

JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

SUPERVISORS – EDUCATIONAL

**1783 Supervisor of Gifted and
Talented Programs**

Page 1 of 6

**JOB TITLE: SUPERVISOR OF GIFTED AND TALENTED
PROGRAMS**

**REPORTS TO: Assistant Superintendent of Early Childhood and Special
Programs**

SUPERVISES: Department and School Staff as designated

NATURE AND SCOPE OF JOB:

The Supervisor of Gifted and Talented Programs leads the development, organization, implementation, coordination, and evaluation of the grades K-12 instructional programs as they pertain to Gifted/Talented Programs, Honors and Advanced Placement courses. The Supervisor also acts as a generalist to ensure that all students meet and exceed the Common Core Standards. The Supervisor of Gifted and Talented Programs will also work with school principals, in consultation with parents, teachers, school counselors and other appropriate personnel, and will have the prime responsibility for decisions in relation to the education of gifted and talented students.

QUALIFICATIONS:

The Supervisor of Gifted and Talented Programs shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq. and N.J.A.C. Title 6 Chapter 11, with teaching and/or supervisor endorsement (N.J.A.C. 6:11-9.3 and 9.6) in the respective field preferred.
 2. Hold a Master's Degree from an accredited college or university.
 3. Have at least five (5) years of successful teaching experience and two (2) years excellent administrative experience.
 4. Have experience with curriculum development, standards, and assessment.
 5. Have experience in educational leadership for classroom management techniques and a variety of effective instructional strategies.
 6. Have experience with development of program and coordination of instructional and support staff.
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JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

SUPERVISORS – EDUCATIONAL

**1783 Supervisor of Gifted and
Talented Programs**

Page 2 of 6

7. Demonstrated ability of program planning and ability to establish and manage budgets.
8. Demonstrate knowledge and understanding of curriculum and program assessment, program development and evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
9. Have knowledge of best instructional practices in helping all students achieve high standards.
10. Hold a valid driver's license with no serious violations.
11. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
14. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternates to the above qualifications as the Superintendent may deem appropriate.

VERIFICATION OF COMPETENCY:

1. District application and resume.
 2. Required documentation outlined in the qualifications above.
 3. A minimum of three letters of reference from former employers, teachers, professors, or other professional sources, or copies of recent evaluations of teaching and administrative performance.
 4. Official College Transcripts.
 5. Writing sample.
 6. Employment interview.
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JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

SUPERVISORS – EDUCATIONAL
1783 Supervisor of Gifted and
Talented Programs
Page 3 of 6

EMPLOYMENT TERMS:

The Supervisor of Gifted and Talented Programs shall be employed under the following terms:

1. Work year of twelve months.
2. Salary or hourly wage, benefits, and leave time as negotiated.
3. Conditions established by Laws and Codes of the State, and Policies, Rules and Regulations established by the Board of Education (N.J.S.A. 18A:27-4 et. seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Supervisor of Gifted and Talented Programs shall:

1. Work cooperatively with directors, supervisors and grades K-12 principals to ensure that instructional programs and services are coordinated in the schools and are administered uniformly and equitably.
 2. Plan, organize, implement, supervise, coordinate, and evaluate programs in the Common Core Standards that ensure that each student meets and exceeds the Standards. Leadership of the program will include:
 - Use of data to identify student and instructional goals
 - Vertical and horizontal articulation of skills and content sequence
 - Coordination among the curriculum areas
 - Evaluation and selection of instructional materials and equipment
 - Budget development and implementation
 3. Provide leadership and coordination in the development of curriculum and the implementation of Gifted/Talented Programs, Honors and Advanced Placement courses; evaluating the program and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
 4. Implement a program that ensures qualitatively different instruction designed to meet these needs through a combination of direct instruction, staff development activities, curricular consultation, and development of community resources, with an emphasis on integration with regular education, communication with parents, compliance with state guidelines, and continual program evaluation and development.
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JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

SUPERVISORS – EDUCATIONAL

**1783 Supervisor of Gifted and
Talented Programs**

Page 4 of 6

5. Foster the development of higher order thinking skills in all children through staff development activities, model instruction within regular education classrooms, and conjoint curricular planning with regular instructional staff to encourage students to define individual goals and accept the responsibility for learning.
 6. Provide opportunities for effective staff development that address the needs of the instructional programs, including workshops, conferences, visitations, demonstration lessons, and sessions in which the staff shares successful strategies and practices.
 7. Standardize the selection process of students participating in Gifted and Talented Programs and Honors and Advanced Placement Courses using criteria including, but not limited to, assessment data, report card grades, and teacher recommendation.
 8. Develop and establish processes to review the progress of each individual student and ensure feedback to parents, administrators, and teachers.
 9. Maintain liaison with content supervisors in language arts and mathematics to ensure consistency of best practices district-wide (90-minute literacy block, etc.).
 10. Establish and promote high standards and expectations for students and staff so that all students will attain the Common Core Standards and benchmarks.
 11. Identify and plan professional development activities based on classroom observations and teacher feedback.
 12. Develop guidelines and collect data for program evaluation.
 13. Evaluate existing programs to determine if program goals are being met.
 14. Plan and assist in the retrieval, summarization, and analysis of all required reports.
 15. Coordinate the selection of instructional materials and ordering process for the Gifted and Talented Program and Honors and Advanced Placements courses.
 16. Construct budgets that support new and existing programs.
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JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

**SUPERVISORS – EDUCATIONAL
1783 Supervisor of Gifted and
Talented Programs
Page 5 of 6**

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made while performing this job, the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
 2. Occasional exposure to a variety of weather conditions.
 3. Exposure to heated/air conditioned and ventilated facilities.
 4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
 5. Function in a workplace that is usually moderately quiet but that can be noisy at times.
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JOB DESCRIPTION

—— PATERSON —— BOARD OF EDUCATION

SUPERVISORS – EDUCATIONAL
1783 Supervisor of Gifted and
Talented Programs
Page 6 of 6

EVALUATION:

The Assistant Superintendent of Early Childhood and Special Programs shall evaluate the Supervisor of Gifted and Talented Programs in accordance with Policy No. 3223 and Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.



Approved

3/15/13

Date