

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I – ADVANCED LEARNERS

GENERAL STATEMENT OF JOB

Under general or occasional supervision, performs a variety of tasks to assure appropriate services for Academically Gifted students in grades K-12 in Guilford County Schools. This position serves as a link to administrators, principals, staff, and Academically Gifted teachers to monitor a rigorous, differentiated curriculum. The employee plans, executes and oversees the evaluation services needed to find students eligible for the Academically Gifted and nurture initiatives programs. Work involves planning and managing evaluation services, records, resources, and staff development, in order to facilitate a comprehensive program of service to students referred for placement in the Academically Gifted Program. Employee is also responsible for working with others to accomplish the goals and objectives of the district's Academically and Intellectually Gifted Plan and serves as a communication link to school personnel, parents, and community. Employee supports district efforts to increase student participation and performance in Advanced Placement and IB courses as well as on college readiness measures such as ACT. Work requires the use of technological skills necessary to maintain and to analyze a current and comprehensive database of the status of all eligible and potential Academically Gifted students to monitor academic growth, provide pertinent data, and assess progress toward increasing minority representation. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists with the overall evaluation of gifted programming, including elementary pull-out enrichment, differentiation in the regular education classroom, Advanced Placement, IB and college readiness measure in the system; develops strategies for improvement; coordinates and provides staff development opportunities.

Works with colleagues to review and revise the district's Academically and Intellectually Gifted Plan to ensure that it aligns with the state's mandated AIG Program Standards and Practices as well as with the district's Strategic Plan goals and initiatives.

Ensures teachers, principals and curriculum facilitators are familiar with any changes to the North Carolina Academically and Intellectually Gifted Program Standards and the GCS AIG Plan.

Works with colleagues to accomplish the goals and objectives of the district's Academically and Intellectually Gifted Plan.

Consults with parents and teachers regarding the screening and identification of students referred to the Academically Gifted program.

COORDINATOR I – ADVANCED LEARNERS

Coordinates and supervises district-wide screening and evaluation of students for AG services, including the coordination and supervision of standardized testing components. Supports high schools in Advanced Placement and IB test registration, ordering, administration and invoicing processes.

Maintains a current database of the status of Academically Gifted students.

Reviews cumulative records of new students to the county, as requested. Interprets score reports submitted from private testing and from outside the state.

Schedules and conducts regular meetings for elementary AG teachers, middle school TAG chairs, AP Coordinators and IB Coordinators and participates in regularly scheduled staff meetings as required.

Provides staff development for Academically Gifted teachers, classroom teachers and administrators.

Assists school personnel with the best teaching practices to increase the number of underserved students in Academically Gifted classes.

Maintains and updates knowledge and skills related to identification and instruction of Academically Gifted students. Explores new ways to find and to expand upon the use of alternative assessments. Works closely with administrators, principals, staff, and Academically Gifted teachers to monitor a rigorous, differentiated curriculum for Academically Gifted students and to nurture the potential of all students. Develops and models instructional strategies that can be used to extend and enrich instruction for gifted students K-12.

Works closely with school administration and staff to ensure the implementation of required policies and procedures affecting students identified as Academically or Intellectually Gifted.

Supports high schools in the completion of the AP Audit and in the provision of AP teacher training.

Works closely with school administration and staff to analyze and use data from college readiness measures to identify AP potential and to better prepare students for success on college entrance exams.

Serves as a member of a district oversight committee to review eligibility decisions made by school based teams to monitor accuracy and equity.

Consults with teachers and parents on students who are not meeting AG expectations and need intervention/academic counseling.

Meets with school based Teams for Academically Gifted to review the needs of bright primary students who may need differentiation in the regular classroom or acceleration. Monitors referrals and services for underserved students.

COORDINATOR I – ADVANCED LEARNERS

Uses current models of curriculum to enhance instruction and to improve student achievement.

Serve as an advocate for the gifted education in GCS.

Updates and maintains AIG module on PowerSchool; conducts biannual AIG headcounts for DPI through PowerSchool.

ADDITIONAL JOB FUNCTIONS

Attends workshops and conferences on best practices.

Writes, plans and presents staff development on best practices.

Participates in all phases of implementation of nurture and portfolio initiatives to increase the number of underserved students in Academically Gifted classrooms.

Monitors classroom strategies.

Assists with the implementation of AG math and ELA curriculum.

Assists Human Resources Department with screening and interviewing applicants for AG teaching positions.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's Degree in Education, Counseling, Psychology, Special Education, or a related field. The position requires a NC Teaching License, a minimum of 3 years as a teacher, and certification in gifted education. The job requires a broad knowledge of testing/assessment and interpretation of educational data. The position of the diagnostician/program facilitator requires human relation skills needed to communicate with diverse individuals, groups, and organizations.

SPECIAL REQUIREMENT

Possession of a valid driver's license issued by the state of North Carolina.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc.

COORDINATOR I – ADVANCED LEARNERS

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

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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 standard English and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals.

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 automated office equipment.

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

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

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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.

COORDINATOR I – ADVANCED LEARNERS

KNOWLEDGE, SKILLS, AND ABILITIES

Thorough knowledge of federal, state and local policies and procedures regarding gifted students (academically gifted).

Considerable knowledge of School Board policies, procedures and standards regarding education of students in Guilford County Schools.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, and developments in the field of gifted education.

Working knowledge of testing and interpretation of educational data.

Ability to use common office machines and popular computer-driven word processing, spreadsheet, database and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop and implement appropriate programs for gifted learners.

Ability to select and to develop appropriate curriculum for gifted learners.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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.