



**Position:** Senior Specialist, Assessment  
**Location:** Remote  
**Employment type:** Full-time Exempt  
**Reports to:** Chief Academic Officer

### **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 Senior Specialist, Assessment, will play a critical role in support for the assessment review activities at EdReports while serving as a leader for the content review teams. They will work closely with the Impact, Outreach, Communication Teams as well as, the Chief Academic Officer and the Executive Director. Specifically, this position focuses primarily on the review of interim assessment materials claiming alignment to the CCSS and NGSS, and will allow for a highly-motivated person to apply their expertise and positively impact the course of assessment in education across the nation. 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.

### **Key Responsibilities**

#### **Lead Assessment Review and Special Projects - 70%**

- Partner with the Chief Academic Officer, other content specialists, and contractors 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;
- Lead cross-team, complex projects within assessment, drawing on the expertise of EdReports staff, contractors, and partners.
- Build and maintain relationships with district, state, and non-profit leaders for the purpose of ensuring that our review rubrics, resources and reports are meeting the needs of the field as well as support the use of EdReports reviews during instructional materials selection processes and to build knowledge;
- Represent EdReports at national and local conferences, with partners, clients, and with funders to promote the use of our reports and the importance of high-quality, aligned instructional materials;
- Share expertise and build capacity in others through engagements that assess participant readiness, attend to the learning needs of the audience, and reflect best practices; and
- Seek and develop opportunities (both content-specific and related to EdReports' larger mission) to build and maintain a national image through engagement with nationally

recognized experts in the field, and co-developing and co-presenting professional papers, and professional development.

Support Internal Learning and Messaging - 30%

- Implement a feedback loop from educators and leaders that informs the quality and design of reports and the EdReports website;
- Inform the development and publication of key stakeholder materials, including FAQs, fact sheets, user guides, and templates for state-specific audiences;
- Provide content to support the EdReports communications and outreach strategy, including identifying blogs, executing social media campaigns, and writing content for our website and partner sites;
- Proactively inform EdReports staff regarding changes, advances, and innovations in their content area;
- Identify and enact recommendations for ways to improve review systems and products;
- Proactively shares organization and system knowledge across the organization to inspire others to increase impact on community served; and
- Contribute to the overall strategic direction and effectiveness of the organization, including how best to deliver on commitments established with the Executive Director and Board of Directors.

Travel: up to 20%

- 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 Senior Specialist, Assessment.

**Qualifications**

- Passion for EdReports mission;
- Demonstrable nationally-recognized expertise in assessment, standards, and curriculum;
- Experience training and leading educator review teams to identify characteristics of high-quality instructional materials;
- Track record of successfully leading and/or implementing recruiting, marketing and/or outreach and engagement campaigns to meet organizational goals;
- Experience working directly with district, state, and/or nonprofit instructional leaders
- Exceptional ability to build support for new initiatives across a diverse range of stakeholders and audiences, such as business leaders, educators and policymakers;
- Demonstrated ability to synthesize data and present trends to inform organizational strategy;
- Seven to ten years of professional experience in education and/or related fields with experience in the non-profit sector or publishing industry preferred.
- Fluent in MS Office suite (Excel, PowerPoint, etc.) and Google suite, preferred; and
- College degree, required; A Master’s degree (e.g. education, policy, business administration, or related field) is preferred.

**Core Competencies**

ACCOUNTABILITY	
<b>Framing/planning the work</b>	Develops plans for team or cross-team projects, and adjusts to ensure successful implementation; and Systematically monitors/course-corrects plans and communicates changes proactively.

<b>Timeliness</b>	Always meets deadlines or delivers early; Communicates roadblocks, lessons learned for the learning of the organization; Adjusts plan to manage roadblocks and remain on schedule; and Supports others to have high quality and deliver on schedule.
<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>	Models thoughtful flexibility for peers and direct reports; Understand changing circumstances and identifies impacts across the works; and Suggests and leads improvements to systems and processes to meet the demands of these changes.
<b>Openness</b>	Proactively creates space to solicit and discuss different perspectives; and Demonstrates the ability to change a strong perspective based on new ideas and different perspectives.
<b>COLLABORATION</b>	
<b>Team-orientation</b>	Reflects upon team and organizational goals and process and own contributions to continuously improve team performance; and Appropriately assumes and completed additional tasks needed to achieve shared objectives.
<b>Collaboration</b>	Appropriately applies areas of expertise and steps back and encourages other to apply their areas of expertise; Is sought out by other as a collaborator on projects; and Promotes collaborative decision making processes and demonstrates ability to lead a team to reach consensus.
<b>COMMUNICATION</b>	
<b>Written communication</b>	Contributes to organizational messaging, succinctly and effectively expressing ideas; and Writes internal and external communications in a concise, clear, and professional manner that is always appropriate to the audience.
<b>Verbal communication</b>	Engages in public speaking or participates actively and effectively in group meetings; and Is viewed by peers and others as an effective spokesperson for their field.
<b>Written and verbal communication</b>	Effectively influences decisions through logical, strategic communication and personal advocacy.
<b>Inquiry and listening</b>	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.
<b>CULTURAL SENSITIVITY</b>	
<b>Valuing diversity</b>	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; Shares appreciation of racial diversity; Identifies ways to increase diversity and inclusion; and Demonstrates track record of supporting org to achieve these goals.
<b>Advancing diversity and inclusion</b>	Challenges personal biases; Helps others to challenge own biases and create more inclusive processes and cultures; Proactively seeks out diverse perspectives and relationships to advance the mission; and Models

	diversity and inclusion orientation in relationships with staff, families, and stakeholders.
<b>GROWTH MINDSET</b>	
<b>Learning orientation</b>	Approaches self and others including peers, direct reports, and supervisors with a growth mindset; Consistently seeks to perform duties more effectively; and Ties personal growth and learning to organizational needs and goals.
<b>Seeking, providing and using feedback</b>	Is attentive to growth of others at all levels and identifies ways to help them develop; Shares information with others that can broaden learning and influence their work; and Commits to regular, two-way feedback with peers and supervisors.

### Leadership Competencies

<b>DECISION-MAKING</b>	
<b>Gathering and interpreting data</b>	Regularly identifies critical internal or external data needed to inform decision-making; Advises team members on deriving insights from data; 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 teams decisions; Communicates decisions and gains buy-in from team and other related stakeholders; Holds team accountable for decisions and progress against them; and Is trusted throughout the organization to advise and support others in the decision-making process
<b>DEVELOPS AND MOTIVATES OTHERS</b>	
<b>Motivating/Inspiring</b>	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; Provides a variety of motivational styles to team members they supervise, as appropriate; and Motivates and inspires colleagues to achieve full potential through sharing success stories and learning from struggles.
<b>Individual coaching</b>	Uses a range of tools and tactics to help staff of varying abilities grow; Stay informed of development opportunities and resources within the organization and links staff to them where appropriate; and Effectively addresses marginal and unsatisfactory performance of their team.
<b>Conflict resolution</b>	Takes ownership of impact of own behaviors on self and others and adjusts accordingly; Addresses and manages conflict directly; Effectively defuses conflict and helps others to select appropriate venues and actions to address conflict; and Promotes collaborative decision-making processes and demonstrates ability to reach team consensus;
<b>EXTERNAL RELATIONSHIP BUILDER</b>	
<b>Building individual network</b>	Cultivates and maintains relationships with board members, funders, and/or stakeholders and Works to maintain and grow outside partnerships and networks.

<b>Building agency influence</b>	Responds to and predicts stakeholder interests in a way that builds org effectiveness; Assesses changing context/environment and the implications for necessary relationships/partnerships for organization. Teaches others skills related to building relationships on behalf of the organization; and Sought out by other organizations for read of the bigger picture and the stakeholder landscape.
<b>INITIATIVE AND RESULTS-DRIVEN</b>	
<b>Planning for results</b>	Creates new ideas and processes to address complex problems; Guides clear decision-making processes and gets necessary input to support actions as needed; and Helps others see opportunity where others might see challenges.
<b>Executing to achieve results</b>	Drives swift action in response to changes in the internal environment; Modifies and adjusts as changes are implemented to ensure results are achieved; Sets an example of being dependable and results-driven; and Marshals resources and motivates others to achieve excellent results
<b>ORGANIZATION AND SYSTEMS KNOWLEDGE</b>	
<b>Understanding the context</b>	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.
<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>	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.
<b>Assessing impact and implementation</b>	Uses multiples types of inputs to identify opportunities to improve program or work and impact – including external information; and Identifies opportunities for the organization to improve impact beyond own program area and shares ideas with others

### **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.