

RESOURCE TEACHER JOB DESCRIPTION

Job Requirements

- Graduation from high school or GED with minimum of two years experience in a preschool setting that includes services to young children with special needs;
- Must have personal computer skills including word processing and entering data into a database information tracking system;
- Must have knowledge of appropriate intervention techniques to be used in a preschool classroom setting with at-risk preschool children;
- Must be able to communicate effectively, both orally and in writing;
- Must be able to assure that the special needs of children with disabilities or other concerns are identified and met;
- Must be able to implement the basic principles of behavior and intervention plans in a way that is consistent with Head Start guidelines;
- Must have the ability to establish and maintain effective, working relationships with children, parents, staff, and professional consultants;
- Must have own transportation, a valid driver's license, and vehicle insurance as required by Louisiana law.

Nature of Work

- Hours of work and schedule are determined on an annual basis, based upon program needs and availability of funds.
- The resource teacher will work with all of the teaching staff and home visitors at the assigned Head Start center to assure that children with special needs are identified, referred, evaluated, receive appropriate follow-up service, and are appropriately included in all of the day-to-day activities of the classroom;
- The resource teacher has no direct supervisory responsibility, but is expected to maintain a cooperative attitude with all staff;
- Supervision and evaluation of the resource teacher will be done by the center director;
- Training and technical assistance is provided by the center director, RCCDC specialists, and by means of training conferences and workshops made available by the employer.

Job Duties and Responsibilities

- Learns and follows all RCCDC policies and procedures, written plans, and works to carry out the RCCDC goals and philosophy;
- Learns the eligibility criteria for children diagnosed with disabilities as defined in Head Start regulations;
- Assists the center director in the recruitment of children with disabilities;
- Works closely with teaching staff and home visitor to identify all children in the program whom are at risk or have special needs in center based and home based settings;
- Serves as liaison between the Head Start center and the Local Education Authority (LEA) to assure successful implementation of the current interagency agreement between Head Start and the LEA;
- Monitors the delivery of services to children by the LEA and other referral agencies to assure that they are appropriate and consistent with Head Start guidelines;
- Attends all education planning meetings with teaching staff and home visitors and assists teachers with locating materials;

Gives input into planning as related to individualization and inclusion;
Participates in staffing of children and provides input to center director, teaching staff, and home visitors as to methods and strategies for meeting the needs of identified children;
Is familiar with the list of available community resources and referral agencies that can assist the Head Start program in meeting the needs of children with special needs and develops rapport with those agencies;
Reviews evaluation reports and IEP/IFSP's of children with diagnosed disabilities and shares this information with appropriate staff in a way that can be utilized;
Coordinates with teaching staff and home visitors on a daily basis, interacting with staff and children in the classrooms to assure those children's special needs are appropriately met;
Participates in home visits as needed;
Assures the participation of children with special needs in as many regular activities as possible to the fullest extent possible including the classroom, outdoor learning, field trips, and meal times;
Sits with children at mealtime, assists children with special feeding needs, and encourages participation in family style meals;
Consults with the teaching staff and home visitors to assure that IEP/IFSP goals are being addressed and modifications are being implemented;
Shares information regarding children's needs and strengths with parents and staff and encourages participation in the process of developing a plan relating to these needs;
Observes children to support child assessment, identify developmental and social /emotional needs, and documents progress;
Interacts with children individually and in small groups to support progress on individual goals and child assessment process;
Monitors and tracks developmental, speech, mental health screenings and follow-up, and assures documentation is completed;
Assists in planning and implementing mental health activities for children;
Coordinates and consults with all grantee specialists to assure implementation of policies to obtain advice, training, and assistance in fulfilling the duties of this job description;
Follows the RCCDC Confidentiality Policies and Procedures;
Maintains a positive, calm attitude and a soft voice, and encourages the same in all those in the classroom;
Protects all children from physical punishment or verbal abuse by anyone in any program activity, and immediately reports any such incident to the center director or person in charge.
Attends all staff meetings and all training opportunities provided as directed by the center director;
Performs any other tasks deemed necessary by the center director.

Job Classification and Compensation

This position is assigned to the pay plan based on education.

This is a non-exempt position, meaning that the person will be paid an hourly wage and work the hours prescribed under Nature of Work.

The incumbent shall work the hours assigned by the center director.

Approved by RCCDC Board 2/11/2004
Approved by RCCDC Policy Council 2/17/2004