

Position: Resource Teacher

Purpose

Resource (specialist) services are school-based, non-categorical special education services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and behaviour. In addition, Resource (Specialist) Teachers provide specialized support to students and their classroom teachers with low incidence special education needs (moderate to profound intellectual disability, physical disability, chronic health impairment, sensory impairments, autism spectrum disorder, fetal alcohol spectrum disorder etc...)

Functions	<p>Description of Services</p> <p>Resource (Specialist) Teachers:</p> <ul style="list-style-type: none"> • provide a co-ordinated and integrated set of support services that include school-based consultation, collaborative planning and co-ordination with the school-based team, and specialized instruction and methodologies • provide assessment and evaluation to Level B Educational and Psychological Tests. • help to organize, maintain, and integrate services in the school and, as part of school-based and learning services teams, provide the major link with more specialized services available in the school or support services available at the district level. • Schedule, direct, work with Education Assistants to support students and classroom teachers. <p>Direct Instructional services include:</p> <ul style="list-style-type: none"> • teaching students to develop learning strategies for use in classroom settings or for independent learning; • skill development or remediation (functional life skills, social skills, communication skills, vocational skills, academic skills); and • development of compensatory skills to minimize the effect of a disabling condition on learning. <p>Consultative services include:</p> <ul style="list-style-type: none"> • collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials; • advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students; • consulting with parents and students regarding learning strategies and organizational skills; • consulting with district and community resource personnel. <p>Assessment support may include:</p> <ul style="list-style-type: none"> • criterion-referenced or norm-referenced assessment (Level B assessment tools: KTEA-II, WIAT-II, WJ-III) as appropriate to answer questions about how best to provide instruction or support. • systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours (ie. Function-Based Assessment); • synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process; and • in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.
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	Adapted from the BC Ministry of Education SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES Section D. 1
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Employment Requirements	Professional Certification	Membership in the BC Teacher Regulation Branch
	Education and Training	<p>Resource Teachers presently in the employ of the Board must have:</p> <p>A Bachelor of Education degree or equivalent</p> <p>A Master of Education degree in special education or equivalent. A minimum requirement of preparation is a Diploma in Special Education or equivalent</p> <ul style="list-style-type: none"> 9 units designated by an accredited university as special education classes or equivalent studies acceptable to the Director of Student Support Services in the following areas: <ul style="list-style-type: none"> Foundations of Special Education Development & Exceptionality in Human Learning Critical Issues in Special Education Social, Emotional, & Behavioural Needs Assistive Technology Collaborative Planning for Student Success Adapting and Modifying Curriculum Literacy & Numeracy Foundations & Exemplary Practices Individual Assessment Using Level B Standardized Measures Intervention Planning 6 additional units from the following areas: <ul style="list-style-type: none"> a. Autism Spectrum Disorders b. Fetal Alcohol Spectrum Disorders c. Special Educational Needs in the Classroom d. The Inclusive Classroom: The Special Needs Learner e. Instructional Design: Special Education Needs in the Classroom
	Additional Requirements	<p>A minimum of two years successful classroom teaching experience preferably at the level (elementary, middle or secondary) that the resource teaching assignment will support</p> <p>An ability to function in French and English in schools which offer French Immersion and/or Program Cadre</p> <p>Competency in use of assistive technology, specialized educational technology, computerized IEP software applications such as IEPMaker, SSDAS IEP Module</p>

Where a fully qualified Resource Teacher is not available for appointment, preference will be given to candidates with partial qualifications plus a written commitment to complete the requirements within an agreed upon length of time.