

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Gifted Services Teacher - Elementary	Department <i>Teaching and Learning</i>
Reports to: Building Principal and Teaching & Learning	FLSA Status: Exempt
Band/Grade/Subgrade: C-5-2	Bargaining/Work Unit: CEA
Position Last Updated: 4-27-2022	Next Position Description Update:

SECTION II: JOB SUMMARY

Delivery of Eastern Carver County Schools curriculum and standards with an emphasis in Talented and Gifted Services.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Instruction
Percent of Time:	70	

Tasks involved in fulfilling above duty/responsibility:

- Deliver talent development experiences for designated grade levels
- Provide and support WIN sessions in gifted/high-achieving student cluster classrooms
- Communicate clearly to establish desired rituals and routines to support learning
- Use questioning and discussion techniques that encourage higher order thinking
- Actively engage students in learning
- Provide timely and meaningful feedback to students
- Uses strategies to personalize learning for students
- Uses data to make instructional decisions and maximizes achievement

Duty/Responsibility No:	2	Statement of duty/responsibility: Classroom Environment
Percent of Time:	10	

Tasks involved in fulfilling above duty/responsibility:

- Establish and maintain a culture for learning that encourages, nurtures, and sustains positive student behavior
- Organize and maintain physical space that encourages curiosity and optimal learning experiences.
- Create an environment of respect and rapport

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Duty/Responsibility No:	3	Statement of duty/responsibility: Professional Responsibilities
Percent of Time:	10	

Tasks involved in fulfilling above duty/responsibility:

- Provide ongoing professional learning opportunities for teachers of all levels about gifted learners and best-practice strategies
- Stays abreast of current, evidence-based best practices in Gifted Services
- Works collaboratively with building administrators and Teaching & Learning
- Facilitates CogAT assessments in Grade 3
- Assists with the identification of clustered gifted learners
- Serves as an advocate for under-represented students in gifted and regular programming
- Provides ongoing professional learning and support for gifted, cluster teachers
- Maintains positive two-way communication with families
- Partners with classroom teachers and families to support gifted learners and their specific academic and developmental needs
- Provides information to prospective families around Gifted Services and the ECCS service model
- Maintains accurate records
- Contributes to the school and district culture of learning and excellence in teaching
- Grows and develops professionally
- Exhibits professionalism

Duty/Responsibility No:	4	Statement of duty/responsibility: Planning and preparation
Percent of Time:	10	

Tasks involved in fulfilling above duty/responsibility:

- Provide leadership and oversight for a limited number of opportunities/events that especially benefit, but are not exclusive to, gifted learners. (Please consult with building administration prior to scheduling events/opportunities)
- Identify and select appropriate resources aligned to learning targets and standards
- Demonstrate knowledge of content and evidence-based pedagogy
- Demonstrate knowledge of various student needs and
- Select instructional goals aligned to power standards and learning targets
- Demonstrate knowledge of resources
- Design engaging instructional experiences (e.g. talent development lessons)
- Assess student learning (formative and summative)

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Searches continually for best practices
- Knows student age groups, approaches to learning, skills, interests, and cultural heritage
- Articulates how goals establish high expectations and relate to curriculum frameworks and standards
- Seeks other materials to enhance instruction
- Designs activities which are highly relevant to students and instructional goals
- Structures clear lessons/units and allows for different pathways according to student needs.
- Has assessment criteria and standards, which are clear and consistent with instructional goals.
- Communicates clearly both orally and in writing
- Uses appropriate questioning technique
- Assures that all students are cognitively engaged in appropriate learning activities
- Assures feedback is consistently provided in a timely manner
- Makes appropriate adjustments to lessons to accommodate students questions or interests.
- Demonstrates genuine caring and respect for individual students
- Fosters a culture for learning in which students participate, are curious, and take pride in their work.

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- Manages instructional groups, transitions, materials, and supervise volunteers and paraprofessionals
- Establishes appropriate behavioral expectations
- Responds to misbehavior appropriately and respects the students' dignity.
- Uses physical resources skillfully, and all learning is equally accessible to all students.
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of District 112.
- Assesses lessons' effectiveness
- Maintains appropriate student records
- Communicates with parents about students' progress on a regular basis
- Volunteers to participate in school activities and events
- Demonstrates that support and cooperation characterize relationships with colleagues
- Seeks out opportunities for professional development and actively assists other educators
- Demonstrates service to students, advocacy for learners, and sound decision-making
- Proficient in Google Suite of products and Microsoft Office applications
- Regular attendance

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

Valid current State of Minnesota Teaching License

SECTION VI: EXPERIENCE REQUIREMENTS

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.