

## COORDINATOR ENGLISH-LANGUAGE ARTS

### DEFINITION

Under general direction, plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of English-Language Arts for local school districts to enhance student learning and achievement.

### SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Executive Director, Curriculum and Instruction. Exercises direct supervision over professional and administrative support staff.

### CLASS CHARACTERISTICS

This is a management classification responsible for planning, organizing, reviewing, and evaluating School Safety and Risk prevention programs and services. Incumbents are responsible for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities, which include developing and implementing policies and procedures for assigned programs, budget and contract administration and reporting, and ensuring compliance with regulatory requirements. Incumbents serve as a professional-level resource for organizational, managerial, and operational analyses and studies. Performance of the work requires the use of considerable independence, initiative, and discretion within broad guidelines.

### EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

*Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.*

- Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of English-Language Arts for local school districts to enhance student learning and achievement; and support equitable outcomes for all students.
- Plan, design, develop, implement, coordinate and conduct training and professional development activities for faculty, staff and administrators concerning the ELA/ELD State Standards and Framework.
- Prepare and deliver oral presentations and explain related content, curriculum, materials, assessment, principles, theories, standards, guidelines, requirements, practices, procedures and techniques.
- Collaborate with the English Learner Support Services Coordinator to support schools and districts in implementation of the English Language Development Standards and the ELA/ELD Framework.
- Collaborate with Curriculum and Instruction team as well as other divisions within the organization to support districts in technical assistance and teaching and learning needs.
- Provide consultation and technical assistance to school districts, faculty, administrators, staff and others concerning English-Language Arts.

- Assist in developing curriculum and instructional strategies and selecting instructional materials as assigned.
- Serve as a liaison and coordinate communications, activities and information related to English-Language Arts between County Office administrators, personnel, school districts, outside organizations, governmental agencies and the public; establish, support, facilitate and maintain partnerships.
- Maintain current knowledge of educational methods, practices and standards related to Reading/English Language Arts related laws, codes, regulations, policies and procedures.
- Train and provide work direction and guidance to assigned personnel as required; assign employee duties and review work for accuracy, completeness and compliance with established standards and procedures; provide input concerning employee evaluations as requested.
- Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and school support services as assigned.
- Prepare proposals and assist with developing and maintaining contracts as required.
- Coordinate and participate in a variety of meetings including task forces, seminars, in-services and conferences as directed.
- Performs related duties as required.

## **QUALIFICATIONS**

### **Education and Experience:**

*Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

- Equivalent to a master's degree from an accredited college or university with major coursework in English Language Arts, Reading, or a closely related field; and
- Five years of teaching experience.
- Increasingly responsible administrative experience working with educational programs and services.

### **Licenses and Certifications:**

- Valid Administrative Services Credential (or willingness to enroll in a program).
- Valid Teaching Credential.
- Some positions may require possession of a valid California Driver's License and a satisfactory driving record to be maintained throughout employment.

### **Knowledge of:**

- California ELA/ELD and Literacy standards, frameworks, and curriculum; best practices in ELA/ELD and literacy instruction and assessment; current ELA and ELD research; effective ELA/ELD and literacy professional development programs; principles of professional development and training with a focus on adult learning theory.
- California Comprehensive State Literacy Plan to support the alignment and integration of state literacy initiatives, content standards, and state guidance documents to support educators of students, birth through grade 12.
- California English Learner Roadmap guidance to strengthen comprehensive educational policies, programs and practices for English and multi-lingual learners.
- California Dyslexia Initiative to provide early intervention services and supports for students with specific learning disabilities such as dyslexia; identifying effective models for identification and treatment of specific learning disabilities.

- Planning, organization, coordination and implementation of the operations, activities, educational services and support functions of assigned subject areas and programs for local school districts.
- Instructional techniques and strategies related to assigned programs and subject areas.
- Local, State and federal standards and requirements governing assigned programs and subject areas.
- Policies and objectives of assigned programs and activities.
- Practices and procedures involved in the development and implementation of staff development activities.
- Basic Budget preparation and control.
- Applicable laws, codes, regulations, policies and procedures.
- Culturally Responsive Pedagogy and Equity-Centered Approaches to Teaching and learning.
- Universal Design for Learning and knowledge of Multi-Tiered Systems of Support
- Experience working with diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- Equitable practices to address the needs of historically marginalized children and families.
- Oral and written communication skills.
- Basic budget preparation and control.
- Applicable laws, codes, regulations.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

**Ability to:**

- Facilitate groups in planning, problem-solving and decision-making.
- Work collaboratively with individuals and groups from diverse ethnic, racial, linguistic and social backgrounds.
- Communicate effectively both orally and in writing.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Prepare and maintain various records, reports and files.

**PHYSICAL DEMANDS**

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and visit various County sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

**ENVIRONMENTAL CONDITIONS**

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing divisional policies and procedures.