

# Coordinator IV, Mathematics

## Position Details

Job Code: U7403

Reference Code: A444

Division/Unit: Curriculum and Instruction

Classification: Licensed Administrator

Terms of Employment: [Step 41 of the Unified Administrative Salary Schedule, 12 Months](#)

FLSA STATUS: EXEMPT

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## Position Summary

This position serves as an instructional leader that provides professional learning opportunities to teachers, site-based administrators, and central office staff, on the development and implementation of effective Tier I mathematics instruction, including the coordination and use of Tier I instructional materials, program development and analysis, and instructional support. This position collaborates with teachers, administrators, staff, and the community on the implementation of research-based teaching, learning, and assessment strategies and practices for mathematics. This position is responsible to the Director of Mathematics, Curriculum and Instruction Division (CID), Academic Unit (AU).

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## Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Establishes and maintains administrative relationships with elementary schools, middle schools, high schools, charter schools, colleges and universities, and state and federal agencies and informal education entities related to the implementation of mathematics curriculum and instructional programs.

2. Collaborates with region leadership and/or designee(s) to accomplish the Clark County School District (CCSD) goals; serves as a liaison between the CID and the regions.
3. Collaborates with administrators and project facilitators within and outside CID.
4. Supervises preparation of curriculum documents and instructional materials, as assigned.
5. Designs, presents, facilitates, and coordinates mathematics professional learning activities for teachers, parents/guardians, administrators, and other audiences, as required.
6. Facilitates the selection and supervision of teacher task forces for mathematics for the curriculum development and revision process, for textbook and instructional materials selection, and various curriculum-related projects.
7. Provides leadership in the development, implementation, and oversight of mathematics programs in alignment with CCSD goals.
8. Seeks grant opportunities to support mathematics education; administers and implements existing grants and their related budgets; assists with data collection and grant writing/monitoring.
9. As appropriate, serves as liaison to community groups and public agencies and represents CCSD in matters related to mathematics at the local, state, and national levels.
10. Interprets CCSD policy and procedures related to mathematics for parents/guardians, teachers, administrators, and other interested groups.
11. Gathers, evaluates, and disseminates research-based practices in curriculum, instruction, and assessment to teachers, administrators, parents/guardians, and community members.
12. Collaborates with Mathematics administrators to ensure program alignment.
13. Plans, organizes, and coordinates CCSD programs for curriculum and instruction related to mathematics.
14. Manages multiple projects and responsibilities simultaneously and prioritizes accordingly.
15. Develops, monitors, and evaluates project plans to ensure completion within timeline and budget.
16. Gathers data, analyzes, and evaluates the effectiveness of mathematics curriculum and professional learning.
17. Collaborates with administrators and classroom teachers to implement effective content area instruction for all students.
18. Assists schools with program design and implementation practices to positively impact mathematics instruction.

19. Trains and supports administrators, teachers, and other school staff to align mathematics instruction to Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF).
  20. Provides professional learning opportunities to meet the needs of teachers within the Professional Growth System (PGS) and administrators outside of the contracted work hours on a regular basis including weekends and evenings.
  21. Conducts collaborative data analysis with school administration and teachers to identify strengths in instruction, trends and create site-based action plans to support increased student achievement.
  22. Conducts collaborative instructional observations to support teacher development through feedback, coaching and professional learning structures.
  23. Participates in site visits to schools to review instructional programs.
  24. Provides direct support and expertise to administrators, teachers, and other stakeholders, including parents/guardians regarding grades, mathematics curriculum, programs, and professional learning opportunities.
  25. Attends to written and verbal correspondences regarding curriculum and instruction.
  26. Develops resources for parents/guardians and students including videos and documents aligned to the NVACS.
  27. Participates in performance management program evaluation and data analysis related to content area programs and projects.
  28. Collects, analyzes, and reviews data in order to revise, improve, and plan for future opportunities for professional learning for teachers.
  29. Collaboratively discuss school trend data with site administration in an effort to co-construct a site-based plan for teacher support.
  30. Supervises and evaluates assigned staff.
  31. Performs other duties related to the position, as assigned.
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## **Position Expectations**

1. Extensive knowledge of the NVACS in mathematics, including the Standards for Mathematical Practice.
2. Knowledge of and ability to conduct effective professional learning related to mathematics.
3. Knowledge of CCSD budgetary processes.
4. Knowledge of best practices and current research on curriculum and educational issues along with meeting the needs of English Language Learners (ELL) and Special Education students.
5. Knowledge of CCSD or school-level instructional planning and curricular design.

6. Knowledge of federal, state, and local policies and procedures, including but not limited to the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and Every Student Succeeds Act (ESSA).
  7. Knowledge of CCSD policies and regulations.
  8. Knowledge of legalities associated with personnel management and supervision.
  9. Knowledge of national, state, and CCSD accountability initiatives related to student achievement.
  10. Knowledge of processes related to supervision and evaluation of support professional and licensed employees.
  11. Knowledge of negotiated contracts for all employee groups.
  12. Knowledge of CCSD organizational structure and related personnel.
  13. Knowledge of cultural diversity within the community as it relates to the affirmative action goals of CCSD.
  14. Knowledge of project planning, management, and evaluation theory and practices.
  15. Knowledge of adopted mathematics Tier I instructional materials.
  16. Effective presentation skills.
  17. High level of self-confidence, initiative, self-direction, and motivation.
  18. High-level skills in planning, organizing, and coordinating job-related tasks.
  19. Ability to communicate effectively both verbally and in writing.
  20. Ability to work effectively with school and administrative personnel, parents/guardians, peers, and others.
  21. Ability to write, analyze, and edit curriculum documents and resources.
  22. Ability to work cooperatively with other departments within CCSD and with other agencies at the university, state, and national level.
  23. Ability to develop guidance documents, handbooks, catalogs, brochures, policies, regulations, procedures, and reports.
  24. Ability to work under pressure and meet deadlines.
  25. Ability to exercise diplomacy, sound judgment, leadership, problem solving, and accountability.
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## **Position Requirements**

### **Education and Training**

An earned master's degree from an accredited college or university.

## **Licenses and Certifications**

1. Must possess, or be able to acquire, by the time of appointment to the position, a Nevada school administrative endorsement, as appropriate.
2. A valid driver's license or state-issued identification card.

## **Experience**

1. Have previously demonstrated at least five (5) years of successful licensed classroom teaching experience in an accredited K-12 public or private school; and, be able to acquire, by the time of appointment to the position, a Nevada administrative endorsement; or,
2. Have previously demonstrated at least three (3) years of successful licensed classroom teaching experience in an accredited K-12 public or private school; and, currently hold a valid Nevada administrative endorsement.
3. Present or previous successful experience in an elementary or secondary mathematics classroom teaching position.
4. Experience in conducting professional learning related to mathematics.
5. Demonstrated experience in curriculum design and professional learning.
6. Demonstrated experience in team leadership.
7. Demonstrated experience in instructional planning at the school or district-level.
8. Successful performance in the position held at the time of application.

## **Preferred Qualifications**

1. Coursework in advanced mathematics.
2. Experience in large program management.
3. Experience in overseeing grants.

**When applying for an administrative position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.**

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## **AA/EOE Statement**

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

## **Job Revision Information**

- Revised: 05/16/24
- Created: 06/02/22