Position: Content Specialist, High School Science
Location: Remote
Employment type: Full-time, Exempt
Reports to: Director of Science

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 Content Specialist, High School Science will play a critical role in the success of EdReports. This person is responsible for growing and improving support for the science activities at EdReports.org, including but not limited to the review of science instructional materials. The Content Specialist will work closely with the Director of Science, the existing Science Specialist, science team, academic team, and the Executive Director 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 Next Generation Science Standards (NGSS). This position will allow for a highly motivated person to apply his or her NGSS expertise to positively impact the course of science education across the nation. This position will initially be working closely on the current review of HS science materials and will partner with the Science team.

Key Responsibilities

Support Science Reviews - 65%
- Partner with the Science team to train reviewers, monitor review progress, read evidence collected by reviewers, calibrate across review teams, and ensure evidence guides are being utilized by review teams;
- Coach teams of science educators with extensive experience and interest in the Next Generation Science Standards as they deeply engage in the review of science instructional materials, through consensus-building and problem-solving;
- Design, develop, and lead professional learning experiences in face-to-face, synchronous, and asynchronous settings on the review process and tools and the Next Generation Science Standards/Framework for K-12 Science Education;
- Track and communicate reports progress through cycles, identify problems of practices, and work to accelerate reviews and solve problems through individual action and collaboration with the Science Advisory Panel of experts; and
- Participate in Science conferences and trainings, including planning and facilitating Science components for EdReports events and opportunities.

Research, Improvement, and Expansion into New Areas - 15%
- With the Science Team and the Anchor Educator Working Group, develop the High School review criteria and evidence guides, based on research and the listening and learning tour, and layout a process for the inaugural High School review;
- With the Science Team, periodically update the High School review criteria based on research and feedback on reports, update evidence guides, and monitor the review process for efficiency;
- Monitor research on NGSS content materials and design informed by the national and international science community to both build the pipeline for review and to continually improve both present and future science reviews;
- Collaborate across the Academic Office to create documents and supports regarding the review processes (for internal and external audiences); and
- With the Science team, provide feedback and insight into new areas of instructional material reviews, including, but not limited to: Personalized Learning, Cultural Relevance, English Learners, and Supplemental Materials.

Content Team Collaboration and Outreach - 20%

- Represent EdReports at Science and education convenings to understand work from other partner organizations and to promote the science reports:
- Stay abreast of relevant NGSS and instructional materials research and articles for purposes of contributing to the knowledge of the team;
- Partner with Field Services team and other staff to build collateral and engage in and lead external conversations that promote demand for high quality instructional materials;
- Work with Field Services team and other staff to provide targeted NGSS instructional materials review expertise and guidance to support state/district materials reviews and adoptions;
- Work with Academic staff, including Content Specialists, and other staff on developing ongoing trainings for the organization, reviewers, and external partners like states, districts, and others that support implementation of NGSS; and
- Work across content areas to support connections in mathematics, ELA, interim assessment to ensure accuracy and coherence across EdReports' reviews and efficient internal processes and procedures with alignment, as needed.

Other – As Assigned
- Contribute to the overall strategic direction and effectiveness of the organization;
- Lead and support cross-functional teams on projects as needed; and
- Other duties as assigned.

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 Science Specialist.

Qualifications
- Passion for EdReports' mission and vision and our commitment to Diversity, Belonging, Inclusion, and Equity;
- Deep expertise in Next Generation Science Standards, required;

- Minimum of seven years of professional experience in education and/or related fields, required;
- Professional experience in Science education, required; HS classroom and/or leadership experience, required; Physical Science and/or Earth/Space Science content knowledge, preferred;
- Extensive content expertise in science, curriculum design and understanding of K-12 education political and policy landscape, required;
- Minimum of five years of people and project management experience, required;
- Exceptional written and spoken communications and interpersonal skills;
- Work experience in nonprofits, education settings, teaching, or other related fields;
- Fluent in MS Office suite (Excel, PowerPoint, etc.) required; Adobe Creative Suite, Google Suite/Analytics, Salesforce, and Pardot, preferred; and
- College degree, required; Master's degree, preferred.

Core Competencies

ACCOUNTABILITY	
Framing/planning the work	Develops plans for team or cross-team projects and adjusts to ensure successful implementation; 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; Proactively communicates; and Supports others to have high quality and deliver on schedule.
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; and Identifies how own work and formal responsibilities needs to adjust to meet the needs of the organization.
Openness	Able to thoughtfully consider new ideas and different perspectives; and Encourages individuals with different perspectives to share.
COLLABORATION	
Team-orientation	Reflects upon team and organizational goals and process and own contributions to continuously improve team performance; 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 demonstrates ability to lead a team to reach consensus.
COMMUNICATION	
Written communication	Gets messages across that instigate appropriate actions; and Writes internal and external communications in a concise, clear, and professional manner that is always appropriate to the audience.
Verbal communication	Utilizes techniques, such as silence, strategically to encourage others to expand their responses; 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; Consistently uses thoughtful questions to advance the thinking of the team; and Thoughtfully weaves in others' contributions in ways that improve the quality of work.
CULTURAL SENSITIVITY	
Valuing diversity	Models behaviors that support and increase equitable experiences for and inclusion of all team members; Proactively considers ways to increase diverse viewpoints and representation across our work; and Shares appreciation of racial diversity.
Advancing diversity and inclusion	Challenges personal biases; Proactively seeks out diverse perspectives and relationships to advance the mission; and Models diversity and inclusion orientation in relationships with staff, families, and stakeholders.
GROWTH MINDSET	
Learning orientation	Takes initiative to expand knowledge and skills for self and colleagues; 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	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 teams decisions; Communicates decisions and gains buy-in from team and other related stakeholders; and Holds team accountable for decisions and progress against them.
DEVELOPS AND MOTIVATES OTHERS	
Motivating/ Inspiring	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; and Motivates and inspires colleagues to achieve full potential through sharing success stories and learning from struggles.
Individual coaching	Uses a range of tools and tactics to help staff of varying abilities grow; Proven record of building capacity in others through coaching, modeling and feedback; and Effectively addresses marginal and unsatisfactory performance on his/her team.
Conflict resolution	Takes ownership of impact of own behaviors on self and others and adjusts accordingly; Promotes collaborative decision-making processes and demonstrates ability to reach team consensus; Effectively defuses

	conflict and helps others to select appropriate venues and actions to address conflict; and takes steps to prevent future conflict.
EXTERNAL RELATIONSHIP BUILDER	
Building individual network	Maintains relationships with board members, funders, and/or stakeholders; and Able to broker new relationships and negotiate partnerships with a priority on impact for the organization.
Building agency influence	Identifies new relationships that help fulfill the mission; Understands the stakeholder landscape; and Responds to and predicts stakeholder interests in a way that builds org effectiveness.
INITIATIVE AND RESULTS-DRIVEN	
Planning for results	Takes initiative to map our clear plans to achieve org-level goals and mitigate against risks; Creates new ideas and processes to address complex problems; and Guides clear decision-making processes and gets necessary input to support actions as needed.
Executing to achieve results	Drives swift action in response to changes in the internal environment; Modifies and adjusts as changes are implemented to ensure results are achieved; and Sets an example of being dependable and results-driven.
ORGANIZATION AND SYSTEMS KNOWLEDGE	
Understanding the context	Has nuanced understanding of the organization's history and needs of the community served, and seeks out opportunities to deepen or expand that knowledge; 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	Suggest and implements strategies as appropriate based upon evidence and best practice; Weighs tradeoffs of decisions and strategic options from an organizational level; and Can create big ideas but also understands implementation and when to pause new ideas or implementation.
Assessing impact and implementation	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. This person will travel by car, air, or other transportation (as indicated above) and should be able to physically withstand the demands of frequent travel. Employee may be required to walk for long distances at event venues, conference and training locations, or other relevant sites.