

HUMBLE INDEPENDENT SCHOOL DISTRICT

Job Description

Differentiation Coach & Identification Specialist (Gifted & Talented)

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Reports to:	Elementary Advanced Learning and Services Coordinator
School/Department:	Advanced Learning and Services
Pay Grade:	Administrative Instructional Programs/AI2
Wage/hour status:	Exempt
Work Days:	226
Created/revised:	April 2025

Primary Purpose:

The primary purpose of the Differentiation Coach & Identification Specialist is to coach campus Gifted & Talented Extended Learning Teachers (G/T ELTs) and content teachers in differentiation through designing and implementing both push-in and pull-out service models. Additionally, the Differentiation Coach & Identification Specialist provides job-embedded professional learning to build capacity in ELTs and content teachers within the scope of their daily work. The Differentiation Coach & Identification Specialist will develop a cohesive partnership between the district and campuses to support and sustain best practices to improve personalized and differentiated instruction. Additionally, the Differentiation Coach & Identification Specialist will oversee and conduct the identification and assessment of learners across assigned campuses.

Qualifications:

Education/Certification:

- Bachelor's degree in Education or closely related field from an accredited college or university recognized by the US Department of Education. Master's in related educational area preferred
- Valid Texas teaching certificate
- Completed 30-Hours of G/T Foundational Training required
- G/T Supplemental Certificate preferred
- Must have a valid driver's license, good driving record, and available transportation during the entire workday to travel to sites within Humble ISD boundaries.

Special Knowledge/Skills:

- Deep knowledge and experience with gifted education including the depth & complexity differentiation framework
- General knowledge of K-5 curriculum instructional strategies and assessment for learning
- Knowledge of best practices in G/T identification and assessment
- Model evidence-based instructional practices in classrooms
- Strong organizational, communication, and interpersonal skills
- Skill in presenting oral and written information in a comprehensive and organized manner to diverse audiences and facilitating small and large groups
- Skill in Windows operating systems along with district standard software packages such as MS Office (Word, Excel, PowerPoint), Google eMail, Zoom, and other related technology platforms
- Skill in organizing/interpreting/analyzing data and applying concepts to resolve problems and develop solutions
- Demonstrated ability to work directly and collaboratively with classroom teachers
- Demonstrated ability to individualize and make use of techniques for teaching gifted students
- Skill in administering a variety of identification tools and assessments across online platforms



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- Ability to maintain confidentiality of privileged and sensitive information
- Ability to perform duties with attention to detail, accuracy, follow-through, courtesy, cooperativeness, and work with minimum supervision
- Ability to create, implement, monitor, and evaluate professional development
- Ability to prioritize tasks and coordinate multiple projects to meet specific deadlines
- Ability to maintain professional behavior, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment
- Ability to build and maintain effective relationships with school administrators, staff, students, and families
- Ability to communicate effectively with tact and diplomacy and provide a high level of customer service to students, parents, administrators, District officials and employees, co-workers, outside organizations, and the general public

Experience:

- Five years of successful teaching experience with three years teaching students identified as gifted and talented preferred
- Previous instructional coaching experience preferred
- Experience planning and delivering campus or district professional learning sessions that are interactive

Major Responsibilities and Duties:

Curriculum and Instruction

1. Support teachers with implementing differentiation of curriculum and instruction in the four core content areas using the depth and complexity framework in lesson and unit planning.
2. Model lessons, instructional strategies, and co-teach.
3. Recommend resources and materials related to differentiation.
4. Oversee the development of Advanced Learning Plans.

Student Assessment & Compliance

1. Conduct assessment for G/T Identification through screening and formal testing.
2. Annually review student files to ensure accuracy for identified students.
3. Administer identification and reclassification assessments as needed.

Professional Learning

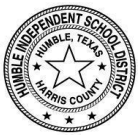
1. Provide professional learning, modeling, technical assistance, and department vision to campus personnel including teachers, Academic Lead Teachers, principals, support personnel, central office administrators and district-level committees.
2. Provide job-embedded professional learning opportunities through classroom modeling and team planning.

Professional Growth & Development

1. Create, conduct, and facilitate GT professional learning as needed.
2. Participate in local, state and/or national leadership groups.

Policy, Reports, and Law

1. Comply with policies established by federal and state law, State Board of Education rule, TEA, and local board policy in required reporting to agencies.



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2. Keeps informed of and comply with state, district, and school regulations and policies. Compile, maintain, and file all physical and electronic reports, records, and other required documents.
3. Demonstrate behavior that is professional, responsible and in compliance with the Professional Code of Ethics.
4. Maintain and act with integrity and diligence in duties involving financial resources.
5. Assure compliance with grant guidelines.

Communication

1. Maintain a professional relationship and effective communication with parents, counselors, administration, registrars, building teachers, district coordinators, and district Advanced Learning and Services staff.
2. Advocate for students identified as G/T regarding specific services including, but not limited to ARD committee meetings, personalized counseling meetings, LPAC, etc.
3. Promote and share information regarding G/T referral, identification, and services to campus staff and parents.
4. Establish and maintain open lines of appropriate, clear and acceptable communication with students and their parents/guardians.
5. Provide outstanding customer service.
6. Maintain good judgment and decision making when dealing with supervisor, co-workers, District officials and employees, and outside agencies and organizations.

Other

1. Maintains confidentiality of privileged and sensitive information when received and distributed to appropriate designees.
2. Demonstrates effective interpersonal skills through communications with parents, community, staff.
3. Attend professional growth activities to maintain awareness of current research and issues in gifted education, assessment, teacher education, professional development at the state level, including technology integration.
4. Attend training on various software/hardware that is being supported by Humble ISD and maintain a working knowledge of the same.
5. Stay up to date with current research regarding gifted and talented education and students
6. Work with campus instructional leadership to plan and present staff development in G/T education as required.
7. Attend monthly District meetings.
8. Promotes a positive image that supports the mission of the district, and works with inter-department personnel to continually improve the professionalism of the total department.
9. Performs other duties as may be assigned.

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress

Frequent standing and moderate stooping, bending, pushing, pulling, and lifting

Workload is deadline driven

Prolonged use of equipment and computer with repetitive hand motions

Office atmosphere may be noisy and hectic. Offices are "open" with multiple employees working in large open rooms containing two or more desks and equipment

Contact with parents, community, and/or other district/campus employees

Frequent prolonged and irregular work hours



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Frequent contact with parents, community, and/or other district/campus employees
Frequent travel within the district and occasional travel outside of school district boundaries
Work location assigned requires physical presence in office
Daily attendance and punctuality are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____