

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM FACILITATOR/DIAGNOSTICIAN ADVANCED LEARNER DEPARTMENT

GENERAL STATEMENT OF JOB

Under general or occasional supervision, performs a variety of tasks to assure appropriate services for Advanced Learners in Guilford County Schools. This position serves as a link to administrators, principals, staff, and Advanced Learner Curriculum Specialists to monitor a rigorous, differentiated curriculum. The employee plans, executes and oversees the evaluation services needed to find students eligible for the Advanced Learner and nurture initiatives programs. Through contact with the schools, the employee communicates information to administration, staff members, and parents. The employee also provides staff development to enhance services to meet the unique needs of Advanced Learners. 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 Advanced Learner Program. Employee is also responsible for working with others to accomplish the goals and objectives of the District's Plan for Advanced Learners 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 Advanced Learners to monitor academic growth, provide pertinent information, and assess progress toward increasing minority representation. Reports to the Coordinator for Advanced Learners.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Plans, executes and oversees the evaluation services needed to find students for the nurture programs.

Works with colleagues to accomplish the goals and objectives of the Districts plan for Advanced Learners.

Consults with parents and teachers regarding the evaluation of students referred to the Advanced Learner program.

Maintains a current database of the status of Advanced Learner students.

Participates in the support of staff development for Advanced Learner Curriculum Specialists, classroom teachers and administrators.

Provides cognitive coaching to monitor and maintain a rigorous curriculum for Advanced Learners and nurture students.

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

Maintains and updates knowledge and skills related to identification and instruction of Advanced Learners.

Serves as a link to administrators, principals, staff, and Advanced Learner curriculum specialists to monitor a rigorous, differentiated curriculum for Advanced Learners 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 Advanced Learners.

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 Bright Idea classrooms to increase the number of underserved students in Advanced Learner classrooms.

Monitors classroom strategies.

Assists with the implementation of Singapore math.

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.

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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 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

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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.

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 3rd 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.