

POSITION DESCRIPTION

Position: Highly Gifted Program (Mosaic) Teacher

Purpose: The Mosaic teacher is responsible for the classroom instruction of the identified highly gifted students. This includes enrichment across subject areas, and differentiation to meet learners' needs. The teacher is responsible for formative and summative assessments and delivery of core content areas to ensure the students' academic growth through depth, complexity, and instructional approaches that honor the full range of learners in the Mosaic program, including twice-exceptional students. The teacher will also communicate and collaborate with caregivers/families throughout the school year.

Primary Customers:
Internal: Students and Staff
External: Students and Caregivers/Families

Position Qualifications:

Education/Certification:

- Current Minnesota teaching license.
- Gifted Education certification preferred.

Experience:

- Graduate-level coursework in gifted education required; coursework or professional learning in twice-exceptional learners strongly preferred.
- Knowledge of gifted education programming, research, and best practices, including current research on depth and complexity, talent development, differentiated instruction, and twice-exceptional learner profiles.
- Experience designing curriculum that emphasizes depth, complexity, and conceptual understanding for highly gifted learners.
- Experience identifying and supporting twice-exceptional students, including collaboration with special education staff and families.
- Excellent communication skills, including the ability to communicate effectively with families about both the strengths and challenges of twice-exceptional learners.
- Demonstrated ability to collaborate effectively with colleagues across general education, gifted education, and special education.

Qualifications:

- Uses intentional social emotional learning practices to create a nurturing and safe learning environment for all students that encourages higher-level thinking and supports a wide range of gifted students in becoming independent learners.
- Demonstrates a strong sense of community with learners, with particular attention to the social and emotional dimensions of giftedness.
- Demonstrates highly effective classroom management skills including the ability to manage multiple concurrent activities within a classroom
- Deep understanding of gifted pedagogy, including an open-minded view of intelligence with the ability to recognize and respond effectively to twice-exceptional profiles and students from underserved populations.
- Demonstrated instructional practices specifically designed to meet the academic, social, and emotional needs of twice exceptional students, including the ability to identify, advocate for, and design instruction that simultaneously addresses giftedness and disability.
- Knowledge of evidence-based gifted identification and talent development practices including identification models that recognize twice-exceptional profiles and students from underserved populations. Other duties as assigned by the building Principal and Director of Learning, Teaching and Curriculum.

All positions are designed to support the **MISSION** of Eden Prairie Schools:
Inspiring Each Student Every Day!

Essential Responsibilities:

1. Administer formative and summative assessments to determine appropriate academic needs and inform instructional matches for each highly gifted learner, including twice-exceptional students whose profiles may require assessment of both strengths and disability-related needs.
2. Differentiate for highly gifted learners using best practice pedagogy for curriculum and instruction from the field of gifted education and content areas of literacy, mathematics, science and social studies, with an emphasis on depth, complexity, and conceptual understanding as the primary vehicles for gifted learning..
3. Synthesize state standards and compact content to create curriculum characterized by depth and complexity, going beyond breadth and pace to engage students in sustained inquiry, abstract reasoning, and interdisciplinary connections.
4. Demonstrate in-depth knowledge of subject matter across the content areas served by the Mosaic program.

5. Flexibly apply instructional strategies that foster critical and creative thinking, depth of understanding, and engagement for all learners in the classroom, including twice-exceptional students.
6. Address the cognitive, social, and emotional needs of highly gifted students, recognizing that twice-exceptional learners may present complex and sometimes contradictory profiles requiring individualized attention.
7. Provide direct instruction to identified gifted students in the Mosaic program.
8. Design and facilitate student-centered learning opportunities that invite depth of inquiry, student agency, and intellectual risk-taking.
9. Conduct caregiver/family conferences regarding the academic and social growth of each learner in the classroom, with particular attentiveness to communicating the dual profile of twice-exceptional students to families.
10. Provide families with regular, clear communication regarding academic opportunities, units of study, and the ways in which curriculum is designed to meet the depth and complexity needs of their children.
11. Prioritize depth and complexity as the foundation of curriculum design; when appropriate, identify students for subject or grade acceleration as one tool within a broader continuum of services, in collaboration with the site Talent Development Education Specialist and the K-8 Talent Development Coordinator.
12. Keep abreast of current best practices and research in the field of gifted education, including emerging research on twice-exceptional learners, culturally responsive gifted pedagogy, and equitable identification practices.
13. Actively identify and support twice-exceptional learners by removing systemic barriers, designing instruction that honors both their gifted profile and their disability-related needs, and collaborating with special education and support staff to ensure each student's full profile is understood and served.
14. Maintain awareness of underserved gifted populations, including students of color, multilingual learners, and students from low-income households, and actively work to ensure equitable access to depth and complexity in learning.
15. Collaborate with special education staff, school psychologists, and families to develop and implement instructional approaches that address the dual nature of twice-exceptional learners' profiles, ensuring neither giftedness nor disability is subordinated to the other.

Standard Measures of Accomplishment:

This job description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform any other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Terms of Employment

Classification Number:	EPEA
Hours/Day:	8
Days/ Year:	185

Working conditions are determined by written contract between EPEA and Eden Prairie School District.

Updated: April 24, 2026

Evaluation

A continuous performance improvement process will be developed with the supervisor or department director.