

ROCKFORD PUBLIC SCHOOL DISTRICT #205

Job Description

Job Title: Gifted Academy Coordinator for Elementary Grades (1-4)

Job Code:

Department: Schools

Supervisor: Building Principal

Date: May 2026

FLSA Status: Exempt

PURPOSE OF THE POSITION: The Elementary Grades Gifted Academy Coordinator will provide support to teachers and school leadership as they implement the National Standards in Gifted and Talented Education by guiding necessary changes to increase student engagement, integrated teaching, inquiry, improved student achievement/growth, and build teacher capacity within the Gifted Academy at the Elementary Grades.

SUPERVISORY RESPONSIBILITIES: None.

DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. In addition to the requirements listed below, regular attendance is an essential function of this position.*

1. Ensures that all actions are in concert with the Board policies as well as the mission statement, beliefs, objectives and parameters found in the Board's strategic plan.
2. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
3. Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.

4. Meets weekly with Building Administration to determine focus for the week and meets monthly with Gifted Academy Steering Committee for program continuity.
5. Analyzes grade level data from various formative and summative assessments.
6. Consults with teachers and teacher teams to identify teaching and learning needs, barriers and weaknesses by analyzing student data through the PLC process, and organizing and implementing problem-solving actions with teachers across all integrated curricular areas/themes.
7. Leads curriculum design, curriculum resource adoption, course proposal design, maintains course catalog updates, and program implementation aligned to the special program philosophy.
8. Attends meetings and professional development that occurs outside of the school day.
9. Provides staff development on current best practices in education including gifted education.
10. Serves as a mentor and model in developing and demonstrating teaching techniques that are effective with a school's population/program.
11. Assists staff in understanding and implementing national, state, and district standards, in analyzing student achievement data, and in determining how to focus instruction to remediate and reinforce skills and knowledge in the integrated content areas/gifted academy standards.
12. Maintains required documentation of endorsements and professional development for teachers within the Gifted Academy including but not limited to Gifted Academy Publications, completed planners, scope and sequence documents, assessments, and the school's strategic development plan.
13. Publishes articles pertaining to the program in the school newsletter/communications.
14. Prepares and submits any documentation required for authorization and evaluation.
15. Serves as a liaison between the school and the Gifted Academy Administrators/Coordinators at other levels.

QUALIFICATIONS:

1. Professional Educator License, Minimum of five years of successful experience as a teacher; with an average evaluative rating of Proficient.
2. Master's degree preferred from an accredited college/university and Illinois State Board of Education
3. Demonstrated success in working with adults and working knowledge of adult learning theories
4. Previous background and success in working with Inquiry, Problem Solving, Interdisciplinary Teaching, Curriculum Design, Project Based Learning, and non-traditional teaching settings/methods

KNOWLEDGE, SKILLS AND ABILITIES:

1. Ability to demonstrate qualities aligned to our core values of Character, Communication, Collaboration and Continuous Improvement.
2. Ability to manage and maintain timelines.
3. Ability to lead projects.
4. Strong communication skills.
5. Must be able to navigate Microsoft Office, technology platforms, and the Google Suite.
6. Strong organizational skills and attention to detail.
7. Demonstrable proficiency in the following: a variety of research-based techniques/programs, facilitating groups and working with adults and leading Professional Learning Communities.
8. Must have the ability and courage to have difficult conversations with adults.
9. Demonstrable proficiency in the following: a variety of research-based techniques/programs, facilitating groups and working with adult learners in the administration and analysis of assessments and the use of data to guide instructional practice and intervention, common technology platforms, a growth mindset.
10. Demonstrated knowledge of and ability to use the data from assessments/walk throughs to inform changes in classroom instruction

11. High energy, self-starter with ability to successfully prioritize and multi-task in an atmosphere in which time sensitive deadlines are the norm, as are interruptions.

WORKING CONDITIONS: Moderate in-district travel as well as intermittent in-state and out-of-state travel. Intermittent prolonged and irregular hours of work.

OTHER: This job description describes duties and responsibilities which are representative of the nature and level of work assigned to the position. The identified duties and responsibilities are intended only as illustrations of the various types of work that may be performed. The omission of specific duties does not exclude them from the position.

The job description does not constitute an employment agreement between the school district and employee and is subject to change by the school district as the needs of the school district and requirements of the job change.

Physical Aspects of the Position

1.	<i>Climbing</i> – Ascending or descending ladders, stairs, scaffolding ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized.
2.	<i>Balancing</i> – Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
3.	<i>Stooping</i> – Bending body downward and forward by bending spine at the waist.
4.	<i>Kneeling</i> – Bending legs at knee to come to a rest on knee or knees.
5.	<i>Crouching</i> – Bending the body downward and forward by bending leg and spine.
6.	<i>Crawling</i> – Moving about on hands and knees or hands and feet.

7.	X	<i>Reaching</i> – Extending hand(s) and arm(s) in any direction.
8.	X	<i>Standing</i> – Particularly for sustained periods of time.
9.	X	<i>Walking</i> – Moving about on foot to accomplish tasks, particularly for long distances.
10.		<i>Pushing</i> – using upper extremities to press against something with steady force order to thrust forward, downward or outward.
11.		<i>Pulling</i> – Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
12.		<i>Lifting</i> – Raising objects from a lower to a higher position or moving objects horizontally from position to position. This factor is important if it occurs to a considerable degree and requires the substantial use of upper extremities and back muscles.
13.	X	<i>Finger use</i> – Picking, pinching, typing or otherwise working, primarily with the fingers rather than the whole hand or arm as in handling.
14.	X	<i>Grasping</i> – Applying pressure to an object with the fingers or palm.
15.	X	<i>Talking</i> - Expressing or exchanging ideas by means of spoken word. Those activities in which you must convey detailed or spoken instructions to other workers accurately, loudly or quickly.
16.	X	<i>Hearing</i> – Perceiving the nature of sounds. Ability to receive detailed information through oral communication, and to make fine discriminations in sounds such as when making fine adjustments on machinery.
17.	X	<i>Repetitive Motions</i> – Substantial movements (motions) of the wrist, hands, and/or fingers.

The Physical Requirements of the Position

1.		<i>Sedentary Work</i> – Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, push, pull or otherwise move objects, including the human body. Sedentary Work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
2.	X	<i>Light Work</i> – Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated for Light Work.
3.		<i>Medium Work</i> – Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
4.		<i>Heavy Work</i> - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
5.		<i>Very Heavy Work</i> – Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

The visual acuity requirements including color, depth perception and field of vision

1.	X	<i>Machine Operations</i> – inspection, close assembly, clerical, administration. This is a minimum standard for use with those whose work deals largely with preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading, or visual inspection.
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2.		<i>Mechanics</i> – Skilled tradespeople – This is a minimum standard for use with those whose work deals with machines such as power tools, lathes and drills.
3.		Mobile Equipment – This is a minimum standard for use with those who operate cars, trucks, forklifts, cranes, and high equipment.
4.		<i>Other</i> – This is a minimum standard basis on the criteria of accuracy and neatness of work for janitors, sweepers, etc.

The Conditions the Worker will be subject to in this position

1.	X	The worker is subject to inside environment conditions.
2.	X	The worker is subject to outside environment conditions.
3.		The worker is subject to extreme heat or cold for periods of greater than one hour.
4.	X	The worker is subject to noise which would cause them to have to shout.
5.		The worker is subject to hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, chemicals, etc.