



## Job Description

<b>Job Title:</b>	Director, Instructional Transition	<b>Grade:</b>	M
<b>Department:</b>	Community Development	<b>FLSA:</b>	Exempt

*The incumbent in this job is expected to assist the College in achieving its vision and mission. Customer focus, college service, and a willingness to assist as needed are expectations for all employees.*

### **General Function:**

Plan, organize, and direct the instructional and administrative activities of the Instructional Transitions Division of the Community Development Department. Provide program leadership that will ensure a quality instructional delivery system. Provide highly responsible support and oversight of division faculty and staff. Coordinate assigned activities with other Community Development divisions.

### **Characteristic Duties and Responsibilities:**

1. Participates in the development, planning, and implementation of division goals and benchmarks; develop and recommend new programs, courses, policies, and procedures.
2. Spearhead the development of a common curricular framework for ABE, GED, and ESL to ensure consistency across classes and alignment with national Common Core Standards.
  - a. Align and coordinate course offerings within and across program areas (e.g., ABE, GED, ESL) on all campuses and community sites
  - b. Redesign instructional delivery and curriculum of reading and math instruction for ABE level students functioning below 8<sup>th</sup> grade level.
  - c. Lead the development, piloting, and implementation of specialized college readiness offerings including GED and AHS Plus initiatives.
3. Participate in monitoring and coordinating Foundational Skills, ESL, and Pre-College instructional delivery systems.
4. Oversee transition from open lab structure to a more structured approach with pull-out and/or leveled classes.
5. Ensure appropriate and adequate instructional materials for all instructors; remain up-to-date on research and promising practices related to ABE, ESL, AHS and GED instruction.
6. Participate in the development and administration of the divisional budget; forecast and recommend funds needed for staffing, equipment, materials, and supplies; monitor and recommend approval of expenditures.
7. Develop a data-driven learning culture in which coordinators and instructors review student performance data on a regular basis; design an effective system for ensuring valid and reliable assessment results to document educational gains.
8. Coordinate administrative operations within the division; design and approve areas of responsibility; manage the hiring, supervision, and evaluation of division employees; coordinate division activities with those of other divisions and outside agencies, including community-based organizations.
9. Coordinate organization of practitioner workgroups to address particular improvement needs requiring research and development such as assessment, curricular design, etc.



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10. Ensure that instructional providers are providing student-centered, active teaching strategies that keep students engaged in the learning process; work with team leaders in implanting a screening and accommodations process for adults with special learning needs.
11. Other duties as assigned.

### **Reporting Relationships:**

- Direction Received:** Reports to the Dean of Community Development
- Direction Given:** Direct supervision and evaluation of work as a first-line supervisor of assigned staff

### **Minimum Requirements:**

Bachelor's Degree from an accredited college or university in Education or related and three years of supervisory/management experience. Three years of instructional experience in Basic Skills is also required. Master's Degree preferred.

### **Knowledge, Skills, Abilities and Worker Characteristics:**

- Broad knowledge of adult learning theory, concepts, and teaching methodology
- Understanding of the national Reporting System and state and local Basic Skills policies and procedures
- Knowledge of curriculum design
- Ability to communicate effectively orally, visually, and written
- Ability to work collegially in a diverse environment
- Demonstrated leadership and supervisory skills

### **Working Conditions:**

- Typical office environment