

# 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

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## 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).

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## Essential Duties and Responsibilities

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

1. Plan, organize, and coordinate Clark County School District programs for curriculum and instruction related to literacy and language development with a focus on Kindergarten-Grade 5.

2. Gather, evaluate, and disseminate research-based practices in curriculum, instruction, and assessment.
3. Provide 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. Analyze student achievement data to support district and site-based implementation of ELA programs.
5. Work collaboratively with curriculum directors to monitor and evaluate charter school literacy curriculum.
6. Gather data to analyze and evaluate the effectiveness of literacy curriculum and professional learning. Provide feedback to the Director and District leadership on the implementation of literacy curriculum and professional learning.
7. Participate in performance management literacy program evaluation and data analysis related to content area projects.
8. Collect, analyze, and review data in order to revise, improve, and plan for future opportunities for professional learning for teachers and administrators.
9. Collaborate with District leadership, universities, community organizations, legislators, and other content partners to implement grant awards.
10. Coordinate the development and implementation of effective curriculum programs in alignment with District goals.
11. Develop resources for parents/guardians and students including videos and documents aligned to the Nevada Academic Content Standards (NVACS).
12. Interpret District policy and procedures related to curriculum for parents/guardians, teachers, administrators, and other interest groups.
13. Respond timely to written and verbal correspondences regarding curriculum and instruction.
14. Collaborate with administrators, teacher leaders, and teachers within and outside of CID on District initiatives.
15. Work effectively with administrators and classroom teachers at elementary grades to implement effective content area instruction for all students.
16. Collaborate with CID administrators and site-based administrators to support District goals focused on literacy.
17. Develop and support administrators, teachers, and other school staff to align ELA instruction to NVACS and the Nevada Educator Performance Framework (NEPF).
18. Facilitate 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. Serve as a liaison (as appropriate) to community groups and public agencies and represent the District in matters related to literacy curriculum and instruction at the local, state, and national levels.
20. Develop, monitor, and evaluate project plans to ensure completion within timeline and budget.
21. Plan, prepare, and facilitate 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 the District's Literacy Plan to support high-quality instruction for all students.
22. Provide 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. Supervise preparation of curriculum documents and instructional materials, including updating documents and supporting materials in district identified platforms.
24. Administer and implement existing grants and their related budgets.
25. Assist with data collection and grant monitoring. Report findings to the Director of Literacy.
26. Develop and write grant proposals in alignment with District goals to improve teacher content knowledge, pedagogy, and increase student achievement.
27. Manage multiple projects and responsibilities simultaneously and prioritize accordingly.
28. Track and monitor districtwide literacy professional learning participation and engagement.
29. Attend principal level meetings to provide updates, action items, and key information to support literacy instruction.
30. Assist schools with effective instructional program design, implementation, and monitoring practices.
31. Conduct site observations of teachers and collaborate with the site administration to develop a plan for improved student literacy achievement and provide customized professional learning.
32. Participate in site visits to schools to review programs.
33. Collaborate with curriculum administrators to ensure program alignment.
34. Develop and support professional learning opportunities and provide 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. Serve as a District liaison to the Nevada Department of Education (NDE) to support alignment with Assembly Bill 289 (2019).
  36. Work 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. Provide 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. Provide 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. Monitor 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. Develop and report findings to the Office of the Superintendent and NDE, the annual Read by Grade 3 Report and Local Literacy Plan.
  41. Work collaboratively with the Human Resources Division (HRD) 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. Perform 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 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 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 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 the District 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**

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

## **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 District 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 District 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, 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: 02/22/23
- Created: 04/25/16