

Job Posting: Elementary Resource Program Teacher

Position: Elementary Resource Program Teacher

Job Type: Full Time

Salary:

Start Date: Fall 2025

Reports to: Building Principal and Educational Supports & Intervention (ESI) Supervisor

Job Summary: The elementary resource program teacher will be responsible for the planning and delivery of high-quality specially designed instruction to students. The ideal candidate will create an inclusive, supportive, and engaging learning environment that fosters academic, social, and emotional growth. They will use a variety of methodologies and curriculum resources to support all students in meeting grade level standards. This position requires collaboration with general education teachers, support staff, and families to develop and implement individualized education programs (IEPs) aligned with student needs.

Responsibilities:

- Foster a positive, supportive, and inclusive learning environment
- Develop and implement data-driven Individualized Education Programs (IEPs) aligned with each student's strengths and needs
- Utilize a variety of evidence-based instructional techniques, strategies, and methods to deliver specially designed instruction
- Provide direct instruction and academic interventions in various settings, including general education settings
- Monitor and assess student progress, adjusting instruction as needed in a timely manner
- Maintain accurate and timely documentation of student data, progress, and compliance requirements
- Contribute to multi-tiered systems of support to identify and address barriers to learning
- Commit to actively participating in professional learning communities, the continuous improvement process, and professional development opportunities
- Design and utilize formative assessments to adjust instruction
- Demonstrate willingness to seek out and work with knowledgeable peers, coaches or administrators for instructional support in the pursuit of high quality instruction for all students
- Ability to motivate and inspire student learning by connecting classroom and school-wide positive behavior supports and systems
- Collaborate with classroom teachers to adapt and accommodate curriculum and instructional strategies
- Communicate effectively with families, teachers, and educational teams to improve student outcomes
- Create and utilize effective classroom management systems
- Support the development and consistent implementation of positive behavior support plans

- Support paraprofessional team by developing schedules, providing instructional plans, regularly collaborating around student progress/needs, and promoting the role of “independence facilitator”

Qualifications:

- Valid Michigan Teaching Certificate with an endorsement in at least one area of Special Education (e.g. Learning Disabilities (LD), Cognitive Impairments (CI), Autism Spectrum Disorder (ASD), or Emotional Impairment (EI))
- Experience working with elementary age students with disabilities preferred
- Strong skills in IEP development, differentiated instruction, positive behavior support and social-emotional learning
- Understanding of assessment methods including: progress monitoring, curriculum based measurement, and formative assessment
- Excellent interpersonal communication skills
- Ability to use data in the decision-making process, and strong problem-solving skills
- Ability to build strong interpersonal relationships and work effectively in a collaborative environment