

# *Educational Service Center of Medina County*

## **Job Description**

**Title:** Gifted and Talented Coordinator

**Reports To:** Director of Curriculum and Gifted Services

**Supervises:** N/A

**FLSA Status:** NON-EXEMPT

### **Qualifications:**

- Holds a Bachelor of Arts degree in education from an accredited college or university.
- Possesses appropriate State of Ohio teaching certifications/license. K-8 or K-12 Teaching License with Gifted Intervention Specialist Endorsement and Administrative Specialist License
- Meets the applicable requirements of a highly qualified teacher under the No Child Left Behind Act within the appropriate timelines.
- Acquires alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate.
- Completes documented evidence of a clear criminal record.
- Possesses a valid Ohio driver's license.

### **Description:**

Researches, develops, maintains, and coordinates instructional programs of the county school system by working with local districts' staff members.

### **Key Functions:**

#### **Ethical and Professional Attributes and Behaviors:**

1. Implements the Educational Service Center of Medina County's philosophy of "Making yourself indispensable."
2. Cooperates with the philosophy and operational procedures of the local, city, or joint vocational school; nonpublic school; or other contracted agency.
3. Maintains a positive working relationship with personnel from the county and all contracted schools or agencies.
4. Represents the ESCMC and its service schools with professionalism at all times.
5. Demonstrates integrity and ethical behavior at all times.
6. Maintains confidentiality in all job-related discussions and communications.
7. Takes all necessary and reasonable precautions to protect equipment, materials, and facilities.

8. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
9. Is regular and prompt in attendance.
10. Dresses professionally and appropriately for the position. Exhibits personal habits and behavior that are professional and appropriate for the position.
11. Seeks opportunities to improve skills and grow professionally.
12. Attends and actively participates in all required/assigned training sessions, meetings, and other responsibilities.
13. Responds quickly to directives from the Superintendent.

**Essential Functions:**

1. Plans and implements countywide in-service programs, consultant services, workshops, and meetings with professional staff members.
2. Coordinates the development and implementation of policies, procedures, and plans for identified gifted and talented students as directed by the assigned district.
3. Serves as a communication link between all buildings K-12 as it relates to identification and delivery of services for gifted and talented students.
4. Assists school personnel in the planning of assessment, testing, identification, service options, placement, and guidance of gifted children.
5. Provides leadership and educational direction by meeting regularly with consulting teachers to establish and implement districtwide goals.
6. Coordinates enrichment programs and directs service activities for gifted children.
7. Provides consultation on curriculum development, teaching strategies, and appropriate materials for consulting teachers and classroom teachers in assisting gifted and academically able students.
8. Provides staff development to parents, mentors, aides, administrators, classroom teachers, consulting teachers, guidance counselors, and other coordinators regarding identification policies and procedures and the characteristics and educational and social-emotional needs of gifted children.
9. Disseminates information relating to current research, workshops, study groups, conferences, and courses in gifted education for consulting teachers, classroom teachers, guidance counselors, coordinators, and administrators.
10. Maintains required, accurate, and complete records.
11. Assists district personnel in evaluating, on a continuing basis, the strengths and opportunities for improvement of services for gifted children.
12. Prepares annual reports to meet local, state, and federal requirements (as requested by the district).

Ohio Revised Code 3324.01-.07 (law) and Ohio Administrative Code 3301-51-15 (rule)

1. Exhibits knowledge of *Ohio's Operating Standards for Identifying and Serving Gifted Students*.
2. Assists school personnel in the development, appropriate dissemination, evaluation, and revisions of *written education plans* for gifted students.
3. Assists school personnel in the development, appropriate dissemination, evaluation, and revisions of *written acceleration plans* for gifted students.

4. Insures that annual EMIS data is entered accurately and works with district EMIS coordinator as necessary.
5. Understands where to access information about gifted funding on the PASS form.
6. Monitors compliance with laws regarding gifted funding for the district.
7. Participates in the audit process as requested by the Ohio Department of Education (ODE).
8. Completes the Self-Report annually by July 15.
9. Maintains a SAFE account.
10. Coordinates with designated district staff member responsible for Ohio Education Directory System (OEDS) to insure accuracy of OEDS information.

### Identification

1. Guides the development of the district identification plan; reviews and submits revisions as needed.
2. Develops and coordinates the identification process (including whole-grade screening, individual referrals, and arranging for appropriate professional/private space for individual testing).
3. Assures that students from under-represented groups are included as equal participants in the identification process.
4. Monitors student transfers and requests for assessment.
5. Notifies stakeholders regarding access to referral forms and parent brochures.
6. Notifies parents about identification status within 30 days of receipt of results.

### Curriculum and Instruction

1. Incorporates findings of current research and best practices into curriculum development and classroom instruction.
2. Consults with school personnel regarding methods for developing and adapting curriculum, materials, and teaching strategies for gifted learners.
3. Guides school personnel in improving the academic progress of gifted students in the district.
4. Works with school leadership to promote advanced course offerings for gifted students.
5. Attends IEP meetings for twice-exceptional students.
6. Works with district curriculum staff to model appropriate teaching practices for gifted learners.
7. Conducts regularly scheduled staff meetings.
8. Works with district test coordinator and EMIS coordinator regarding testing requirements for accelerated students.
9. Monitors the academic progress of gifted students in the district through the use of all available data (e.g., value-added data).
10. Guides school personnel in the ongoing design evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted.
11. Follows Ohio Administrative Code regarding test security.

### Continuum of Services

1. Facilitates the development (or maintenance) of a continuum of gifted services for the district.
2. Involves appropriate stakeholders in the design of the continuum of gifted services for the district.
3. Participates in acceleration meetings.
4. Facilitates student placement.
5. Works with early entrance to kindergarten procedures that are aligned to the district acceleration policy.
6. Works with school leadership to promote credit flexibility.
7. Coordinates, supports, and/or promotes activities such as mentorships, internships, special seminars, career explorations, distance learning, summer enrichment opportunities, visual and/or performing arts experiences, and any other educational option designed for gifted and talented students.

### Supervision/Organizational Leadership

1. Supports and participates in the development and articulation of the district mission/vision and goals.
2. Has knowledge of the school improvement process (local report cards, value-added reports, CCIP, OIP, and local initiatives).
3. Coordinates the hiring of gifted intervention specialists as openings occur in the district.
4. Supervises and supports gifted intervention specialists in the district; evaluates teachers as outlined by the district teacher evaluation program.
5. Supervises and evaluates support staff assigned to the gifted services program.
6. Provides support to all school personnel on gifted education issues.
7. Works with building leadership to assure equitable work space is available for gifted services teachers.
8. Plans and monitors the gifted services budget.
9. Works with appropriate district personnel in the Treasurer's Department to insure that Final Expenditure Reports (FER) are completed as related to Gifted Services.
10. Reads ODE's monthly *Gifted Updates*.

### Professional Development

1. Provides professional development (e.g., Javits Professional Development Modules) and gifted resources to various stakeholder groups.
2. Communicates the characteristics and educational needs of gifted students.
3. Supports professional development related to gifted education for district staff members.
4. Participates in ongoing professional development activities (e.g., Ohio Association of Gifted Children's [OAGC] Fall Conference, OAGC's Coordinator Academy, and National Association of Gifted Children Annual Convention).

## Advocacy

1. Advocates for the needs of gifted students at the local, state, and national levels.
2. Works with parent advocacy groups to promote research-based information about the characteristics and educational needs of gifted students.
3. Serves as a liaison among various stakeholders for the purpose of supporting programs or activities for gifted learners (e.g., colleges and universities, community members, and business and cultural institutions).

## **Other Duties and Responsibilities:**

1. Interacts with public in official capacity when required.
2. Interacts with Superintendent and/or Board of Education and presents information as requested.
3. Serves as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings.
4. Supervises student teachers.
5. Responds to routine questions and requests in a timely, appropriate manner.
6. Establishes and maintains cooperative professional relationships.
7. Assists in the determination of appropriate curriculum, materials, supplies, and texts in cooperation with the Director of Curriculum and Gifted Services, principal and/or guidance counselor.
8. Serves on committees and in co-curricular activities as agreed upon.
9. Attends professional growth seminars, workshops, etc., to keep current on relevant issues.
10. Instills in students the belief in and practice of ethical principles and democratic values.
11. Counsels, advises, encourages, and motivates students.
12. Serves on curriculum committees when requested.
13. Interacts with other departments and school personnel when necessary.
14. Delegates work when appropriate; supervises same.
15. Disciplines students when necessary.
16. Refers attendance, health, and psychological/emotional problems to principal and/or guidance counselor.
17. Performs other duties as assigned by the building principal.
18. Provides guidance and counsel to the students that will promote their welfare and their proper educational development.
19. Attends parent/teacher conferences.
20. Makes provisions for being available to students and parents for educational-related purposes outside the instructional day.
21. Takes necessary and reasonable precautions to protect equipment, materials, and facilities.
22. Interacts in a positive manner with staff, students, and parents. Establishes and maintains cooperative relationships with parents through effective use of interim reports, report cards, and conferences.
23. Promotes good public relations by personal appearance, attitude, and conversation.
24. Attends meetings and in-services as required.

25. Observes ethics of the teaching profession; exhibits professional behavior, emotional stability, and sound judgment.
26. Attends educational field trips.
27. Maintains and improves professional competence.
28. Attends and participates in required meetings and in-service training activities.
29. Assists in observations, interviews, assessments, and evaluations as part of the student referral, identification, and placement process.

**Additional Working Conditions:**

1. Potential exposure to blood, bodily fluids, and tissue.
2. Occasional operation of a vehicle under inclement weather/driving conditions.
3. Potential interaction among unruly children.
4. Frequent requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb, and stoop.
5. Occasionally lift, carry, push, and pull various items up to a maximum of 25 pounds.
6. Frequent repetitive hand motion, e.g., computer keyboard, calculator, writing.
7. Occasional evening/weekend work.

**Required Training:**

1. All online trainings currently required by the ESC.
2. Any and all trainings/professional development mandated by the ESCMC, ODE, USDOE, ODH, ORC, OSHA and/or needed to maintain appropriate certification/licensure for the position held.

**Affirmative Action and EEO Policy**

It is the policy of the Governing Board of the Educational Service Center of Medina County to ensure equal employment opportunity in accordance with Ohio Revised Code 125.111 and all applicable federal regulations and guidelines. Employment discrimination against employees and applicants due to race, color, religion, sex (including sexual harassment), national origin, disability, age (40 years old or more), military status, or veteran status is illegal.

The Governing Board and its employees comply with state and federal equal employment laws, rules, regulations and guidelines. Our Affirmative Action and EEO policy statements are disseminated to all employees, various recruitment sources, and are displayed on all applicable job sites and business locations. Any employees that deliberately violate this policy will be subject to disciplinary action.

**Governing Board Adopted: November 19, 2012**  
**Revised by Governing Board: November 19, 2018**