

Job Title: **Assistant Director, Gifted Services**
 Job Family: **Certified Administrative**
 Pay Program: **Administrative**
 Typical Work Year: **10 months**

Job Code: **3122**
 FLSA Status: **Exempt - P**
 Pay Range: **L13**

SUMMARY: Support the Director of Advanced Academic and Gifted Services (AAGS) with the operation of the department including the development of the District’s Comprehensive Program Plan for Gifted Learners; compliance with state expectations, regulations, and policies; and in the development, implementation and evaluation of department goals. Provide knowledge, guidance, and support of building level leaders, teachers, and the AAGS team for students identified as Gifted and Talented (GT) or Talent Pool, in the area of professional development, identification, instructional best practices, community engagement, and programming to ensure measureable improvement in schools’ instructional achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
1. Provide assistance and support to the Director of AAGS in the development, implementation, and evaluation of department goals. Build and maintain relationships with administrators and GT support staff (school based), Learning Services team members, and the community in order to provide guidance, support, and knowledge around priority department-wide goals,	D	20%
2. Research and implement best practices in identification of gifted learners and in curriculum and instruction for gifted learners. Support teachers with implementing resources and tools that support GT identification of students, and ensure student achievement.	W	15%
3. Research, coordinate, and implement effective practices for gifted identification, to include: supporting schools in the development/collection of a Body of Evidence (BOE); evaluating students’ BOE to make a gifted identification determination; communicating and supporting students and families; and supporting department goals for identifying students who are typically underrepresented in gifted programs.	W	15%
4. Assess needs, design, deliver and evaluate professional learning that aligns with district, state, and/or national standards or curriculum frameworks while emphasizing best practice instruction and high quality indicators of gifted programming. Provide professional learning support, training, coaching, and walkthroughs with administrators and teachers to discuss gifted instructional practices and GT programming. Support teachers and school leaders with questions and needs related to standards, curriculum, instructional design, assessments, data analysis, and formative practice in support of gifted learners.	W	15%
5. Support teachers and GT staff in effective use of curriculum documents as they design differentiated lessons for students. Support and instruct teachers in effective lesson design based on standards and examination of student data at the classroom level, adjusting as needed to meet student needs.	W	15%
6. Support the Director to plan and lead GT specific professional learning and meetings. Communicate information to all district stakeholders.	W	5%
7. Support the Director with oversight for Exceptional Children Education Act (ECEA) compliance for gifted populations.	M	5%
8. Support the AAGS Director in the coordination, development, implementation, and assessment of the District’s GT Comprehensive Program Plan to gauge curriculum effectiveness, program impact, and funding needs. Support the coordination of all reporting and record keeping required for any state or district reporting or grants. Respond to teacher, school, parent, and community needs including informal requests. Actively partner with community members and organizations.	W	5%

Work collaboratively with other content coordinators and district leaders to support and improve instructional practices and curriculum implementation		
9. Perform other duties as assigned.	Ongoing	5%
TOTAL		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree required; preferred in gifted education.
- Five (5) years of experience in education. Minimum of three (3) years of experience in gifted education.
- Administrative experience, principal experience preferred.
- Previous successful experience working with adult learners preferred.
- Coursework in Linguistically Diverse Education preferred.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado Teacher’s license.
- Colorado endorsement in gifted education
- Colorado Principal License preferred.
- Valid Driver’s License

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Deep knowledge of gifted & talented programs, services and curriculum implementation.
- Knowledge of, and proven ability to, implement instructional best practice.
- Knowledge of legal issues and requirements related to gifted & talented and the Colorado Department of Education.
- Demonstrated skills in working with district staff, parents and students on issues related to advanced learners.
- Knowledge of standards based education.
- Demonstrated ability to work effectively as part of a team.
- Ability to make appropriate data based decisions.
- Ability to travel between district locations.
- Ability to facilitate professional learning related to content area.
- Excellent oral, written, and public speaking communication skills.
- Ability to use word processing and spreadsheets.
- High level of interpersonal skills.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cyber-security with respect to student and staff data, and related information systems.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and associated technology.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Gifted Services and Advanced Academics Director	30ACDR

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	This job does not have an supervisory responsibilities		

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Develop, manage, and responsible for content area district and grant budget.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit			X	
Use hands and fingers to handle and/or feel		X		
Reach with hands and arms	X			
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds		X		
Up to 50 pounds	X			
50 to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate			X	
Copy		X		
Coordinate		X		
Instruct			X	
Compute		X		
Synthesize			X	
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	X
Close vision (clear vision at 20 inches or less)	
Distance vision (clear vision at 20 feet or more)	
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	X
Moderate	
Loud	
Very Loud	