely complete, highly qualified (“HQ”) criteria including praxis requirements.

5. Advanced knowledge and skill in teaching the assigned subject(s)/level(s).

6. Advanced skills in assessment and the use of data to inform and support intervention strategies targeted to the needs of individual students. Knowledge and skill in the application of specialized content area assessment instruments and strategies.

7. Demonstrated ability to function effectively as a teacher leader to include gaining the confidence and support of all members of the professional learning community.

8. Ability to effectively communicate with parents, students, and staff verbally and in writing.

9. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.

10. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.

11. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.

12. Knowledge and skill in culturally responsive teaching and learning.

13. Skill and ability to utilize technology to aid instruction, assessment and learning.

14. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

15. Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.

3. Successful experience in a team teaching environment.

4. Successful experience in the grade level(s) and/or content area(s).

**Part VI: Physical and Environmental Requirements of the Position:**

The physical demands and work environment described here are representative of those that must be met by a teacher to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the teacher is frequently required to sit, move about, hear and speak, and be visually observant of classroom behavior and learning activities.

The teacher must regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

While performing the duties of this job, the teacher may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The teacher may be exposed to infectious disease as carried by students.

The teacher may be required to travel in school owned or leased vehicles while supervising and assisting students.