

Program Coordinator, TSL-Next Education Workforce Initiative (Job Number: 74546BR)

| | |
|------------------------------|--|
| Campus Location | Tempe |
| Department Name | Mary Lou Fulton Teachers College |
| Full-Time/Part-Time | Full-Time |
| Grant Funded Position | This is a grant funded position and is contingent on future grant funding. |
| Salary | \$32,663 - \$55,000 per year; DOE |
| Close Date | January 17, 2022 |
| Job Description | <p>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 <i>all students</i>, 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.</p> <p>This position is listed at the Tempe campus, but could be relocated to another ASU campus or remote, based on the needs of the college and the candidate, and will require frequent travel to local school sites in Arizona.</p> <p>Teams of educators not only include certified educators but also the instructional support staff, instructional aides and paraeducators that contribute to the learning of all students. Through funding from the Teacher School Leader (TSL) grant, this position will collaborate across MLFTC departments and Mesa Public Schools to coordinate and support paraeducator pathways. The Teacher School Leader grant envisions paraeducator pathways that provide opportunities for professional growth and mobilize paraeducators to increase the teacher workforce. This will include developing a strong understanding of the current MPS paraeducator population, building a paraeducator pathway program to meet their needs and supporting paraeducators on their path. The Program Coordinator will lead this work strand of the Teacher School Leader grant and will report to the Co-PI of the project within the Next Education Workforce team.</p> <p>An ideal candidate will have proven experience in teaching in PK-12 schools; experience leading for change; demonstrated history of centering diversity, equity and inclusion; and excellent verbal and written communication skills. Above all, this person will be an avid collaborator who is passionate about creating lasting systemic change for education and willing to navigate the challenges of making that change a reality.</p> |
| Essential Duties | <ul style="list-style-type: none"> • Develop, implement and oversee paraeducator pathway activities that align with TSL grant goals to increase the number of paraeducators earning certification. • Coordinate paraeducator pathway activities with individuals and teams across MLFTC, ASU, and external partners. |

| | |
|-------------------------------|--|
| | <ul style="list-style-type: none"> • Collaborate with key stakeholders, including PK12 educators and leaders, to build rapport, conduct needs assessment and ensure activities meet the needs of identified audiences. • Work with Mesa Public Schools to recruit paraeducators into the program, and support paraeducators as they move through the program. • With the Co-PI of the TSL grant, set strategic goals and monitor progress to ensure all related goals of the grant are met. • With the Co-PI of the TSL grant, assist with preparation of grant presentations and reports. • 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 field appropriate to area of assignment AND two years administrative/coordinator program experience; OR, Six years of progressively responsible administrative/coordinator program experience; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved. |
| Desired Qualifications | <ul style="list-style-type: none"> • Bachelor's degree in any field AND advanced degree(s) in the field of education or a related field • Experience teaching: <ul style="list-style-type: none"> ○ Experience teaching in PK-12 environments in varied roles, ideally in learner-centered environments ○ Experience building and supporting networks of stakeholders ○ Experience using data to drive decision-making • A demonstrated commitment to equity and inclusion: <ul style="list-style-type: none"> ○ 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 <i>all</i> students • Experience managing concurrent projects: <ul style="list-style-type: none"> ○ 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 • Skillful communication and relationship-building: <ul style="list-style-type: none"> ○ 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 |

| | |
|------------------------------------|---|
| <p>Working Environment</p> | <p>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.</p> <p>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.</p> <p>Flexible work options</p> <ul style="list-style-type: none"> • 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. |
| <p>Department Statement</p> | <p>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.</p> <p>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.</p> |
| <p>ASU Statement</p> | <p>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.</p> |

| | |
|------------------------------------|---|
| | <p>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".</p> <p>ASU is a tobacco-free university. For details visit https://wellness.asu.edu/explore-wellness/body/alcohol-and-drugs/tobacco</p> <p>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.</p> <p>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. You may request a hard copy of the report by contacting the ASU Police Department at 480-965-3456.</p> <p>Relocation Assistance – For information about schools, housing child resources, neighborhoods, hospitals, community events, and taxes, visit https://cfo.asu.edu/az-resources.</p> |
| Employment Verification | ASU conducts pre-employment screening which may include verification of work history, academic credentials, licenses, and certifications. |
| Fingerprint Check Statement | This position is considered safety/security sensitive and will include a fingerprint check. Employment is contingent upon successful passing of the fingerprint check |
| Instructions to Apply | <p>Application deadline is 3:00PM Arizona time on the date indicated.</p> <p>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.</p> <p>Resume should clearly illustrate how prior knowledge and experience meets the Minimum and Desired qualifications of this position.</p> <p>ASU does not pay for travel expenses associated with interviews, unless otherwise indicated.</p> <p>Only electronic applications are accepted for this position. #74546BR</p> |