



**Position:** Content Specialist, ELA Early Literacy  
**Location:** Remote  
**Employment type:** Full-time Exempt  
**Reports to:** Director of ELA

### **Mission**

EdReports.org is at the forefront of the curriculum reform movement. 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. By increasing the capacity of educators to identify and demand the highest quality curriculum, EdReports.org is both disrupting a multi-billion dollar market and transforming the way students are taught and ultimately perform.

### **Purpose of Position**

The Content Specialist, ELA Early Literacy reports to the ELA Director and serves as an integral member of the content review teams. This person is responsible for growing and improving support for early literacy activities at EdReports.org, including but not limited to the review of instructional materials used with young learners. This position provides a unique opportunity for someone who can manage multiple system components, enjoys working at the detail and big-picture level across projects, and wants to contribute to the success of a growing organization.

### **Key Responsibilities**

#### Support ELA Reviews-- 75%

- Support ELA review cycles and report development, including tracking progress and providing feedback and support for teams;
- Lead facilitation of foundational skills reviews;
- Participate in content team conferences and trainings, leading and facilitating early literacy (K-3) components;
- Collaborate with ELA team supporting foundational skills reviews and comprehensive ELA reviews, resources, and process revisions; and
- Support logistics regarding materials procurement between review teams and publishers.

#### Research, Improvement, and Expansion into New Areas— 15%

- Work with content staff to develop and lead early literacy materials by supporting methodology of review, identification of criteria for early literacy components, developing training, and reviewing process materials;
- Enhance ELA training and processes in early literacy informed by current research; and
- Create documents for communication purposes regarding the review process for internal and external audiences.

#### Content Team Collaboration and Outreach —10%

- Represent EdReports at literacy and education convenings;
- Provide targeted support to stakeholders;
- Provide support to cross-EdReports team on projects as needed;
- Work with Outreach specialist and Content specialists on developing ongoing trainings;

- Support the organization’s internal communications structures;
- Stay abreast of relevant research and articles and contributing to the knowledge of the team; and
- Work across content areas to support early literacy connections in mathematics and science where appropriate.

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 15%

- National travel will occur related to organizational needs and for professional learning, as needed. Amount of travel will be monitored to ensure it is appropriate for both the organization and the ELA Specialist.

Qualifications

- Passion for the EdReports.org’s mission and vision;
- Deep expertise in early literacy standards and best practices;
- Professional experience in English language arts education, required; K-5 classroom and/or leadership experience, preferred;
- Demonstrated knowledge with best practices for reading and writing development and literacy assessment systems and applications (CCSS ELA experience preferred);
- Minimum of seven years of work experience in nonprofits, education settings, teaching, or other related fields;
- Minimum of five years of people and project management experience;
- Fluent in MS Office suite (Excel, PowerPoint, etc.) and Google suite, preferred; and
- Obtained or pursuing a Master’s degree (or higher) in a related field (Bachelor’s degree required).

Core Competencies

<b>ACCOUNTABILITY</b>	
<b>Framing/planning the work</b>	Plans and effectively organizes more complex projects and tasks; and Identifies and sets contingencies for possible roadblocks.
<b>Timeliness</b>	Usually meets deadlines or delivers early; Assesses if a roadblock will delay deadline and communicates any changes as needed; and Proactively communicates.
<b>Quality of work products</b>	Has a consistent track record of being prepared and delivering work that meets or exceeds expectations.
<b>ADAPTABILITY</b>	
<b>Ability to adjust</b>	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.
<b>Openness</b>	Able to thoughtfully consider new ideas and different perspectives; and Encourages individuals with different perspectives to share.
<b>COLLABORATION</b>	
<b>Team-orientation</b>	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.

<b>Collaboration</b>	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.
<b>COMMUNICATION</b>	
<b>Written communication</b>	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.
<b>Verbal communication</b>	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.
<b>Written and verbal communication</b>	Communicates messages concisely; and Consistently adjusts style and tone to suit the target audience.
<b>Inquiry and listening</b>	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.
<b>CULTURAL SENSITIVITY</b>	
<b>Valuing diversity</b>	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.
<b>Advancing diversity and inclusion</b>	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.
<b>GROWTH MINDSET</b>	
<b>Learning orientation</b>	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.
<b>Seeking, providing and using feedback</b>	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

<b>DECISION-MAKING</b>	
<b>Gathering and interpreting data</b>	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.
<b>Executing decisions</b>	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.

<b>DEVELOPS AND MOTIVATES OTHERS</b>	
<b>Motivating/Inspiring</b>	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.
<b>Individual coaching</b>	Takes an assets-based approach to coaching and Invests in the ongoing professional development of his/her team members; Clearly communicates performance expectations and provides fair, actionable, and timely performance feedback.
<b>Conflict resolution</b>	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; Addresses and manages conflict directly.
<b>EXTERNAL RELATIONSHIP BUILDER</b>	
<b>Building individual network</b>	Begins to form relationships with board members, partners, funders, and/or stakeholders, as appropriate to role.
<b>Building agency influence</b>	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.
<b>INITIATIVE AND RESULTS-DRIVEN</b>	
<b>Planning for results</b>	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.
<b>Executing to achieve results</b>	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.
<b>ORGANIZATION AND SYSTEMS KNOWLEDGE</b>	
<b>Understanding the context</b>	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.
<b>Applying knowledge</b>	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.
<b>STRATEGIC THINKING</b>	
<b>Formulating strategy</b>	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.
<b>Assessing impact and implementation</b>	Uses multiples 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.