

120108 TBR Position Examples Districts

Org Type	District
Functional Area	Academics; Teaching and Learning
Proposed Title and Role Description	<p>Senior Manager, Teacher Learning & Leadership</p> <ol style="list-style-type: none"> 1. Development and implementation of the professional development strategy for the district's adoption of common core standards. This will include: <ul style="list-style-type: none"> ○ Develop a professional development model to meet individual teacher needs while driving the district's core strategy. ○ Develop Project Management and communication plans around implementation of the new standards; drive change management and communication of implications for teachers, students and parents. ○ Work with Teacher Effectiveness initiatives to integrate professional development approach to achieve both reform agendas. ○ Work with Assessment for implications to assessment strategy based on new standards implementation. ○ Represent DPS in the national conversation about the professional development aspects of implementation of new standards and assessment. 2. Lead the professional development components of the revision of ProComp, the district's differentiated compensation system. This initiative will be led by the Human Resources department, and the resident will represent professional development aspects in strategy, design and implementation of the revised system 3. Build Teacher Leadership professional development in the area of high performing teams; implement leadership development drawing on best practices from multiple industries. Develop a data-driven strategy for targeting this professional development.
Position Milestones	Milestones and deliverables combined below.
Deliverables	<p>Corresponding to the initiatives listed in role description:</p> <ol style="list-style-type: none"> 1. A high level project plan has been developed for the common core standards initiative, with SY2011-12 activities focused on Awareness and Introduction to the new standards, and development of teacher and educator effectiveness in skills for standards based teaching and 21st century learning. Additionally, specific milestones are already in place with implementation of the new teacher evaluation system. This is currently in pilot, with a plan to roll out to 80% of schools next year and full implementation in 12-13. 2. ProComp revision design and agreement must be delivered in Spring of 2012.

	Teacher Leadership: The goal is to pilot professional development around building high performing teams in SY2011-12 with wider rollout anticipated in SY2012-13.
--	---

Org Type	District
Functional Area	Academics; Teaching and Learning
Proposed Title and Role Description	<p>The Broad Resident will be the project manager to support the District with the implementation of the 4-year 7.3 million dollar award for the Advanced Placement and International Baccalaureate Ready (AP & IB Ready) portion of the District’s Race to the Top (RTTT) application.</p> <p>Through Advanced Placement and International Baccalaureate Ready (AP & IB Ready) project, PGCPS proposes to substantially increase the number of high school graduates – particularly students from historically underrepresented subgroups – who are prepared to gain admission to and successfully matriculate through college by accessing and meeting with success in AP and IB courses while still in high school. The goals are to move from 35% of high school seniors with an AP or IB course in their course history to 75% by 2017. The proposal anticipates an increase to 60% by the end of the four year grant period.</p> <p>AP & IB Ready will bring together PGCPS, the International Baccalaureate®, and the College Board to provide teacher and counselor professional development and to help the school system create a system-wide college going-culture at both the middle and high school levels. It builds on the successes of other systemic and targeted initiatives and will become an integral part of the system’s <i>Secondary School Reform Initiative</i>, a comprehensive initiative which focuses on raising expectations – i.e. preparing all students to be either college or workforce-ready upon graduation and increasing opportunities for students through expanded and more rigorous course offerings.</p> <p>The Broad Resident will work with the College and Career Unit within the Department of Curriculum and Instruction to plan, implement and carry out the activities outlined in the Advanced Placement and International Baccalaureate Ready (AP & IB Ready) project, including the development of a comprehensive action plan to implement and monitor the work which will be overseen by the Chief Academic Officer.</p> <p>The AP & IB Ready work begins with a District Diagnostic of our Advanced Placement and International Baccalaureate courses, but also examines the pipeline of courses that feed into Advanced Placement. In</p>

	<p>addition, the Diagnostic examines the college going culture of the high schools, middle schools and elementary schools. Prince George’s County acknowledges that low proficiency rates, particularly in middle school and with student groups such as Special Education, are a critical issue.</p> <p>The District has formed a task force on middle school performance and on Special Education performance. Action plans include the rewriting of the math curriculum in grades 4, 6 and 8. The Special Education charter includes the expansion of interventions to non-disabled students at the early grades and significant support to students in the elementary and middle schools through an intervention crisis team. The belief, however, is that student performance will increase when the district vertically maps down from the expectations of the Advanced Placement and International Baccalaureate programs. This, aligned with the adoption of the Common Core, should increase student performance across the grades.</p> <p>The Broad Resident will also be responsible for keeping the financial records for the Advanced Placement and International Baccalaureate Ready (AP & IB Ready) project, working with budget to file all state reports and resolve all financial issues. The Resident will also work with the College and Career unit to keep activities on schedule and problem solve extensions or addendums, as needed.</p>
<p>Position Milestones</p>	<p>Each year of the grant has specific deliverables. Year One is shown as an example. LEA: <u>Prince George’s County Public Schools</u> Date: <u>October 22, 2010</u> Year of the Grant (circle one) <u>1</u></p> <p>Goal 1:</p> <ol style="list-style-type: none"> 1. Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017. 2. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017. <p>Goal 2:</p> <ol style="list-style-type: none"> 1. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017.

Org Type	District
Functional Area	Finance
Proposed Title and Role Description	<p>Strategic Capital & Capacity Solutions Manager</p> <p>DPS's envisions three core project efforts that would fall under the Resident's position. Each will provide high level exposure to district's senior leadership and range of department heads and their staffs.</p> <ol style="list-style-type: none"> 1. 2012 Bond Program Development Coordination: DPS has begun some preliminary work in organizing district-wide capital needs (primarily facilities & technology). Over the course of the next year, the Resident will help lead organizing, assembling and preparing a 2012 Bond Program Report and will work with both internal and external stakeholders to build support for bond program. The effort will involve a high level of coordination and collaboration across full spectrum of operational and academic departments. Work will ultimately lead to a 2012 Ballot initiative for likely in excess of \$300 million. 2. Strategic Facility/Capacity Solutions: includes both short and long term solution development that addresses school specific and regional capacity constraints. Resident will lead development of range of solutions to solve operational and academic capacity impacts. 3. Special Projects: <ol style="list-style-type: none"> a) Financial Analysis: Resident will work closely with CFO's team and Planning & Analysis on a variety of targeted project efforts (i.e. Mill Levy Needs Assessment) <p>Operations Implementation Toolkit: Resident will work directly with operations implementation team in the development of a comprehensive new school, shared campus, school closure toolkit that will compile and organize a continuous project improvement effort that has been underway since 2008.</p>
Position Milestones	Each of the above listed projects does have a draft set of milestones. In particular, the 2012 Bond Program Development project has a detailed schedule with statutory dates for bringing forward ballot initiatives.
Deliverables	No deliverables per se in proposal but orgs respond to how the position will connect with the strategic

priorities of the organization. District response:

This role is tied directly to meeting key district priorities, outlined in the Denver Plan. The Denver Plan outlines a set of strategies to meet overall district goals in increasing student achievement, graduation, and enrollment. One of the strategies in the Denver plan is maximizing the use of financial/capital resources.

In particular, the Denver Plan calls for the effective use of bond funds for facility upgrades and targeted expansions, expanding enrollment, and maximizing resources that are directed to the classroom. The district is preparing to push for another bond in the next 12-18 months. We expect to utilize this coming bond to meet critical capacity, student technology, and basic infrastructure needs. We also expect it to help facilitate increases in student enrollment. It will be the Resident's role to lead internal and external prioritization of capital needs to maximize the impacts on student achievement and achievement of key DPS goals.

As state sources of funding become increasingly constrained, the district is also committed to pushing for an additional Mill Levy for fund critical operating needs. The Resident's role could extend to organizing and prioritizing Mill Levy funded projects, and preparing for a 2012 ballot initiative.

A key goal within the Office of the Chief Operating Officer is to continuously improve customer service for our schools. In addition to the bond projects, the resident is also expected to work with internal and external stakeholders to develop solutions to a set of high-visibility, thorny capacity and operational challenges. Successfully addressing and solving these problems supports this COO goal of improved customer service.

Org Type	District
Functional Area	Human Capital
Proposed Title and Role Description	<p>Project Manager, Human Capital Management</p> <p>The Resident will be the primary Project Manager to support the District with the implementation of an ambitious Human Capital strategy focused on recruiting, developing and retaining highly effective teachers and leaders supported by the 5-year 12 million dollar award for the Great Teachers and Leaders portion of the District’s RTTT application.</p> <p>PGCPS is completely invested in a Human Capital strategy that seeks to attract, develop, support and retain great teachers and leaders. Work initially began through the Financial Incentive Rewards for Supervisors and Teachers (FIRST) Program, funded by a 17.1 million 2008 USDE Teacher Incentive Fund Grant and through eight initial systemic strategic initiatives designed to develop widespread teacher effectiveness. The Human Capital strategy is also supported in part by a grant from the Bill and Melinda Gates Foundation focused on teacher evaluation reform. Through this initial work PGCPS has positioned itself as a national leader in developing effective teachers and designing compensation packages around highly effective teaching. The focused work on reforming the teacher evaluation system to link teacher performance/effectiveness to multiple student achievement measures began in April 2010. However, the system lacked sufficient infrastructure and resources to ensure the equitable distribution of effective teachers and principals throughout all of the system’s 207 schools, particularly in those schools with the greatest need. The initial goal is to increase the number of highly effective teachers and leaders in low performing schools to 85% of the staff by 2012 and to 100% of the full staff by 2015.</p> <p>As part of the Superintendent’s Human Capital Strategy, PGCPS has reorganized the work and purpose of two divisions: Human Resources and School Leadership/Teacher Leadership to build the appropriate infrastructure to implement, support and sustain the development of a pipeline of teachers and leaders to dramatically increase student</p>

	<p>achievement and ensure that all work of Human Resources is oriented to effectively and efficiently support schools. Leveraging the work that began in 2010 on defining highly effective teaching and the teacher evaluation reform, the Human Capital strategy is designed to retool, redesign and strategically implement policies, procedures, processes and practices that 1) Clearly delineate the system’s specific needs for highly effective educators in all schools with a particular focus on low performing schools, 2) Develop a sustainable pipeline of highly effective teachers and leaders who can dramatically increase student achievement for all students, 3) Utilize hiring and performance data to determine candidate and employee talents that would drive best fit placements, differentiated support and professional development for basic to highly effective educators and exit low performers, and 4) Develop and implement a sustainable job embedded professional development system with a focus on continual improvement.</p> <p>PGCPS has partnered with several national providers including but not limited to the School Leaders Network, New Leaders New Schools, the New Teacher Center, the National Institute for School Leadership, Teach for America, local colleges and universities, MSDE and USDE and private foundations to be thought partners, services providers and funders supporting the District’s Human Capital strategy. One of the primary goals of the Human Capital strategy is to coordinate multiple efforts into a comprehensive multi-layered effective reform with an ultimate focus on supporting and developing educators who can positively impact student achievement.</p> <p>The Broad Resident will work directly in the newly formed Human Capital Department, and collaboratively with all other Human Resource departments and other system entities including but not limited to schools and programs, Curriculum & Instruction, Business Services, Information Technology, Area Assistant Superintendents, etc. to plan, implement, carry out and monitor the activities outlined in the Human Capital portion and specific goals and objectives of the RTTT grant to ensure all activities are on schedule and problem solve extensions and addendums as needed. The Broad Resident will assist with the development and implementation of a comprehensive action plan to track and monitor the work. This will be supported and overseen by the Director of Human Capital and the Chief of Human Resources. Other key responsibilities include grant reporting to meet district, state and federal requirements and working with Budget to track financials and spending and resolve any financial issues.</p>
<p>Position Milestones</p>	<p>The PGCPS Human Capital Plan of Action is in final draft pending Board of Education approval in March 2011. The plan has four primary goals with key performance indicators, measures and deliverables. The four primary goals of the overall Human Capital Strategy include:</p> <ol style="list-style-type: none"> 1) Create and sustain a pipeline of highly effective teachers 2) Create and sustain a pipeline of highly effective leaders 3) Create and sustain a growth-focused performance management system 4) Re-tool Human Resources processes to support school performance <p>The RTTT Great Teachers and Leaders has a total of 5 core projects designed to achieve following initial 3 goals:</p>

- Increase the number of highly effective teachers at low performing schools to 85% of the staff
- Increase the number of highly effective administrators in low achieving schools to 100%
- Increase the number of highly effective teachers and administrators in the district to

The five projects include:

1. Work with Education Resources Strategies to reallocate district funds and resources to support program development in support of schools
2. Redesign the Principal recruitment, selection and placement (establishing metrics and using data to inform the process)
3. Redesign the Teacher recruitment, selection and placement (assisting staff to identify and select appropriate metrics)
4. Education Leader development and support (academies and programs) to include determining the effectiveness of current and/or new programs
5. Teacher professional development programs including developing metrics to determine effectiveness on teaching practice and impact on student achievement.

Ultimately the Resident will serve an intergral role with Human Capital to implement and sustain an aggressive and comprehensive initiative focused on programs to recruit, select, develop and support educators to become more effective in their work of preparing all students to be college and/or workforce ready upon graduation.

Org Type	District
Functional Area	Human Capital
Proposed Title and Role Description	<p>Director of HR Strategic Projects</p> <p>In his 2010 Denver Plan, Superintendent Tom Boasberg identified strategies to recruit, retain, empower, develop and reward effective educators as a critical component of his overall reform plan. The strategies outlined in the Denver Plan build on strategies developed over the past decade, including one of the nation’s first pay for performance plan for teachers.</p> <p>The realignment of the Department of Human Resources to lead strategic human capital reform within the district is a key aspect of the overall human capital efforts. The Resident will serve as a member of the Human Resources Leadership Team and will provide project management and strategic leadership by:</p> <ul style="list-style-type: none"> • Working closely with the CHRO to support effectiveness of the HR leadership team, including collaboration among the team and outside of HR on key strategic projects; • Overseeing aspects of the Broad HR Transformational Grant, including: <ul style="list-style-type: none"> ○ Analysis and optimization of the HR organizational structure, including analysis of resource allocations,

	<p>potential process improvements and development and refinement of human capital and HR performance metrics;</p> <ul style="list-style-type: none"> ○ Development of tools to ensure meaningful principal decision making on teacher tenure; ○ Expansion of professional development opportunities to increase the capacity of principals on core human capital issues; ○ Implementation of total rewards statements and improved communications to better convey the value of total compensation, including performance incentives and retirement benefits, to current and potential employees. <ul style="list-style-type: none"> ● Leading implementation of core components of Colorado’s new Educator Effectiveness Statute, including the requirement of mutual consent hiring in all schools and institution of a new system for awarding tenure based on effectiveness, not just time in position. <p>Overseeing the HR internal communications and budget functions.</p>
Position Milestones	<p>In 2010, DPS secured a \$1 million grant from the Broad Foundation to support the first phase of transformation efforts within HR. The district has committed to specific milestones, including dates and deliverables, with respect to each of the projects within the grant. The Broad Grant will expire in June 2012, at which point we expect the role to transition to broader oversight for overall HR effectiveness, including continuing implementation of the Broad-supported transformation efforts.</p>

Org Type	District
Functional Area	Operations
Proposed Title and Role Description	<p>Deputy Director, Accountability</p> <p>Tennessee’s successful <i>Race to the Top</i> application calls for a new performance evaluation and accountability system. These new structures are now being developed and finalized for implementation in the next school year (2011-12). The new performance evaluation system will require an <u>annual</u> evaluation of <u>all</u> teachers, certificated staff, and school principals. The new protocols will require an enormous effort in terms of training, implementation, alignment, support, and effective execution.</p> <p>In addition, the Knox County Schools adopted a 5-year strategic plan in July, 2009, entitled <i>Excellence for All Children</i>. Among the many instructional and operational goals, the plan calls for the expansion of capacity to carefully and reliably measure the effectiveness of our educational efforts. This expansion would necessarily include enhanced capability in program evaluation, and in analysis that helps quantify our progress toward meeting our ambitious student outcome metrics.</p>

	<p>Finally, the Knox County Schools is in the advanced stages of a collaboration with the Knoxville Chamber of Commerce to build a robust and sophisticated Data Warehouse. The Education Management Information System (EMIS) is on-line now, but several more planned phases of the project are required to provide all the information that we want to have available to our teachers and administrators. Two critical elements of the project have not yet been fully realized: 1) to build and implement a more user-friendly interface for teachers and administrators (including dashboards and frequently run reports), and 2) a comprehensive professional development strategy to ensure that our users know how to ask the right questions, and how to access the data appropriately in order to inform and improve instruction and educational decision-making.</p> <p>The primary function of the resident will be to take a leadership role in both the alignment and implementation of the performance evaluation system, as well as the effective use of the EMIS data warehouse. In addition, the resident will provide support for our efforts to enhance program evaluation and measurement of educational strategies.</p>
Position Milestones	General milestones and performance targets are outlines in our strategic plan, but specific benchmarks will be developed as the resident begins their tenure.

Org Type	District
Functional Area	Operations
Proposed Title and Role Description	<p>Senior Director, Charter Schools Office</p> <p>During the first year the Resident will fill the role of Senior Director of the Charter Schools Office. The Resident will work with the Executive Director, a Broad Resident alumnus, in setting the strategy and policy for the office and coordinating new school development, managing ongoing accountability and operations for existing charter schools.</p> <p>This role is an existing vacancy for the Charter Schools Office which we are attempting to fill. Below is a modified position summary and list of responsibilities. Depending on the Broad Resident’s expertise and experience, further specification can be addressed:</p> <p>Senior Director, Charter Schools Office:</p>

Serving as a principal aide to the Executive Director, the Senior Director will play a key role in shaping policy for the Department of Education as it relates to charter schools. The Senior Director will be responsible for cultivating strategic partnerships with applicants and organizations interested in developing new charter schools and various divisions within the New York City, State Departments of Education (SED) and the State University of New York (SUNY) Charter Schools Institute.

The Senior Director will work directly with the Executive Director, Deputy Chancellor and community stakeholders to create an effective policy, advocacy and outreach plan to support the charter school initiative. The Senior Director will be called upon to be the face/voice of the Department on issues such as school quality, the expansion of school choice as a catalyst for system reform and equitable funding.

The Senior Director will be responsible for leveraging a variety of resources to increase demand for new schools and advocate for strong accountability measures to ensure all New York City public school students have access to high-quality schools. The position requires exceptional interpersonal skills and political deftness to change the tenor of local school reform debate.

The Senior Director will coordinate work streams in the areas of Policy, New School Development, and General Program Management:

Policy

- Develop and influence DOE policy regarding charter schools, including policies impacting special populations, enrollment, and budget, to establish an equitable and effective range of program options for students and families.
- Provide policy analysis and recommendations to Executive Director on issues including charter school new applicant team analysis, renewal and siting.
- Prepare high-level reports and presentations for Chancellor, DOE Cabinet members and other groups on behalf of the Executive Director.
- Work cross-functionally to ensure that the policies of other offices and divisions within the DOE support the introduction and operation of new charter schools.
- Establish criteria for effective new schools to be used in development of RFP, school proposal assessment and as a guide for technical assistance of new school teams.

New School Development

- Establish criteria for effective new charter schools to be used in application review process.
- Develop strategies to expand leadership pipeline conduits increasing the diversity and quality of applicants to open new schools.

	<ul style="list-style-type: none"> • Implement pipeline strategies developing relationships within, and external to, DOE to identify qualified school leaders. • Support the work of partner organizations engaged in new school development. • Participate in community and political engagement activities related to new school development in selected areas. • Advocate for the new charter schools initiative and represent the DOE at community meetings and events designed to engage parents and other critical stakeholders. • Work in conjunction with SED and SUNY authorizer staff. <p>General Program Management</p> <ul style="list-style-type: none"> • Manage other sensitive projects as needed. • Trouble-shoot, problem-solve, and anticipate issues that affect charter schools in development and ongoing operation. • Prioritize and define oversight work in a meaningful and actionable manner. • Facilitate relationship with the SED, SUNY, and other key constituents. • Respond to internal and external data requests from the public and the press.
--	--

Org Type	District
Functional Area	Organizational Strategy
Proposed Title and Role	Director of Innovation
Description	<p>Gwinnett County Public Schools, winner of The 2010 Broad Prize for Urban Education and a finalist for The Broad Prize in 2009, is a high-performing school district committed to continuous improvement in all its operations. Most specifically, the district strives to ensure that its instructional program and services are responsive to the demands and expectations of the 21st Century learner.</p> <p>The district focuses its efforts around the CEO/Superintendent’s Strategic Initiatives and Priorities, which</p>

articulate the district’s major areas of innovation and improvement for the current and immediately subsequent years. The Priorities address the district’s ongoing activity in four areas:

1. Student Achievement,
2. Accountability (Academic and Operational),
3. Communication, and Governance and
4. Leadership.

Simultaneously, the district is allotting time and resources to four significant Initiatives:

1. Expansion of its Quality-Plus Leader Academy programs
2. Revision of its Personnel Evaluation System
3. Development of eCLASS (a digital Content, Learning, Assessment, and Support System)
4. Revision of “The Plan: 2012-2017” (the district’s capital projects plan for building schools and classrooms to meet its student housing needs).

A Director of Innovation is sought to initiate, lead, and/or manage the successful rollout and/or ongoing development of strategies associated with certain components of the CEO/Superintendent’s Strategic Initiatives and Priorities.

Of special interest are innovations in how our schools might be organized and operated differently to increase student achievement through maximizing the flexibility granted to the district through the “Investing in Educational Excellence partnership with the State Board of Education.

Strategic initiatives

The Director of Innovation will be responsible for:

- development and implementation of effective engagement strategies for all stakeholders impacted by the district’s transition to a “new school model”
- working cross-divisionally to align the resources necessary to support initiatives aligned with the (IE²) partnership
- supporting fuller implementation of the district’s Managed Performance/Empowerment theory of action for improving student achievement
- encouraging and facilitating high-performing school use of academic program and operational flexibility in new and creative ways
 - e.g. differentiated instructional time, funding application and student engagement models

	<p>Strategic planning</p> <p>The Director of Innovation will be responsible for:</p> <ul style="list-style-type: none"> • providing assistance and support to the Executive Director of Administration and Policy in strengthening the district’s strategic planning process • working with the senior leadership team to help them understand how to use the strategic plan more effectively to guide their divisions’ work • supporting senior leadership team members in their utilization of the district’s key performance indicators and reporting on progress toward achieving the district’s strategic goals <p>The CEO/Superintendent’s Strategic Initiatives and Priorities are aligned with certain provisions in the state’s Race to the Top application. As one of Georgia’s 26 partner LEAs in Race to the Top, the district will be a leading player in implementing reforms in the areas of standards and assessments, quality teachers and leaders, longitudinal data systems, and, to a lesser extent, turning around lowest performing schools.</p>
<p>Position Milestones</p>	<p>Some deliverables and timelines are specified in the state’s Race to the Top application and the district’s related scopes of work.</p> <p>Additional benchmarks and timelines are included in the CEO/Superintendent’s Strategic Initiatives and Priorities (updated annually).</p>

<p>Org Type</p>	<p>District</p>
<p>Functional Area</p>	<p>Organizational Strategy</p>
<p>Proposed Title and Role Description</p>	<p>Program and Policy Specialist – Strategic Planning</p> <p>The Resident will develop and implement a plan for reporting out to the community on the district’s progress implementing the district’s strategic roadmap (plan).</p>

	<p>This will include:</p> <ul style="list-style-type: none"> • researching strategies for reporting out on strategic plans, • interviewing the senior leadership team to understand how they are using the strategic plan to guide their teams' work, • devising a template for reporting on progress implementing the plan. Including calculating, reporting, and applying the district's annual measurable goals. <p>The Resident will be responsible for supporting departments and initiatives in coming up with measurements and helping them track measurements. And would work with appropriate departments to automate reporting accurate reporting.</p> <p>Under the direction of the Superintendent The Resident will work with communication staff to manage messaging internally and external to the organization and conducting regular meetings to gather status updates for informing various stakeholders.</p> <p>Progress against measurable goals is used to assess the state of the district and inform adjustments to the strategic direction of the district.</p>
--	---

Org Type	District
Functional Area	Planning and Growth
Proposed Title and Role	Major Projects Manager

Description	<p>Develops and manages project plans for various HISD major projects that align with the district goals and overall strategic direction. Regularly works with executive leadership and cross-functional teams to plan, design, implement and evaluate major projects. Mitigates risks and manages change for major project and helps to institutionalize processes and protocols for sustainability and success.</p> <ul style="list-style-type: none"> • Directs approximately 1-3 large-scale projects at any one time for the district that are high-priority, have high visibility and have significant potential impact. Works with leadership and cross-functional teams in the planning, development and implementation of major projects. Monitors and tracks ongoing progress and collaborates with internal and external evaluators to evaluate major project success. Employs strong project management practices to ensure that major projects are implemented on-time, in-scope and within budget. • Delivers regular project status briefings and leads in the development of related reports, presentations and publications. Works with appropriate HISD staff to respond to both internal and external audiences regarding major projects. Assists in the development and execution of strategic communications plans for major projects. • Liaisons with external partners/vendors to ensure that project deliverables are on-time, in-scope and within budget. Ensures that appropriate systems and processes are in place to build internal capacity for ongoing sustainability and success. • Researches and identifies best practices and opportunities for scalability and partnerships with other organizations. Helps to seek additional resources to support major projects. • Performs other job-related duties as assigned.
--------------------	---

Org Type	District
Functional Area	Planning and Growth

**Proposed Title
and Role
Description**

Director of Special Projects, Common Core State Standards

One of the central tenets of New York City's Children First reform effort is an emphasis on preparing all students to graduate from high school ready to succeed in college and careers. As part of this work, New York City is currently in the process of preparing students to meet the new, more rigorous Common Core State Standards, adopted by New York State in July. The new standards define the knowledge and skills all students should have to graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

These internationally benchmarked standards provide teachers and parents with a common understanding of what all students across the country are expected to learn during their K-12 education careers, including rigorous content and the application of knowledge through higher-order skills.

By the 2014-15 school year, New York State assessments will align to these new standards, and the NYC DOE has already begun to work on incorporating these standards in classrooms citywide: this school year, 1,000 teachers across 100 schools in NYC are working with national experts on integrating college-ready performance tasks into instruction, aligning curriculum to the new standards, and assessing literacy skills in secondary school students.

Additionally, the DOE is introducing these standards citywide through professional development opportunities for teachers, principals, and school support staff to develop an understanding of the standards, begin to infuse the new standards into the work of teacher teams, and establish milestones for the integration of these standards into all schools.

This work is cross-functional, involving teams across the Division of Academics, Performance, and Support, and the Director of Special Projects will play a critical role in leading the alignment of multiple initiatives across several offices that are focused on Common Core integration and other post-secondary work.

The Director of Special Projects will work with:

- The Office of Achievement Resources, which provides training to networks and schools around integrating these new standards;
- The Office of Post-secondary Readiness, which focuses on ensuring that all student are equipped with the knowledge, skills, and competencies to graduate high school and successfully pursue a rigorous post-secondary pathway that meets their interests and needs
- The Office of Assessment, which is leading work around establishing new local assessments aligned to these standards;
- The Office of School Performance, which is revising New York City's school evaluations to hold schools accountable for teaching students the skills they'll need to succeed in college and careers.

This work will also involve alignment and coordination with other divisions across the DOE, including:

- The Division of Students with Disabilities and English Language Learners, which helps to hold all students to high expectations for post-secondary readiness,
- The Division of Talent, Labor, and Innovation, which is leading work on teacher effectiveness and on developing innovative new school models, both focused on raising the instructional standards citywide.

Additionally, the Director of Special Projects will help support work funded by the more than \$100M in New York State Race to the Top grant funding to integrate new evaluation systems and local and summative assessments aligned to the Common Core State Standards into the Progress Report and other existing City accountability reports.

RESPONSIBILITIES

- Lead the coordination and alignment of initiatives across the Division of Academics, Performance, and Support focused on Common Core integration and other post-secondary work.
- Continuously evaluate NYC's plan for scaling up citywide rollout of the Common Core State Standards in 2011-12 and for setting expectations for networks and schools in 2012-13 and beyond.
- Work with the Office of Operations and Administrative Support to understand and ensure sustainability of funding sources for Common Core initiatives, including Race to the Top funding, ARRA funding, private grants, and other sources.
- Work with the Common Core pilot team to coordinate relationships with national experts who are supporting the creation of professional development opportunities for educators.
- Guide the alignment to the Common Core State Standards and the integration of data from new assessments, such as local assessments and eventually State Common Core-aligned assessments, into existing accountability and achievement tools, including NYC's accountability tools such as the Progress Reports, School Survey, and Quality Reviews, and existing instructional supports such as the Achievement Reporting and Innovation System (ARIS), our data management platform for educators, and the periodic assessment portfolio of formative, no-stakes assessments designed for teachers to track student learning across the school year.
- Work with our Research and Policy Support Group to manage and pull lessons learned external evaluation and with the Common Core pilot team to incorporate lessons learned from the pilots into continuing Common Core integration work, including the development of a Curriculum Mapping tool, ongoing network and cluster professional development around the Common Core, and the development of local assessments.
- Sit on key functional working groups focused on different elements of Common Core integration and serve as a feedback loop between these groups.
- Develop and implement a strategic feedback process, designed to understand how educators are integrating the Common Core and impacted by the various related initiatives across the DOE, and identify the highest priority changes that could be made to improve the effectiveness of this work.

