Senior Program Manager, TSL-Next Education Workforce Initiative  
(Job Number: 74170BR)

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Tempe</th>
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<tbody>
<tr>
<td>Department Name</td>
<td>Mary Lou Fulton Teachers College</td>
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<tr>
<td>Full-Time/Part-Time</td>
<td>Full-Time</td>
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<tr>
<td>Grant Funded Position</td>
<td>This is a grant funded position and is contingent on future grant funding.</td>
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<tr>
<td>Salary</td>
<td>$55,250 - $84,000 per year; DOE</td>
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<tr>
<td>Close Date</td>
<td>January 10, 2022</td>
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**Job Description**

Arizona State University’s Mary Lou Fulton Teachers College (MLFTC) is partnering with schools and other organizations to build team-based staffing models in PK-12 schools. Educators on these teams leverage their distributed expertise to deepen and personalize learning for all students, especially those who have been marginalized by race, class and ability. We are seeking a highly motivated and effective educator with excellent relationship-building and problem-solving skills to join the Next Education Workforce Initiative team.

This position is listed at the Tempe campus, but the position could be relocated to another ASU campus or remote, based on the needs of the college and the candidate.

Helping educators continue to develop distributed expertise is a key aspect of building team-based staffing models. The person hired for this role will lead the development and implementation of specializations—in-person, online, and blended learning experiences in both the credit and not-for-credit space that allow educators to gain expertise in specific areas. They should have interest in navigating the current recognition systems (e.g., credit hours, Carnegie units) and building new systems of valuing learning (e.g., competency-based learning, micro-credentials). This position, while reporting into the Next Education Workforce initiative team, will need to work across many teams at MLFTC, including the Division of Teacher Preparation, the Division of Leadership & Innovation, and the Office of Digital Learning. Additionally, they will work with units across ASU to ensure that MLFTC’s work is aligned to the larger university strategy. They will also spend time working directly with PK-12 school systems to help align MLFTC’s specialization offerings with system needs and incentives. This person will also work with subject-matter experts both from the faculty at ASU as well as from local and national organizations.

This position is funded by a federal Teacher and School Leader (TSL) grant, and accordingly, will be responsible for delivering on targeted outcomes and objectives for the implementation of specializations in a subset of partner schools in Mesa Public Schools. This person will ultimately report to the Executive Director of the Next Education Workforce initiative team, but will have immediate accountability for all grant-associated goals managed by the Co-PI of the TSL grant.

An ideal candidate will have proven experience in both higher education and PK-12 schools; experience leading the design of professional learning experiences; experience with multiple forms of credentialing/recognition of learning; experience...
leading for change; demonstrated history of centering diversity, equity and inclusion in their work; excellent verbal and written communication skills; and experience developing and/or leading inclusive professional learning experiences.

Above all, this person will be an avid collaborator who is passionate about creating lasting systemic change in education and who is eager to navigate the challenges and uncertainty of making that change a reality.

Essential Duties

• Lead the development and implementation of specializations generally, and in identified Mesa Public Schools (MPS), specifically
• Coordinate the design of specializations with individuals and teams across MLFTC, ASU, and external partners
• Collaborate with key stakeholders, including P12 educators and leaders, to build rapport, conduct needs assessment and ensure final products meet the needs of identified audiences
• Help build incentive systems around specializations (at both the P12 and higher education levels)
• Facilitate the recruitment of educators into specializations
• Coordinate the teaching of specializations (to include the recruitment of adjunct faculty, as needed)
• With the Co-PI of the TSL grant, set strategic goals and monitor progress to ensure all specialization-related goals of the grant are met
• Collaborate with key internal and external stakeholders to execute strategic initiatives and maintain effective relationships.
• Serve as a representative of the University at state, regional and national organizations, boards, conferences, councils and committees (as assigned) to be a beacon of justice, equity, diversity and inclusion (JEDI)

Minimum Qualifications

Bachelor's degree in related field AND five (5) years' experience managing projects/client relationships; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved.

Desired Qualifications

• Bachelor's degree in any field AND advanced degree(s) in the field of education or a related field
• Experience teaching and leading:
  o Experience teaching and leading in PK-12 and/or higher education environments in varied roles, ideally in learner-centered environments
• Experience developing professional learning experiences and recognitions of learning:
  o Experience designing and/or delivering inclusive, learner-centered professional learning in a range of modalities (e.g., face-to-face, online, blended)
  o Understanding of typical recognition and incentive systems (e.g., degrees, credit hours, Carnegie units, enhancements to base pay) and a genuine interest in building new systems to value and incentivize learning (e.g., micro-credentials, competency-based learning, credential-based opportunities)
  o Experience using data to drive design and delivery of professional learning
• A demonstrated commitment to equity and inclusion:
Experience with teaching, leading, service, and/or community involvement grounded in equity, diversity and inclusion and/or anti-racism

Experience with using strategic approaches to close the opportunity gap and prioritizing a commitment to deeper and personalized learning for all students

- Experience managing concurrent projects:
  - Thrives in a working environment that prioritizes action, iteration and continual learning with a large, diverse set of stakeholders
  - Experience establishing priorities given multiple large workstreams needing competing attention
  - Experience managing several large, sometimes ambiguous projects and seeing them through from initial conception to implementation and evaluation

- Experience in planning, problem-solving and managing change:
  - Experience supporting stakeholders in solving problems, building consensus, prioritizing and making decisions
  - Experience leading change management at the unit level (e.g., a school, a large team) and/or systems level (e.g., a district, an organization)
  - Evidence of ability to stimulate changes in individual and institutional behavior to achieve goals

- Skillful communication and relationship-building:
  - Evidence of the ability to foster sustained relationships and partnerships both internally and externally, across all management levels, and with diverse stakeholders
  - Evidence of excellent verbal and written communication skills
  - Evidence of proficient use of Google Apps

**Working Environment**

Most activities are performed in an environmentally controlled office setting subject to extended periods of sitting, keyboarding and manipulating a computer mouse; required to stand for varying lengths of time and walk moderate distances to perform work. Frequent bending, reaching, lifting, pushing and pulling up to 25 pounds. Regular activities require the ability to quickly change priorities, which may include and/or are subject to resolution of conflicts. May be required to perform tasks in the field within and/or across University campuses. Ability to clearly communicate verbally, read, write, see and hear to perform essential functions.

ASU is a diverse enterprise with a wide variety of work and learning modes, locations and a commitment to sustainability, innovation and employee work-life balance. We are determined to maintain our position as an employer of choice in a competitive labor market.

**Flexible work options**

- **Alternative work schedules** can include four, 10-hour workdays in a workweek; a nine-day, 80-hour schedule over two workweeks for exempt employees only; and staggered start and stop times.

- **Hybrid work** is an arrangement where employees spend a minimum of 60% of their regular workweek at their primary ASU work location. Dean or vice president-level approval is required.
- **Full remote work** is an arrangement where the employee spends every workday at a site other than a regularly assigned ASU work location. This arrangement may be available for an extremely qualified candidate under unique circumstances and should only be granted when the criteria in the flexible work arrangement policy are met. Dean and Provost-level approval are required.

**Department Statement**

ASU’s Mary Lou Fulton Teachers College creates knowledge, mobilizes people, and takes action to improve education. Nationally recognized as a leader in teacher preparation, leadership development and scholarly research, Mary Lou Fulton Teachers College prepares over 7,600 educators annually. MLFTC faculty create knowledge by drawing from a wide range of academic disciplines to gain insight into important questions about the process of learning, the practice of teaching and the effects of education policy. MLFTC mobilizes people through bachelor’s, master’s and doctoral degree programs, through non-degree professional development programs and through socially embedded, multilateral community engagement. MLFTC takes action by bringing people and ideas together to increase the capabilities of individual educators and the performance of education systems.

Aligned with ASU’s commitment to justice, equity, diversity and inclusion, MLFTC is committed to advancing systemic equity in our curricula, programming and institutional relationships. The college’s core value of Principled Innovation connects individual decision making to the pursuit of systemic equity.

**ASU Statement**

Arizona State University is a new model for American higher education, an unprecedented combination of academic excellence, entrepreneurial energy and broad access. This New American University is a single, unified institution comprising four differentiated campuses positively impacting the economic, social, cultural and environmental health of the communities it serves. Its research is inspired by real world application blurring the boundaries that traditionally separate academic disciplines. ASU serves more than 80,000 students in metropolitan Phoenix, Arizona, the nation's fifth largest city. ASU champions intellectual and cultural diversity, and welcomes students from all fifty states and more than one hundred nations across the globe.

**COVID-19 Vaccination Requirements** - Under the recent executive order issued by President Biden requiring all employees of federal contractors to receive COVID-19 vaccinations, ASU expects all employees, including new hires, to be vaccinated unless they have an approved medical or religious accommodation. Proof of vaccination will be required at time of hire, or by January 4, 2022. For questions about medical or religious accommodations, please visit the Office of Diversity, Equity and Inclusion’s webpage and see “Workplace accommodations”.

ASU is a tobacco-free university. For details visit https://wellness.asu.edu/explore-wellness/body/alcohol-and-drugs/tobacco

Arizona State University is a VEVRAA Federal Contractor and an Equal Opportunity/Affirmative Action Employer. All qualified applicants will be considered without regard to race, color, sex, religion, national origin, disability, protected veteran status, or any other basis protected by law.
**Notice of Availability of the ASU Annual Security and Fire Safety Report**

In compliance with federal law, ASU prepares an annual report on campus security and fire safety programs and resources. ASU’s Annual Security and Fire Safety Report is available online at [https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf](https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf). You may request a hard copy of the report by contacting the ASU Police Department at 480-965-3456.

Relocation Assistance – For information about schools, housing child resources, neighborhoods, hospitals, community events, and taxes, visit [https://cfo.asu.edu/az-resources](https://cfo.asu.edu/az-resources).

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<tr>
<th><strong>Employment Verification</strong></th>
<th>ASU conducts pre-employment screening which may include verification of work history, academic credentials, licenses, and certifications.</th>
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<tr>
<td><strong>Fingerprint Check Statement</strong></td>
<td>This position is considered safety/security sensitive and will include a fingerprint check. Employment is contingent upon successful passing of the fingerprint check</td>
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| **Instructions to Apply** | Application deadline is 3:00PM Arizona time on the date indicated.  

Please include all employment information in month/year format (e.g., 6/88 to 8/94), job title, job duties and name of employer for each position.  

Resume should clearly illustrate how prior knowledge and experience meets the Minimum and Desired qualifications of this position.  

ASU does not pay for travel expenses associated with interviews, unless otherwise indicated.  

Only electronic applications are accepted for this position. #74170BR |