

Coordinator IV, Mathematics

Position Details

Job Code: U7402

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

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).

Essential Duties and Responsibilities

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

1. Establish 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. Collaborate with region leadership and/or designee(s) to accomplish the Clark County School District goals. Serve as a liaison between the CID and the regions.
3. Collaborate with administrators and project facilitators within and outside CID.
4. Supervise preparation of curriculum documents and instructional materials, as assigned.
5. Design, present, facilitate, and coordinate mathematics professional learning activities for teachers, parents/guardians, administrators and other audiences, as required.
6. Facilitate the selection and supervision of teacher task forces for mathematics for the curriculum development and revision process, for textbook and instructional materials selection, and for various other curriculum-related projects.
7. Provide leadership in the development, implementation, and oversight of mathematics programs in alignment with District goals.
8. Seek grant opportunities to support mathematics education and administer, and implement existing grants and their related budgets. Assist with data collection and grant writing/monitoring.
9. Serve as liaison (as appropriate) to community groups and public agencies and represent the District in matters related to mathematics at the local, state, and national levels.
10. Interpret District policy and procedures related to mathematics for parents/guardians, teachers, administrators, and other interested groups.
11. Gather, evaluate, and disseminate research-based practices in curriculum, instruction, and assessment to teachers, administrators, parents/guardians, and community members.
12. Collaborate with Mathematics administrators to ensure program alignment.
13. Plan, organize, and coordinate District programs for curriculum and instruction related to mathematics.
14. Manage multiple projects and responsibilities simultaneously and prioritize accordingly.
15. Develop, monitor, and evaluate project plans to ensure completion within timeline and budget.
16. Gather data, analyze, and evaluate the effectiveness of mathematics curriculum and professional learning.
17. Collaborate with administrators and classroom teachers to implement effective content area instruction for all students.
18. Assist schools with program design and implementation practices to positively impact mathematics instruction.

19. Train and support administrators, teachers, and other school staff to align mathematics instruction to Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF).
 20. Provide 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. Conduct 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. Conduct collaborative instructional observations to support teacher development through feedback, coaching and professional learning structures.
 23. Participate in site visits to schools to review instructional programs.
 24. Provide direct support and expertise to administrators, teachers, and other stakeholders, including parents/guardians regarding grades, mathematics curriculum, programs, and professional learning opportunities.
 25. Attend to written and verbal correspondences regarding curriculum and instruction.
 26. Develop resources for parents/guardians and students including videos and documents aligned to the NVACS.
 27. Participate in performance management program evaluation and data analysis related to content area programs and projects.
 28. Collect, analyze, and review 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. Supervise and evaluate assigned staff.
 31. Perform 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. Ability to communicate effectively both verbally and in writing.
4. Ability to work effectively with school and administrative personnel, parents/guardians, peers, and others.
5. Ability to write, analyze, and edit curriculum documents and resources.
6. Current knowledge of state and local student assessments.

7. Effective presentation skills.
 8. High level of self-confidence, initiative, self-direction, and motivation.
 9. High-level skills in planning, organizing, and coordinating job-related tasks.
 10. Knowledge of District budgetary processes.
 11. 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.
 12. Knowledge of District or school level instructional planning and curricular design.
 13. 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).
 14. Knowledge of District policies and regulations.
 15. Knowledge of legalities associated with personnel management and supervision.
 16. Knowledge of national, state, and District accountability initiatives related to student achievement.
 17. Knowledge of processes related to supervision and evaluation of support professional and licensed employees.
 18. Knowledge of negotiated contracts for all employee groups.
 19. Knowledge of District organizational structure and related personnel.
 20. Knowledge of cultural diversity within the community as it relates to the affirmative action goals of the District.
 21. Knowledge of project planning, management, and evaluation theory and practices.
 22. Ability to work cooperatively with other departments within the District 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.
 26. Knowledge of adopted mathematics Tier I instructional materials.
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Position Requirements

Education and Training

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

Licenses and Certifications

Must possess, or be able to acquire, by the time of appointment to the position, a Nevada school administrative endorsement, as appropriate.

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, 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.
2. Present or previous successful experience in an elementary or secondary mathematics classroom teaching position.
3. Experience in conducting professional learning related to mathematics.
4. Demonstrated experience in curriculum design and professional learning.
5. Demonstrated experience in team leadership.
6. Demonstrated experience in instructional planning at the school or district-level.

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.

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: 02/02/23
- Created: 06/02/22