

Coordinator IV, Literacy and Language Development, Read by Grade 3

Position Details

Job Code: U7403

Reference Code: A493

Division/Unit: Curriculum and Instruction

Classification: Licensed Administrator

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

FLSA STATUS: EXEMPT

Position Summary

This position serves an instructional leader for literacy and language operations, systems, and structures for the Literacy and Language Development Department within the Curriculum and Instruction Division (CID). Responsibilities include setting and maintaining standards/processes for literacy instruction, curriculum development, professional learning, and identified literacy goals. The person selected for this position is directly responsible to the Director, Literacy and Language Development Department, CID, Academic Unit (AU).

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 (CCSD) programs for curriculum and instruction related to literacy and language development with a focus on Kindergarten-Grade 5.

2. Gathers, evaluates, and disseminates research-based practices in curriculum, instruction, and assessment.
3. Provides direct support and expertise to administrators, teachers, and other stakeholders, including parents/guardians regarding grades K-5 English language arts (ELA) curriculum, programs, and professional learning opportunities.
4. Analyzes student achievement data to support district and site-based implementation of ELA programs.
5. Works collaboratively with curriculum directors to monitor and evaluates charter school literacy curriculum.
6. Gathers data to analyze and evaluates the effectiveness of literacy curriculum and professional learning; provides feedback to the Director and CCSD leadership on the implementation of literacy curriculum and professional learning.
7. Participates in performance management literacy program evaluation and data analysis related to content area projects.
8. Collects, analyzes, and reviews data in order to revise, improve, and plan for future opportunities for professional learning for teachers and administrators.
9. Collaborates with CCSD leadership, universities, community organizations, legislators, and other content partners to implement grant awards.
10. Coordinates the development and implementation of effective curriculum programs in alignment with CCSD goals.
11. Develops resources for parents/guardians and students including videos and documents aligned to the Nevada Academic Content Standards (NVACS).
12. Interprets CCSD policy and procedures related to curriculum for parents/guardians, teachers, administrators, and other interest groups.
13. Responds to written and verbal correspondences regarding curriculum and instruction in a timely manner.
14. Collaborates with administrators, teacher leaders, and teachers within and outside of CID on CCSD initiatives.
15. Works effectively with administrators and classroom teachers at elementary grades to implement effective content area instruction for all students.
16. Collaborates with CID administrators and site-based administrators to support CCSD goals focused on literacy.
17. Develops and supports administrators, teachers, and other school staff to align ELA instruction to NVACS and the Nevada Educator Performance Framework (NEPF).
18. Facilitates the selection and the facilitation/supervision of teacher task forces for curriculum development, revision processes for textbook and instructional materials selection, and for various other curriculum-related projects.

19. Serves as a liaison (as appropriate) to community groups and public agencies and represents CCSD in matters related to literacy curriculum and instruction at the local, state, and national levels.
20. Develops, monitors, and evaluates project plans to ensure completion within timeline and budget.
21. Plans, prepares, and facilitates literacy professional learning and follow-up processes to support school-based personnel with the implementation of the ELA NVACS, NEPF, Tier I instructional materials, and CCSD's Literacy Plan to support high-quality instruction for all students.
22. Provides professional learning opportunities to meet the needs of teachers and administrators within the Professional Growth System (PGS) and administrators outside of the contracted work hours on a regular basis, including weekends and evenings.
23. Supervises preparation of curriculum documents and instructional materials, including updating documents and supporting materials in district identified platforms.
24. Administers and implements existing grants and their related budgets.
25. Assists with data collection and grant monitoring; reports findings to the Director of Literacy.
26. Develops and writes grant proposals in alignment with CCSD goals to improve teacher content knowledge, pedagogy, and increase student achievement.
27. Manages multiple projects and responsibilities simultaneously and prioritizes accordingly.
28. Tracks and monitors districtwide literacy professional learning participation and engagement.
29. Attends principal level meetings to provide updates, action items, and key information to support literacy instruction.
30. Assists schools with effective instructional program design, implementation, and monitoring practices.
31. Conducts site observations of teachers and collaborates with the site administration to develop a plan for improved student literacy achievement and provide customized professional learning.
32. Participates in site visits to schools to review programs.
33. Collaborates with curriculum administrators to ensure program alignment.
34. Develops and supports professional learning opportunities and provides ongoing coaching support to Read by Grade 3 Literacy Specialists to ensure compliance and other state and district requirements for targeted student literacy achievement.

35. Serves as a CCSD liaison to the Nevada Department of Education (NDE) to support alignment with Assembly Bill 289 (2019).
 36. Works collaboratively with Read by Grade 3 Literacy Specialists to model effective data-driven, decision-making processes to support professional learning communities for increased student literacy achievement.
 37. Provides coaching and mentoring supports to Read by Grade 3 Literacy Specialists to implement research-based strategies addressing the needs of all learners, including students who have been identified as at-risk in literacy, students with special needs, and English language learners (ELL).
 38. Provides professional learning and support for the coaching cycle to improve Read by Grade 3 Literacy Specialists' ability to support improved literacy instruction to drive student improvement.
 39. Monitors Read by Grade 3 program requirements in alignment with AB 289 (2019) including, but not limited to: assessment protocols, parent notification and support, intensive intervention plans for students who are identified as at-risk in literacy, and professional learning.
 40. Develops and reports findings to the Office of the Superintendent and NDE, the annual Read by Grade 3 Report and Local Literacy Plan.
 41. Works collaboratively with the Human Resources Division to provide specialized support for establishing, maintaining, and facilitating the candidate approval process and hiring for the Read by Grade 3 Full-Time Literacy Specialist Qualified Candidate Selection Pool.
 42. 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 CCSD budgetary processes.
3. Knowledge of adopted Tier I instructional materials for Kindergarten-Grade 5.
4. Knowledge of best practices and current research curriculum and educational issues along with meeting the needs of 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 current state and local Kindergarten-Grade 5 student assessments.
 16. Knowledge of the Science of Reading.
 17. Knowledge about the coaching cycle, mentoring, and supporting teachers and administrators on effective literacy and language practices.
 18. Ability to communicate effectively both verbally and in writing.
 19. Ability to work cooperatively with school and administrative personnel.
 20. Ability to write, analyze, and edit curriculum documents.
 21. Ability to present effectively using appropriate presentation skills.
 22. Ability to present with a high-level of self-confidence, initiative, self-direction, and motivation.
 23. Ability to plan, organize, and coordinate job-related tasks.
 24. Ability to work under pressure and 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 CCSD and with other agencies at the university, state, and national level.
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Position Requirements

Education and Training

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

Licenses and Certifications

1. Hold, or be able to acquire, by the time of appointment to the position, a Nevada administrative endorsement, as appropriate.

2. A valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.

Experience

1. Have previously demonstrated 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, appropriate 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 Curriculum and Instruction, Literacy, English language arts, or related field.
3. Demonstrated experience in curriculum design and development.
4. Demonstrated experience in designing, facilitating, and evaluating professional learning.
5. Successful performance in the position held at the time of application.

Preferred Qualifications

1. Advanced coursework in literacy.
2. Effective communication, collaborative, and interpersonal skills.
3. Effective skills in planning, organizing, and coordinating activities.
4. Excellent verbal, written, and presentation skills.
5. Experience in overseeing grants.
6. Knowledge and understanding of CCSD policies, regulations, procedures, and standards.
7. Knowledge and understanding of state educational requirements and legal implications
8. Demonstrated experience in team leadership.
9. Demonstrated knowledge of current CCSD curricular initiatives.
10. Experience with instructional planning at a school or district level.
11. Possess a strong curriculum background.

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, 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: 08/28/24
- Created: 04/25/16