Position:	Specialist, Field Services
Location:	Remote
Employment type:	Full-time, Exempt
Reports to:	Director of Field Services
Direct Reports:	None

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 Field Services Specialist will play a critical role in the success of EdReports. This individual will develop and execute upon key partnerships with states, districts, and nonprofits across the country to advance our mission to ensure that all students have access to high quality instructional materials. EdReports already has an impressive track record of success in increasing awareness of the importance of quality materials and designing customized support for partners and is poised for continued growth in field services. The Field Services Specialist will be a key contributor to that growth and joins the organization at an exciting moment of innovation in this aspect of our work.

This individual will be a member of the field services team and will work closely with the Director of Field Services and the content teams to continue improving K-12 education by informing educators' decisions about high quality, aligned instruction materials to support their classrooms and schools across the country. They will also spend a portion of their time directly contributing to the work of the academics team, in order to support the integration of our work in the field with the ongoing work of producing strong reports. The specifics of this aspect of the role will be based on the expertise of the Field Services Specialist and the current priorities of the academic team.

This position provides a unique opportunity for an independent, strategic thinker who is passionate about our mission, enjoys working with internal and external stakeholders at all levels, and wants to contribute to the success of a growing organization.

Key Responsibilities

Lead Strategic Partnerships with States and Districts – 50%
- Lead a portfolio of state and district partnerships to support the use of EdReports' resources during the selection and implementation of high-quality instructional materials;
- Develop and maintain strong relationships with leaders within states and districts with which we partner, to ensure successful execution of those partnerships;
- Develop state-specific guidance and materials, and advise the organization on key messages, policies, stakeholders, and considerations in this portfolio;
- Collaborate with members of the EdReports field services and content teams to successfully execute on the activities in the scopes of work;
- Proactively identify opportunities to expand EdReports' impact with targeted audiences (e.g., CAOs, assistant superintendents, directors of curriculum and instruction) within geographic regions and with high-impact districts; and
- Coordinate with the data strategist, program managers, and impact specialist to ensure that the portfolio is on track to meet organizational goals and impact metrics.

Advance EdReports' Field Leadership -- 20%
- Initiate and maintain partnerships with state and district leaders, other non-profit organizations and national thought leaders;
- Represent EdReports at conferences and meetings to promote the use of our reports and the importance of high-quality, aligned instructional materials;
- Proactively identify audiences and networks of educators and districts to increase awareness of the importance of instructional materials and EdReports' resources; and
- Support EdReports' network of educators in key regions and as part of targeted outreach campaigns to communicate on behalf of the organization and advocate for high-quality instructional materials.

Knowledge Management and Content Development – 15%
- Collaborate with content team members to create resources and supports for smart review processes (for internal and external audiences);
- Share best practices from the field to inform content development and EdReports' partnership priorities;
- Implement a feedback loop from educators and leaders that informs the quality and design of reports and the EdReports website; and
- Provide content to support the EdReports field services strategy, including identifying blogs, executing social media campaigns, and writing content for our website and partner sites.

Contribute to Key Academic Priorities – 15%
Based on the Field Services Specialist's area of content expertise and the needs of the academic team, contribute to key academic priorities, such as:
- Partner with the Chief Academic Officer and/or a content director on research and development priorities;

- Inform the development and publication of key stakeholder materials, including FAQs, fact sheets, user guides, and templates for state-specific audiences;
- Coach teams of educators as they deeply engage in the review of instructional materials; and/or
- Partner with the Content Director to monitor review progress, read evidence collected by reviewers, calibrate across review teams, and ensure evidence guides are being utilized by review teams.

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 25%
This is a primarily field-facing role with regular national travel throughout the year, as needed for partner relations, service delivery, organizational retreats, and professional learning. Travel cadence will vary across the year based on partner needs.

Qualifications
- Passion for the EdReports' mission and vision;
- Deep understanding of K-12 education and its political and policy landscape, including standards, curriculum, and textbook procurement and adoption;
- Experience with instructional materials adoption processes, whether experience leading the process within a state or district or experience supporting district or state leaders with instructional materials adoptions;
- 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, including state, district, school, and teacher leaders;
- 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 education and/or related fields;
- Bachelor's degree, required.

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 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.