

# Coordinator IV, Literacy and Language Development

## Position Details

Job Descriptions: U7403

Reference Code: A459

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 literacy 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 literacy. This position is responsible to the Director of Literacy and Language Development, 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. Plans, organizes, and coordinates Clark County School District programs for curriculum and instruction related to literacy and language development.

2. Coordinates development and implementation of effective instructional programs in alignment with District goals.
3. Gathers, evaluates, and disseminates research-based practices in curriculum, instruction, and assessment.
4. Gathers data and analyze and evaluates the effectiveness of literacy curriculum and professional learning.
5. Assists schools with program design and implementation practices.
6. Works effectively with administrators and classroom teachers at all school levels to implement effective Tier I content area instruction for all students.
7. Trains and supports administrators, teachers, and other school staff to align English language arts instruction to Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF).
8. 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.
9. Conducts site observations of teachers and collaborates with the site administration to develop a plan for continuous improvement and provides personalized professional learning.
10. Collaborates with administrators within and outside CID on District initiatives.
11. Participates in site visits to schools to review programs.
12. Provides direct support and expertise to administrators, teachers, and other stakeholders, including parents/guardians regarding grades, English language arts curriculum, programs, and professional learning opportunities.
13. Serves as a liaison (as appropriate) to community groups and public agencies and represent the District in matters related to curriculum at the local, state, and national levels.
14. Assists with the implementation of the curricular and instructional components of the Nevada Standards for Professional Learning related to literacy and language development.
15. Participates in performance management program evaluation and data analysis related to content area programs and projects.
16. Supervises preparation of curriculum documents and instructional materials, including updating District designated platforms.
17. Collects, analyzes, and reviews data in order to revise, improve, and plan for future opportunities for professional learning for teachers and administrators.
18. Analyzes student achievement data to implement site-based programs in English language arts.
19. Attends to written and verbal correspondences regarding curriculum and instruction.

20. Provides input to the Director, Literacy and Language Development, for evaluation of instructional delivery tools by user groups and facilitates the standardization of selected tools for the District.
  21. Coordinates ongoing support and professional learning with other departments relative to implementation of literacy curricular and instructional issues.
  22. Interprets District policy and procedures related to curriculum for parents/guardians, teachers, administrators, and other interest groups.
  23. Facilitates the selection and supervision of teacher task forces for curriculum development, revision processes for textbook and instructional materials selection, and for various other curriculum-related projects.
  24. Develops, monitors, and evaluates project plans to ensure completion within timeline and budget.
  25. Manages multiple projects and responsibilities simultaneously and prioritizes accordingly.
  26. Designs, presents, and facilitates professional learning activities for teachers, parents/guardians, and administrators, as needed.
  27. Develops resources for parents/guardians and students, including videos and documents aligned to the NVACS.
  28. Develops and writes grant proposals in alignment with District goals to improve teacher content knowledge, pedagogy, and increase student achievement.
  29. Collaborates with university, community organizations, and other content partners to implement grant awards.
  30. Administers and implements existing grants and their related budgets.
  31. Assists with data collection and grant monitoring.
  32. Collaborates with the Nevada System for Higher Education (NSHE) regarding standards and curricular alignment related to literacy and language development.
  33. Performs other duties related to the position, as assigned.
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## **Position Expectations**

1. Knowledge of NVACS in English language arts.
2. Knowledge of District budgetary processes.
3. Knowledge of adopted Tier I instructional materials for Kindergarten-Grade 12.
4. Knowledge of best practices and current research curriculum and educational issues along with meeting the needs of English Language Learners (ELL) and Special Education students.
5. Knowledge of District 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 District policies and regulations.
  8. Knowledge of legalities associated with personnel management and supervision.
  9. Knowledge of national, state, and District 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 District organizational structure and related personnel.
  13. Knowledge of cultural diversity within the community as it relates to the affirmative action goals of the District.
  14. Knowledge of project planning, management, and evaluation theory and practices.
  15. Knowledge and understanding of District policies, regulations, procedures, and standards related to literacy and language development.
  16. Knowledge and understanding of state educational requirements and legal implications related to literacy and language development.
  17. Ability to communicate effectively both verbally and in writing.
  18. Ability to work cooperatively with school and administrative personnel.
  19. Ability to write, analyze, and edit curriculum documents.
  20. Ability to present effectively using appropriate presentation skills.
  21. Ability to present with a high-level of self-confidence, initiative, self-direction, and motivation.
  22. Ability to plan, organize, and coordinate job-related tasks.
  23. Ability to develop handbooks, catalogs, brochures, policies, regulations, procedures, and reports.
  24. Ability to work under pressure and to meet deadlines.
  25. Ability to exercise diplomacy, sound judgment, leadership, problem solving, and accountability.
  26. Ability to develop handbooks, catalogs, brochures, policies, regulations, procedures, and reports.
  27. Ability to work cooperatively with other departments within the District and with other agencies at the university, state, and national level.
  28. Ability to support school site administrators and literacy leaders with a focus on improving student achievement.
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# Position Requirements

## Education and Training

An earned master's degree from an accredited college or university in Curriculum and Instruction, Literacy, Educational Leadership, or related field.

## Licenses and Certifications

1. Hold, or be able to acquire, by time of appointment to the position, a Nevada 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 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 school administrative endorsement; or, have previously demonstrated at least three (3) years of successful licensed teaching experience in an accredited K-12 public or private school; and, currently hold a valid Nevada school administrative endorsement.
2. Educational emphasis and experience in Literacy, English Language Arts, or a related field.
3. Demonstrated experience in curriculum design and professional learning.
4. Demonstrated experience in designing, facilitating, and evaluating professional learning.
5. Demonstrated experience in team leadership.
6. Demonstrated experience in instructional planning at the school or district-level.

## Preferred Qualifications

1. Advanced coursework in literacy.
2. Experience in overseeing grants.
3. Demonstrated knowledge of current national and Nevada State reading initiatives.

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

## 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, or 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: 07/28/23
- Created: 04/25/16