

## Senior Program Manager, Implementation Support, Next Education Workforce (Req # - 101403BR)

<b>Campus</b>	Remote US
<b>Full-Time/Part-Time</b>	Full-Time
<b>Salary</b>	Depends on Experience
<b>Close Date</b>	June 10, 2024
<b>Job Description</b>	<p>We seek a highly-skilled K-12 education leader and experienced coach who is excited to learn about and support the implementation of team-based strategic school staffing in schools and school systems across the United States.</p> <p>The person hired for this position will provide virtual and in-person coaching and support to schools across the U.S. that are launching and implementing team-based models and plan/facilitate scaled professional learning experiences.</p> <p>The Next Education Workforce team at Arizona State University (ASU) is honored to work closely with K-12 systems, schools, and organizations to build teams of educators who provide deeper and personalized learning for all students. The Next Education Workforce is an <a href="#">initiative</a> within the Mary Lou Fulton Teachers College at ASU that has influenced the planning and launch of team-based models in 25+ systems in 12+ states.</p> <p><a href="#">Next Education Workforce</a>™ strategic staffing models leverage educator teams to improve student outcomes and teacher working conditions. Schools and systems partner with Arizona State University’s Mary Lou Fulton Teachers College to create learning environments where educators collaborate and students belong. ASU prepares education leaders to design and implement staffing changes that address the root causes of low and inequitable student outcomes and teacher shortages and burnout.</p> <p>This position requires travel within the U.S. for on-site time with partner schools and travel to the Phoenix metro area several times a year. Percentage of travel time varies by month and home location.</p>
<b>Minimum Qualifications</b>	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.
<b>Work Environment</b>	<ul style="list-style-type: none"> <li>• Remote work position with travel within the US to partner schools and to the Phoenix, Arizona metro area several times a year</li> <li>• Activities are performed in an environmentally controlled office setting subject to extended periods of sitting, keyboarding and manipulating a computer mouse</li> <li>• Required to stand for varying lengths of time and walk moderate distances to perform work</li> <li>• Frequent bending, reaching, lifting, pushing and pulling up to 25 pounds</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular activities require ability to quickly change priorities, which may include and/or are subject to resolution of conflicts</li> <li>• Ability to clearly communicate verbally, read, write, see and hear to perform essential functions</li> </ul>
<p><b>Essential Duties</b></p>	<ul style="list-style-type: none"> <li>• Work closely with K-12 school leaders across the United States who are planning, launching and implementing team-based models:             <ul style="list-style-type: none"> <li>○ Provide guidance to school leadership teams as they align the school’s vision and instructional priorities with their support for educator teams</li> <li>○ Help schools enact more Elements of the Next Education Workforce at the school and team levels</li> <li>○ Provide curated resources and support to build upon their development and accelerate their growth</li> <li>○ Track progress toward deepening the implementation of the Elements</li> <li>○ Collaborate with colleagues to identify high-impact approaches for supporting school leaders and educator teams</li> </ul> </li> <li>• As assigned, work with K-12 educator teams who are implementing team-based models:             <ul style="list-style-type: none"> <li>○ Conduct non-evaluative, in-person classroom observations and coaching</li> <li>○ Provide feedback to educator teams to identify next steps in implementing team-based models</li> <li>○ Use observation and reflection data to identify professional development needs and resources</li> <li>○ In collaboration with school leadership, support the reflection and continuous improvement of educator teams over time</li> </ul> </li> <li>• Plan, develop and/or facilitate virtual and in-person professional learning for educators and school leaders:             <ul style="list-style-type: none"> <li>○ Extend learning, create trust among colleagues, develop collective wisdom, and build capacity and action that supports student learning</li> <li>○ Create opportunities for school leaders and educator teams across school sites to collaborate with and learn from one another</li> <li>○ Act as liaison for school leaders and educator teams to ensure smooth processes in accessing and engaging with scaled professional learning offerings</li> </ul> </li> </ul>
<p><b>Desired Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Evidence of a Bachelor’s degree in any field AND advanced degree(s) in the field of education or a related field.</li> <li>• Demonstrated knowledge and understanding of PK-12 schools and systems and demonstrated experience and expertise in student-centered pedagogical approaches.</li> <li>• Experience in teaching and leading:             <ul style="list-style-type: none"> <li>○ Experience teaching and leading in PK-12 environments in varied roles, ideally in learner-centered environments</li> <li>○ Experience building and supporting networks of stakeholders</li> <li>○ Experience working with teams of educators who together support shared rosters of learners, ideally as a team member and/or school leader</li> <li>○ Demonstrated success using data to drive decision-making</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Experience supporting others through complex adaptive change at the school level:           <ul style="list-style-type: none"> <li>○ Approaches collaboration with a disposition of curiosity and openness</li> <li>○ Ability to ask probing reflective questions</li> <li>○ Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions</li> <li>○ Coaches from a lens of inclusion and has demonstrated ability to shift behavior and mindsets in service of all students</li> </ul> </li> <li>• Experience managing concurrent projects:           <ul style="list-style-type: none"> <li>○ Thrives in a working environment that prioritizes action, iteration and continual learning with a large, diverse set of stakeholders</li> <li>○ Experience establishing priorities given multiple large workstreams needing competing attention</li> <li>○ Experience managing several large, sometimes ambiguous projects and seeing them through from initial conception to implementation and evaluation</li> </ul> </li> <li>• Skillful communication and relationship building:           <ul style="list-style-type: none"> <li>○ Increases the effectiveness of colleagues and K-12 partners through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others</li> <li>○ Evidence of the ability to foster sustained relationships and partnerships both internally and externally, across all management levels, with diverse stakeholders</li> <li>○ Evidence of excellent verbal and written communication skills</li> <li>○ Evidence of proficient use of Google Apps</li> </ul> </li> </ul>
<p><b>Department Statement</b></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 8,000 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 <a href="#">charter</a>, MLFTC is committed to advancing inclusive excellence in our curricula, programming and institutional relationships. The college’s core value of <a href="#">Principled Innovation</a> connects individual decision making to the pursuit of inclusive excellence.</p>
<p><b>ASU Statement</b></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</p>

	<p>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>ASU is a tobacco-free university. For details visit <a href="http://www.asu.edu/tobaccofree">www.asu.edu/tobaccofree</a>          AmeriCorps, Peace Corps, and other national service alumni are encouraged to apply.</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><b><u>Notice of Availability of the ASU Annual Security and Fire Safety Report</u></b>          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 <a href="https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf">https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf</a>. 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 <a href="https://cfo.asu.edu/relocation-services">https://cfo.asu.edu/relocation-services</a>.</p>
<b>Employment Verification</b>	ASU conducts pre-employment screening which may include verification of work history, academic credentials, licenses, and certifications.
<b>Background Check Statement</b>	ASU conducts pre-employment screening for all positions which includes a criminal background check, verification of work history, academic credentials, licenses, and certifications. Employment is contingent upon successful passing of the background check.
<b>Instructions to Apply</b>	<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>Only electronic applications are accepted for this position.  <a href="https://cfo.asu.edu/applicant">https://cfo.asu.edu/applicant</a>      <a href="#">101403BR</a></p>