edreports.org

Position: Instructional Materials Manager, Mathematics
Location: Remote
Employment type: Full-time, Exempt
Reports to: Senior Content Specialist, Mathematics

Mission

EdReports.org is at the forefront of the curriculum reform movement. By increasing the capacity of educators to identify and demand the highest quality curriculum, EdReports.org is both disrupting a multibillion-dollar market and transforming the way students are taught and ultimately perform. With the firm belief that what is taught matters and that all students deserve high quality materials, EdReports.org publishes free, online, evidence-rich reviews of instructional materials.

Purpose of Position

The Instructional Materials Manager (IMM) reports to Senior Content Specialist, Mathematics and serves as an integral member of the content review teams. The IMM is responsible for supporting operations of the review process and providing cohesive interpersonal support to EdReports.org's many educator subcontractors. This position provides a unique opportunity for someone who can manage multiple system components, enjoys working at the detail and big-picture level across projects, and wants to contribute to the success of a growing organization. The IMM will work closely with the Mathematics team, as well as other content teams, to continue improving K-12 education by informing educators' decisions about high quality and aligned instructional materials to support their classrooms and schools across the country. Specifically, this position focuses primarily on the review of materials claiming alignment to the Common Core State Standards (CCSSM). This position will allow for a highly motivated person to apply their CCSSM to positively impact the course of math education across the nation. This position will initially be working closely in support of the current review of K-8 math materials and will help develop and support systems, site maintenance, and related supports for content review teams (including management of educator-review teams, instructional materials acquisition, calendars, and online platforms).

Key Responsibilities

Support Mathematics Materials Reviews - 75%
- Work with Mathematics team to support tool and evidence creation, review cycles, and report development;

- With support from Mathematics team, support logistics regarding materials procurement between review teams and publishers;
- Manage digital and text resources procured for mathematics review cycles;
- Provide systems, site maintenance, and related supports for content review teams (including systems management of educator-review teams processes, instructional materials acquisition, calendars, contracts, and online platforms like the Content Review Team website, Schoology, SalesForce, SmartSheet, and Google Suite);
- Utilize content knowledge and CCSS expertise to collaborate with content staff in the creation of documents and supports regarding the mathematics review processes (for internal and external audiences);
- Provide proofreading and fact-checking assistance during the review cycle to ensure mathematics materials are being assessed against EdReports tools with fidelity, including troubleshooting operational needs when appropriate;
- Interview prospective educator reviewers; and
- Participate in Mathematics educator reviewer trainings, including planning and supporting facilitation of events and opportunities.

Research Materials and Support Outreach Efforts - 15%
- Monitor research on CCSS content materials and design informed by the national and international mathematics community to both build the pipeline for review and to continually improve both present and future math reviews;
- Stay abreast of relevant CCSS and instructional materials research and articles for purposes of contributing to the knowledge of the team; developing and maintaining research base in Mathematics Tools and Resources ; and
- Participate in Mathematics conferences and workshops, including planning and supporting facilitation of events and opportunities.

Collaborate Within and Across Teams at EdReports - 10%
- In collaboration with colleagues, apply mathematics content knowledge to create documents that help communicate key points including the review process, lessons learned, and other projects as assigned; and
- Provide support to cross-EdReports.org teams/projects as needed.

Travel – Up to 10%
National travel will occur related to organizational needs and for professional learning, as needed. Amount of travel will be monitored to ensure it is appropriate for both the organization and the Instructional Materials Manager.

Qualifications
- Demonstrable passion for the EdReports' mission and vision;
- Deep expertise in Common Core State Standards, Mathematics, required;
- Professional experience in Mathematics education, required; K-5 classroom and/or leadership experience, preferred;
- Demonstrable mathematics curriculum review experience (within the last five years), preferred;

- Professional experience with managing systems, project logistics, and improving organizational processes, required; Project Management Certification and Supporting multiple staff, preferred;
- Minimum of five years of professional experience in education and/or related fields, required;
- Exceptional written and spoken communications and interpersonal skills;
- Fluent in online platforms (Google Suite, required; Salesforce and LMS systems, preferred); and
- BA in education or related field, required.

Core Competencies

ACCOUNTABILITY	
Framing/planning the work	Plans and effectively; Organizes more complex projects and tasks; and Identifies and sets contingencies for possible roadblocks.
Timeliness	Always meets deadlines or delivers early; Assesses if a roadblock will delay deadline and communicates any changes as needed; and Proactively communicates.
Quality of work products	Has a consistent track record of being prepared and delivering work that meets or exceeds expectations.
ADAPTABILITY	
Ability to adjust	Changes work priorities to meet feedback and changing demands; Identifies how own work and formal responsibilities needs to adjust to meet the needs of the organization; and Understands changing circumstances and identifies impacts across the work, suggests and leads improvements to systems and processes to meet the demands of these changes.
Openness	Able to thoughtfully consider new ideas and different perspectives.
COLLABORATION	
Team-orientation	Focuses on accomplishing organizational goals rather than a personal agenda; and Willing to take on additional tasks as needed to achieve shared objectives
Collaboration	Actively participates as a team member and shows willingness to contribute and be open to feedback; Identifies self and others' areas of expertise to ensure the right people are part of a team; and Is sought by others as a collaborator on projects.
COMMUNICATION	
Written communication	Communicates goals, objectives and strategies frequently and aligns it with work and tasks; and Communication is appropriate for the audience.
Verbal communication	Displays effective use of verbal and nonverbal cues; and participates actively and effectively in group meetings.

Written and verbal communication	Communicates messages concisely; and Consistently adjusts style and tone to suit the target audience.
Inquiry and listening	Fully engages in both in-person and virtual settings; Demonstrates active listening; Requests feedback; Uses open-ended questions to clarify understanding and gain information; and Correctly interprets messages and respons appropriately.
CULTURAL SENSITIVITY	
Valuing diversity	Demonstrates understanding that differences among team members contribute value to the environment; and Supports the value that the organization welcomes diverse cultures, ethnicities, family compositions, socioeconomics, and perspectives without any bias.
Advancing diversity and inclusion	Challenges personal biases; Offers observations about cultural proficiency within the organization; and Seeks to build relationships with diversity of individuals and groups.
GROWTH MINDSET	
Learning orientation	Takes initiative to expand knowledge and skills for self; Consistently seeks to perform duties more effectively; Regularly reflects on challenging situations as opportunities to identify learning opportunities; and Ties personal growth and learning to organizational needs and goals.
Seeking, providing and using feedback	Regularly seeks feedback and coaching to succeed in doing more complex work; Uses new information and experiences to identify opportunities to adjust work and/or professional style; and Commits to regular, two-way feedback with peers and supervisors.

Leadership Competencies

DECISION-MAKING	
Gathering and interpreting data	Able to read and interpret data; Regularly identifies critical internal or external data needed to inform decision-making; and Creates and implements systems to facilitate regular data review, reflection, insight generation, and continuous improvement.
Executing decisions	Makes necessary decisions in a timely manner even when information is limited or unclear; Considers both the long-term strategic direction and short-term outcomes of decisions; Owns and stands by team's decisions; and Communicates decisions and gains buy-in from team and other related stakeholders.
DEVELOPS AND MOTIVATES OTHERS	

Motivating/Inspiring	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; and Makes team members feel appreciated, supported, and valued.
Individual coaching	Clearly communicates performance expectations and provides fair, actionable, and timely performance feedback; and Stays informed of development opportunities and resources within the organization and links staff to them where appropriate.
Conflict resolution	Addresses and manages conflict directly; Addresses team challenges when they arise; Determines best path for mitigating fallout and takes steps to prevent future conflict; and Takes ownership of impact of own behaviors on self and others and adjusts accordingly
EXTERNAL RELATIONSHIP BUILDER	
Building individual network	Begins to form relationships with board members, partners, funders, and/or stakeholders, as appropriate to role.
Building agency influence	Responds to external needs in a timely, professional manner; follows through; and Understands the stakeholder landscape.
INITIATIVE AND RESULTS-DRIVEN	
Planning for results	Creates program plans for action that tie to team goals and clearly communicates with others; and Recognizes issues and takes action to make or advance decision-making process, and Creates new ideas and processes to address complex problems
Executing to achieve results	Delivers quality results; Drives swift action in response to changes in the internal environment: Proactively adjusts approach to maintain and advance delivery of quality results; and Sets an example of being dependable and results-driven
ORGANIZATION AND SYSTEMS KNOWLEDGE	
Understanding the context	Has a big-picture view of the organization's history and needs of the community served; and Understands overlap and interconnections of broad systems that impact populations served and seeks further understanding of changing context.
Applying knowledge	Communicates organization and system knowledge within his/her program/department to inspire others to increase impact on community served; and Identifies improvements to organizational systems that improve effectiveness.
STRATEGIC THINKING	
Formulating strategy	Uses data and knowledge to provide input to strategy for program/department; and Suggest and implements strategies as appropriate based upon evidence and best practice.
Assessing impact and implementation	Has big-picture view of the organization; understands the mission, vision, unique approach, and values; Asks questions and identifies problems of own program/ department; and

	Uses multiples types of inputs to identify opportunities to improve program or work and impact – including external information.

Physical Requirements

Including, but not limited to standing and sitting for long periods of time; speaking loudly and clearly; seeing and hearing things both near and far away; and reaching, stooping, kneeling, and fine-finger and hand manipulation in use of a computer, chalkboard, dry erase board, or projector. Employee is required to have close visual acuity to perform an activity such as preparing and analyzing data and figures, transcribing, viewing a computer terminal, and extensive reading.