

JOB DESCRIPTION

TITLE DIRECTOR OF ADVANCED STUDIES AND GIFTED LEARNERS, K-12

QUALIFICATIONS

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.

Education/ Experience	Master's Degree required. A minimum of five years teaching and leadership experience in the field of gifted education or advanced studies. Familiarity with a variety of applications of technology and broad instructional design. Ability to plan and facilitate a group to achieve desired outcomes. Ability to provide leadership in the development of curriculum. Knowledge of sound approaches and processes for curriculum and staff development. Knowledge regarding programs designed to support the needs of gifted and advanced students (AVID, AP Laureate, AICE, etc.) Ability to train teachers in instructional strategies, use of technology, real-world applications, and hands-on approaches to teaching. Basic computer skills required (e.g., ability to use email, ANGEL, and DataWarehouse).
Language Skills	Ability to read, analyze and interpret the most complex documents. Ability to respond effectively to most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups and/or school board.
Mathematical Skills	Ability to calculate figures and amounts such as proportion, percentages and salary calculations.
Certificate/License	Eligible for Florida Certification
Reasoning Ability	Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Physical Demands The physical demands described here 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. While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, talk, and hear. The employee occasionally lifts and/or moves up to 25 pounds. Specific vision ability required by this job includes close vision, distance vision, and the ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment by the District.

Work Environment 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. The noise level in the work environment is usually moderate.

REPORTS TO Executive Director of Secondary Programs

GENERAL RESPONSIBILITIES

Develops, implements, evaluates and articulates a K-12 program to meet the needs of advanced and gifted students.

SPECIFIC RESPONSIBILITIES

1. Provides leadership in the Gifted and Advanced Studies programs, K-12.
2. Plan, organize, manage, and direct the implementation and improvement of programs designed for K-12 students to succeed in academically rigorous coursework (see list); create, enhance, and expand the design of these initiatives; evaluate the efficacy of these initiatives:
 - AP Laureate Program
 - AVID
 - Pre-Laureate Program
 - Study Skills
 - Springboard
 - Academic Competitions
 - Gifted Program K-12, including both identification and programming to meet the unique needs of gifted learners

3. Implements and monitors grant programs, budgets and reports.
4. Designs and arranges for the delivery of staff development in assigned content areas, including the Gifted Endorsement program and ongoing staff development opportunities for administrators, teachers, and support personnel.
5. Identifies and disseminates relevant research to help guide instructional decisions, including reviewing and/or conducting educational research on the effectiveness of current programming options for advanced and gifted learners.
6. Works collaboratively with the instructional services department and other staff to provide coordinated program support to schools.
7. Designs, implements, and evaluates instructional programs and identifies appropriate programming decisions and instructional strategies and materials in accordance with local, state, and national standards.
8. Supports the identification and implementation of assessment practices, which will drive instruction and provide close alignment with school improvement, standards, and district expectations. This includes the oversight of district-wide screening procedures, including NNAT2 testing.
9. Assists with budgetary decision-making for schools and district staff in the assigned content areas.
10. Serves as a member of committees as assigned.
11. Serves as a support team member for designated schools.
12. Monitors trends and developments in regional, state and national organizations and state and federal departments of education for local impact on public education.
13. Assists the staff and the public in understanding state regulations and legislation related to gifted education.
14. Directs the work of Gifted Specialists.
15. Performs other duties as assigned.