



**Position:** Manager, Data Systems  
**Location:** Remote  
**Employment type:** Full-time Exempt  
**Reports to:** Knowledge Management Specialist  
**Direct Reports:** None

### **Mission**

EdReports.org is at the forefront of the curriculum reform movement. 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. By increasing the capacity of educators to identify and demand the highest quality curriculum, EdReports.org is both disrupting a multi-billion dollar market and transforming the way students are taught and ultimately perform.

### **Purpose of Position**

The Manager, Data Systems is responsible for the management and execution of EdReports' key systems for storing and sharing information, notably Smartsheet and Salesforce. Working closely with the Knowledge Management Specialist, the Manager, Data Systems will work across the organization to understand knowledge management needs, design solutions, and support staff to use these systems. They will also work to integrate multiple data sources into a cohesive, operational data collection that can be leveraged to understand organizational progress toward goals, intended outcomes, and overall impact.

### **Key Responsibilities**

#### Knowledge Management System Management - 50%

- Support EdReports' knowledge management (KM) strategy by updating tracking systems and integrations;
- Work with KM Specialist to think creatively about organizational challenges and prioritize projects;
- Manage day-to-day maintenance of multiple platforms including Salesforce, SmartSheet, TaskRay, and Pardot;
- Prepare systems to expand to incorporate new organizational needs;
- Coordinate training for cross-organizational teams in KM systems; and
- Perform platform updates and manage organizational readiness for those updates.

#### Data Management - 50%

- Analyze multiple data sources and identify gaps in organizational data, working with the impact team to determine solutions;

- Work with content team Instructional Materials Managers to update organization-wide dashboards and other data sheets including providing district level analysis of Google Analytics data and specialized support for board meetings and funder requirements/requests;
- Respond to data questions based on organizational needs;
- Conduct preliminary research on organizational data projects such as researching and updating Salesforce on district users, and supporting data visualization and reporting; and
- Provide responsive support with data management to teams.

**Qualifications**

- Passion for EdReports’ mission and vision and our [commitment to Diversity, Belonging, Inclusion, and Equity](#);
- Three to five years of professional experience in education, knowledge management, and/or related fields;
- At least three to five years of professional experience in project management;
- Experience with Salesforce and connected Salesforce Apps or other similar CRM systems, preferred;
- Willingness to work toward Salesforce Administrator certification during employment, preferred;
- Understanding of K-12 education and its political and policy landscape, including the CCSS and/or NGSS, preferred;
- Willing to travel (up to 10% of time);
- Fluency in MS Office suite and Google Suite, preferred; and
- College degree preferred, but not required.

**Core Competencies**

<b>ACCOUNTABILITY</b>	
<b>Framing/planning the work</b>	Plans and effectively; Organizes more complex projects and tasks; and Identifies and sets contingencies for possible roadblocks.
<b>Timeliness</b>	Always meets deadlines or delivers early; Assesses if a roadblock will delay deadline and communicates any changes as needed; and Proactively communicates.
<b>Quality of work products</b>	Has a consistent track record of being prepared and delivering work that meets or exceeds expectations.
<b>ADAPTABILITY</b>	
<b>Ability to adjust</b>	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.
<b>Openness</b>	Able to thoughtfully consider new ideas and different perspectives.

<b>COLLABORATION</b>	
<b>Team-orientation</b>	Focuses on accomplishing organizational goals rather than a personal agenda; and Willing to take on additional tasks as needed to achieve shared objectives.
<b>Collaboration</b>	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.
<b>COMMUNICATION</b>	
<b>Written communication</b>	Communicates goals, objectives and strategies frequently and aligns it with work and tasks; and Communication is appropriate for the audience.
<b>Verbal communication</b>	Displays effective use of verbal and nonverbal cues; and participates actively and effectively in group meetings.
<b>Written and verbal communication</b>	Communicates messages concisely; and Consistently adjusts style and tone to suit the target audience.
<b>Inquiry and listening</b>	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 responds appropriately.
<b>CULTURAL SENSITIVITY</b>	
<b>Valuing diversity</b>	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.
<b>Advancing diversity and inclusion</b>	Challenges personal biases; Offers observations about cultural proficiency within the organization; and Seeks to build relationships with diversity of individuals and groups.
<b>GROWTH MINDSET</b>	
<b>Learning orientation</b>	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.
<b>Seeking, providing and using feedback</b>	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

<b>DECISION-MAKING</b>	
<b>Gathering and interpreting data</b>	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.
<b>Executing decisions</b>	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.
<b>DEVELOPS AND MOTIVATES OTHERS</b>	
<b>Motivating/Inspiring</b>	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; and Makes team members feel appreciated, supported, and valued.
<b>Individual coaching</b>	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.
<b>Conflict resolution</b>	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.
<b>EXTERNAL RELATIONSHIP BUILDER</b>	
<b>Building individual network</b>	Begins to form relationships with board members, partners, funders, and/or stakeholders, as appropriate to role.
<b>Building agency influence</b>	Responds to external needs in a timely, professional manner; follows through; and Understands the stakeholder landscape.
<b>INITIATIVE AND RESULTS-DRIVEN</b>	
<b>Planning for results</b>	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.
<b>Executing to achieve results</b>	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.
<b>ORGANIZATION AND SYSTEMS KNOWLEDGE</b>	
<b>Understanding the context</b>	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.
<b>Applying knowledge</b>	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.

<b>STRATEGIC THINKING</b>	
<b>Formulating strategy</b>	Uses data and knowledge to provide input to strategy for program/department; and suggest and implement strategies as appropriate based upon evidence and best practice.
<b>Assessing impact and implementation</b>	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 multiple 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.