

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: SUPERVISOR I - ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG)**

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

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing and monitoring the provision of services for K-12 gifted students as well as nurture opportunities for students with high potential. Employee will work to identify and implement best strategies for increasing AG identification of students from underserved populations. Work requires the use of communication and technological skills necessary to maintain and to analyze data. Employee ensures adherence to federal, state and local policies and procedures. Employee also coordinates with outside agencies and organizations, to support the implementation of the AIG Plan. Employee is responsible for working with others to accomplish the goals and objectives of the AG Department, including the organization and coordination of professional development for district staff and enrichment opportunities and camps for gifted students. Employee reports to the appropriate supervisor.

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

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

Employee will research best practices for identification and service delivery of gifted students in traditionally underrepresented populations.

Collaborates with universities, national and statewide gifted education associations and other school districts on identifications processes and service delivery options.

Work in conjunction with other district departments to ensure implementation of equitable classroom and identification practices to improve outcomes and access for all students.

Oversees the implementation and support of alternative pathways for eligibility.

Works closely with staff responsible for K-2 Talent Development to identify long-term procedures that will nurture academic readiness and have a positive impact on increased eligibility.

Collaborates with elementary and middle school teachers to differentiate instruction, provide academic enrichment, and modify curriculum.

Assists Executive Director and Research and Accountability in evaluation of the AIG identification processes and programmatic strategies, to identify trends for AG students with an emphasis on underserved populations.

Maintains district data on teacher certification, student identification, and program capacity.

## **SUPERVISOR I – ACADEMICALLY AND INTELLECTUALLY GIFTED**

Encourages increased participation and minority representation in teachers pursuing AIG licensure.

Collaborates with community stakeholders.

Serves as a liaison between the community, schools, and the AG department.

Manages resources needed to implement the AG plan.

Coordinates relevant staff development.

Coordinates and supervises the collection and treatment of data needed for the purposes of reporting, planning, and decision-making as it relates to underrepresented students in AG.

Monitors AIG program and creates reports that communicate the progress in summary. Presents information to parent groups, administrators, teachers, and Board of Education as needed.

Maintains on-going communication with other departments within Guilford County Schools, with other school personnel, with parents and other community groups and organizations.

Other duties and responsibilities as assigned by the Director of AIG and Assistant Superintendent of Teaching, Learning, and Professional Development.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's Degree in Education, Gifted Education or a related field. Certification in Gifted Education, and 5 years of experience working with gifted students either as a teacher or in an administrative capacity; or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities to supervise multiple programs, personnel, and budget related to the education of gifted students.

### **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.

## **SUPERVISOR I – ACADEMICALLY AND INTELLECTUALLY GIFTED**

**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, confidence and authority.

**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; and to express data in statistical nomenclature.

**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, presentation 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**

Thorough knowledge of federal, state and local policies and procedures regarding gifted students (academically gifted).

## **SUPERVISOR I – ACADEMICALLY AND INTELLECTUALLY GIFTED**

Considerable knowledge of School Board policies, procedures and standards regarding education of students in Guilford County Schools.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, and developments in the field of gifted education.

Considerable knowledge of the principals of supervision, organization and administration.

Working knowledge of testing and interpretation of educational data.

Skill in writing and speaking.

Ability to use common office machines and popular computer-driven word processing, spreadsheet, database and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop and implement appropriate programs for gifted learners.

Ability to select and to develop appropriate curriculum for gifted learners.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to coordinate and supervise the work of other professionals.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **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.