



Duke University Talent Identification Program

1121 West Main Street Durham NC 27701
Phone: 919-668-9100 Fax: 919-668-9141
E-mail: il@tip.duke.edu
Web site: www.tip.duke.edu

Job Description: Curriculum Developer

General Information About Duke TIP Independent Learning

The Duke TIP Independent Learning program offers gifted students in grades 4-12 an opportunity to pursue engaging accelerated or enrichment studies at home or at school as differentiated instructional options. Students pursue materials independent of Duke TIP and select a local mentor to learn highly challenging material at a rate commensurate with and tailored to their advanced abilities. Courses (20 weeks, semester long) or units (10 weeks) are offered in CD or online formats.

The Curriculum Developer Position

Curriculum developers for the Duke TIP Independent Learning program are responsible for designing a challenging, engaging course/unit that meets the requirements of the Learn on Your Own Curriculum Template (see www.tip.duke.edu/loyo). This is a part-time short-term, telecommuting position that can be tailored to an individual's schedule, though typically units are developed within six to nine months, and courses, within nine to twelve. Developers are required to write multiple drafts of lessons and adapt text of an accompanying Mentor Guidelines Web site in response to feedback from a content editor and the Coordinator of Independent Learning. Developers post lessons every few weeks for a number of months, break for a student field test (see www.tip.duke.edu/loyo/tester) and then revise according to student feedback and integrate student work samples. Developers will use software such as SoftChalk LessonBuilder and Powerpoint to render lessons. Detailed responsibilities include, but are not limited to, items listed in Specific Duties.

Qualifications

A Master's Degree in Education or a relevant subject area is required with at least five years of experience teaching elementary, middle school, and/or high school gifted students. If the majority of an applicant's teaching experience has occurred at the college level, an applicant should have a strong record of curriculum development for departments of curriculum and instruction; for elementary, middle, or high school level programs; or for other educational institutions. Strong writing skills and knowledge of differentiated instruction required. Published curriculum or editorial/curriculum consultant experience preferred. Experience with educational software preferred. Applicants must possess a genuine interest in the academic, social, and emotional growth of adolescents, in the best practices in gifted education, and a willingness to work cooperatively with a staff of editors and support personnel.

Specific Duties

Submitting a Proposal

Upon acceptance of an application, an applicant is welcome to submit a proposal. Please follow all specifications listed at the Learn on Your Own Curriculum Template (see www.tip.duke.edu/loyo) and submit by the posted deadline.

Revising a Proposal

If the proposal is accepted by the Duke TIP Curriculum Committee, an applicant may be asked to do either slight or substantive revision before being hired.

During Course or Unit Development

- Attend Developer training in the Learn on Your Own Curriculum Template and SoftChalk LessonBuilder as needed.
- Request pedagogical readings necessary to course/unit development.
- Prepare the following items and post lesson drafts in the Blackboard course within the time frame indicated in your contract and hiring materials:
 - ❖ the revised course/unit syllabus and Lesson One in document form, including all elements specified in the Learn on Your Own Lesson Template;
 - ❖ a list of required readings (accompanying texts for student purchase and/or selections for a custom reader);
 - ❖ a revised list of NCSCOS/national objectives met by your course/unit.
 - ❖ Lessons 1-10 (unit) or Lessons 1-20 (course) in SoftChalk LessonBuilder™ format, to include all elements specified in the Learn on Your Own Lesson Template, including
 - slideshow content and narration, one per lesson, using the Slideshow Guidelines,

- guidelines, answer keys, and commentary for the Mentor Guidelines Web site;
- Web site contact information for all requested hyperlinks,
- and a Works Cited page in MLA format;
- ❖ second drafts of these lessons;
- ❖ one to three pretest field test questions for each lesson (not to exceed 15) for the overall course/unit pretest;
- ❖ a revised request for all required readings for purchase and/or high-resolution scanned copies or high-quality Xeroxed copies of readings for the course/unit reader;
- ❖ a lightbox of photo images;
- ❖ a list of requested illustrations (if applicable);
- ❖ a list of student work from field tests eligible to be used as models of excellent work in the lesson or at the Mentor Guidelines Web site
- ❖ notes and commentary for the Mentor Guidelines Web site; and
- ❖ written notes to the content editor about necessary revisions based on field test results.

Additional Tasks:

- Check e-mail weekly.
- Make any requests to alter a deadline with a week's notice to the Coordinator of Independent Learning, understanding that such requests cannot always be granted.
- Communicate with the Coordinator and content editor as necessary to meet contract deadlines.
- Work with Duke TIP staff to develop the list of required readings or course/unit reader, if applicable, and to acquire images and illustrations.
- Assist in the obtaining of permissions for requested hyperlinks and quoted excerpts.
- Provide a bio of your credentials for the Credits page.
- Provide feedback on a potential course/unit description for marketing materials.

General Expectations

- Perform all contractual duties at the assigned times.
- Support the Duke TIP Mission and all administrative decisions.
- Provide only original, academically honest materials with appropriate credit and permissions for hyperlinks and excerpts.
- Supply a copy (suitable for reproduction) of any images necessary to the completion of this course/unit that cannot be provided by a Duke TIP illustrator or purchased by Duke TIP through its image resources. Produce and deliver to Duke TIP all permissions necessary to reprint in the course/unit any and all material, whether textual or graphic, which is the copyrighted property of others, permissions to cover the territories and rights granted to Duke TIP.
- Provide only educationally sound, research-based practice and age-appropriate materials.
- Conduct yourself appropriately on the Web and to the best of your knowledge do not and will not maintain any Web presence or engage in Web activities that a reasonable person would find inappropriate for children or adolescents or that are incompatible with the discharge of your duties as a K-12 curriculum author.
- Seek permission from Duke TIP before sharing portions of the Duke TIP course/unit in face-to-face, print, or electronic media such as face-to-face presentations; any print documents; any Internet-based media such as blogs, podcasts, personal Web pages or sites, etc.; interviews; and any other means of distribution, communication, and/or publicity.
- Maintain professional relationships with all staff members.