



Position: Content Specialist, English Learners
Location: Remote
Employment type: Full-time, Exempt
Reports to: Chief Academic Officer

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, English Learners will play a critical role in the success of EdReports. This person is responsible for growing and improving support for the English Learners activities at EdReports.org, including but not limited to the review of instructional materials for Grades K-12 with a focus on supports for English Learners. The Content Specialist, English Learners will work closely with the Academic Office and the Field Services Team 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 on enhancing evidence collected in the review of instructional materials claiming alignment to college and career ready standards and evolving the tools used for those reviews. This position will allow for a highly motivated person to apply their expertise to positively impact the course of education across the nation. This position serves as EdReports' primary English language learner expert, coordinating efforts across departments, managing cross-functional projects, and advising on strategy and direction.

Key Responsibilities

Internal Learning and Support - 20%

- Build the capacity of EdReports staff to incorporate content-specific best practices around English learner supports within EdReports reviews, field services, and core messages.

Support Reviews - 50%

- Work to update and enhance review tools across content areas based on research and feedback on reports, as well as update evidence guides, and monitor the review process for quality;
- Design, develop, and deliver professional learning experiences in face-to-face, synchronous, and asynchronous settings on how to use the review process and tools to provide quality evidence of English learner supports in instructional materials;
- Coach and support teams of educators as they deeply engage in the review of instructional materials;
- Collaborate with the Content Teams to maintain and create the content-based resources for the review processes for internal and external audiences (including documents, videos, etc.);

- Monitor research on English learner supports in instructional materials and design to continually improve both present and future reviews, and contribute to the knowledge of the organization; and
- Provide feedback and insight into new areas of instructional material reviews, including, but not limited to Personalized Learning, Interim Assessment, and materials for special populations.

Outreach - 30%

- Represent EdReports as a thought leader in supporting English learners by publishing online content, attending educator convenings, and collaborating with partner organizations;
- Refine current field services to ensure direct support to states and districts includes a robust focus on supporting English learners;
- Design and facilitate trainings for external partners, including states, districts, and other organizations, with a focus on supporting English learners; and
- Provide targeted support to state and district partners in conducting materials reviews and adoptions with a focus on supporting English learners.

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 20%

National travel will occur related to organizational needs, Outreach projects and for professional learning, as needed. Amount of travel will be monitored to ensure it is appropriate for both the organization and the English Learners Specialist.

Qualifications

- Passion for EdReports' mission and vision and our [commitment to Diversity, Belonging, Inclusion, and Equity](#);
- Deep understanding of English learner supports, including the national political and policy landscape, standards, curriculum, and assessment;
- Deep expertise in College and Career Ready Standards, with extensive content knowledge and understanding of curriculum design in a core content area;
- Demonstrated ability to partner with network of leaders in English Learner education;
- Demonstrated ability to effectively lead multiple complex, cross-functional projects;
- Excellent project management skills and an ability to work efficiently and prioritize effectively in a fast-paced environment;
- Ability to influence and motivate diverse stakeholders at all levels of the education system;
- Demonstrated ability to synthesize data and present trends to inform organizational strategy;
- Exceptional written and spoken communication skills;
- Seven to ten years of professional experience in English Learner education, preferably including K-12 classroom, coaching, and leadership experience;
- Bachelor's degree, required. Master's degree, preferred.

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; 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 need 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; Is sought out by others as a collaborator on projects; 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. When applicable, 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.