



JOB TITLE	Gifted and talented Education Teacher
REPORTS TO	Instructional Coordinator
SALARY SCHEDULE/GRADE	By Board
CONTRACTED DAYS AND/OR HOURS	
JOB CLASS CODE	0010
POSITION CLASSIFICATION	Certified
DATE APPROVED	02/05/1990

QUALIFICATIONS

Kentucky Certification with Gifted Education Endorsement

POSITION SUMMARY

To identify the students to be served and to provide gifted students with advanced learning and enrichment activities, experiences, and opportunities in specifically designated areas of curriculum, helping the gifted students utilize his/her special intellectual gifts as fully as possible.

PERFORMANCE RESPONSIBILITIES

Coordinates the identification, selection, and placement of students.

Confers with the principals and/or teachers on student evaluation as requested.

Develops an improved understanding of gifted students' educational needs on the part of teachers, administrators, and parents and interprets the educational needs.

Works with principals in organizing and coordinating gifted education in their buildings in order to effect horizontal and vertical continuity and articulation of the gifted education program throughout the district.

Compiles statistical data on student evaluation.

Disseminates information concerning opportunities for gifted children to parents, students, and staff.

Disseminates suggested activities to teachers of primary students on a periodic basis.

Other duties as assigned.

Assists in curriculum development, implementation, and revision.

Serves at the request of building principals as a gifted education consultant to teachers.

Performs in-service and/or faculty meeting reports as needed to inform staff of changes and/or trends in gifted education.

Exhibits an active involvement in gifted education, and awareness of current trends, and appropriate training in the assigned areas of instruction.

Keeps current with educational developments and the literature in the field of gifted education.

Becomes involved in ongoing special training for gifted education.

Provides recommendations to teachers for revision of goals and instructional objectives to more fully accommodate student needs.

Aids in locating and evaluating materials and equipment needed to meet instructional objectives.
Other duties as assigned.
Meets on a regularly scheduled basis with such students as having been identified as being capable of work in the area of competence at a higher level than that of the regular curriculum offering.
Sets up such problems, experiments, projects, and activities related to student needs, interests, and capabilities as indicated.
Identifies areas of student strengths and weaknesses and plans further learning experiences and activities accordingly.
Supervises students in the preparation and execution of independent student projects in the area of special competence.
Arranges for field trips as appropriate and feasible.
Notifies and/or meets with parents to discuss student progress as requested or needed.
Works with gifted children and youth, with an appreciation of the characteristics of the gifted and a willingness to be flexible, to be questioned, and to learn from the pupils, teachers, administration, and parents.
Shows enthusiasm about gifted education and actively promotes gifted education in the community.
Shows flexibility in attitude and seeks new approaches in providing for the needs of the gifted.
Plans and meets the needs of gifted students in a variety of ways so that the needs of gifted students who are not participating in the pull-out program are also met.
Other duties as assigned.

PHYSICAL DEMANDS				
	SELDOM/RARE	OCCASIONAL (UP TO 1/3 OF WORK DAY)	FREQUENT (1/3 TO 2/3 OF WORK DAY)	FREQUENT (2/3 OF WORK DAY)
Standing/Walking	☐	☒	☐	☐
Sitting	☐	☐	☒	☐
Handle/Finger/Feel	☒	☐	☐	☐
Reach/Push/Pull	☒	☐	☐	☐
Bend/Stoop/Crouch	☒	☐	☐	☐
Kneel/Crawl	☒	☐	☐	☐

Climb/Balance	☒	☐	☐	☐
Lift/Carry (check weight and frequency)				
Up to 10 lbs.	☐	☒	☐	☐
Up to 20 lbs.	☒	☐	☐	☐
Up to 50 lbs.	☒	☐	☐	☐
Up to 100 lbs.	☒	☐	☐	☐
Over 100 lbs.	☒	☐	☐	☐