**JOB DESCRIPTION FOR: Gifted and Talented Education Coordinator**

REPORTS TO: Assistant Superintendent for Student Learning

QUALIFICATIONS: Kentucky Teacher Certification with Gifted Education Coordinator Approval

GENERAL RESPONSIBILITIES:

Oversees district gifted and talented education K-12; provides leadership and ensures district compliance with statutes and regulations for categories of intellectual, specific academic, creativity, leadership, and visual and performing arts.

DUTIES:

A. Administrative and Organizational Management

1. Coordinates the identification, selection, and placement of students.

2. Confers with the principals and/or teachers on student evaluation as requested.

3. Provides appropriate and regular reports concerning the program to the Assistant Superintendent for Student Learning, Superintendent, and Board of Education.

4. Conducts an on-going evaluation of the program and makes recommendations to the Assistant Superintendent regarding operation of the program.

5. Develops an improved understanding of gifted students' educational needs on the part of teachers, administrators, and parents and interprets the educational needs.

6. Works with principals in organizing and coordinating gifted education in their buildings in order to influence horizontal and vertical continuity and articulation of the gifted education program throughout the district.

7. Compiles statistical data on student evaluation.

8. Prepares a budget for the program and supervises its disbursement.

9. Chairs the local Advisory Council, consisting of school personnel and parents, in order to identify students and make other decisions pertinent to the program.

10. Disseminates information concerning opportunities for gifted children to parents, students, and staff.

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**JOB DESCRIPTION FOR: Gifted and Talented Education Coordinator**

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11. Prepares reports, summative evaluations, and grant applications required by the Kentucky Department of Education.

12. Serves as a Central Office liaison to SBDM Councils, administrators, teachers, parents, and community.

13. Other duties as assigned.

B. Development of Curriculum and Supervision

1. Assists in curriculum development, implementation, and revision.

2. Serves at the request of building principals as a gifted education consultant to teachers.

3. Performs in-service and/or faculty meeting reports as needed to inform staff of changes and/or trends in gifted education.

4. Exhibits an active involvement in gifted education, an awareness of current trends, an appropriate training in the assigned areas of instruction.

5. Keeps current with educational developments and literature in the field of gifted education and participates in state and national professional seminars devoted to the advancement of gifted education.

6. Becomes involved in on-going special training for gifted education.

7. Provides recommendations to teachers for revision of goals and instructional objectives to more fully accommodate student needs.

8. Aids in locating and evaluating materials and equipment needed to meet instructional objectives.

9. Other duties as assigned.

C. Instructional Leadership

1. Meets with students that have been identified as being capable of work in the area of competence at a higher level than that of the regular curriculum offering.

1. Supports teachers in setting up problems, experiments, projects, and activities related to student needs, interests, and capabilities as indicated.

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**JOB DESCRIPTION FOR: Gifted and Talented Education Coordinator**

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3. Supports teachers in identifying areas of student strengths and weaknesses and plans further learning experiences and activities accordingly.

4. Supervises students in the preparation and execution of independent student projects in the area of special competence.

5. Arranges for field trips as appropriate and feasible.

6. Notifies and/or meets with parents to discuss student progress as requested or needed.

7. Works with gifted children and youth, with an appreciation of the characteristics of the gifted and a willingness to be flexible, to be questioned, and to learn from the pupils, teachers, administration and parents.

8. Shows enthusiasm about gifted education and actively promotes gifted education in the community.

9. Shows flexibility in attitude and seeks new approaches in providing for the needs of the gifted.

10. Provides opportunities for parent involvement and communicates with district leaders regarding gifted education issues.

11. Works to gain additional funding from community resources.

12. Plans and meets the needs of gifted students in a variety of ways so that the needs of gifted students who are not participating in the pull-out program are also met.

13. Other duties as assigned.

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APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION February 5, 1990

REVIEWED, REVISED AND RE-ADOPTED: *February 16, 2016*

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