

BOE Work Session – January 20, 2021

Follow-Up Questions

Board of Education

- No Additional Questions

Office of the Ombuds

- No Additional Questions

Office of the Superintendent

- No Additional Questions

Public Affairs

Question: How are we addressing languages that are not Spanish? (Mr. Johnson)

Response: Public Affairs has researched a technology from ENCO that would allow closed captioning services for several major world languages. The manufacturer is working to improve the performance and cost for the solution, and will reach out once they have worked through performance and cost concerns. In the meantime, communication shared through various social media platforms can be translated in various languages.

Office of the Deputy Superintendent

- No Additional Questions

AAE & Special Education

Question: Could you share data on the transitional success of students in the Pyramid Program back to middle school and high school general education? (Mr. Johnson)

Response: When students transition from 5th to 6th grade and 8th to 9th grade, IEP teams hold individual transition meetings to discuss service needs. When this meeting is held the continuum of services is discussed. Students can access services via general education or small groups within the pyramid classroom. As students demonstrate replacement behavior skills, the IEP team discusses the need for additional opportunities within the general education setting. This holds true for many pyramid students as they are accessing a general education diploma, IEP teams work to have the students accessing the general education setting to the greatest extent possible.

IEP teams convene regularly, but at least annually, for students in the Pyramid program and review student progress in programming for consideration of exit to the middle and high school general education program. Typically, those students who access all course work through general education classrooms and no longer require the therapeutic support services of the program to be successful, mainstream fully and are no longer considered Pyramid students, as determined through the IEP process. Often, the students are able to return to their home comprehensive school for learning, while other times, the support of the program is exactly what a student needs to be successful, productive graduates.

Question: Legal Fees – How is the estimated cost established? Are there settlements and anticipated services? What’s being done to prevent the potential legal jeopardy for special needs students? (Ms. Barrett)

Response: Across the nation and the State of Maryland, the cost of legal fees for special education have increased significantly. The attorneys assigned to cases across the state, and FCPS, are veteran attorneys with a vast amount of experience in special education case law. As such, the cost rate for these attorneys are much higher than most other lawyers. Additionally, legal fees have increased over the past several years. Some local school systems have gone to add an attorney specifically dedicated for special education due to the increased needs and litigation, including Baltimore City, Baltimore County, Montgomery County, Somerset County, and the MD Department of Labor and Corrections. Washington County has also recently secured a second attorney for their school system.

The estimated cost is based on historical trends for legal expenses in the Office of Special Education, along with litigation in process and estimations of costs. The COVID-19 pandemic has created a substantial increase in legal expenses. This is not unique to FCPS, but is a trend seen across the state. To mitigate against potential legal jeopardy, the Office of Special Education is training IEP teams on recovery/compensatory service efforts for students that have exhibited learning loss due to the COVID-19 pandemic. These services will be in addition to any services a student currently receives within their IEP.

Question: Teletherapy – How many teachers are currently accessing teletherapy? How are they accessing it? For students? (Ms. Yoho)

Response: Due to the pandemic, some services for students with disabilities, behavioral, social and emotional needs were completed virtually. Teletherapy services have been provided for students with disabilities since April 2020. Currently, students who receive speech therapy, occupational therapy, physical therapy, therapy and/or counseling can access our teletherapy platform. Doxy.me is the approved platform for these services. When a student receives any of these services, the service provider works with the family to schedule the services and provide instructions on accessing the platform. The telehealth platform allows students to receive ongoing services in a virtual environment while maintaining all necessary HIPPA, GDPR, PHIPA/PIPEDA, & HITECH requirements. Even though we anticipate returning to the face-to-face learning environment, we still anticipate needing a virtual platform to facilitate some services for students, primarily to provide additional therapeutic and intervention as needs arise, to respond to an increased number of students requiring these services, and to facilitate necessary recovery services.

2020-2021 Teletherapy Access Data		
Service	# of Providers	# of Students
Speech/Language Pathology	82	2045
Occupational Therapy/ Physical Therapy	22	95
Counseling/Therapy	23	200

Questions: Job Descriptions for special education positions. (Mr. Bass)

Response: The job descriptions for newly requested positions in the AAE Department is for the Teacher Specialist for Advanced Academics. This job description is attached.

Questions: Rise program – Are all of the cost associated with staff? MOI? Space? (Ms. Barrett)

Response: Responsive Interventions for Student Excellence (RISE) is a therapeutic program in partnership with Sheppard Pratt Health System (SPHS) to support students who are exhibiting social communication deficits and behavioral challenges. These students receive access to mental health therapy as well as applied behavioral analysis (ABA) support. The RISE program provides staff for special education teachers, special education instructional assistants, a mental health provider, Speech-Language Pathologist and an Assistant Behavior Specialist. A part-time Behavior Specialist and Child Psychiatrist also provide consultative services. We currently have a RISE Program at the elementary level. We are seeking to expand the program to the Middle School level.

For the RISE Program, the district has an MOU with Sheppard Pratt that funds up to 10 student seats at any given time throughout the school year. This covers the costs of staff, curriculum consumables/manipulatives, sensory furniture, speech/language therapy, counseling services and behavioral support. Outside of the RISE Program budget, FCPS provides Sheppard Pratt access to classroom space, custodial services, copying services, curriculum guidelines and materials, classroom furniture, and funds additional services (occupational therapy, physical therapy, and/or music therapy) as dictated on the student's IEP.

Organizational Development

Question: What courses are offered? Are they MSDE courses? (Mr. Johnson)

Response: Since January 1, 2020, the Department of Organizational Development has developed and offered seven new MSDE credit-bearing courses:

MBE: The Environment & Student Wellbeing (1 credit)

MBE: Student Achievement & Lifelong Learning (1 credit)

MBE: Informed Design of Curriculum & Pedagogy (1 credit)

MBE: Curriculum & Pedagogy: Formative Assessment & Feedback (2 credits)

Virtual Learning & Beyond (1 credit)

Designing & Implementing High Quality Online Learning (3 credits)

Stressed Out: Supporting Yourself & Others in Difficult Times (2 credits)

Question: Aspiring Administration – is this required or optional? (Mr. Johnson)

Response: The ELITE (Educational Leaders Innovating and Transforming Education) Academy is a cohort professional learning experience designed in 2018 to address the need for qualified candidates for the assistant principal role. Participation in ELITE Academy is not a requirement for hire in an administrative position.

Question: Mileage reimbursement - why was there such an increase? (Ms. Johnson)

Response: The previous mileage reimbursement budget was based on the annual needs of four employees from the prior professional development team. The increase reflects the actual needs of a department with fourteen employees who routinely provide services in our schools for which mileage reimbursement is an expense.

Student Services

Question: Have we thought of outsourcing psychologist for special education testing? (Ms. Barrett)

Response: We currently contract with a few psychologists – all of whom are certified school psychologists. They complete assessments when the psychologists are inundated with referrals and are concerned that they won't be able to complete them in the federally mandated timelines.

- *We complete over 1400 evaluations per year. It would be very difficult if not impossible to find contracted psychologists to cover all of those.*
- *Clinical psychologists don't have the same training as school psychologists and don't have knowledge or perspective of the importance of students as learners in the school building.*
- *Psychologists often prefer completing their own assessments. It provides them with direct contact with parents and students, thereby starting a relationship with both. In addition, it provides them with a large amount of information about the student's strengths, needs, interests, thoughts, and feelings. Contractors do not always gather the same information that a particular psychologist would.*
- *As our numbers of psychologists increase, the number of school psychologists have to cover is reduced, thereby reducing the number of assessments they need to complete.*

Question: How much time do current psychologists spend completing special education testing? (Ms. Barrett)

Response: The range of time to complete a psychological evaluation is 8-12 hours, including obtaining the permission to assess, participating in the initial IEP meeting, and reviewing the assessment IEP meeting. This range depends on the type of assessment and the suspected disability.

- *Psychologists with 1 school spend about ¼ to 1/3 of their time completing psychological assessments.*
- *Psychologists with 2 schools spend ½ to ¾ of their time on assessments*
- *Psychologists with 3 schools spend ¾ or more of their time on assessments.*

Question: The salary for the Nursing Coordinator seems low. What is the analysis behind the budgeted salary? (Ms. Barrett)

Response: The nursing coordinator is budgeted as an AMT-Grade 6 (243/7), Step-3. Typically, FCPS budgets at a step-3 on the appropriate pay scale, understanding that some positions will be less than a step-3 and some will be greater than a step-3. The costs included in the budget center are for salary only.

Question: The salary for the trauma specialist seems low. How is this budgeted? (Ms. Yoho)

Response: The trauma specialist is budgeted at an 11-month teacher specialist salary - \$62,528 per FTE. A CASS/Social Worker (11-month) position) is budgeted at \$60,216. Typically, FCPS budgets at a step-3 on the appropriate pay scale, understanding that some positions will be less than a step-3 and some will be greater than a step-3. The costs included in the budget center are for salary only.

Question: McKinney-Vento – what is this? (Ms. Yoho)

Response: This refers to students who qualify for supports under the federal legislation known as the McKinney-Vento Act of 2001. "Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held". We refer to students experiencing homelessness or housing insecurity as McKinney-Vento eligible students, so as not to stigmatize them.

Question: Trauma Therapy Specialist - What data do we have to support the efficacy of the programs? (Mr. Johnson) What is their required credentials? (Ms. Johnson)

Response: One result of the realignment of FCPS mental health supports into the Student Services department in July 2019 is the emphasis of cross content collaboration among department leaders and

the encouragement of Coordinators and Supervisors to exercise creativity in addressing individual student needs. The example below demonstrates this creative thinking and the success of this concept of trauma therapy support despite past budget limitations:

In the late spring of 2019, a kindergarten student witnessed the death of his step-father and the attempted resuscitation by emergency personnel. The student lives in poverty and his mother has struggled with substance abuse. The student is often unkempt, with skin irritations and ill-fitting clothes. In the fall of the 2019-2020 school year (1st grade) the student began exhibiting significant behavioral difficulties in school. He demonstrated selective mutism, eloped from the classroom regularly, and hid within the school building. He was rarely engaged in his education, spending a large amount of time one on one with an administrator.

The student services department pieced together extra support for the student, including spending time with a school counseling intern focused on helping him feel safe and building relationships. To address the trauma this student had experienced in his young life he was provided therapy twice weekly (by an FCPS therapist who works in a Pyramid program) at the end of his school day. By December the student was beginning to spend more and more time in his classroom. In March an observer wrote: "I'm observing _____ right now. He is engaged, participating, volunteering, taking academic risks, and his SEIA is able to sit further away than I've ever seen. 😊 He looks fabulous today!"

The credentials required for the Trauma Therapy Specialists will be: Licensed Certified Social Worker-Clinical (LCSW), Licensed Clinical Professional Counselor (LCPC), Licensed Graduate Social Worker (LMSW), Licensed Graduate Professional Counselor (LGPC), or Licensed Psychologist.

Question: Why do Catoclin and Brunswick have two full-time social workers and not the other high schools? (Ms. Johnson)

Response: These positions were created several years ago as a result of data demonstrating mental health concerns in the feeder schools at the time, in recognition that community supports are generally geographically centralized in and around the city of Frederick. Students in these regions tend to have a more difficult time accessing community mental health supports due to lack of proximity to service providers.

System Accountability & School Administration

Question: Performance series testing – Is this for new licenses? How is this calculated? (Mr. Johnson)

Response: Yes, the \$50,000 is for additional seat licenses. FCPS used to test students in grades 2, 5 and 8 as well as students receiving interventions (17,500 licenses). We are now testing all students in grades 2-10, inclusively. Additionally, we expanded the use of Performance Series mathematics to include grade 1 and Performance Series reading to grade 12. This expansion requires an additional 35,300 licenses. The additional seat licenses were paid for with grant funding this year (FY21).

Question: Lunch room monitor – What are the details for the costs? (Ms. Johnson)

Response: The lunch monitor budget is based upon a tiered system of hours depending upon the enrollment of your school. The supplemental pay rate is \$13.27. The total calculation includes a fringe rate of 10% for FICA and worker’s compensation.

Enrollment Band	Lunch Monitor Hours
0 – 350 Students	2 hours per day (10 hours per week)
351 – 449 Students	2.5 hours per day (12.5 hours per week)
450 – 699 Students	3 hours per day (15 hours per week)
700 – 899 Students	3.5 hours per day (17.5 hours per week)
More than 900 Students	4 hours per day (20 hours per week)

Curriculum Innovation & Instruction

Question: What are we doing to be flexible with our textbooks? Do we have online textbooks (PDFs)? (Mr. Johnson)

Response: Textbooks that have both print and digital options provide us with the most flexibility. This is available in some but not all of our products. Some digital versions of text are pdf. Other are actual database style products which are searchable and contain not only print but video and audio components as well.

Question: Adult technology specialist – please provide a job description. What type of supports will they offer to teachers? (Mr. Johnson)

Response: They will provide initial training on digital tools which will include log in, navigation and tool features. They will also troubleshoot technical issues with teachers via a helpdesk function.

Human Resources

Question: Does the volume for Title IX require a dedicated position? (Ms. Barrett)

Response: I believe a full-time position is warranted for a school system our size and based on the expectations and compliance requirements under Title IX. Also, I think a full-time position is needed because the duties will be coupled with responsibilities of EEOC compliance and developing and offering systemic training.

Office of the Chief Operating Officer

- No Additional Questions

Capital Programs

- No Additional Questions

Maintenance & Operations

- No Additional Questions

Security & Emergency Management

- No Additional Questions

Transportation

Question: What is the status of our electric buses? (Ms. Yoho)

Response: The electric infrastructure for the charging stations started in December 2020 at Hayward Road, and is 50% complete. Two electric school buses have been ordered, and are scheduled for delivery in the summer of 2021.

Question: How many field trips to you have per year? (Mr. Johnson)

Response: Over 10,000 field trips are completed within a school year.

Question: Please explain parent transportation of non-public students? (Mr. Bass)

Response: FCPS provides transportation to special education students as a related service based on the IEP. If Parent Pay is being offered, it is because all avenues to provide transportation at the safest level have been exhausted.

FCPS Transportation Steps:

- 1. Provide Transportation Service.*
- 2. The needs of the student create an unsafe environment and an additional bus assistant is provided for that student.*
- 3. Parent Pay is offered (Cost Effective compared to adding another bus and bus team).*
- 4. Add an additional bus and bus team*

<i>Bus Driver Salary with Fringe</i>	<i>\$40,821</i>
<i>Bus Assistant Salary with Fringe</i>	<i>\$35,553</i>
<i>Total Employee Salary</i>	<i>\$76,374</i>

<i>Additional Fuel</i>	<i>\$6601</i>
<i>Additional Maintenance</i>	<i>\$3100</i>
<i>Total F & M Cost</i>	<i>\$9,701</i>

<i>Cost of a New Type II Bus</i>	<i>\$58,169</i>
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FCPS currently pays less than ten families to self-transport at a yearly cost of \$66,371.10. If parent pay was not accepted by the aforementioned families, FCPS Transportation would have to add additional buses with staff, and costs for staff salaries. This amount would cost FCPS approximately \$305,500, not including the cost and operation of additional buses.

Question: Do we have a budget for bus repairs beyond the inflationary increases? (Ms. Johnson)

Response: No, we do not.

Question: Based upon the limited use of buses due to COVID, are we able to extend the life of our buses? (Mr. Young)

Response: School Bus life starts from the date they are put in service transporting students. For FCPS, that is the first day of the new school year. MSDE said they would not allow buses to be extended over 15 years. We can change the new buses in service dates if they are not used this year. Since we will be starting Hybrid and they will be used, it is best to use the first day of school (August 2020) as there in service date, allowing FCPS to maintain our normal replacement cycle.

Technology Infrastructure

- No Additional Questions

Office of the Chief Financial Officer

- No Additional Questions

Fiscal Services

- No Additional Questions

Fiscal Services Non-Departmental

Question: What are our liability claims over the past few years? (Ms. Johnson)

Response: For the past five fiscal years, the general liabilities claims have been \$113,725 (FY16), \$98,081 (FY17), \$489,478 (FY18), \$167,080 (FY19), and \$7,168 (FY20).

Restricted Fund

- No Additional Questions

FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	Adult Learning & Technology Specialist	Unit	Support
Job Code	890720	Division	ACTS
Grade/Lane	SAH/016 (243 day work year/7 hour day)	Department	Curriculum, Instruction and Innovation
FLSA Status	Exempt	EEO:	MSDE Code

OVERVIEW

The Adult Learning & Technology Specialist supports Curriculum, Instruction and Innovation’s strategic initiatives by assisting with the coordination of systemic training and professional learning initiatives with a particular emphasis on using technology to design, execute, document, analyze, and evaluate experiences for adult learners. This employee also assists with the delivery of professional learning to certificated and support employees through personalized, innovative, cost-efficient, and data-driven training solutions.

ESSENTIAL FUNCTIONS

Reporting directly to the Supervisor of Media Services, the Adult Learning & Technology Specialist performs, as a minimum, the following duties:

Assists in the management of employee learning initiatives.

- Assists with the implementation of instructional programming and data reporting related to various digital tools.
- Designs and implements professional learning for utilization of digital learning tools.
- Develops and maintains a library of training materials and resource manuals that support the use of digital tools.
- Designs and facilitates training for employees who are assigned job tasks in digital platforms.
- Monitors the implementation of online training, assignment, delivery, and accomplishment toward system goals.
- Creates, maintains, and advises on the collection of evaluative data.

Serves as a resource for employee learning and development.

- Consults with departments and employee groups to determine staff training and technical needs.
- Provides orientation, mentoring, and training to new staff regarding digital tools.
- Evaluates the effectiveness of learning opportunities to increase efficiency, cost-effectiveness, and ease of use.
- Researches resources and makes recommendations concerning training opportunities for specific employee audiences.
- Develops a communication plan to disseminate information on learning opportunities to the workforce.
- Collaboratively plans, designs, executes, and evaluates annual learning events for support employees (FASSE Professional Learning Day).
- Provides additional support for targeted administrators, supervisors, and/or support staff, as requested by Central Office administrators or school-based principals.

Creates efficiencies for professional learning practices and procedures for employee learners.

- Establishes and executes training plans to ensure a common knowledge base.
- Advises and organizes planning of role-specific and department-specific adult learning opportunities.
- Collects and analyzes data to evaluate project effectiveness.
- Identifies and provides solutions to technology needs and solves technology problems facing teachers, administrators and support staff.

Manages digital platforms

- Provides day-to-day support for end users on various digital platforms.
- Works with and acts as a liaison to vendors and solution providers to troubleshoot issues with various digital platforms.
- Ensures the security of employee privacy as a component of all adult learning opportunities.
- Coordinates communications and integrations on issues related to digital platforms.
- Manages log in credentials and other key data for employees to access digital platforms.

Performs other duties as assigned by the Supervisor of Media Services.

REQUIRED QUALIFICATIONS

Education/Training/Experience:

- Bachelor's degree in human resources, organizational development, business, education, or a related field. Four (4) years of experience in employee development and training or technology may be substituted for education requirement.
- Two (2) years of experience in the design, delivery, and evaluation of employee professional learning programs using a variety of formats and technologies.

Certification/License:

- None

Knowledge/Skills/Abilities:

- Knowledge and use of culturally responsive practices.
- Demonstrated ability to communicate clearly and concisely in oral and written forms.
- Demonstrated ability to employ analytics to design and adjust initiatives.
- Ability to leverage technology to enhance efficiency and effectiveness of professional learning.
- Demonstrated understanding of how the adult brain learns, works, and thrives.
- Ability to follow instructions and directives, as well as make decisions independently when required.
- Ability to follow through on assignments.
- Demonstrated ability to work under pressure and maintain flexibility.
- Strong working knowledge of digital learning platforms.
- Excellent organizational and time management skills.
- Ability to handle confidential and highly sensitive information in a professional manner.
- Ability to build trust and maintain relationships.
- Strong commitment to excellent stakeholder service.
- Available by phone and email, as needed.
- Regular and predictable attendance.
- Capable of performing the essential functions of the position with or without reasonable accommodations.

Physical Requirements:

- Irregular hours depending on program/services needs and other designated times.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone and in addressing groups.
- Ability to travel to school and other local locations as well as state meetings, sometimes with little notice.
- Ability to maintain emotional control under stress.
- Ability to spend long hours sitting.
- Ability to reach with hands and arms.
- Sufficient manual dexterity to grasp, handle, manipulate, and/or feel objects and use office technology.
- Sufficient mobility to move about the work area.
- Sufficient vision to read and comprehend printed materials, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear and comprehend conversations in person and on the telephone as well as distinguish sounds up to twenty (20) feet.
- Occasionally climb or balance.
- Occasionally stoop, kneel, crouch, or crawl.
- Occasionally lift fifteen (15) pounds.

Work Environment:

- Moderate noise (examples: office environment with computers, printers, and telephones; regular conversations within offices, cubicles, hallways, and conference rooms; meetings one-on-one, in small groups, and large settings, etc.).

PREFERRED QUALIFICATIONS

This section will be customized based upon departmental needs.

Education/Training/Experience:

- Three (3) years of experience in a leadership role.
- Experience working in professional learning, curriculum or accountability education environment
- Familiarity with integrated library systems
- Familiarity with learning management systems, learning platforms and digital content
- Familiarity with databases

Work Experience:

Certification/License:

- None

Knowledge/Skills/Abilities:

- Operational knowledge of digital platform and applications
- Familiarity with FCPS policies, goals, and programs.

Revised January 2021

FREDERICK COUNTY PUBLIC SCHOOLS IS AN EQUAL OPPORTUNITY EMPLOYER.

THIS JOB DESCRIPTION HAS BEEN WRITTEN TO INDICATE THE GENERAL NATURE AND LEVEL OF WORK PERFORMED BY AN EMPLOYEE HOLDING THIS POSITION. IT IS NOT WRITTEN TO INCLUDE OR BE INTERPRETED TO INCLUDE A COMPREHENSIVE INVENTORY OF ALL DUTIES, RESPONSIBILITIES, AND QUALIFICATIONS REQUIRED OF THE EMPLOYEE. NOTHING IN THIS DESCRIPTION RESTRICTS MANAGEMENT'S RIGHT TO ASSIGN OR REASSIGN DUTIES AND RESPONSIBILITIES OR ADD REQUIRED QUALIFICATIONS AT ANY TIME.

FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	Teacher Specialist for Advanced Academics, Elementary		Unit	Teacher
Job Code	420400		Division	Academics, Curriculum, Transformation and Student Achievement (ACTS)
Grade/Lane	TA / Varies		Department	Accelerating Achievement & Equity / Advanced Academics
FLSA Status	Exempt / Professional	EEO-11 Consultant & Supervisors of Instruction	MSDE Code	12

ROLE

The Teacher Specialist for Advanced Academics supports the design, implementation, monitoring, and evaluation of a variety of programming options for advanced learners while also assisting with identifying and nurturing talent in all students. The Teacher Specialist for Advanced Academics provides guidance for teachers in planning challenging instructional activities, collaboratively plans and provides professional learning about topics relevant to Advanced Academics, facilitates identification processes for Advanced Academics programming, consults with administrators about effective design and delivery of instruction, and helps parents to access resources and information.

ESSENTIAL FUNCTIONS

Reporting directly to the Supervisor of Advanced Academics, the Teacher Specialist for Advanced Academics, Elementary, performs the following duties:

Identifies students for gifted and talented education services, as well as those students who demonstrate academic readiness

- Supports the implementation and delivery of the Primary Talent Development program and curriculum to all students in Grades PreK-2.
- Leads the processes and administration for Universal Strength Finder processes, including dissemination of data and its analysis within school teams.
- Works closely with principals, teachers, and/or parents to identify, assess, and plan for individuals and groups in need of enrichment, extension, or strategic acceleration, such as Highly Able Action Plans, specialized scheduling, or grade acceleration.

Supports service delivery for students utilizing programs and instructional methodologies set forth by the Office of Advanced Academics to identified gifted and talented students, as well as those who demonstrate gifted potential.

- Designs learning experiences for gifted and highly able students which enrich, extend, and strategically accelerate the FCPS Curriculum.
- Collaboratively plans with central office staff, school-based specialists, principals, and/or classroom teachers to:
 - Develops and supports the implementation of curriculum modules and extensions for gifted and talented students utilizing research-informed resources, pedagogy, and practices.
 - Supports the implementation of PreK-5 advanced and gifted and talented services including, but not limited to: pull-out/push-in cluster grouping structures, reviews for subject and/or grade-level acceleration.
 - Promotes and supports co-curricular and talent development opportunities, such as Young Scholars Program, Destination Imagination; the National Geographic Bee, guest speakers, etc., ensuring access to all students within schools.
 - Supports access to gifted and advanced programming to students who are traditionally underrepresented in these programs, including English Learners and students who are twice-exceptional.
 - Provides gifted and talented programming with consideration for students' social-emotional needs.
- Promotes clear communication to parents and caregivers of advanced learners and gifted and talented students about Advanced Academics programming.
- Serves as a resource for parents and community members concerning learning experiences for highly able students.
- Participates regularly in student progress monitoring and accelerated learning processes with central and school-based teams using an equity lens.

Develops, delivers, and engages in professional learning with a special emphasis on identified teachers working with identified gifted and talented students and other Advanced Academics program participants.

- Participates in professional learning and curriculum design alongside elementary curriculum specialists and teacher specialists to ensure alignment of Advanced Academics resources, strategies, and programs.
- Models lessons in elementary classrooms as part of professional learning for staff or specialized instruction for students.
- Participates in ongoing Advanced Academics professional learning provided by the Office of Advanced Academics and the Maryland State Department of Education, and applies this learning to support appropriate pedagogical practices when working with students and staff.
- Provides coaching on Advanced Academics and Primary Talent Development implementation.
- Collaborates with central office and school support staff to ensure the awareness of gifted and talented students' needs and the promotion of an equitably diverse advanced academics and gifted and talented student population.

Monitors and disseminates data on identified gifted and talented students and other Advanced Academics program participants

- Collects, monitors, reviews and evaluates data relative to student performance and need for enrichment/extension/strategic acceleration and identification of excellence gaps in terms of historically underrepresented student groups.
- Supports school-based compliance with FCPS policies and regulations and Maryland COMAR for Gifted and Talented Education.
- Supports the identification of advanced and gifted learners in school system data systems for the purpose of accurate program monitoring at the state, district, and school levels.
- Collaborates with Advanced Academics Specialists, other specialists, and building staff during the articulation process between the elementary and middle school levels to ensure continuity of services to advanced and identified gifted and talented learners.

Performs other duties as assigned by the Supervisor of Advanced Academics and presents a pattern of regular attendance.

REQUIRED QUALIFICATIONS

Education, Training, Experience

- Master's degree or master's equivalency
- Minimum of three (3) years of successful teaching experience.

Certification, License

- Advanced Professional Certification that is age/grade appropriate.

Knowledge, Skills, Abilities

- Distinguished and proficient ratings on recent evaluations.
- Strong knowledge of gifted & talented education, Advanced Academics, talent development, adult learning theory, and high-yield instructional strategies.
- Knowledge and use of culturally-responsive and equitable instructional practices.
- Experience planning, facilitating, and evaluating professional learning.
- Demonstrated problem-solving skills.
- Demonstrated evidence of proficiency with a variety of instructional technology tools and applications
- Knowledge of differentiation strategies for advanced/gifted and talented learners.
- Demonstrated skill and experience with designing curriculum and implementing high-yield instructional strategies.
- Demonstrated proficiency in written and oral communication and interpersonal skills with students, parents, colleagues and community members.
- Demonstrated proficiency in the use of technology for instructional application and data analysis.
- Capable of performing the essential functions of the position with or without reasonable accommodations.
- Regular and predictable attendance.

Physical Requirements

- Frequent prolonged and/or irregular hours.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone and in addressing groups.
- Ability to travel to school and other local locations, as well as state meetings, sometimes with little notice.
- Ability to maintain emotional control under stress.
- Ability to spend long hours sitting.
- Ability to reach with hands and arms.
- Sufficient manual dexterity to grasp, handle, manipulate, and/or feel objects and use office technology.
- Sufficient mobility to move about the work area.
- Sufficient vision to read and comprehend printed materials, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear and comprehend conversations in person and on the telephone, as well as distinguish sounds up to twenty (20) feet.
- Occasionally climb or balance.
- Occasionally stoop, kneel, crouch, or crawl.
- Occasionally lift five to ten (5-10) pounds.

Work Environment

- Moderate noise (examples: office environment with computers, printers, and telephones; regular conversations within offices, cubicles, hallways, and conference rooms; meetings one-on-one, in small groups, and large settings, etc.)

PREFERRED QUALIFICATIONS

Education, Training, Experience

- Master's degree in gifted and talented education or a related program; Maryland Gifted and Talented Specialist Certificate.
- Successful experience providing services to students in diverse school settings.
- Experience as a teacher of advanced learners or gifted and talented students.
- Variety of previous teaching experiences (locations, grade levels, roles)

Knowledge, Skills, Abilities

- Knowledge of federal and state laws regulating gifted and talented education and equity.
- Experience working with data analysis and use of data warehousing systems.
- Familiarity with the FCPS policies, goals, and programs (particularly for Advanced Academics)
- Familiarity with characteristics of diverse gifted and talented students and implementation of appropriate gifted pedagogical practices for meeting their needs in the classroom.
- Experience with backward curriculum design (Understanding by Design) and thinking strategy usage.
- Experience with coaching, curriculum modeling, and/or other professional learning.
- Experience providing large-scale or systemic professional learning.
- Knowledge of data collection and analysis for decision making.

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