



BOARD OF COOPERATIVE EDUCATIONAL SERVICES
301 W. POWELL • PO BOX 98, HAXTUN, CO 80731 • 970-521-2771

Northeast Colorado BOCES

TITLE: Gifted and Talented Coordinator

QUALIFICATIONS:

1. Possession of current valid appropriate Colorado Teaching credential(s).
2. Possession of a Gifted and Talented Education Endorsement or working towards earning this endorsement.
3. Be knowledgeable in Gifted Education and the typical differentiation that may assist in the education of gifted and talented students.
4. Be knowledgeable in technology and its applications to enhance instruction that benefits gifted students.
5. Such alternatives to the above qualifications as the BOCES Board may find appropriate and acceptable.

REPORTS TO:

Director of Instruction, Accountability and Learning

JOB GOAL:

Under the direction of the Director of Instruction, Accountability and Learning of the Northeast BOCES, the NE BOCES Gifted and Talented Coordinator will work cooperatively with local member school district staff, parents, and the community in order to establish the needs of the gifted students that are not addressed by other resources; to implement a program that ensures instruction designed to meet these needs through a combination of direct student instruction, staff development activities, curricular consultation, and development of community resources, with an emphasis on integration with regular education, communication with parents, compliance with state guidelines, and continual program evaluation and development; and to perform other duties as required.

RESPONSIBILITIES MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

1. Meet with local district Gifted and Talented coordinators and or staff and administrators to determine the needs of the local district in regard to providing high-quality opportunities for their Gifted and Talented populations.

2. Provide direct consultation regarding Gifted and Talented education to classroom teachers and school-level gifted coordinators which extends the district's core curriculum in a manner that is rigorous in content, develops critical and creative thinking skills through instruction rooted in the content areas, provides opportunities to engage in experiential and interactive learning that may lead to the development of sophisticated products, employs flexible pacing, and addresses the attitudes and skills needed for lifelong independent learning.
3. Foster the development of higher-order thinking skills in all children through staff development activities, model instruction within regular education classrooms, and conjoint curricular planning with regular instructional staff.
4. Provide input from grade level, department school-wide, and district-wide stakeholders to assist with effective curricular planning to meet the special educational needs of gifted students.
5. Consult with regular education staff regarding the special needs of identified gifted students and facilitate articulation between the regular and gifted and talented programs.
6. Encourage parental communication and involvement through individual conferencing and providing appropriate resources.
7. Consult and work with local district gifted coordinators/contacts on identifying gifted students, administering the CogAT, developing ALPs for identified students, and placing gifted students according to the district-adopted procedures and criteria.
8. Utilize community resources to augment district resources, including, but not limited to, the development of grant proposals, mentor programs, and a speaker's bureau.
9. Cooperate and coordinate with other community and local school district programs to ensure a breadth of opportunities for gifted students, including, but not limited to, summer programs, online and/or distance learning opportunities, regional events, and pairing students with others using technology.
10. Consult with local district gifted and talented coordinators and administrators to ensure program compliance with all state guidelines.
11. Consult with local district gifted coordinators/instructors to evaluate annually the degree to which the goals of the gifted program have been met and recommend program adjustments that might better serve the needs of gifted students, including a formal, district-approved assessment of needs as seen by staff, parents, and students.
12. Report to the Superintendent Advisory Committee (SAC), as requested, on gifted programs and needs.
13. Attend CDE and State organized meetings, Advisory councils, or other pertinent training, as approved by the Director of Instruction, Accountability and Learning.

TERMS OF EMPLOYMENT: 185 days annually. Salary and work are to be established by the Board.

EVALUATION: The performance of this job will be evaluated annually in accordance with provisions of the Board's Policy on Evaluation of Administrative Staff.