

STOW-MUNROE FALLS CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: GIFTED COORDINATOR

File 305

Reports to: Assigned administrator/supervisor

Job Objective: Serves as instructional leader of the Gifted/Talented Program.

- Minimum Qualifications:**
- Holds and maintains required state department of education credentials. Program skills verified by training and/or work experience. Ability to develop and implement program improvements based on evaluated data and research-based best practices.
 - Analyzes, organizes and presents complex information in an easy-to-understand format.
 - Demonstrates a complete understanding of identification criteria, characteristics and educational needs of gifted/talented students. Displays advanced test interpretation skills.
 - Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.
 - Effective communication, problem-solving and time management skills.
 - Embodies high ethical standards/integrity. Accepts responsibility for personal decisions/conduct.
 - Maintains a record free of criminal violations that would prohibit public school employment.

- Essential Functions:**
- 1. Coordinates planning, delivery and advancement of program services consistent with the district mission and legal requirements. Helps implement a shared vision of learning that supports continuous measurable improvements in student achievement.**
- Coordinates program activities (e.g., parent notification, participation criteria, curriculum development, instructional goals, etc.). Identifies available program support resources.
 - Efficiently manages concurrent responsibilities. Prioritizes assigned tasks. Develops effective solutions for work-related problems. Completes tasks within required time-frames.
 - Facilitates program compliance with all pertinent local, state and federal laws.
 - Tracks data required by the district, state department of education and other regulatory authorities.
 - Helps select highly-qualified program staff. Assists with orientation activities for new program staff.
 - Meets regularly with consulting teachers to establish/implement district-wide goals.
 - Serves as a communication link between all K-12 programs to ensure continuity of services.
 - Qualifies student for program participation (e.g., achievement tests, grades, intelligence testing, parent/student and teacher recommendations, etc.). Implements non-biased assessment protocols to ensure objective documentation of student data. Protects the privacy of student records.
 - Implements the board-approved budget as assigned. Requisitions materials/services. Monitors vendor pricing to control costs. Manages the judicious use of program resources.
 - Upholds fiscal accountability standards. Prepares revenue and expense projections as requested.
 - Collaborates with program staff to develop recommendations for replacing/upgrading equipment.
 - Works with the program supervisor to align budget proposals with district goals.
 - Participates as an active member of the curriculum development committee.
 - Collaboratively develops curriculum, selects instructional materials and identifies teaching methods best suited to address state standards and district curriculum goals. Guides staff in the use of formal/informal assessment strategies to gauge student progress toward achievement benchmarks.
 - Monitors literature on teaching effectiveness. Disseminates/models best practices information.
 - Participates in collaborative planning of staff development programs.
 - Facilitates the integration of new or improved technology in all areas of the curriculum.
 - Maintains a thorough understanding of subject matter and pedagogy.
 - Teaches assigned students and subject matters as scheduled.
 - Prepares, implements and monitors Written Educational Plans (WEP) and Written Acceleration Plans (WAP) when required.
 - Implements developmentally and cognitively appropriate extensions of classroom instruction. (e.g., accelerated learning, advanced placements, university credit programs, independent studies, mentoring, pull-out, team-teaching, etc.).
 - Develops/implements lesson plans. Prepares instructional materials. Evaluates student learning styles. Differentiates instructional techniques to effectively advance student learning.
 - Monitors student progress. Provide effective detailed feedback to students.
 - Helps administer state-mandated testing programs. Maintains test security. Analyzes test results.
 - Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
 - Collaboratively resolves problems that impede student learning. Helps staff identify teaching techniques, interventions and aligned resources best suited for each student.
 - Facilitates inclusion as the preferred placement method for students with disabilities.

- Helps students make appropriate choices and grow academically. Promotes creativity, critical-thinking, cultural awareness, democratic values, empathy, ethical conduct and self-reliance skills.
- Evaluates student achievement/performance. Prepares progress reports.
- Regularly communicates academic, behavioral and social-emotional related matters to parents.
- Ensures student lists and teaching materials are readily available for substitutes.
- Evaluates operational performance. Identifies short/long-range program needs and opportunities.

2. Exemplifies professionalism. Fosters goodwill to enhance the district's public image.

- Acts in accordance with the *Licensure Code of Professional Conduct for Ohio Educators*.
- Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.
- Cultivates community relationships that promote strong public support for the district.
- Functions as part of a cohesive team. Develops mutually respectful relationships with co-workers.
- Keeps an acceptable attendance record and is punctual. Maintains a professional appearance.
- Provides leadership for the advancement of best practices and academic standards.
- Respects privacy. Maintains the confidentiality of privileged information.
- Sustains an effective working environment. Performs all aspects of the job.

3. Maintains open/effective communications. Serves as a reliable information resource.

- Provides prompt notification of personal delays or absences.
- Uses active listening/problem-solving techniques. Respects diversity. Resolves issues tactfully.
- Works with staff to ensure shared resources are used effectively.

4. Pursues opportunities to enhance personal performance.

- Keeps current with professional standards associated with work duties.
- Updates skills as needed to use task-appropriate technology effectively.

5. Keeps informed about workplace safety procedures. Initiates action to manage risks.

- Implements effective pupil management procedures. Provides appropriate student supervision.
- Maintains high standards for appropriate conduct. Takes action to address harassment and/or aggressive behavior. Complies with administrative directives and federal/state laws when dealing with discrimination, inappropriate behavior, suspected child abuse or neglect.
- Manages student behavior using positive behavioral support techniques.

6. Performs other specific job-related duties as directed.

- Implements workplace initiatives that advance organizational goals.

**Working
Conditions:**

Safety is essential to job performance. Employees must comply with applicable workplace safety regulations, health laws and district protocols, **if duties involve any the following situations:**

- Encounters with angry, rude and/or unpleasant individuals.
- Exposure to air-borne particulates, chemicals, combustible materials, electrical hazards, equipment vibrations, noise, moving mechanical parts, odors and/or slippery/uneven surfaces.
- Exposure to blood-borne pathogens and/or communicable diseases.
- Exposure to weather conditions and/or temperature extremes.
- Extensive standing/sitting. Frequent balancing, bending, climbing, crouching, kneeling, or reaching.
- Operating and/or riding in a vehicle. Working in proximity to vehicular traffic.
- Performing difficult tasks that require dexterity, physical strength and stamina.
- Traveling to meetings and work assignments.
- Working at heights, in confined spaces and/or under diminished lighting.

The Stow-Munroe Falls City School District is an equal opportunity employer. This document identifies typical job functions and is not intended to be an exhaustive list of all possible work duties. Employee performance is evaluated according to board policy, administrative procedures and current contractual agreements.

Staff member shall serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings in order to help instill in students the belief and practice of ethical principles and democratic values.