



## Job Description

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<b>POSITION TITLE:</b>	<b>Coordinator II, Early Literacy Language and Literacy Continuous Improvement and Support Educational Services</b>	<b>#6287</b>
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<b>SALARY PLACEMENT:</b>	<b>Management Salary Schedule Range 12</b>
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### **SUMMARY OF POSITION:**

Under the direction of the Director of Language and Literacy and the Division Director of Continuous Improvement and Support, this position will coordinate and provide training and technical assistance opportunities focused on evidence-based instructional practices supported by an effective instructional leadership and a strong collegial school culture. This position assists districts and schools in using data to target evidence-based intervention programs and improvement strategies, and in developing district and school leadership teams to support high-priority schools.

In addition, this position serves as a preschool through third grade early literacy content expert. Responsibilities include designing and conducting professional development and coaching for educators on early literacy instruction and assessment, literacy instructional leadership, and interventions through a Multi-tiered System of Support framework with a focus on the science of reading and structured literacy.

### **MINIMUM QUALIFICATIONS-EDUCATION, TRAINING, AND EXPERIENCE:**

Possess a Bachelor's Degree and a valid Clear California General Education or Special Education Teaching Credential. In addition, possess or be eligible (enroll/apply upon hire) for one of the following: California Reading and Literacy Leadership Specialist Credential or a California Administrative Services Credential. Experience in the fields of early literacy, early childhood education, and/or second language acquisition.

### **DESIRABLE QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:**

Five years of classroom teaching experience working in a related field. Possess a Master of Arts Degree and valid California Administrative Services Credential. Expertise in the field of early literacy. Experience in designing, facilitating, and coordinating professional learning opportunities for a variety of audiences to address the needs of districts in continuous improvement. Expertise in providing staff development activities designed to increase knowledge in the latest research-based district/school improvement strategies and resources. Experience in providing support to school sites and/or districts.

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

Knowledge of:

- California Systems of Support, the Local Control Funding Formula (LCFF) components, and Every Student Succeeds Act (ESSA)
- program evaluation and data collection
- evidence-based interventions
- Science of Reading and structured literacy
- State and federal initiatives
- state assessments: CAASPP and ELPAC, etc.

- ELA/ELD pedagogy and proven methods of developing literacy and in increasing academic achievement among English learners and students with special needs in all educational settings
- ELA/ELD Framework, CCSS ELA and ELD standards, EL programs and program implementation
- principles of Diversity, Equity, and Inclusion with a willingness to apply principles of equity in early literacy, ensuring access to high-quality education for each student
- cultural and linguistic diversity and an openness to understanding how diverse backgrounds shape literacy development and a willingness to incorporate inclusive practices
- assigned software

Ability to:

- assist in convening district and school literacy leads to align vision, strategies, and implementation related to early literacy instruction and practice
- design and conduct professional learning opportunities, including professional learning communities and communities of practice
- remain current on research-based, effective instructional strategies
- communicate effectively with colleagues
- be flexible based on program needs
- create and follow policies and procedures
- operate a computer

Possess:

- leadership skills in planning, setting agendas, and coordinating/conducting meetings/trainings/professional learning
- an understanding of MTSS to support systemic change and continuous improvement for educational outcomes and equitable outcomes for all students
- a valid California driver's license and proof of liability insurance coverage in the minimum amount required by SJCOE policy; insurable by the SJCOE carrier. Must furnish own transportation as required to fulfill job duties

**DISTINGUISHING CHARACTERISTICS:**

The Coordinator series represents advanced management positions and has four levels.

**ESSENTIAL FUNCTIONS:**

Essential functions may include, but are not limited to:

1. Work effectively with school districts, community organizations, government agencies, parents, students, and/or staff on program development and EL and literacy issues.
2. Maintain confidentiality on issues concerning program and staff.
3. Supervise and evaluate staff.
4. Participate, coordinate, or conduct a variety of meetings, staff development, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, operations, and activities.
5. Maintain current knowledge and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes, and regulations.
6. Communicate effectively both orally and in writing.
7. Analyze situations accurately and adopt an effective course of action.
8. Establish and maintain cooperative and effective working relationships with others.
9. Work independently with little direction.
10. Meet schedules and timelines.
11. Prepare reports as needed for program.
12. Oversee and manage budgets.
13. Recommend successful research-based instructional strategies and programs related to early literacy.
14. Articulate the use of the CCSS ELA and ELD Standards and any subsequent or associated documents and/or tools.
15. Serve as a resource to LEAs and schools in the area of early literacy.
16. Provide technical assistance to districts and schools as needed.

17. Participate in ongoing professional learning opportunities to develop expertise in the areas of education of science of reading, structured literacy, and English learners including coaching and demonstration lessons, co-teaching, and planning.
18. Participate in school and classroom observations of practices in early literacy and compile and interpret data. Interpret data results from state and federal intervention tools.
19. All other duties as assigned.

**PHYSICAL REQUIREMENTS:**

Employees in this position must have the ability to:

1. Sit and stand for extended periods of time.
2. Enter data into a computer terminal, operate standard office equipment, and use the telephone.
3. Hear and understand speech at normal levels and on the telephone.
4. See and read the computer screen and printed matter with or without vision aids.
5. Speak so that others may understand at normal levels to small or large groups, and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.

**WORK ENVIRONMENT:**

Employees in this position will be required to work indoors and/or outdoors in an educational and standard office environment. Employees will come in direct contact with students, parents, SJCOE and school district staff, outside agency staff, and the public.

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