

**Job Title:** High Ability and STEM K-7 Coordinator  
**Department:** Professional Learning & Development  
**Reports To:** Director of Teaching and Learning  
**FLSA Status:** Exempt  
**Salary Schedule:** AA lane 01



## **SUMMARY**

The High Ability and STEM K-7 Coordinator participates in WCSD program development, enhancement, implementation and evaluation; facilitates the High Ability programming and provides direct student services in a particular cone site; and conducts district-level enrichment and extension activities for K-12. In addition, the coordinator will facilitate the K-7 STEM program, to include computer science in K-5. The Coordinator will model good instructional practice and work well with other people to be effective in facilitating change.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Coordinate with classroom teachers to support the integration of STEM principles into existing curriculum.

Provide professional learning opportunities for teachers to enhance their knowledge of skills in STEM education pedagogy, instructional strategies, and technology integration.

Collaborate with school administrators to identify and procure appropriate STEM resources, materials, and equipment for classrooms and instructional activities.

Foster partnerships with local businesses, industries, universities, and community organizations to enhance students' exposure to real-world STEM applications and career opportunities.

Stay informed about current trends, research, and best practices in K-7 STEM education, and participate in professional development activities to continually enhance knowledge and skills.

Participates in the development, implementation, monitoring and evaluation of an effective WCSD K-12 High Ability Program with policy and procedures for meeting the needs of able, high ability students.

Assists with student identification and maintains a register of high ability students. Uses data collection technology and assists others in the use of these resources.

Maintains budgets and compiles reports that meet district, state and federal guidelines.

Coordinates, plans, trains, monitors, and evaluates district-level extension activities and seminars for students at the request of WCSD Executive Administration.

Audits current levels of provision within the schools and works with principals to develop strategies for improvement.

Assists principals with school improvement/accreditation processes in regards to high ability issues.

Provides assistance and facilitates team problem solving and collective reflection and inquiry at PLC collaborative team meetings.

Works with schools to provide a school-based screening committee that identifies gifted, highly able, and talented students for participation in high ability experiences.

Monitors the overall progress made by able, high ability students and set targets to ensure challenge and address underachievement and help school personnel to the same.

Provides training, coaching, and mentoring for teachers whose students are receiving direct services. Assists classroom teachers with differentiating instruction, identifying needed enrichment materials, providing academic service learning and other experiential, problem-based opportunities.

Works with the school's administration and Learning Coach to identify school-based training needs and opportunities.

Conducts training for teachers, administrators, and other personnel in all aspects of high ability education including current research, high ability student needs and characteristics, appropriate classroom and program methodologies, differentiated instruction, lesson and unit design, standards-based instruction, formative and summative assessments, and continuous improvement processes, data collection, and ongoing analysis of student work and parent involvement.

Facilitates ongoing study groups, conducts workshops, and teaches classes.

Attends Learning Coach training and participates in collaborative activities.

Collaborate with district-level directors, coordinators and specialists to ensure a suitably varied and differentiated curriculum that promotes the right blend of challenge and support.

Collaborates with content area specialists/representatives and leaders of various initiatives and departments (technology, special ed, etc.) to assure effective exchange of information within the school and with other schools for improved coordination of service, transfer and transition.

Represents the district at regional and state meetings as directed.

Maintains budgets, seeks funding and other resources for teachers and administrators.

Advocates for high ability students within the school and district by creating and sustaining positive attitudes towards them and ensuring that provision for able, high ability students is kept at the heart of the school's agenda for developing learning and teaching.

Maintains positive public relations in the schools and community regarding high ability students and programming and provides information and encourages two-way communication with and involvement of parents.

## **SUPERVISORY RESPONSIBILITIES**

This job has no direct supervisory responsibilities.

**KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS** *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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, regulatory agencies, administrators, students, or members of the community. Ability to write policies and procedures for publication that conform to prescribed style and format. Strong written and oral communication skills. Strong presentation and interpersonal skills.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variable situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

#### **EDUCATION and/or EXPERIENCE**

Bachelor's Degree with prior classroom instruction experience. Prior successful experience in Gifted and Talented/High Ability and/or STEM program leadership preferred. Successful experience as a presenter.

Participation in Washington County School District peer coaching, mentor, and learning coach training recommended.

#### **CERTIFICATES, LICENSES, REGISTRATIONS**

An active Utah Teaching Certification with a Gifted and Talented Endorsement or active participation in the current Gifted and Talented Endorsement Cohort training is preferred. A STEM endorsement and/or endorsement or STEM related endorsement is preferred.

Must have and maintain an active Utah Driver's License. Must complete Utah Risk Management Defensive Driver training every two years. (Utah Code R31-1)

**PHYSICAL DEMANDS** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to talk or hear, use fingers and hands to handle, and reach with hands and arms. The employee is frequently required to stand, walk, or sit. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

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| Prepared By: <b>Executive Director, Elementary Education</b> |                                  |  | Date: <b>06/21/2012</b> |
| Approved By: <b>Executive Director, Human Resources</b>      |                                  |  | Date: <b>06/25/2012</b> |
|  |                                  |  |                         |
| <input type="checkbox"/> Reviewed                            | <input type="checkbox"/> Revised | By: <b>Assistant Superintendent, Elementary Ed</b> | Date: <b>04/02/2024</b> |
| <input type="checkbox"/> Reviewed                            | <input type="checkbox"/> Revised | By:  | Date:                   |
| <input type="checkbox"/> Reviewed                            | <input type="checkbox"/> Revised | By:  | Date:                   |
| <input type="checkbox"/> Reviewed                            | <input type="checkbox"/> Revised | By:  | Date:                   |

**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:**

*By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.*

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|---------------------|-------|
| Print Name:         | Date: |
| Employee Signature: |       |