

MARION COUNTY JOB DESCRIPTION

Position Title: Teacher, Gifted and Talented Department: Instruction Reports To: Director, Gifted and Talented Approved By: Marion County Board of Education Date: December 2010

SUMMARY: To help identified gifted and talented students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Builds positive relationships within and between school and community.
- Promotes leadership among potential colleagues.
- Participates in professional organizations and activities.
- Writes and speaks effectively.
- Contributes to the profession knowledge and expertise about teaching and Learning of gifted and talented students.
- Guides the development of curriculum and instructional materials to meet the needs of gifted and talented students.
- Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- Initiates and develops educational projects and programs for gifted and talented.
- Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- Services comply with all evaluative requirements
- Execution of programming obligations
- Assimilates data and test information for identification of students
- Identifies school and community resources
- Designs instructional units and student activities for Gifted students
- Consults with teachers to develop, design and deliver curriculum to meet the needs of identified Gifted students.
- Provides for learning experiences that meet the needs of Gifted students
- Provides resources for students, teachers, and parents.
- Maintains records of identified students.

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

The teacher designs/plans instruction that develops identified gifted and talented student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher reflects on and evaluates teaching/learning of gifted and talented students.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

SUPERVISORY RESPONSIBILITIES: Supervises classroom and clusters of students identified as gifted and talented.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCES: Bachelor of Arts or Bachelor of Science degree. Certification in Gifted Education and one (1) year teaching experience.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate and Certification in Gifted Education.

LANGUAGE SKILLS: Ability to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of parents, educators, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Must be able to travel between school buildings, districts, and cities. Demonstrated leadership ability and general knowledge of issues and problems in all areas of gifted education. Ability to perform all duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

FileNameTeacher, Gifted and Talented