



Duke University Talent Identification Program

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Job Description: Curriculum Editor

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 Editor Position

Curriculum editors for the Duke TIP Independent Learning program are responsible for editing 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 edited within six to nine months, and courses, within nine to twelve. Editors are required to edit the developer's first draft of each lesson, review the second draft, and edit the accompanying Mentor Guidelines Web site. Editors review lessons every few weeks for a number of months, break for a student field test (see www.tip.duke.edu/loyo/tester) and then work with the developer to address student feedback and integrate student work samples. Editors 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 or editing 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 developers and support personnel.

Specific Duties

During Course or Unit Development

- Attend training in the Learn on Your Own Curriculum Template and SoftChalk LessonBuilder as needed.
- Edit the following items and post materials in the Blackboard course within the time frame indicated in your contract and hiring materials:
 - ❖ course/unit syllabus and Lesson One in document form, including all elements specified in the Learn on Your Own Lesson Template;
 - ❖ list of required readings (accompanying texts for student purchase and/or selections for a custom reader);
 - ❖ list of NCSCOS/national objectives met by the 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; and
 - ❖ overall course/unit pretest.
- Review second drafts of lessons and provide feedback to the developer in document format.
- Work with the developer to select student samples from the field test as models of excellent work for lessons and Mentor Guidelines Web site.

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 developer as necessary to meet contract deadlines.
- 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.
- Use both constructive criticism and positive feedback in editorial comments.
- 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.