



JOB DESCRIPTION

JOB TITLE: **Gifted Lead Teacher**

Position Type: Certified - Part time (0.6)	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Location: Goldwater
Reports to: Gifted Services Coordinator	
Term of Employment: 9 months	Shift: Day
Approved by: Human Resources	Date: October 24, 2018

POSITION SUMMARY:

Assists the Gifted Services Coordinator in providing effective services and programs for gifted identified and high achieving students in accordance with district goals and policies with the primary emphasis on supporting programming at Title I schools.

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.

ESSENTIAL FUNCTIONS:

Assists the Gifted Services Coordinator with:

Professional Development and Gifted Identification

- Providing professional development and classroom support for all areas and levels of gifted services.
- Maintaining a district-wide gifted services identification and placement procedures.
- Providing and expanding in-service teacher training on identifying and serving high-ability, low-income and culturally and linguistically diverse students.

Gifted Programing

- Identifying successful program models and interventions that work with low-income, high-ability students from different geographical, cultural, and racial backgrounds and assist with applying these practices to Deer Valley’s models and services.
- Developing curriculum and programs for high ability students at all Title I schools.
- Supporting, implementing, monitoring, and assessing the effectiveness of gifted programs at Title I schools.

- Providing multiple strategies to support student achievement at the highest levels, and expand access to rigorous curriculum and supplemental services and programs.
- Supporting emergent talent as early as possible, through early identification and flexible programs.
- Removing possible barriers that impede participation and access of Title I students in gifted programming.
- Support the GSC with non-Title One schools/programs as needed

Community Relations and Support

- Promoting and supporting high expectations and high achievement for gifted identified and high achieving students at all Title I schools.
- Establishing and maintaining effective community relations with regards to gifted education services.
- Engaging communities to support in-school learning and supplement curriculum with outside-of-school opportunities.
- Encouraging and supporting the activities of related advisory groups.

MARGINAL DUTIES:

- Completes other job related duties as assigned by the supervisor.
- Effectively communicates with supervisors, staff members, parents and community.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- None

SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Must be a life-long learner and be willing to take risks.
- Must be committed to professional collaboration.
- Must be able to adapt to diverse situations.
- Must have understanding and experience with curriculum integration and alternative assessment.
- Must possess effective oral and written communication skills.
- Must have an extensive knowledge of computers including but not limited to Microsoft Office, Excel, and Desktop Publishing.
- Must have effective communications skills to work with a variety of stakeholders.
- Must have experience in teaching adults.
- Must have the ability to foresee needs and take appropriate action.
- Must possess understanding and experience with facilitating educational change.
- Adheres to the district/department vision, mission and goals in collaboration with staff and supervisor.
- Develops and demonstrates progress of district/department goals.
- Is receptive to ideas, issues and concerns presented by all constituents.
- Provides purpose and direction for individuals and groups within the schools and/or departments.

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must maintain a well-groomed appearance.
- Must be highly organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.

CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Arizona teaching certificate with Gifted Endorsement, required.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Bachelor's degree or higher in education or related field from a four-year college or university.
- Minimum of five years of successful teaching experience with multiple years of teaching experience in:
 - Title I Schools/Communities
 - Gifted education

LANGUAGE SKILLS:

- Demonstrates the ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrates the ability to write reports, business correspondence and procedure manuals.
- Demonstrates the ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, use hands to finger, handle, or feel objects, tools, or controls, reach with hands and arms, talk, and hear.
- Must frequently climb or balance, stoop, kneel, crouch or crawl, taste, or smell.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually quiet.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.