

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

POSITION TITLE Teacher on Special Assignment – Gifted & Talented STEM
IMMEDIATE SUPERVISOR Director of Curriculum & Administrative Services

ORIGINATION DATE September 17, 2007
LAST REVISION DATE _____

BAND & GRADE _____

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.

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

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1.08 Creates teaching materials 1.09 Sets goals for students 1.10 Plans lessons 1.11 Programs for students with special needs in the classroom 1.12 Keeps records of student progress 1.13 Supervises university students during field experience 1.14 Utilizes teacher aides and volunteers a. Conducts planning for aides and volunteers 1.15 Models professional code of ethics 1.16 Uses instructional time effectively and efficiently 1.17 Uses effective management techniques 1.18 Utilizes technology in the classroom 1.19 Other duties as assigned	C-5 C-5 B C-5 A-1 C-5 A-1 C-5 C-5 C-5			1.13 Basal methods 1.14 Educational psychology 1.15 Motivation 1.16 Transfer 1.17 Retention 1.18 Lesson design 1.19 Test construction 1.20 Goal setting process 1.21 Relationships with students 1.22 Progress and setting goals 1.23 Exceptional needs: a. Handicapping conditions b. Disadvantaged conditions c. Giftedness d. Medical conditions e. Emotional disorders 1.24 District and/or state mandated recordkeeping procedures 1.25 Content of district student-teacher manual 1.26 Team-teaching concept 1.27 Decision-making theory 1.28 Organization of time and resources 1.29 School district policies, state statutes and state regulations as they apply to classroom teachers 1.30 Safety rules appropriate to environment and equipment, OSHA state and safety codes 1.31 District reporting procedures 1.32 Conference techniques	1.06 Uses the elements of instruction in teaching. 1.07 (a) Demonstrates testing procedures that best indicate student learning. (b) Utilizes test data to improve Instruction. 1.08 Evidence exists that created teaching materials are utilized in the classroom. 1.09 Evidence that a goal setting process is in use in the classroom 1.10 Evidence of lesson planning exists. 1.11 Needs for special students are addressed in the classroom. 1.12 Evidence exists that records of student progress are kept in an accurate and timely manner. 1.13 Evidence exists that students were supervised in accordance with district and/or university guidelines. 1.14 Demonstrates that teacher aides and volunteers are being used effectively. a. Evidence exists that planning activities for aides and volunteers was conducted.
Management/Organization 2.01 When called upon, serves on school or district committees 2.02 Follows school policies, state statutes, and state department regulations 2.03 Completes required reports 2.04 Creates and maintains a safe environment	B B-2 A-1				

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<p>2.05 Other duties as assigned</p> <p>Communication</p> <p>3.01 Writes and speaks to appropriate publics</p> <p>3.02 Utilizes community resources in the classroom</p> <p>3.03 Reports to parents</p> <p>3.04 Confers with parents</p> <p>3.05 Confers with and advises students</p> <p>3.06 Confers with other staff members</p> <p>3.07 Other duties as assigned</p> <p>School Climate</p> <p>4.01 Works to create an effective school and classroom climate</p> <p>4.02 Other duties as assigned</p> <p>Provide Professional Development in Gifted/Talented and Diversified Instruction for Teachers</p> <p>5.01 Visit classrooms to model and monitor implementation of instructional techniques for gifted/talented learners, provide support, and do demonstration</p> <p>5.02 Maintain up-to-date knowledge base regarding scientifically-based gifted/talented research</p> <p>5.03 Provide professional</p>	<p>A-1</p> <p>A-1</p> <p>A-1</p> <p>C</p> <p>C-5</p> <p>A-1</p> <p>B</p> <p>B</p>			<p>1.33 Assessment instruments</p> <p>1.34 Feedback techniques</p> <p>1.35 Observation surveys</p> <p>1.36 Disciplinary techniques</p> <p>1.37 School and district disciplinary procedures</p> <p>1.38 Teacher Code of Ethics</p> <p>Ability to:</p> <p>1.01 Plan, communicate, build consensus and related effectively with others</p> <p>1.02 Group processes and activities</p> <p>1.03 Maintain recordkeeping</p> <p>1.04 Read, write, spell, and speak effectively using standard English</p> <p>1.05 Relate to students with various problems and concerns</p> <p>1.06 Listen reflectively</p>	<p>1.15 Models the NEA code of ethics in dealing with students and parents or guardians.</p> <p>1.16 Schedules instructional time effectively and efficiently.</p> <p>1.17 Demonstrates effective classroom management techniques.</p> <p>1.18 Demonstrates the effective use of technology in the classroom.</p> <p>1.19 Teacher will perform other assigned instructional duties which relate to teaching field.</p> <p>Management/Organization</p> <p>2.01 Evidence exists that, when called upon, committee service was performed to satisfaction of chairperson.</p> <p>2.02 Is in compliance with all school district policies, state statutes, and state department rules and regulations.</p> <p>2.03 Required forms and reports are submitted within guidelines established.</p> <p>2.04</p> <p>(a) Evidence exists that safety rules were enforced.</p> <p>(b) Classroom is in compliance with OSHA, state and local</p>

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<p>development training in teaching gifted/talented learners and improving student test scores</p> <p>5.04 Attend workshops for research-based and best practices in gifted/talented instruction and share the information with teachers</p> <p>5.05 Become knowledgeable of the Minnesota Academic Math, Science, and Technology Standards and assist teachers and administrators in understanding and meeting them</p> <p>5.06 Assist teachers in interpreting test scores</p> <p>5.07 Research gifted/talented curricula and provide teachers with training for using it</p> <p>5.08 Provide leadership for district gifted/talented instruction</p> <p>5.09 Provide assistance to elementary and middle school teachers and administrators in the transition of elementary students to middle school</p> <p>5.10 Provide input for ordering curriculum materials, supplemental materials, and technology.</p>					<p>safety codes.</p> <p>2.05 Teacher will perform other duties that relate to the teaching field.</p> <p>Communication</p> <p>3.01 Demonstrates knowledge of basic skills and written work.</p> <p>3.02 Evidence exists that community resources have been utilized in the classroom.</p> <p>3.03 Evidence exists that state, district, and building reporting procedures were followed.</p> <p>3.04</p> <p>(a) Evidence of communication with parents.</p> <p>(b) Attend and participate in parent-teacher conferences.</p> <p>3.05</p> <p>(a) Appropriate conferencing techniques were employed.</p> <p>(b) No evidence exists that confidentiality was violated.</p> <p>3.06 Evidence of communication with other staff members.</p> <p>3.07 Teacher will perform other assigned duties which relate to the teaching field.</p>

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<p>Provide Educational Support for Elementary and Middle School Gifted/Talented Students</p> <p>6.01 Communicate the educational needs of gifted/talented learners to administrators, teachers, and other staff members</p> <p>6.02 Establish positive working relationships and communication with district personnel</p> <p>6.03 Oversee the selection and scheduling of gifted/talented students</p> <p>6.04 Oversee the gifted/talented assessments</p> <p>6.05 Collaborate with other agencies to promote student learning</p> <p>6.06 Work cooperatively with building administrators to develop effective gifted/talented programs</p>					<p>School Climate</p> <p>4.01</p> <ul style="list-style-type: none"> (a) Evidence exists that an attempt was made to improve school climate. (b) Evidence exists that appropriate school climate techniques and procedures were employed. (c) Evidence exists that the teacher is in compliance with school and district disciplinary procedures. <p>4.02 Teacher will perform other assigned duties that relate to the teaching field.</p> <p>Professional Development</p> <p>5.01 Classrooms are visited and monitored, modeling and demonstration of instructional techniques have occurred.</p> <p>5.02 An up-to-date knowledge base regarding gifted/talented research is maintained.</p> <p>5.03 Professional development in gifted/talented instruction is scheduled consistently and regularly.</p> <p>5.04 Workshops are attended and information is shared with teachers.</p>

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					<p>5.05 Knowledge of Minnesota Math, Science, and Technology Standards is current and communicated with teachers.</p> <p>5.06 Teachers are able to interpret test scores.</p> <p>5.07 Gifted/Talented curricula are researched and teachers are provided training for using it.</p> <p>5.08 Review of gifted/talented curricula and the selection process are completed effectively and in a timely manner.</p> <p>5.09 Teachers and administrators understand transition of elementary students to the middle school, and the process is smoother for students and parents.</p> <p>5.10 Ordering of gifted/talented curriculum materials, supplemental materials, and technology has occurred.</p> <p>Educational Support for Students</p> <p>6.01 Communication of the educational needs of learners to administrators, teachers, and other staff members is regular and accurate.</p>

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					6.02 Positive working relationships and communication exists with district personnel. 6.03 Elementary and middle school students are selected and scheduled. 6.04 Gifted/Talented assessments are completed. 6.05 Collaboration with other agencies to promote student learning has occurred. 6.06 A cooperative relationship exists with building administrators to develop effective building gifted/talented programs.