### **JOB DESCRIPTION**

**POSITION TITLE:** 

Supervisor, Gifted and Talented

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

27

**BARGAINING UNIT:** 

**ESMAB** 

# **QUALIFICATIONS:**

**EDUCATION:** 

An earned master's degree from an accredited institution. Must have completed the gifted endorsement and have a minimum of three graduate-level courses in exceptional student education, core content, college and career planning, and/or pedagogy. Doctorate preferred.

**EXPERIENCE:** 

Minimum of five (5) years within the last ten (10) years of successful educational experience which includes three (3) years of required experience with successful application of diagnostic/differentiated approaches to instruction that involve acceleration and enrichment, and communication and implementation of policies and statutes.

<u>ADDITIONAL</u> REQUIREMENTS:

**REQUIRED:** 

Valid Florida Teacher Certificate with gifted endorsement. Excellent oral and written communication skills. Strong technology, data analysis, and system design skills with the ability to integrate technology into effective instructional practices.

PREFERRED:

Grant writing skills. Bilingual skills preferred.

**REPORTS TO:** 

Director, College and Career Readiness

SUPERVISES:

Staff as assigned

POSITION GOAL:

To provide quality leadership to school district personnel in the system design, on-going coordination, development, supervision, auditing and improvement of gifted and talented instructional program for Grades K-12 to enhance learning opportunities, maximize student achievement and college/career readiness.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

# The Supervisor, Gifted and Talented shall:

- 1. lead the design, implementation, auditing, and improvement of systems to implement instructional best practices in gifted and talented instruction with particular attention to the instruction of cognitive skills that underlie the Common Core State standards at all levels.
- 2. facilitate curricular alignment and ensure cyclical and timely system revisions.
- 3. communicate the scope of District and statutory requirements regarding gifted and talented instruction to school district personnel.
- 4. ensure compliance and quality in all aspects of gifted and talented education through effective system management practices.
- 5. work collaboratively with colleagues to ensure effective student transitions between elementary and secondary schools, paying particular attention to the horizontal and vertical continuity and articulation of the K-12 instructional program.
- 6. analyze and present student data to inform and plan instruction that meets the targeted and differentiated needs of gifted students.
- 7. develop and supervise delivery of professional learning for teachers related to gifted and talented education through a variety of cost-efficient and effective delivery methods utilizing current technology.
- 8. ensure all division/department priorities and projects assist in achieving the District's Strategic Plan.
- 9. build capacity for college and career readiness in all stakeholders by coordinating and providing a systematic and continuous program.
- 10. analyze both standardized and authentic student assessment results to inform instructional enhancements and develop and implement recommendations for improvement that meet targeted and differentiated needs of all students.
- 11. plan and manage project implementation and meet project milestones and benchmark deadlines while staying within budget.
- 12. communicate effectively to school personnel, parents, and community applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs.
- 13. provide support to cross-functional collegial teams as necessary and assigned. Build rapport, collegiality, and relationships among staff members in a manner that positively impacts the school culture and supports the belief that all students can and will learn.
- 14. identify areas for improvement, which need to be addressed on a District-wide basis and initiate problem-solving protocols through department supervisor.
- 15. model the use of technology to increase and to enhance the academic experience.
- 16. perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- 17. participate successfully in the training programs offered to increase the individual's

skill and proficiency related to the assignments.

- 18. review current developments, literature and technical sources of information related to job responsibility.
- 19. ensure adherence to good safety procedures.
- 20. follow Federal and State laws, as well as School Board policies.
- 21. perform other duties as assigned by the Director, STEM and Instructional Resources or designee.

# SIGNIFICANT CONTACTS - frequency, contact, purpose, and desired end result:

Serves as a liaison to the U.S. Department of Education, the Florida Department of Education and the business community to advance the interests of the District relative to gifted and talented education. Frequent coordination and collaboration with staff across the District, state, and schools in planning, coordinating, implementing and monitoring the effectiveness of gifted and talented instruction to meet student needs. Regular meetings with parent and community groups to represent the District and communicate gifted and talented education related information.

### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Performance will be evaluated in accordance with Board Policy.

# **Position Factor Listing**

Supervisor, Gifted and Talented Point Range: 945 – 994

### **Position Factors**

# 1. Knowledge: Combined required minimum education/experience for competent performance

	<u> Experience Range - Years</u>		
<b>Education</b>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Organization Contact Level			
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

### \*Definitions

1 – Immediate workgroup

**2 –** Outside of immediate workgroup

3 – Assistant/Associate/Deputy Superintendents 4 – Superintendent, School Board; critical external

4 – Superintendent, School Board; critical external parties

- 3. Problem Solving: Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

# Point Factor Listing (Cont.)

Supervisor, Gifted and Talented Point Range: 945 – 994

# 4. **Decision Making Freedom:** Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

# 5. Position Impact: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

**Position Analysis Criteria** 

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D/2	C/4	D	С	С