



## **Middle School Learning Support Teacher**

### **Hours**

Part-time salaried position Monday – Friday (32 hours plus benefits)

### **Qualifications:**

- Bachelor's degree in education
- Teaching Certificate
- Experience teaching middle level students preferred
- Knowledge of special education practices is extremely beneficial

### **Job Description:**

- Please see the Learning Support Philosophy below
- Design student Individual Support Plans that indicate goals in the students areas of growth
- Plan, prepare, and implement one-on-one instruction, practice, and assessment appropriate for middle school learning support students
- Support the student in achieving their goals and developing effective strategies for learning
- Work collaboratively with the classroom teacher to meet the needs of the student in the general education classroom
- Educate parents and teachers about learning differences
- Encourage Anabaptist principles in the classroom
- Implement policies and procedures that encourage development of the whole child
- Create a positive learning support classroom climate celebrating diverse learners
- Design a classroom that uses a variety of instructional techniques
- Actively engage in professional development
- Be prepared to serve on other committees as assigned
- Fulfill all other duties as a LAMS faculty member including outside recess duty

## LEARNING SUPPORT PROGRAM

### Philosophy

Recognizing that all people are made differently, the Learning Support Program desires to develop in each child his/her full potential. The learning support program provides support for each child in the classroom content as well as supplying intervention instruction to meet each child's needs. This instruction will be enhanced as parents, students and the school work together.

Learning is a process that forms over time. Each child matures in the learning process at his/her own rate. The Learning Support Program will be the source of enhancement for this process in fully developing in each individual with special needs.

There are several ways that support will be provided to each student:

- The Learning Support teacher will provide accommodations as needed in the classroom work.
- When needed, aid will be provided in test preparation, test-taking skills, and writing process skills.
- When an area of weakness is diagnosed in reading skills or math skills, intervention will be provided to meet supporting that area in classroom assignments.

The support given is to help the child complete classroom requirements. The Learning Support Program is a support program. It is not an alternate instructional program to replace the classroom instruction.

As each student's progress is monitored, it may become apparent that a particular student needs more support than what is provided at LAMS. In these situations, it may be recommended that a student would be better served in a different educational setting.

### Goals of the Learning Support Program:

1. To provide support for students with special needs in grades Kindergarten to grade 8
2. To observe and evaluate students who are experiencing academic and behavioral difficulties
3. To strengthen language skills (reading, spelling, handwriting, process writing and comprehension)
4. To strengthen math skills (computation and application)
5. To reinforce classroom instruction in the child's area of need
6. To be an available resource for help with classroom work for students
7. To unify classroom instruction with the Learning Support program
8. To develop an Individual Support Plan (ISP) for each child.
9. To provide written feedback to the parents and the classroom teachers. This would include conferences at the beginning and end of the school year, other conferences as needed, and quarterly reports included with the report cards.
10. To provide appropriate assignments to reinforce Learning Support and/or classroom instruction
11. To assist the classroom teacher in evaluating student progress
12. To foster a working together relationship of the faculty, parents, student and Learning Support Program
13. To help each child feel success as much as possible

### **Individual Support Plan (ISP)**

1. Students must qualify for an ISP through the results and recommendations of a psycho-educational evaluation.
2. The ISP will be developed with the input from parents, psychologist, administrator, learning support teacher, other teachers, and the student.
3. The ISP, written by the Learning Support teacher, will contain:
  - a. ISP support sheet including the list of the student's needs, instructional strategies and goals listed to meet those needs.
  - b. Quarterly report, which includes the support checklist showing what specific supports were given each quarter of the school year. (copy to be kept in student's permanent folder)
  - c. Running record of testing done by the Learning Support teacher.
4. Most revisions to the ISP would occur at the beginning and end of the year planning conferences between the parents, students (as needed), and the Learning Support teacher.

### **English Language Learner (ELL) Policy**

A student entering LAMS as an ELL student may enter either the elementary or middle school learning support program upon admission. Through parental feedback, teacher observation, grading, and progress monitoring by the Learning Support teacher, the child's status in Learning Support will be reviewed on a quarterly to semi-annual basis. The ELL student will be removed from Learning Support at the earliest time at which such support is no longer deemed necessary.