**Part – Time Resource Room/TAG Instructor (3rd -8th Grade)**

Job Family: School FLSA: Exempt

Salary Grade: Hourly/Salary Type: 10 month/20 hrs/wk

Reports to: Principal Status: Rostered/non-rostered

Trinity Lutheran School exists as a ministry to the congregation and to the community. The purpose of Trinity Lutheran School is to strengthen children in their faith that they may grow in knowledge of our Savior, in love for Him, serving Him and:

1. to help children discover and develop their God-given talents and abilities, that they may use them to His glory and for the benefit of their fellow man.
2. to cooperate with and assist parents in leading their children into successful, useful, and purposeful living.
3. to maintain high standards of early childhood, elementary, and junior high school education integrated with and related to the teaching of God's Word for the development of the whole child.
4. to develop the kind of Christian character which would make the graduates of our school leaders in the church, in the community, and in the world of tomorrow.

Believing that as we come to know our Savior better, our love for Him and each other will increase, the Board for Christian Education endeavors to provide a wide variety of Christian education experiences for its students.

Position Overview:

This instructional position has several components.  The instructor advocates for students maintaining a collegial relationship with the school faculty.  All aspects of the position are carried out with a sense of joy.  The primary focus of this position is Trinity’s Talent and Gifted program.  A secondary focus is supporting students in the Resource Room.

**Trinity’s TAG Program Expectations and Accountability:**

1. Admission is based on assessment of a student’s exceptional talents – 2 standardized tests, along with student/parent/teacher surveys and report card success.  This documentation is held in a private file and shared upon parent request for students applying to special programs outside of Trinity’s campus.
2. Trinity’s model is based on enrichment activities and acceleration of course work.
3. The TAG instructor coordinates a variety of aspects.  The following are examples of programs that will be included in the TAG profile.  Individualized plans for each TAG student may include one or several of the following:
* **Project based learning experiences** –Established programs imbedded into TAG are listed below.  TAG instructor may create additional projects.  Project based learning will be the core of the TAG program.
* **Advanced academic placement** – usually pertains to math or spelling acceleration, but can also be implemented within the classroom as academic interest is shown by the student.
* **Contests** – STEM as well as literature/ writing based contests are encouraged and pursued on an individual basis.  The TAG instructor coordinates student participation in “Future City” which operates as an afterschool club.  The TAG instructor may determine to take part in Trinity’s new FIRST Lego League Robotics Club.
* **Community/School service opportunities**.  Some students read, tutor, and participate in helping younger students in their classrooms as scheduled with their study hall time.
* **Building projects** – kits have been donated and purchased as student interest deems.

**TAG Teacher Expectations:**

1. **Be able to create individualized advanced instruction for use in classroom or TAG room to enhance the child’s learning potential. This means advanced math and spelling programs.**  Select students receive their primary math instruction from the TAG teacher rather than their classroom teacher.  Student schedules are set so that this is accomplished often in a small class setting.
2. **Advanced math does not necessarily have to be a TAG class** – we have had students from outside Trinity come in doing a math grade level above without being in TAG. This is at the discretion of the classroom teacher involved.
3. **Set guidelines of classroom performance in order to maintain TAG participation.** TAG students should maintain honor roll status **in all academic areas** or go on probation until the end of the school year. If they do not maintain A’s and B’s, then they should not be included the following year.  **The only exception to this would be a student with an Accommodation plan written by our Resource Room.**
4. **Encourage student’s performances on class projects to go above the norm in expectations** – utilize their talents to teach peers, do slide shows with audio-visual enhancement, etc.
5. **Student newspaper** – they collect samples of all student writings and incorporate them into a paper that is published once each quarter to encourage writing across the curriculum.  Optional Project Based Learning item that could be shared by more than one participant.
6. **Assessment of giftedness** –use of NWEA MAP Assessment data that shows the student to be in the 90%tile or higher in certain subjects.
7. **Model use of kindness and appreciation of everyone’s talents** – whether a student is gifted or in need of assistance at a resource room level – all students are valued and respected. I believe in encouraging students to help one another whenever possible. Sometimes this means using their study hall time to read or tutor younger students or peers.
8. Remain flexible and creative as our TAG program adapts to meet the needs of our current students.  Coordinate with Trinity administration and our Resource Room teachers to evaluate and consider changes and improvements to the TAG program.

**Resource Room for 3rd - 8th Graders:**

The Resource Room teacher serves as a resource person for individualized instruction, supporting general education teachers, consulting with parents and district personnel, thereby enabling children with special learning needs to receive a Christian education.  The teacher structures all learning experiences that teach/lead students into a growing relationship with Christ and assists students to achieve their potential.

The “upper grade” Resource Room teacher coordinates with the “lower grade” Resource Room teacher.  A segment of the coordination is with students in the “cross over grades”, primarily grades three and four.

1. **Maintain patience and flexibility** when dealing with multiple academic subjects at one time and classroom schedules that overlap.
2. **Use creative teaching style.**
3. Use of manipulative objects to show math concepts
4. Help read questions and search for answers (use of a textbook/study skills)
5. Offer study techniques for a test or quiz
6. Use of technology to write a paper (voice to text or typing it out)
7. Take dictation of a student’s answer so they can get all the knowledge they have in their head down for the teacher to see

3.  **Monitor student completion of work.**

1. Log into student’s “Grade Book Wizard” account for notifications of late or missing work.
2. Keep a record of missing work to assist student with knowledge of work to complete
3. Use of student lunch time and recesses to help students catch up on work.
4. Teacher is available after school to meet and assist students

**4.  Plan and Execute Accommodations.**

1. Write Accommodation Plans for students offering recommendations regarding the modification of instructional techniques, educational materials, curriculum, and alternative teaching approaches
2. Conduct meetings to initiate accommodations
3. 5.   May conduct classroom observations to evaluate student performance

**6.  Coordinate Special Education meetings with parents, public school personnel, teachers, and administration gathering support documentation and being the liaison between all.**

1. Meetings regularly scheduled before and after school
2. Confers with parents and educational personnel to:  provide feedback; provide effective strategies; and coordinate student evaluation, referral, placement, scheduling, completing reports when appropriate.
3. Identifies community resources available to parents, teachers, and religious educators that address the needs of students.

**7. Establish a daily schedule with flexibility built in to accommodate the needs of all studentson the Resource Room caseload.**