

POSITION DESCRIPTION

Position: Talent Development Programming Specialist 9-12

Purpose: The Talent Development Programming Specialist has both content and instructional expertise in curriculum design and instructional best practices for gifted learners. The Talent Development Programming Specialist 9-12 serves as a member of the Personalized Learning department working to align district mission, talent development, and building goals. The Talent Development Programming Specialist 9-12 serves as a liaison between the Personalized Learning department, site leadership teams, and teachers of higher-level courses, including Advanced Placement, College in the Schools, and honors courses.

Primary Customers: **Internal:** Instructional Staff and Leadership
External: Students, parents, and community

Position Qualifications: **Education/Certification:**

- Bachelor's degree from an accredited college/university.
- Current Minnesota Teaching License

Preferred:

- Advanced Degree
- School Guidance Counselor License

Experience:

- Minimum of three years of successful teaching experience with gifted & talented students

Qualifications:

- Demonstrated leadership experience
- Demonstrated experience and strength engaging with families of gifted and talented students
- Demonstrated knowledge and expertise in promoting equitable outcomes for underrepresented student populations in gifted programming
- Deep knowledge of and experience in:
 - Innovative research based instructional strategies,
 - conditions of learning,
 - assessment driven Instruction,
 - educational equity.
- Effective cross-cultural communication, collaboration, and interpersonal skills for building teams with a common instructional focus, promoting initiatives, and conveying expectations.
- Ability to design and deliver quality professional development for teachers and administrators.
- Demonstrated ability to communicate in a professional manner both orally and in writing.
- Demonstrated strength in organization, communication skills,

- and efficiency in meeting deadlines.
- Demonstrated ability to strengthen a team as a result of strong collaborative work.
- Demonstrated interest and engagement in professional learning and reflection.

All positions are designed to support the **MISSION** of the Eden Prairie School district:
Inspiring Each Student Every day.

Essential Responsibilities:

1. Personalized learning. Research and remain current on best practice use of innovative strategies, such as project based learning and the use of the 4Cs, to support the personalization of learning for gifted students. Work with the Personalized Learning Department, principals, and teachers to develop, evaluate, and recommend authentic instructional strategies that will effectively support real-world learning. This will include, but is not limited to: serving on assigned curriculum improvement cycle teams, supporting teachers in buildings, and effectively guiding the use of performance assessments, formative assessments, and learning targets.

May include but not limited to:

- Teach and/or facilitate support sessions for students taking higher-level courses, including Advanced Placement, College in the Schools, and Honors. These sessions might provide students the opportunity to form study groups, provide peer mentor support and/or adult mentorship support.
- Seek out community volunteers and partner with students taking higher-level classes.
- Set up student mentorships between those who have taken a higher-level class previously and those who are taking a higher-level class for the first time. These partnerships should be reflective of the demographic make-up of the students at the high school.
- Collaborate on a support plan for those students in higher-level classes needing one to successfully complete the course(s).
- Guide students through the National Merit process
- Guide teachers through College Board requirements for Advanced Placement courses

RESULT: Instructional staff can make effective instructional decisions to personalize and support each student's learning as they achieve personal goals and district expectations.

2. Project management. Manage multiple complex projects at a time. Effectively track progress and engage multiple stakeholders to accomplish shared goals. Measure the

impact of projects and work that the team engages in, with coordination of varying departments.

May include but not limited to:

- Ensure effective processes are used to identify gifted learners from traditionally underserved populations.
- Manage elements of the Advanced Placement process
- Collaborate regarding College Board Testing (AP/SAT/PSAT) Services for Students with Disabilities (SSD)
- Coordinate process for EPHS credit by assessment
- Actively monitors student outcomes in advanced courses with a particular focus on students from historically underrepresented backgrounds.

RESULT: Ensure that district and department goals are met through systematic project planning and management.

3. Professional development. Collaborate on the design, implementation, and facilitation of professional learning for the enhancement of innovative instructional strategies to personalize learning for gifted learners. This will be accomplished by building capacity in other staff through consultation, collaboration, direct instruction, and job embedded coaching. The use of the district adopted professional learning communities will be one of several venues used to support staff learning.

May include but not limited to:

- Designing and delivering professional learning on differentiation for teachers across the school (i.e., from all levels and departments)
- Co-plan and co-teach lessons with a focus on differentiation
- Support Professional Learning Communities and engage in the data analysis process. Identify students who need support and develop a plan with the teacher(s)
- Develops professional learning and teacher support systems that increase student engagement, belonging, and support in advanced courses.
- Actively researches and disseminates best practices, policy recommendations, and instructional strategies related to rigorous courses and advanced learning.

RESULT: District staff can effectively personalize learning to increase student achievement and meet district expectations.

4. Leadership and relationships. Demonstrate willingness to assume a leadership position overseeing the district's 9-12 gifted & talented programming. Work collaboratively with the K-12 Talent Development team to ensure clear alignment for students, families, families, and the overall program. Encourage ongoing professional

growth for gifted and talented teachers, classroom teachers and site instructional coaches. Build strong relationships and serve as a liaison among the Personalized Learning department, site leadership and the classroom.

RESULT: Build strong relationships with key stakeholders in the organization and facilitate partnerships at the site and district level to accomplish strategic goals.

5. Communication. Research proven, innovative practices and work with staff to implement practices that facilitate change that strengthens student learning. Serve as an information resource to students, staff, parents, and community members about the district's gifted programming. Promote effective communication regarding gifted education in presentation and writing supported from attending/presenting at local, regional and national conferences.

RESULT: District staff integrate innovative practices resulting in stronger student outcomes. Promote the work of the gifted programming team through multiple avenues including technology and the personalization of learning to create opportunities that are useful and relevant to teachers' learning, work, and interests. Staff, parents, students, and other stakeholders are better informed of the district's gifted programming.

6. Other duties as assigned.

This job description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Terms of Employment:

Classification Number: TOSA (EPEA)

Hours/Week: 40

Days/Year: 185 day school year + 10 days

*Hours and days of service are established by the school district and are subject to change according to district need.

Working conditions are determined by written contract between the EPEA bargaining unit and the Eden Prairie School District.

Evaluation:

The district's performance improvement process will be implemented with the supervisor.

