CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION

Job Title: Teacher of the Talented and Gifted **Department:** Instruction

Job Description
Date Reviewed: February 2008 **Reports To:** Building Principal

Purpose of Job

To provide a qualitative, differentiated educational program that takes unusual abilities into account and provides greater and more varied challenges and experiences than the regular classroom may offer. To design programs that encourages maximum growth and a greater understanding of individual capabilities.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides a program which maximizes opportunities for development of the gifted students; capacities, particularly in the areas of decision-making, communicating, leadership, reasoning, creativity, and evaluating.
- Creates greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
- Encourages an open, intellectual atmosphere based on individual interests of the students which includes blocks of time for independent study and research.
- Helps students develop an awareness of the scientific and cultural opportunities in the community.
- Creates humanistic classroom atmosphere that provides emotional support to reinforce confidence in the' validity of gifts and talents. Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for classes assigned and shows written evidence of preparation.
- Establishes clear outcomes for all lessons, class work, and projects. The outcomes are communicated to students.
- Supports the program of study, using a variety of instructional techniques, instructional media and technology.
- Serves as a model for the district's mission, vision and goals.
- Assesses the progress of students on a regular basis and provides progress reports as required.
- Recognizes potential learning disabilities of students and seeks the assistance of qualified personnel.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assists the administration in implementing all policies and rules governing student life and conduct. Develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so.

- Plans, supervises, and provides guidance for teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluates their job performance.
- Attends and participates in staff meetings and serves on staff committees.
- Analyzes and uses appropriate data to guide instruction and develop assessments.
- Maintains a standard of performance and conduct as required by state, law, local board of education and community expectations.
- Provides detailed plans for substitute teachers including lessons, schedules and rules regarding classroom organization, procedures and individual student needs.
- Supervises pupils at school related functions to include on and off campus activities.
- Maintains professional competence through in-service education activities.
- Assists in budget preparation and in the selection of books, instructional supplies, materials and equipment.

Additional Job Functions
Performs other duties as required.

Terms of Employment:
Ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

Evaluation:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions:
- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Successful student teaching experience if applicable.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Highly Qualified in harmony with the NCLB Act of 2001

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:
Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active

work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:
Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:
Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:
Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:
Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:
Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:
Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:
Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:
Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:
Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:
Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:
Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss

potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

_____	_____
Employee's Signature	Supervisor's Signature
_____	_____
Date	Date