

Read By Grade 3 (RBG3) Full-Time Literacy Specialist

Position Details

Job Code: C8112

Division: Human Resources

Classification: Certified

Terms of Employment: This is a salaried position assigned to the Licensed Employee Salary Schedule, 9 Months

FLSA STATUS: EXEMPT

Position Summary

The individual(s) selected for the RBG3 full-time literacy specialist position will coordinate and provide specialized support for Kindergarten–Grade 5 (K–5) teachers in literacy. These supports include, but are not limited to: assisting teachers in implementing high-quality, standards-based instruction for all students aligned to the English Language Arts (ELA) Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF); modeling and providing supports for teachers in developing long-range and daily lesson plans; modeling research-based strategies in literacy; supporting teachers in scaffolding instruction and using research-based strategies to meet the needs of all learners; providing side-by-side, job-embedded coaching; working collaboratively with teachers during data-driven, decision-making processes, including professional learning communities; assisting teachers in using a balanced assessment system, including an interim assessment system, to analyze student achievement data to guide and inform instruction; assisting with the implementation of the Clark County School District (CCSD)'s Literacy and Language Development Plan; and providing professional learning opportunities for teachers focused on increasing student achievement in literacy. RBG3 full-time literacy specialists selected for these positions will be required to attend regularly-scheduled professional learning sessions. The individual(s) selected for this position will be expected to adhere to the CCSD's *Professional Domains and Standards for Licensed Employees* and will

report to the site-based administrator.

Essential Duties and Responsibilities

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

1. Supports school personnel with the implementation of high-quality, standards-based instruction aligned to the ELA NVACS and the NEPF.
2. Plans, prepares, and facilitates literacy professional learning and follow-up processes to support school-based personnel with the implementation of the ELA NVACS, NEPF, and the CCSD's Literacy and Language Development Plan.
3. Develops and coordinates professional learning aligned to literacy instruction and the School Performance Plan.
4. Works collaboratively with teachers to model effective data-driven, decision-making processes focusing on professional learning communities.
5. Provides coaching and mentoring supports for teachers by conducting demonstration lessons, observing classroom instruction, and conferencing with teachers 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).
6. Utilizes the coaching cycle to improve literacy instruction to promote student learning.
7. Works collaboratively with school-based administrators and classroom teachers to effectively implement evidence-based practices for literacy instruction and tiered interventions to support all students.
8. Assists school-site personnel in developing a set of culturally responsive practices that are infused within the school climate and instructional expectations.
9. Works collaboratively with school-based administrators and classroom teachers to effectively implement the required RBG3 assessments, including state-mandated RBG3 assessments.
10. Assists school-based personnel with the analysis of data aligned with a balanced assessment system.
11. Provides support for teachers in the balanced assessment system to determine areas of specific skill deficits to guide instruction and develop and implement intervention planning.
12. Oversees the following RBG3 assessment protocols, including the administration of the Kindergarten Entry Assessment to all kindergarten students within the first 45 days of school; administration of the MAP Growth assessment to all students

- in Grade 1 through Grade 5 within the first 30 days of school; administration of the MAP Growth assessment to all students in K–5 during the winter and spring benchmarks; the development of a progress monitoring plan for every student identified as at-risk in literacy; and supports systematic progress monitoring for every student identified as at-risk in literacy.
13. Ensures parents and/or legal guardians are notified within 30 days of the determination that a student in K–5 is identified as at-risk in literacy.
 14. Ensures parents and/or legal guardians approve the intensive instructional plan for all students in K–5 who are identified as at-risk in literacy.
 15. Provides instruction and support to parents and/or legal guardians of students who have been identified as at-risk in literacy.
 16. Develops a working climate that promotes a trusting, professional relationship in which teachers are open to self-reflection and working as a team to improve their instructional practices.
 17. Participates in ongoing professional learning of the RBG3 full-time literacy specialist following the roles and responsibilities of the RBG3 full-time literacy specialist as defined by the Nevada Department of Education (NDE) and the CCSD.
 18. Communicates with school-based administrators regarding assignments and responsibilities.
 19. Collaborates with region personnel and CCSD divisions and departments, including the-Literacy and Language Development Department; the Assessment, Accountability, Research, and School Improvement Division (AARSI); Student Services Division (SSD); and English Language Learner Division (ELLD).
 20. Maintains confidentiality while building and maintaining a high-level of trust with site-based and CCSD personnel.
 21. Performs other duties related to the position, as assigned.
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Mandatory Professional Learning

Professional learning for the RBG3 full-time literacy specialist will be provided centrally at a maximum of twice a month. Personnel from divisions and departments throughout the CCSD will conduct these collaborative professional learning sessions. These sessions will be conducted during the scheduled work assignment.

Position Expectations

1. Thorough knowledge and understanding of the NEPF, including research-based strategies for literacy instruction.

2. Thorough knowledge of the K–5 ELA NVACS.
 3. Thorough understanding of NRS 388.159 RBG3.
 4. Thorough understanding of the resources and tools located in Curriculum Hub and its capabilities to support teachers in planning.
 5. Thorough understanding of the Student Literacy Performance Plan (SLPP) within Infinite Campus.
 6. Thorough knowledge of using data to identify gaps in student achievement.
 7. Effective communication, including verbal and written; collaboration; and interpersonal skills.
 8. Effective skills in planning, organizing, and providing professional learning support to teachers.
 9. Ability to lead with cultural awareness.
 10. Ability to work under pressure and meet deadlines.
 11. Demonstrated leadership abilities in organizing, implementing, and maintaining an effective literacy program.
 12. Willingness to maintain a flexible work schedule in order to conform to project needs.
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Position Requirements

Education and Training

1. An earned bachelor's degree from an accredited college or university.
2. Have completed a minimum of three (3) or more years of contracted teaching experience at the elementary school level with effective or highly effective yearly evaluations.
3. Demonstrated a positive impact in measurable student outcomes in literacy.
4. Have experience in modeling teaching behavior to adult learners in a variety of settings (workshops, seminars, courses, etc.).
5. Demonstrated evidence of instructional leadership (team leader, department chair/coach, literacy specialist, instructional coach, system-wide committees, or grade-level chair, etc.).
6. Experience in providing successful professional learning aligned with high-quality, standards-based instruction in literacy.

Licenses and Certifications

1. Must possess or be able to acquire, by time of appointment to the position, a Standard-Elementary: Grade Level K–5 or K–8 teaching license issued by the NDE.

2. A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Hold a master's degree from an accredited college or university in literacy.
2. Hold a reading specialist endorsement.
3. Displayed evidence of participation in ongoing professional learning.

When applying for a certificated licensed 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: 06/09/25
- Created: 02/20/19