

Job Description

Position Title:	Talented and Gifted (TAG) Teacher
Department:	Teaching & Learning
Reports To:	Building Principal
Compensation:	Commensurate with Degree and Experience
Calendar:	190 Days
Position Type:	Certified Salary

SUMMARY

The talented and gifted (TAG) teacher is responsible for fulfilling the mission of Council Bluffs Community School District (CBCSD) by developing lesson plans and delivering group and individual student instruction, within established curriculum guidelines, to promote intellectual, social, and physical growth in the subject matter that will contribute to student development and achievement. This position oversees implementation of content area curriculum, participates in professional learning communities, and practices research-based assessment strategies. This position may require travel between assigned schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties must be performed on site. Other duties may be assigned.

- Supports the classroom teacher with communication between school and families of Talented and Gifted (TAG) students.
- Advocates for the educational needs of TAG students
- Collaborates with and provides support to classroom teachers regarding best practice for TAG students.
- Attend student assistance meetings for TAG students in assigned building(s).
- Serves as a member of the building's TAG committee, and assists building administration in facilitating the selection process for TAG students.
- Develop Personal Education Plans (PEPs), when applicable, and support its implementation with classroom teachers.
- Meets with and instructs assigned classes in the locations and at the times designated.
- Develop and/or assist with student scheduling for TAG services.
- Develops lesson plans using District-approved curriculum and provides small group and large group instruction to meet the needs of students.
- Responsible for maintaining accurate, complete, and correct records.
- Meets district standards and criteria for performance of all certified staff contained in the District's professional growth system (a copy of which is available upon request)
- Demonstrates ability to enhance academic performance, support for, and implementation of CBCSD student achievement goals.
 - Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - Provides evidence of student learning to students, families, and staff.
 - Implements strategies supporting students, department, and school goals.
 - Uses student performance data as a guide for decision-making.
 - Creates an environment of mutual respect, rapport, and fairness.
 - Communicates with students, families, colleagues, and communities effectively and accurately.
- Uses strategies to deliver instruction that meets the multiple learning needs of students.
 - Aligns classroom instruction with State standards and CBCSD approved resources & curriculum.
 - Uses research-based instructional strategies that address the full range of cognitive levels.
 - Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - Connects students' prior knowledge, life experiences, and interests into the instructional process.
 - Uses available resources, including technologies, in the delivery of instruction.

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- Uses a variety of methods to monitor student learning.
 - Aligns classroom assessment with instruction.
 - Communicates assessment criteria and standards to all students and parents/guardians.
 - Understands and uses the results of multiple assessments to guide planning and instruction.
 - Guides students in goal setting and assessing their own learning.
 - Provides substantive, timely, and constructive feedback to students and parents/guardians.
 - Works with other staff, departments, and leadership in analysis of student progress.
- Demonstrates competence in classroom management.
 - Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
 - Develops and implements classroom procedures and routines that support high expectations for learning.
 - Uses instructional time effectively to maximize student achievement.
 - Creates a safe and purposeful learning environment.
- Demonstrates competence in content knowledge appropriate to the teaching position.
 - Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
 - Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
 - Relates ideas and information within and across content areas.
 - Understand and uses instructional strategies that are appropriate to the content area.
- Demonstrates competence in planning and preparing for instruction.
 - Uses student achievement data, State standards, and CBCSD curriculum in planning for Instruction.
 - Sets and communicates high expectations for social, behavioral, and academic success of all students.
 - Uses student developmental needs, background, and interests in planning for instruction.
 - Selects strategies to engage all students in learning.
 - Uses available resources, including technologies, in the development and sequencing of Instruction.
- Engages in professional growth.
 - Demonstrates habits and skills of continuous inquiry and learning.
 - Works collaboratively to improve professional practice and student learning.
 - Applies research, knowledge, and skills from professional development opportunities to improve practice.
 - Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards.
- Fulfills professional responsibilities established by the school.
 - Adheres to board policies, school procedures, and contractual obligations.
 - Demonstrates professional and ethical conduct as defined by the state law and District policy
 - Contributes to efforts to achieve school wide and department specific goals.
 - Demonstrates an understanding of and respect for all learners and staff.
 - Collaborates with students, families, colleagues, and communities to enhance student learning.
- Reports to work as scheduled on a regular and reliable basis.

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.

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CERTIFICATES, LICENSES, REGISTRATION

- Required: Valid Iowa teaching certificate with PK-12 TAG Endorsement

EDUCATION and/or EXPERIENCE

- Required: Bachelor's degree in education from a four year accredited college or university

SUPERVISORY RESPONSIBILITIES

- This position does not supervise other employees.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business 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 managers, clients, customers, and the general public. Strong positive human relation and communication skills in working with students, parents and associated professionals.

MATHEMATICAL SKILLS

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

REASONING ABILITY

Abilities to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret and extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES

Ability to apply knowledge of current research and theory to an 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 working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication. Experience working with ESL families and students in an educational setting. Experience working in culturally diverse educational settings. Knowledge of child growth and development and how it affects learning. Knowledge and experience using technology in the classroom. Experience in teaching and learning processes. Demonstrated ability to work effectively with others in a group or team environment. Demonstrated knowledge of curriculum techniques and accommodations to enhance student achievement. Interest and willingness to seek out new learning opportunities. Ability to give oral and written presentations to fellow staff members. Training and experience with intervention strategies for crisis management and problem solving.

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 on the floor depending on the age of the children. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. 0 - 12 feet and on occasion up to 20 feet, such as books and supplies or student equipment and wheelchairs. Occasionally the employee will bend or twist at the neck more than the average person, may need to lift arms to write on chalk or marking board and occasionally stoop, kneel, crouch and reach 0 - 24 inches and up to 36 inches above the head. The employee is directly responsible for the safety, well-being and 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. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.



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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 employee will normally work indoors but may be required to travel from building to building in varying weather conditions. The noise level in the work environment is usually low to moderate but may become loud on occasion. The employee is frequently required to interact with the public and other staff. The employee may be exposed to physical contact from aggressive students. The employee is directly responsible for the safety, well-being and work output of students.

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.