

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM FACILITATOR/DIAGNOSTICIAN ACADEMICALLY GIFTED**

#### **GENERAL STATEMENT OF JOB**

Under general or occasional supervision, performs a variety of tasks to assure appropriate services for Academically Gifted students in Guilford County Schools. This position serves as a link to administrators, principals, staff, and Academically Gifted teachers to monitor a rigorous, differentiated curriculum. The employee plans, executes and oversees the evaluation services needed to find students eligible for the Academically Gifted and nurture initiatives programs. Work involves planning and managing evaluation services, records, resources, and staff development, in order to facilitate a comprehensive program of service to students referred for placement in the Academically Gifted Program. Employee is also responsible for working with others to accomplish the goals and objectives of the district's Academically and Intellectually Gifted Plan and serves as a communication link to school personnel, parents, and community. Work requires the use of technological skills necessary to maintain and to analyze a current and comprehensive database of the status of all eligible and potential Academically Gifted students to monitor academic growth, provide pertinent information, and assess progress toward increasing minority representation. Reports to the appropriate supervisor.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Works with colleagues to accomplish the goals and objectives of the district's Academically and Intellectually Gifted Plan.

Consults with parents and teachers regarding the evaluation of students referred to the Academically Gifted program.

Maintains a current database of the status of Academically Gifted students.

Participates in the support of staff development for Academically Gifted teachers, classroom teachers and administrators.

Provides cognitive coaching to monitor and maintain a rigorous curriculum for Academically Gifted students.

Assists school personnel with the best teaching practices to increase the number of underserved students in Academically Gifted classes.

Maintains and updates knowledge and skills related to identification and instruction of Academically Gifted students.

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Serves as a link to administrators, principals, staff, and Academically Gifted teachers to monitor a rigorous, differentiated curriculum for Academically Gifted students and to nurture the potential of all students.

Monitors referrals and services for underserved students.

Serves as a member of a system-wide oversight committee to review eligibility decisions made by school based teams.

Uses current models of curriculum to enhance instruction and to improve student achievement.

Explores new ways to find and to expand upon the use of alternative assessments.

Provides information to school personnel to assure a consistent educational program for Academically Gifted students.

### **ADDITIONAL JOB FUNCTIONS**

Attends workshops and conferences on best practices.

Writes, plans and presents staff development on best practices.

Participates in all phases of implementation of nurture and portfolio initiatives to increase the number of underserved students in Academically Gifted classrooms.

Monitors classroom strategies.

Assists with the implementation of AG math and ELA curriculum.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's Degree in Education, Counseling, Psychology, Special Education, or a related field. The position requires a NC Teaching License, a minimum of 3 years as a teacher, and certification in gifted education. The job requires a broad knowledge of testing/assessment and interpretation of educational data. The position of the diagnostician/program facilitator requires human relation skills needed to communicate with diverse individuals, groups, and organizations.

### **SPECIAL REQUIREMENT**

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative

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Procedure GA-P, “Drug and Alcohol Free Workplace,” which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communications:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

**Language Ability:** Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width, and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment

**Manual Dexterity:** Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shapes of color.

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**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

Computer skills including word processing and data management using both ACCESS and EXCEL programs.

Review cumulative records of new students to the county who show or have shown AL potential.

Educate parents regarding the policies and procedures of the AL program.

Provide schools, administrators, etc. with rosters, headcounts and nurture reports.

Consult with teachers and parents on students who are not meeting AL expectations and need intervention/academic counseling.

Help with providing best testing practices during countywide administration of the Cognitive Ability Test given to all 3<sup>rd</sup> graders.

Meet with TAL teams to review the needs of bright primary students who may need differentiation in the regular classroom or acceleration who are not of age to be served directly in the AL program pull-out program.

Keep abreast of current research and literature in gifted education and seek alternative assessments for diverse populations.

Serve as an advocate for the advanced learner program of GCS.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.