

**ALAMEDA COUNTY OFFICE OF EDUCATION**  
**Job Description**

*Disclaimer – Job descriptions are written as a representative list of the ADA essential duties performed by the entire job classification. They are not intended to include every possible activity and task performed in every position.*

**JOB TITLE: Director IV, Reading First Technical Assistance Center/Reading Implementation Center**

**Range 21**

**FLSA: Exempt**

**SUMMARY**

Manages and supervises two regional programs at ACOE – Reading First Regional Technical Assistance (R-TAC) Department and Reading Implementation Center (RIC) Department; offers guidance, direction, and auditing in the implementation of the state-adopted reading programs as well as professional development in reading and language arts to LEA/Districts in seven counties and twelve school districts (two regional California zones).

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

*Disclaimer – This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

- Manages and supervises two regional programs at ACOE – Reading First Regional Technical Assistance (R-TAC) Department and Reading Implementation Center (RIC) Department. (E)
- Provides expert level consultation to LEAs to promote and assist in the full implementation of their reading programs and the Reading First Grant Assurances for program monitoring and compliance. (E)
- Advises on the use of the 6-8 reading assessments, approved diagnostic assessments, and approved supplemental/intervention programs. (E)
- Provides professional development; delivers quality services to improve reading instruction and student achievement. (E)
- Offers regional support, technical assistance, and professional development to district and site administrators, reading coordinators, and coaches. (E)
- Conducts curriculum audit to LEA/Districts to monitor full implementation of the LEA grant compliance and grant assurances. (E)
- Advises LEA/School District Superintendents and leadership teams on programs based on curriculum audits and observations. (E)
- Selects, manages, and supervises assigned staff; meets with and evaluates staff. (E)

- Coordinates and facilitates regional network meetings and inter-district visits.
- Provides consultation on goals and objectives of the Reading First Plan.
- Assists in planning and developing the state required internal evaluation report.
- Communicates with assigned LEAs to accommodate their information needs and requests.
- Attends all Reading First statewide events and trainings provided by the California Technical Assistance Center.
- Completes and submits the state-required Reading First Report (Quarterly Reports for the California State Department of Education and LEA reports to the California Technical Assistance Center.
- Manages budgets and expenditures; submits grant fiscal and program reports to CDE in a timely manner.
- Oversees the RIC Department to offer professional development to the Regions and RF Districts.
- Performs a variety of other duties as assigned.

**MINIMUM QUALIFICATIONS:**

*The requirements listed below are representative of the knowledge, skills and abilities required to satisfactorily perform the essential duties and responsibilities.*

**Knowledge of:**

Alameda County Office of Education policies and procedures.  
 Planning, budgeting, implementation, and reporting.  
 California Education Code and pertinent regulations.  
 No Child Left Behind and Reading First legislation.  
 Reading curricula and state-adopted reading instructional materials, resources, and strategies.  
 Curriculum program and technical writing skills.  
 Grant compliance and assurances procedures.  
 Program technical assistance.  
 California frameworks and standards.  
 School review and instructional supervision processes.  
 Reading assessment and intervention.  
 Data systems, graphics, presentation, and analysis of statistics.  
 Coordination and supervision.  
 Development of policies, procedures, rules, and regulations related to curriculum and instruction.  
 Instructional program development and evaluation in Reading First districts.  
 Organization and coordination of professional development for the regions.  
 Office equipment such as computer, printer, fax machine, photocopier.  
 Word processing, database and other related software applications.

**Ability to:**

Effectively articulate the Reading First goals and objectives to teachers, administrators, coaches, board members, and families.  
Train and lead curricular teams to observe reading program components, analyze data, and implement and monitor corrective actions.  
Write programmatic and technical reports to describe district's instructional concerns.  
Explain and guide instructional programs using research-based effective reading curriculum.  
Develop, manage, and effectively utilize budgets.  
Support and guide instructional leaders in reading and language arts.  
Train, supervise, and evaluate staff.  
Prepare correspondence; maintain records.  
Communicate effectively verbally and in writing.  
Work with accuracy and attention to detail.  
Operate PC and related software applications.  
Effectively organize and prioritize assigned work.  
Establish and maintain effective working relationships with other people.

**EDUCATION and/or EXPERIENCE:**

*The following requirements demonstrate possession of the minimum knowledge, skills, and abilities necessary to perform the duties of the position.*

Bachelor's degree in related field.  
Five (5) years of related experience in curriculum and instruction development.  
Teaching Credentials; Professional Administrative Services Credential.  
Maintain a valid State of California driver's license and an acceptable driving record.

**PHYSICAL DEMANDS:**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit, talk, and hear. The employee frequently is required to use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

**WORK ENVIRONMENT:**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The employee is occasionally exposed to outside weather conditions and uses personal vehicle, and occasionally works in evenings or on weekends. The noise level in the work environment is usually moderate.

**Approved Date:       December 21, 2007**