

TITLE**Teacher of the Gifted****QUALIFICATIONS**

1. Have a Valid Tennessee teaching license with appropriate endorsement(s);
2. Meet all applicable requirements of *Every Student Succeeds Act (ESSA)*;
3. Have strong written, verbal, presentation and interpersonal skills; and
4. Meet health and physical requirements.

JOB GOAL

To give specialized academic and personal training to students who are gifted/academically talented with disabilities

ESSENTIAL FUNCTIONS

1. Prepare lesson plans appropriate for the student according to the latest IEP - correlated to the latest curriculum and assessment information made available by the state, and then effectively use the lesson plans to enhance student achievement;
2. Use appropriate data-driven, research-based, teaching strategies to enhance the appropriate curriculum standards for the gifted/academically talented students.
3. Analyze any, and all, of the most recent, appropriate, formal assessment results as well as the latest system-and school-level Report Card, studying identified strengths and possible weaknesses, then make appropriate adjustments in the accelerated intervention program;
4. Assess frequently students' comprehension and application of expected achievement standards;
5. Take responsibility for students' mastery of applicable academic standards and academic growth;
6. Assume responsibility for the day-to-day operation of the accelerated intervention program;
7. Plan curriculum and prepares lessons and other material, considering factors such as individual needs, abilities, learning levels, and physical limitations of the student;
8. Devise special teaching tools and techniques;
9. Evaluate student progress in accelerated intervention;
10. Establish appropriate student behavior;
11. Counsel with students and their parents;
12. Administer appropriate assessments to evaluates students' progress, records results, and issues reports to inform parents of student's progress;
13. Maintain necessary records and complete the required paperwork in the required time frame.
14. Plan, attend, and/or lead appropriate IEP-Team meetings – must be prepared and interact appropriately and professionally;
15. Participate in faculty and professional meetings, educational conferences, and teacher training workshops;
16. Assist in upholding and enforcing school rules, board policies, and administrative regulations;
17. Develop and maintains a classroom environment conducive to learning;
18. Report to the Principal when one knows or reasonably suspects that a child's health or welfare has been, or appears to have been harmed, as a result of abuse or neglect;
19. Represent the school and the community in a positive manner; and

20. Perform other work-related duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: The ability to move the hands easily and manipulate small objects with the fingers.
5. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.