

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: K-1 NURTURE SPECIALIST

GENERAL DESCRIPTION OF JOB

Under general supervision, performs a variety of tasks to provide services to develop the talents of primary age students so that more may become eligible for AG enrichment services in grades 3 – 5. Using the approved curriculum, the K – 1 Nurture Specialist will plan, organize, and present instruction that cultivates the academic and intellectual talents of K – 1 students while assisting classroom teachers in creating scholarly classroom environments that fully engage students in the learning process. (Part-time positions that serve two schools one day per week. Positions serve schools with lowest numbers of identified students across the district)

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provide annual overview of K – 1 Nurture services to school staff.

Provide whole group instruction in Kindergarten and First Grade classes using the approved curriculum resource, focusing on specific learning and thinking skills.

Meets frequently with K – 1 classroom teachers to share materials/ideas and review the progress of specific students noted on the classroom teacher's observation tools used as a part of the approved curriculum resource.

Collaborate with K – 1 classroom teachers to develop instructional plans and activities that build thinking skills in students noted on the classroom teacher's observation tools; may include differentiation opportunities for identified students.

Assists in record keeping related to the district's plan for Academically Gifted; may include documentation of students from underrepresented populations participating in talent development services.

Reviews student data to monitor impact of K – 1 Nurture services on AG identification.

Maintains an accurate record of all K – 1 nurture services provided during the school year.

Helps disseminate information about the K – 1 Nurture program to parents and the community.

Meets with individual parents and parent groups, as requested, to discuss the K – 1 Nurture program.

Assists in the evaluation of the Academically Gifted Plan.

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Attends monthly district-level PLCs that assist the district in monitoring initiatives designed to nurture academic potential in underrepresented populations.

ADDITIONAL JOB FUNCTIONS

Attends workshops and conferences on best practices.

Help locate resources to support the program.

On a limited basis, provides demonstration lessons, in K – 1 classrooms, as needed.

Performs other related work as required by the AG Department.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in education; North Carolina teaching licensure with certification in Gifted Education. Ability to work and communicate with diverse groups/organizations.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, overhead projectors, video cassette recorders, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety

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of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including medical, legal and counseling terminology,

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of the Common Core Standards.

Communication skills.

Computer skills including word processing and database skills.

Ability to work with administrators, teachers, parents, and community members.

Ability to develop curriculum appropriate for gifted students.

Knowledge of testing and interpretation of educational data.

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Knowledge of current literature and trends in gifted education.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.