



JOB DESCRIPTION

JOB TITLE: **District Gifted Program Coach (PreK-12)**

Position Type: <b>Certified</b>	Department: <b>Curriculum, Instruction &amp; Assessment</b>
Salary Schedule: <b>Certified</b>	Reports to: <b>Manager, Gifted &amp; Advanced Academics</b>
Term of Employment: <b>10 months</b>	Location: <b>Schools</b>
Date: <b>July 24, 2023</b>	Approved by: <b>Human Resources</b>

**POSITION SUMMARY:** To work in a partnership with the Manager of Gifted and Advanced Academics, Gifted Specialists, and Gifted Cluster Teachers in accordance with the district’s vision and mission to promote student achievement with gifted and advanced learners. The District Gifted Program Coach will work in coordination with the Gifted Manager to enhance gifted identification testing, provide coaching and co-teaching support for Gifted Cluster Teachers, and develop/ present professional development training to school staff in order to meet the academic and social and emotional needs of gifted and advance learners throughout the district.

*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.*

**ESSENTIAL FUNCTIONS:**

- Demonstrates an understanding of the gifted and general education curriculum, subject content, and the developmental needs of gifted and advanced learners by providing relevant learning experiences.
- Coordinates with the site Gifted Specialist and Gifted Cluster Teachers to develop a plan of support unique to each school.
- Supports the school’s Continuum of Gifted Services and schedule to provide onsite coaching, co-teaching, and mentoring support for Gifted Cluster Teachers.
- Works with Gifted Cluster Teachers to support the planning of instruction using the state’s standards, the district curriculum, effective gifted strategies, resources, and data to meet the needs of gifted and advanced students.
- Provides coaching and co-teaching support for Gifted Cluster Teachers using a variety of technology, resources, and routines that are conducive to meeting the needs of gifted learners.
- Provides quarterly general educator training that reflects areas of program emphasis within Gifted Services.

- Assumes a Case Manager Role in supporting Gifted Specialists with monitoring gifted student data to ensure academic and social and emotional success.
- Assists with gifted testing to preserve Gifted Specialist and Gifted Cluster Teachers' instructional time in the classroom.
- Remains current with the latest research in the field of gifted education by attending relevant state and local gifted professional development trainings.
- Attends all required district gifted professional development and meetings.
- Meets any additional specific job requirements as identified by the school administration or Gifted Services Manager.

**MARGINAL DUTIES:**

- Other job related duties as assigned by the supervisor.
- Adheres to legal and procedural guidelines (i.e. Board Policy, EL, and Special Education).
- Meets all professional obligations, responsibilities and deadlines.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Works cooperatively with all staff members.

**SUPERVISORY RESPONSIBILITIES:**

- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Ability and desire to provide outstanding customer service.
- Ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must be collaborative with professional colleagues in the planning and delivery of instruction.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must maintain a well-groomed appearance and follow the DVUSD Dress Code.
- Must have a basic knowledge of computers.

### **CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:**

- Must possess a Full Gifted Endorsement.
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must demonstrate a minimum of Advanced-Low Proficiency in *at least one language* (as assessed by a nationally recognized language proficiency exam such as the Stamp Pro or ACTFL's OPIc, WPT, Listening and Reading tests).

### **EDUCATION AND/OR EXPERIENCE:**

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Must have experience teaching gifted students.

### **LANGUAGE SKILLS:**

- Strong ability to read, analyze and interpret state standards and student data, general business periodicals, or professional journals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.
- Ability to modify content vocabulary/idiomatic expressions that may impede comprehension.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

### **MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

### **REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

### **PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or

crawl.

- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COMMENTS:**

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.