Adams 12 Five Star Schools

Job Description
Prepared/Revised: **July 2026**

Job Title:	**Director, Gifted Services and Advanced Academics**	Job Code:	**30ACDR**
Job Family:	**Certified**	FLSA Status:	**Ex - A**
Pay Program:	**Administrative**	Pay Range**:**	**L 18**
Typical Work Year:	**12 months**		

SUMMARY: Serve as part of the learning services team whose primary responsibilities are to support schools, lead a comprehensive vision for teaching and learning and to model the way regarding best practices across the district. Provide district-wide leadership to schools and other departments in the implementation of standards-based education aligned to the Colorado Academic Standards and the important shifts in the Common Core. Lead the Advanced Academic & Gifted Services (AAGS) department in best practice delivery of services to gifted & talented (GT) and advanced learners. Supervise and monitor the advanced academic and gifted services team and ensure compliance with all state expectations, regulations, policies and budgets; monitor student results related to AAGS initiatives and provide guidance and suggested next steps to district leadership based on data and research. Partner with key stakeholders across learning services to develop educational targets, monitor legal issues, and ensure assessment plans are appropriately implemented. Responsible for ensuring district-wide compliance around federal, state, and District and Board of Education policies.

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. Support schools, educational leaders, and teachers in the identification, assessment and programming of advanced academic and gifted learners. Support teachers in learning and implementing best practices for gifted learners. Meet with school GT coordinators to assist in the coordination and improvement of school-based programs and services and to develop innovative programming options and instructional strategies to attract and retain district students. Work with learning services coordinators to develop alternative and advanced learning pathways in all content areas to ensure that *all* students achieve meaningful growth.	D	20%
2. Work collaboratively with directors in Learning Services to lead stakeholder engagement, strategy development, and implementation of standards-based education. Create, lead, support and facilitate district-wide implementation of effective differentiated, standards-aligned instructional practices across all content areas and support tiered interventions. Work collaboratively with the director of professional learning to develop and delivery effective professional learning to all stakeholder groups.	D	20%
3. Assist in hiring and supporting GT and international baccalaureate (IB) coordinators; partner with the professional learning director to ensure GT and IB coordinators are effectively trained and provide effective coaching support for teachers on instructional best practices in supporting gifted and advanced ability learners, curriculum changes, resource alignment and data analysis.	D	10%
4. Oversee implementation and support of IB, advanced placement (AP), and other programs designed to meet the needs of advanced learners, working with principals, building leadership and Learning Services to ensure compliance with all state regulations and integration with district initiatives.	D	10%
5. Collaborate with the assessment department in the development of a district vision for assessment literacy, assessment procurement and/or development, as well as the professional development and support needed for schools to successfully utilize and implement assessments. Collect, analyze, and evaluate student data. Maintain process for student progress monitoring, program evaluation, and continuous improvement for gifted and advanced ability learners.	D	10%
6. Keep abreast of most current research and state/national information regarding gifted learners in order to lead the department and district in best practices. Ensure compliance with federal, state, and district requirements including GT identification and advanced learning plan (ALP)	D	5%

procedures. Serve as liaison for district with other departments, schools, parents, community, and outside agencies. Attend state and regional coordinators' meetings as appropriate.		
7. Monitor student achievement data in the area of advanced academics and gifted services; gather feedback from teachers and administrators regarding professional development, curriculum and curricular resources to ensure continuous improvement of resources, tools and professional learning. Ensure broad stakeholder engagement in decision-making and voices from schools in the development, refinement and/or procurement of curricular resources and professional learning supports.	W	10%
8. Hire, supervise and evaluate any certified staff assigned to the district AAGS team in the Learning Services Department. Develop clear outcome measures for certified staff and align their central work with support for schools, resulting in an increase in student achievement. Meet regularly with department to communicate work priorities, to assign roles and responsibilities, and to monitor progress.	M	5%
9. Develop and manage budgets and other resources related to advanced academics and gifted services; serve on district budget committees developing district-priorities to ensure alignment with instructional strategies and program priorities. Compile, summarize data, and submit all annual reports required by CDE and district leadership. Interpret and communicate federal and state law, district policy, or procedures related to advanced academic and gifted learner instruction, curriculum, use of educational materials, and required school procedures and reports.	W	5%
10. Perform other duties as assigned.	Ongoing	5%

EDUCATION AND RELATED WORK EXPERIENCE

- Master's degree in gifted education preferred.
- Minimum of five (5) years of experience in education. Minimum of three (3) years of experience in gifted education. Administrative experience, principal experience preferred.
- Experience working with a large organization to achieve the vision.
- Must successfully complete the current district training courses for supervision of classified staff within one year of entering position.
- Proficiency in a second language preferred.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Colorado Principal licensure
- Colorado endorsement or masters in gifted education required within 24 months after entering position.
- Must be willing to meet all CDE requirements for gifted education director endorsement if/when in effect.
- Ability to frequently travel among district facility locations

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of gifted & talented and special education programs, services and curriculum implementation.
- 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.
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage and prioritize multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Excellent oral and written communication and interpersonal relations skills.
- Strong facilitation, presentation, coaching and problem solving skills
- Advanced knowledge of instructional practices in specific content areas, supervision practices, program administration, data analysis, school improvement and assessments.
- Demonstrated understanding of adult learning theory, change management and program development/education reform
- Demonstrated understanding and appreciation of diversity.
- Demonstrated instructional leadership skills including the ability to articulate a clear vision for a district program and move toward full implementation of an initiative.
- 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 ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.

- 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.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with office/administrative application and web page application software.
- 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:	Curriculum and Instruction Executive Director	3066

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	Gifted & Talented Services Staff	2-3	varies
	Administrative Assistant	1	070716

- Supervisory responsibilities include hiring, disciplining, terminating, directing work, assigning work, training and evaluating.
- Responsible for assisting with planning, assigning and directing work; assisting with rewarding, disciplining and terminating employees; and assisting with addressing complaints and resolving problems.

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			
Up 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	
Moderate	X
Loud	
Very Loud	