

MANAGER, ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL SUPPORT

DEFINITION

Under general direction, plans, directs, administers, supervises, and participates in the daily instruction, operations, and activities of the District's English as a Second Language (ESL) Instructional Support programs; researches and gathers various program data and develops reports; provides complex and responsible support to the Director, ESL and Intercultural Programs in areas of expertise.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Director, ESL and Intercultural Programs. Exercises general supervision over professional, instructional, technical, and administrative support staff.

CLASS CHARACTERISTICS

This is a management classification that manages all activities of ESL Instructional Support programs. Responsibilities include performing diverse, specialized, and complex work involving significant accountability and decision-making responsibility. The incumbent organizes and oversees day-to-day activities and is responsible for providing professional-level support to the Director, ESL and Intercultural Programs in a variety of areas. Successful performance of the work requires an extensive professional background, as well as, skill in coordinating departmental work with that of other departments. This class is distinguished from the Director, ESL and Intercultural Programs in that the latter oversees the programming and administration of the entire ESL Department, which includes multiple programs and services.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

- Plans, manages, and oversees the daily functions, operations, and activities of the District's ESL Instructional Support programs.
- Participates in the development and implementation of goals, objectives, policies, and priorities for the program; recommends within program policy, appropriate service levels and resources; recommends and administers policies and procedures.
- Facilitates faculty instructional resources requests and makes recommendations to the Director, ESL.
- Develops and standardizes procedures and methods to improve and continuously monitor the efficiency and effectiveness of assigned program, service delivery methods, and procedures; assesses and monitors workload, administrative and support systems, and internal reporting relationships; identifies opportunities for improvement and makes recommendations to the Director, ESL.
- Participates in the orientation and training of faculty and instructional support personnel; guides day-to-day work and long-term project assignments for ESL teaching and learning processes.
- Coordinates and participates in the development and writing of course curriculum; works with faculty in developing curriculum assessment and identifying new and revised courses.
- Oversees ESL Computer Adaptive Placement (CAP) Testing; compiles new test items from faculty for CAP tests; collects and compiles data for test bias, validity, and cut scores on new test items; monitors ESL placement tests for disproportionate impact and consequential validity.
- Coordinates and works with faculty in developing Student Learning Outcomes (SLO) for the program; monitors ESL placement tests, grant-mandated assessment, and student learning outcomes; coordinates workshops and provides training support for all ESL teaching and learning outcomes; provides Director, ESL with relevant data for program goals and objectives (PIE) input and monitoring of program-level outcomes.
- Advocates the ESL Instructional Support programs through State and local organizations and publications.

- Compiles and analyzes data and makes recommendations for the program; prepares comprehensive technical records and reports.
- Plans, organizes, and implements professional development events and meetings, including new instructor orientation, teaching and learning workshops, and SLO retreats.
- Attends and participates in professional group meetings and various committees and advisory groups; stays abreast of new trends and innovations in the field of ESL instruction methods, techniques, and adult education programs, and other services as they relate to the area of assignment.
- Advises, provides guidance, and prepares and delivers presentations on issues pertaining to the ESL Instructional Support programs.
- Maintains and directs the maintenance of working and official program files and program website.
- Monitors changes in laws, regulations, and technology that may affect District or departmental operations; implements policy and procedural changes as required;
- Prepares, reviews, and presents staff reports, various management and information updates, and reports on special projects as assigned by the Director, ESL and Intercultural Programs.
- Responds to difficult and sensitive public inquiries and complaints and assists with resolutions and alternative recommendations.
- Provides a working and learning environment that is free from prohibited discrimination, harassment and retaliation (DHR), and provided by applicable law and District policies. Attends District mandated DHR training and participates in DHR investigations as directed. Prevents discrimination and harassment and retaliation against individuals who bring these complaints forward through recognizing and reporting possible incidents to the Director of Equal Employment Opportunity Programs in Human Resources.
- Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Administrative principles and practices, including goal setting, program development, implementation, and evaluation.
- Budget monitoring, administrative practices, and program management practices as applied to the analysis and evaluation of projects, programs, policies, procedures, and operational needs.
- Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures.
- Principles and practices of developing, implementing, and evaluating an ESL Instructional Support program.
- Theories, principles, and practices of Second Language Acquisition (SLA) and their application to effectively provide high quality services to students.
- Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned programs, projects, and operations.
- Methods and techniques for the development of presentations, business correspondence, and information distribution; research and reporting methods, techniques, and procedures.
- Principles and procedures of record keeping.
- Modern office practices, methods, and computer equipment and applications.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for effectively representing the District in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.

- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, disabilities, socio-economic and ethnic groups.

Skills & Abilities to:

- Assist in developing and implementing goals, objectives, policies, procedures, work standards, and internal controls for assigned program.
- Provide administrative and professional leadership and direction for assigned program.
- Work effectively with faculty to support an instruction and learning environment.
- Interpret, apply, explain, and ensure compliance with Federal, State, and local policies, procedures, laws, and regulations.
- Plan, organize, direct, and coordinate the work of professional and technical personnel; delegate authority and responsibility.
- Select, motivate, and evaluate the work of staff and train staff in work procedures.
- Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
- Effectively administer ESL education programs, projects, events, and administrative activities.
- Effectively represent the District and the department in meetings with various educational, business, professional, regulatory, and legislative organizations.
- Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
- Conduct research projects, evaluate alternatives, make sound recommendations, and prepare effective technical staff reports.
- Establish and maintain a variety of filing, record keeping, and tracking systems.
- Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
- Operate modern office equipment including computer equipment and specialized software applications programs.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Understand scope of authority in making independent decisions.
- Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

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

Equivalent to graduation from a regionally accredited four-year college or university with major coursework in ESL education, linguistics, or a related field and five (5) years increasingly responsible experience in working with an ESL education program within an academic setting, including two (2) years of supervisory experience.

Licenses and Certifications:

- Possession of, or ability to obtain, a valid California Driver's License by time of appointment.

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 to visit various District and meeting 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 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. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.

ENVIRONMENTAL ELEMENTS

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 staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.