



Poudre School District

HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Gifted and Talented Coordinator**
Job Family: **Professional**
Prepared/Revised Date: **April 27, 2017**

FLSA Status: **Exempt**
Pay Range: **A/P Schedule-R**
Job Code: **21232**

SUMMARY: Responsible for the Gifted and Talented (GT) identification process and the GT student Advanced Learning Plans (ALPs). Support and facilitate programming for gifted students, organize and facilitate professional development for teachers/administrators in gifted education, and manage the administrative unit CDE budget for gifted Education. This position assists students, parents, teachers, administrators, and the community in meeting the needs of gifted learners.

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.*

Description of Job Tasks	Frequency	% of Time
	Daily = D Weekly = W Monthly = M Quarterly = Q Annually = A	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Develop and maintain positive partnerships and communication with GT parents, educators, administrators, and members of the community. Facilitate GT Advisory Board, consisting of teachers, parents, administrators and community members.	D	35%
2. Supervise, coordinate, support, train and evaluate gifted and talented Identification Specialists. Assist with mentoring newly hired GT teachers. Support building principals in the evaluation of GT Site Coordinators.	D	12%
3. Develop, evaluate and maintain identification process that meets CDE criteria. Train and assist GT Site Coordinators and GT Identification Specialists in the identification process, including the identification of twice-exceptional students and students from under-represented populations. Monitor and supervise the gifted referral process, including communication with parents, teachers and students. Assist with Whole Grade Acceleration process.	D	10%
4. Direct the development and maintenance of a system-wide program plan, ensure that the regulations of the GT program plan are upheld and oversee GT program evaluation. Prepare and submit all required state reports, including CDE reports. Disseminate disaggregated GT student growth data to stakeholders.	D	10%
5. Plan the implementation of GT curriculum and Advanced Learning Plans (ALPs) cooperatively with GT teachers/counselors, classroom teachers and principals in accordance with CDE gifted and talented guidelines. Integrate the social-emotional needs of gifted learners into ongoing GT programming options.	D	10%
6. Supervise the identification of gifted and talented learners in accordance with Colorado Department of Education's (CDE) gifted and talented guidelines. Provide leadership to gifted and talented teachers/counselors in monitoring student progress in gifted and talented programming.	D	10%
7. Supervise the development, purchase, and/or processing of district GT assessment materials in accordance with CDE guidelines for identification.	D	5%



8. Maintain and coordinate GT budget. Prepare, administer and monitor state GT funding grant from CDE; write and process annual GT Universal Screening grant; approve and manage GT mini-grants to schools. Oversee GT student database.	D	5%
9. Attend work and arrive in a timely manner.	D	1%
10. Perform other duties as assigned.	Ongoing	2%
	TOTAL=	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree in Gifted and Talented Education
- Five years of GT teaching and program experience

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado driver’s license
- Colorado Principal or Administrator’s License

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of education pedagogy and assessment related to able learners and others with special needs
- Knowledge of best practice in delivering talented and gifted services within the framework of a results-driven system
- Knowledge of performance evaluation in the talents and gifted area
- Ability to plan, organize, lead, and execute complex tasks from a systems orientation
- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Preparing and maintaining accurate student records
- Advanced knowledge of instructional practices in specific content areas, program administration, data analysis, school improvement and integrating computers into instruction
- Critical thinking and problem solving skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to participate and work in a team environment
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- 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 peripherals
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	Gifted and Talented Facilitator	3



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 to finger, handle or feed				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	