BEMIDJI AREA SCHOOLS

POSITION JOB DESCRIPTION

POSITION TITLE	Teacher on Special	Assignment – Gifted & Taler	nted STEM	ORIGINATION DATE	September 17, 2007
IMMEDIATE SUPERV	ISOR Director of	Curriculum & Administrativ	e Services	LAST REVISION DATE	
				BAND & GRADE	
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SUPERVISOR

EMPLOYEE

Note: The signature of the supervisor and employee indicates they have read this job description and agree with its contents.

JOB SUMMARY

The certified teacher develops lesson plans, conducts classroom instruction, evaluates and assesses both instructional material and the performance of gifted and talented students. The teacher meets with parents, interprets student progress, and informs parents about student strengths, weaknesses, and/or programs. The teacher supports Bemidji Area Schools in implementing the Gifted/Talented Program and trains teachers in gifted/talented research and in diversifying instruction.

				NECESSARY SKILLS,	
REGULAR ROUTINE DUTIES:		% OF		KNOWLEDGE, ABILITIES: What	7
List of things to accomplish in major	BAND/	TIME		you have to know to accomplish duty	PERFORMANCE STANDARDS:
job function	GRADE	DW	WC	of function	How will you know the job is done?
Note: List each major job function price	or to listing	of routine	e duties, sl	kills, and performance standards	
Instruction:				Knowledge:	Instruction:
1.01 Assesses student needs using	C-5			1.01 Educational assessment	1.01 Education assessment
appropriate tools for				procedures for gifted/talented	procedures for gifted and
gifted/talented learners				students	talented students can be
1.02 Teaches instructional objectives	C-5			1.02 Subject matter	demonstrated.
in school district curriculum				1.03 Learning styles (auditory, visual,	1.02 Evidence exists that
1.03 Prescribes instructional	C-5			kinesthetic)	instructional objectives have
techniques				1.04 Ability, interest, and need	been taught and that district
1.04 Groups according to students'	C-5			grouping	tests have been administered
needs, interests, and/or abilities				1.05 Educational technology	and data collected.
1.05 Keeps up to date in	C			1.06 Research related to time on task	1.03 Student's learning style can be
gifted/talented research and				1.07 Lecture	described.
instruction				1.08 Small group instruction	1.04 Grouping techniques are
1.06 Uses student evaluation	D			1.09 Large group instruction	justified in the classroom.
processes			A4444	1.10 Tutoring	1.05 Advances in teaching in the
1.07 Uses student evaluation	C-5			1.11 Peer teaching	gifted and talented field can be
processes		,		1.12 Laboratory work	discussed in detail.

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REGULAR ROUTINE DUTIES:		% OF		KNOWLEDGE, ABILITIES: What	
List of things to accomplish in major	BAND/	TIME		you have to know to accomplish duty	PERFORMANCE STANDARDS:
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	C-5	or routing	c dunes, si		1.06 17
1.08 Creates teaching materials	i			1.13 Basal methods	1.06 Uses the elements of instruction
1.09 Sets goals for students	C-5			1.14 Educational psychology	in teaching.
1.10 Plans lessons	B	and the same of th		1.15 Motivation	1.07
1.11 Programs for students with	C-5	0000		1.16 Transfer	(a) Demonstrates testing
special needs in the classroom	MARKATAN AND AND AND AND AND AND AND AND AND A	out of the same of		1.17 Retention	procedures that best indicate
1.12 Keeps records of student	A-1			1.18 Lesson design	student learning.
progress				1.19 Test construction	(b) Utilizes test data to improve
1.13 Supervises university students	C-5			1.20 Goal setting process	Instruction.
during field experience				1.21 Relationships with students	1.08 Evidence exists that created
1.14 Utilizes teacher aides and	A-1			1.22 Progress and setting goals	teaching materials are utilized
volunteers				1.23 Exceptional needs:	in the classroom.
a. Conducts planning for aides				a. Handicapping conditions	1.09 Evidence that a goal setting
and volunteers		-		b. Disadvantaged conditions	process is in use in the
1.15 Models professional code of	an management of the state of t			c. Giftedness	classroom
ethics	The second secon			d. Medical conditions	1.10 Evidence of lesson planning
1.16 Uses instructional time	C-5			e. Emotional disorders	exists.
effectively and efficiently				1.24 District and/or state mandated	1.11 Needs for special students are
1.17 Uses effective management	C-5	İ		recordkeeping procedures	addressed in the classroom.
techniques				1.25 Content of district student-	1.12 Evidence exists that records of
1.18 Utilizes technology in the	C-5			teacher manual	student progress are kept in an
classroom	1			1.26 Team-teaching concept	accurate and timely manner.
1.19 Other duties as assigned	****			1.27 Decision-making theory	1.13 Evidence exists that students
				1.28 Organization of time and	were supervised in accordance
Management/Organization				resources	with district and/or university
2.01 When called upon, serves on	В	of the state of th		1.29 School district policies, state	guidelines.
school or district committees				statutes and state regulations as	1.14 Demonstrates that teacher aides
2.02 Follows school policies, state	B-2			they apply to classroom teachers	and volunteers are being used
statutes, and state department				1.30 Safety rules appropriate to	effectively.
regulations				environment and equipment,	a. Evidence exists that
2.03 Completes required reports	A-1			OSHA state and safety codes	planning activities for aides
2.04 Creates and maintains a safe		ATTENNESS CONTRACTOR C		1.31 District reporting procedures	and volunteers was
environment				1.32 Conference techniques	conducted.
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				NECESSARY SKILLS,	
REGULAR ROUTINE DUTIES:		% OF		KNOWLEDGE, ABILITIES: What	
List of things to accomplish in major	BAND/	TIME		you have to know to accomplish duty	PERFORMANCE STANDARDS:
job function	GRADE	DW	WC	of function	How will you know the job is done?
Note: List each major job function price	or to listing	of routine	e duties, sl	cills, and performance standards	
development training in					safety codes.
teaching gifted/talented learners					2.05 Teacher will perform other
and improving student test					duties that relate to the teaching
scores					field.
5.04 Attend workshops for research-				S and the state of	
based and best practices in	No.				Communication
gifted/talented instruction and	October 1987				3.01 Demonstrates knowledge of
share the information with					basic skills and written work.
teachers				1	3.02 Evidence exists that community
5.05 Become knowledgeable of the					resources have been utilized in
Minnesota Academic Math,					the classroom.
Science, and Technology					3.03 Evidence exists that state,
Standards and assist teachers	WAT THE ROOM OF THE PARTY OF TH				district, and building reporting
and administrators in					procedures were followed.
understanding and meeting					3.04
them					(a) Evidence of communication
5.06 Assist teachers in interpreting					with parents.
test scores					(b) Attend and participate in
5.07 Research gifted/talented					parent-teacher conferences.
curricula and provide teachers					3.05
with training for using it					(a) Appropriate conferencing
5.08 Provide leadership for district					techniques were employed.
gifted/talented instruction					(b) No evidence exists that
5.09 Provide assistance to					confidentiality was violated.
elementary and middle school					3.06 Evidence of communication
teachers and administrators in					with other staff members.
the transition of elementary					3.07 Teacher will perform other
students to middle school			Vot 7-4-11		assigned duties which relate to
5.10 Provide input for ordering				-	the teaching field.
curriculum materials,					
supplemental materials, and					
technology.					

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				NECESSARY SKILLS,	
REGULAR ROUTINE DUTIES:		% OF		KNOWLEDGE, ABILITIES: What	
List of things to accomplish in major	BAND/	TIME		you have to know to accomplish duty	PERFORMANCE STANDARDS:
job function	GRADE	DW	WC	of function	How will you know the job is done?
Note: List each major job function price	or to listing	of routine	e duties, s	kills, and performance standards	
Provide Educational Support for					School Climate
Elementary and Middle School					4.01
Gifted/Talented Students		-			(a) Evidence exists that an
6.01 Communicate the educational			-		attempt was made to improve
needs of gifted/talented learners					school climate.
to administrators, teachers, and					(b) Evidence exists that
other staff members		·		The state of the s	appropriate school climate
6.02 Establish positive working					techniques and procedures
relationships and communication					were employed.
with district personnel					(c) Evidence exists that the
6.03 Oversee the selection and					teacher is in compliance with
scheduling of gifted/talented					school and district disciplinary
students					procedures.
6.04 Oversee the gifted/talented					4.02 Teacher will perform other
assessments					assigned duties that relate to
6.05 Collaborate with other agencies					the teaching field.
to promote student learning					
6.06 Work cooperatively with					Professional Development
building administrators to					5.01 Classrooms are visited and
develop effective gifted/talented					monitored, modeling and
programs					demonstration of instructional
					techniques have occurred.
					5.02 An up-to-date knowledge base
de la companya de la					regarding gifted/talented
					research is maintained.
					5.03 Professional development in
					gifted/talented instruction is
					scheduled consistently and
					regularly.
					5.04 Workshops are attended and
					information is shared with
					teachers.

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				NECESSARY SKILLS,	
REGULAR ROUTINE DUTIES:		% OF		KNOWLEDGE, ABILITIES: What	
List of things to accomplish in major	BAND/	TIME	į	you have to know to accomplish duty	PERFORMANCE STANDARDS:
job function	GRADE	DW	WC	of function	How will you know the job is done?
Note: List each major job function price	or to listing	of routine	e duties, sl	cills, and performance standards	
					 5.05 Knowledge of Minnesota Math, Science, and Technology Standards is current and communicated with teachers. 5.06 Teachers are able to interpret test scores. 5.07 Gifted/Talented curricula are researched and teachers are provided training for using it. 5.08 Review of gifted/talented curricula and the selection process are completed effectively and in a timely manner. 5.09 Teachers and administrators understand transition of elementary students to the middle school, and the process is smoother for students and parents. 5.10 Ordering of gifted/talented curriculum materials, supplemental materials, and
		T year and the second s			technology has occurred.
		- ALIEN AND AND AND AND AND AND AND AND AND AN			Educational Support for Students
		And the second s	The state of the s		6.01 Communication of the educational needs of learners to administrators, teachers, and other staff members is regular and accurate.

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DECLIFAD DOUTINE DUTIES.		% OF		NECESSARY SKILLS, KNOWLEDGE, ABILITIES: What	
REGULAR ROUTINE DUTIES:				•	
List of things to accomplish in major	BAND/	TIME		you have to know to accomplish duty	PERFORMANCE STANDARDS:
job function	GRADE	DW	WC	of function	How will you know the job is done?
Note: List each major job function price	or to listing	of routine	e duties, sk	kills, and performance standards	
			The state of the s		6.02 Positive working relationships and communication exists with
					district personnel.
					6.03 Elementary and middle school
		autocommod begans			students are selected and scheduled.
					6.04 Gifted/Talented assessments are
					completed.
					6.05 Collaboration with other
		COLUMN AND AND AND AND AND AND AND AND AND AN			agencies to promote student
			The state of the s		learning has occurred.
					6.06 A cooperative relationship
					exists with building
				**************************************	administrators to develop
	1				effective building
					gifted/talented programs.
		<u> </u>			