

Sacramento County Office of Education Job Description
CLASSIFICATION TITLE: Coordinator, Multilingual Learners and Literacy Support

Definition

Under general supervision, coordinates the development, implementation, and program compliance of the multilingual learner services and literacy initiatives for Sacramento County Office of Education (SCOE) schools.

Directly Responsible To

Appropriate Administrator

Supervision Over

Professional, Technical, and clerical staff as assigned.

Duties and Responsibilities

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Curriculum and Instruction

- Coordinates support and guidance to SCOE schools in the development, implementation, and evaluation of instructional intervention effectiveness and strategies to support student literacy development;
- Facilitates ongoing development, evaluation, and coordination of comprehensive literacy curriculum and resources;
- Coordinates and oversees the integration of Federal Title and other categorical programs to support multilingual learners and literacy initiatives, ensuring alignment of program design, funding, and services with student needs and federal requirements;
- Leads and supports the alignment of literacy standards, core curricula, and assessments to ensure coherence across programs serving multilingual learners, with an emphasis on secondary grades;
- Coordinates support and guidance for SCOE schools in developing, implementing, and evaluating instructional interventions and strategies that advance student literacy;
- Leads the ongoing development, evaluation, and alignment of comprehensive literacy curriculum and resources;
- Integrates evidence-based literacy strategies and materials into core instruction and coordinates Multi-Tiered Systems of Supports (MTSS) for secondary students reading below grade level, monitoring progress, and adjusting interventions;
- Designs and facilitates targeted professional development for teachers and support staff on literacy practices for multilingual learners;
- Implements and revises a Multilingual Learner Plan aligned with SCOE's literacy plan to meet statewide and Federal Program Monitoring (FPM) requirements;
- Plans, facilitates, and evaluates professional learning for instructional staff to support effective implementation of State Common Core English Language Arts (ELA) and English Language Development (ELD) Standards, including academic language development, literacy skills, and differentiated instruction aligned with state guidance related to supporting Multilingual learners.

Data and Accountability

- Coordinates the collection, analysis, and use of programmatic, contextual, and academic data to evaluate program effectiveness, guide data-informed decision-making, support continuous school and program improvement to close achievement gaps;

- Supports and directs the reclassification process for multilingual learners within SCOE programs to ensure compliance with state requirements;
- Facilitates analysis of school and agency-level data to examine beliefs and practices impacting-multilingual learner access and success in preparing for college and career readiness;
- Ensures compliance with Federal Title Program requirements for multilingual learner and literacy initiatives;
- Leads preparation for state and federal reviews, including audits and Federal Program Monitoring (FPM), and the development and implementation of corrective action plans;
- Partners with program and fiscal staff to oversee implementation, reporting, documentation, and the appropriate use of funds.

Leadership and Collaboration

- Leads the implementation and delivery of comprehensive literacy services for all students, with a specific focus on multilingual learners;
- Models and demonstrates language development and literacy lessons and provides technical assistance to educators on creating and sustaining inclusive and equitable instructional systems;
- Leads engagement efforts and facilitates educational trainings and presentations designed to foster inclusivity, belonging, and cultural intelligence, and to support the ongoing implementation of inclusive practices across SCOE Schools and Student Programs;
- Supports department leaders and staff in building capacity to fulfill SCOE's mission and vision through professional learning sessions, convenings, and events;
- Provides coaching and support for teachers and administrators to implement Evidence-Based Instructional Practices (EBIPs) that increase student engagement and achievement in alignment with the California Professional Standards for Educational Leaders (CPSEL);
- Assists in planning, coordinating, and implementing SCOE-wide professional learning, including staff development, lesson design, curriculum development, and instructional coaching;
- Establishes and maintains effective communication and collaborative working relationships with staff, administration, students, parents, departments, community partners, and public/private agencies;
- Selects, trains, supervises, and evaluates the work of assigned staff.

Minimum Qualifications

Education, Training, and Experience

- Possession of a valid California Administrative Services and bachelor's or higher degree required;
- Successful experience supporting multilingual instructional programs, literacy needs and planning interventions for a broad spectrum of students and providing coaching to teachers and administrators required;
- Progressively responsible experience supporting the development, coordination, implementation, and compliance monitoring of multilingual instructional programs and literacy curriculum preferred.

Knowledge of:

- California Common Core State Standards (ELA) and California ELD Standards, including implementation of the California English Learner Roadmap;
- Requirements, procedures, and documentation associated with Federal Program Monitoring (FPM) and state/federal categorical programs;
- Research-based strategies for instructional leadership, instructional coaching, and adult learning theory to support educator growth;
- Effective pedagogy and methodology for literacy instruction, including strategies for secondary students reading below grade level;
- Successful programs and strategies that support multilingual learners, as well as students with disabilities, foster youth, and students experiencing homelessness;
- Standards for educational leaders/administrators, including the (CPSEL);
- Strategies for family and community engagement that build trust, collaboration, and shared responsibility for student success;

- Methods for data collection and analysis to support instructional planning, program evaluation, and continuous improvement;
- Best practices for facilitating meetings, professional learning, and collaborative group processes.
- Interpersonal skills using tact, patience and courtesy;
- Methods of effective supervision, including personnel selection, training, observation, assessment, and evaluation practices.

Skill and Ability to:

- Lead the development, implementation, and evaluation of instructional intervention effectiveness and strategies to support student literacy development;
- Design, deliver, and evaluate high-quality professional learning aligned to ELA/ELD standards and the English Learner Roadmap;
- Apply EBIPs to strengthen student engagement and achievement across content areas;
- Model effective instruction and provide clear, actionable feedback;
- Collect and analyze student and program data to guide instructional planning, program evaluation, and compliance reporting;
- Plan, organize, and manage multiple projects and priorities;
- Implement and monitor school/program plans and categorical program requirements;
- Facilitate meetings, training, and community group engagement to support shared learning and collaborative problem solving;
- Establish and maintain productive, collaborative working relationships with educators, administrators, families, community partners, and public/private agencies;
- Promote inclusive, culturally responsive, and equitable instructional practices;
- Develop measurable goals and objectives, set priorities, and evaluate program effectiveness and progress toward achievement;
- Provide coordination, direction, and positive leadership;
- Effectively communicate knowledge and skills to others in both oral and written form;
- Establish and maintain cooperative working relationships with individuals and groups from diverse backgrounds;
- Supervise and evaluate the work activities of assigned staff;
- Operate office equipment and use standard software applications, including video-conferencing platforms.

Other Characteristics:

Willingness to travel as needed to conduct work assignments and to drive or arrange for alternative transportation for such travel. Driving will require compliance with all legal requirements, including a driver's license and insurance as appropriate.