

FLEMINGTON-RARITAN REGIONAL SCHOOLS

JOB DESCRIPTION

TITLE: **Gifted Specialist (Elementary)**

QUALIFICATIONS:

1. Valid New Jersey K-8 certificate and/or special area certification of eligibility.
2. Demonstrated knowledge and/or experience differentiating instruction to meet the needs of gifted students.
3. Master teacher with expertise in language arts literacy; eagerness to share knowledge and resources with other teachers.
4. Ability to work collegially with parents, teachers, and administration to meet the needs of gifted students.
5. Independent use of word processing, E-Mail, Internet and appropriate software applications is highly desirable.
6. Criminal history background check and proof of U.S. citizenship or legal resident alien status and a complete physical examination.

REPORTS TO: **Principal, Supervisor of Language Arts/Social Studies, and Vice Principal**

SUPERVISES: Students, and when assigned, student teachers and classroom teacher assistants.

JOB GOAL: To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives. To work in collaboration with administrators and colleagues to provide a supplemental program for gifted students in grades 3-4, a school wide enrichment to students in grades 1-4, and to plan and to monitor Response to Intervention services.

PERFORMANCE RESPONSIBILITIES:

1. Teaches supplemental and enrichment classes reflecting the New Jersey Core Curriculum Standards and Common Core Standards; utilizing the course of study adopted by the Board of Education.
2. Instructs students in citizenship and good character.
3. Develops lesson plans and instructional materials to provide individualized and small group instruction.
4. Adapts the curriculum and differentiates instruction to meet the needs of each student using strategies such as inquiry, group discussion, lecture, discovery, and cooperative learning structures.
5. Incorporates technology into the teaching/learning process to provide all students with an opportunity to succeed.

6. Plans and paces lessons appropriately to best utilize the available time for instruction.
7. Provides lesson plans which allow the learning process to continue for students in the teacher's absence.
8. Sets high expectations for student achievement and behavior.
9. Establishes and maintains a positive climate for learning through appropriate classroom management and consistent with the philosophy and best practices of the Responsive Classroom approach.
10. Designs an orderly and predictable classroom in which materials and furniture are thoughtfully arranged to foster student independence and model effective organization.
11. Collects and interprets formative assessment data in order to differentiate instruction to meet students' learning needs.
12. Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
13. Communicates with parents through conferences and other means to discuss students' progress and interpret the school program. Responsible for promptly and professionally responding to parent requests for communication.
14. Identifies student needs and cooperates with other professional staff members in assessing and helping to solve learning, social and health problems.
15. Creates a safe and effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
16. Proactively seeks opportunities for professional growth and development.
17. Presents a positive role model for students that supports the mission of the school and district.
18. Administers standardized tests in accordance with state and district testing programs.
19. Participates in curriculum development programs as requested.
20. Keeps informed of and complies with state, city and school regulations and policies for classroom teachers.
21. Compiles, maintains, and files all reports, records, and other documents required. Responsible for checking district email at least daily.
22. Attends and participates in faculty, grade level and district wide meetings and serves on staff committees as requested.
23. Works collaboratively with colleagues at the grade level and/or within the department or designated special area.

Specialized Responsibilities

24. Responsible for providing instruction aligned with the New Jersey Core Curriculum Content Standards, Common Core Standards, District curriculum, and consistent with highly effective practices in the area of gifted education (see NAGC as a resource).
25. Responsible for challenging students by allowing in-depth investigations geared to the students' individual interests, developing students' convergent

- and divergent thinking skills, promoting critical thinking with a focus on literacy, and fostering self-directed learning and research skills.
26. Responsible for setting high expectations for gifted learners and encouraging the development of meaningful products which reflect the learning experience.
 27. Responsible for fostering risk-taking and self-expression in an environment that is flexible, student centered, and that seeks to meet the social and affective needs of gifted learners.
 28. Responsible for conducting the gifted student identification process in compliance with District policy and regulations.
 29. Responsible for serving as primary contact for parents and teacher colleagues regarding the District's continuum of services for gifted students.
 30. Responsible for providing direct instruction as part of the District's supplemental gifted program for identified students in grades 3-4.
 31. Responsible for ensuring that gifted students needs are met by serving as "case manager" and fostering collaboration and coordination of the grade 3-4 supplemental gifted program.
 32. Responsible for working collaboratively with all classroom teachers in grades 1-4 to provide "push in" services and to work with enrichment groups to support the differentiation and enrichment in the area of literacy. This may include co-planning, co-teaching, flexible grouping, individualized instruction, exemplar lessons, peer feedback, use of assessment strategies, etc.
 33. Responsible for ensuring the needs of students receiving Response to Intervention services are met by serving as a "case manager" and reviewing pertinent benchmark data, meeting with student support and classroom teachers to plan appropriate instruction and interventions, monitoring the progress of the students, and determining next steps for intervention as needed.
 34. Responsible for working with the building administrators to coordinate and to administer benchmark assessments.
 35. Responsible for planning regularly-scheduled progress monitoring meetings with student support and classroom teachers and keeping appropriate records of student progress.
 36. Responsible for developing a teaching schedule with building administration that ensures that all instructional responsibilities are met and providing regular reports to administration on the progress of the program.
 37. Responsible for coordinating and/or presenting parent workshops on identified topics related to gifted children and/or student support children.
 38. Responsible for serving as a resource in the area of gifted education, differentiation, and literacy for administration and teachers.

**TERMS OF
EMPLOYMENT:**

Salary for a ten-month work year subject to negotiations between the FREA and the Board of Education.

EVALUATION:

Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

APPROVED BY: Board of Education

DATE: May 18, 2009
June 2012

REVISED: July 16, 2012