Educational Specialist II - School Improvement

Related positions are contingent on board approval.

Under the direction of the Coordinator - School Turnaround, the Educational Specialist supports the strategy development, monitoring, and implementation for MSDE-designated Comprehensive Support & Improvement Schools and Targeted Support & Improvement Schools. The Educational Specialist II works closely with staff throughout the Academic and Chief of Schools offices to ensure Comprehensive Support & Improvement Schools and Targeted Support & Improvement Schools are implementing interventions with fidelity to the specifications outlined in the grants and performs regular data analysis to ensure that the Turnaround Schools are on track to meet the performance targets outlined in the grant. The Educational Specialist II prepares and communicates results through reports and presentations to facilitate monitoring and necessary support to the Turnaround Schools.

This is a grant funded position where continuation is contingent upon available funding.

Essential Functions

- Supports the development of school needs assessment by thoroughly analyzing the school's current state to identify areas for improvement.
- Provides guidance and support to school leadership teams to build consensus and support around the development of improvement strategies and goals that will be monitored in CSI/TSI action plans.
- Collaborates with appropriate principal supervisors and school-based staff to provide guidance for implementation in alignment with district and school turnaround strategy.
- Supports identified schools and collects necessary documentation and artifacts to demonstrate compliance with the grant.
- Ensures compliance with federal, state, and local regulations through the creation of needed documentation for relevant stakeholders.
- Coordinates and participates in monitoring visits from district or state leadership.
- Ensures compliance with all Title I policies and procedures.
- Provides advice and technical assistance in the implementation of related grant programs and reporting.
- Continuously monitors and analyzes the effectiveness of differentiated school strategies, using data to inform decisions and support schools in making necessary adjustments for improved outcomes.
- Works with the Coordinator - School Turnaround to ensure interventions are implemented with fidelity and in impactful ways for improving student achievement.
- Participates in cross-functional teams related to the Turnaround Schools and implementation of the grant, including but not limited to assigned schools, Academic Offices, Chief of Schools, and Achievement and Accountability.
• Works in collaboration with the Data Monitoring and Compliance unit within OAA to track and document financial components of the grant and ensures that expenditures are made in alignment with the grant allocations.
• Coordinates with key budget and financial staff, as appropriate.
• Uses computer packages, databases, and on-line services to track and manage grant information and generate reports.
• Utilizes resources appropriately to complete work most efficiently; proactively communicates the status of work; participates and contributes fully as a team member; and exercises sound judgment and decision-making skills to resolve sensitive matters.
• Maintains confidential and sensitive information.
• Performs and promotes all activities in compliance with equal employment and non-discrimination policies; follows federal laws, state laws, school board policies, administrative regulations, and the professional standards.

COMPETENCIES

• Customer Focus - Commits to meeting the expectations and requirements of internal and external stakeholders; acts with stakeholders in mind; values importance of providing high-quality customer service.
• Interpersonal Skills - Builds constructive and effective relationships; uses diplomacy and tact to diffuse tense situations; can put others at ease and disarm hostility.
• Managing Relationships - Responds and relates well to people in all positions; is seen as a team player and is cooperative; looks for common ground and solves problems for the good of all.
• Functional/Technical Skills - Possesses required functional and technical knowledge and skill to accomplish job tasks at a high level; demonstrates active interest and ability to enhance and apply new functional skills.

Maximum Salary $107,495.00
Minimum Salary $82,017.00

Desired Qualifications

• Master's degree in education or related field. The degree must be from an accredited college or institution.
• Valid Maryland State Department of Education Advanced Professional Certificate (APC) with applicable endorsement
• Three (3) years of successful, related professional experience in academic coaching or in monitoring sponsored or non-sponsored projects and tracking expenditures.
• Prior experience in Title I or grants management preferred.
• Comprehensive understanding of whole-school reform models, particularly concerning urban K-12 school systems.
• Thorough knowledge of federal, state, and local policies, including ESSA, Title I, and COMAR.
• Demonstrated ability to express ideas effectively, both orally and in writing.
• Demonstrated ability to develop, analyze, and present high-level quantitative data.
• Demonstrated ability to develop and maintain effective relationships with various stakeholders, including staff and partners, community agencies, and federal, state, and local officials.
• Demonstrated ability to think strategically while simultaneously delivering tactical solutions.
• Demonstrated ability to multitask effectively.
• Ability to analyze, interpret, and report findings and recommendations regarding grants management processes.
• Proficient in using technical computer applications including Microsoft Office, particularly PowerPoint, and Excel.
• Unless expressly stated otherwise with respect to the qualifications indicated in the position description, City Schools reserves the right to consider other combinations of applicable education, training, and experience that provide the knowledge, abilities, and skills necessary to perform effectively in the position.
• Ability to interact with diverse constituencies and convey complicated information with tact and diplomacy.
• Proficient skills in using technical computer applications, including electronic databases, case management systems, and Microsoft Office, including Excel and PowerPoint.
• Ability to exercise independent judgment.
• Skill in research, presenting and explaining policies and procedures, assembling data, preparing complex reports, and formulating and presenting recommendations.
• Ability to work collaboratively.
• Ability to develop and maintain strong working relationships with school system employees, managers at all levels, government agencies, and community stakeholders.
• Ability to multi-task, prioritize changing assignments, organize busy workloads, meet deadlines, and work well under pressure while exercising excellent attention to detail.

Full time
Additional Details

Qualified candidates for the above position must submit the following:

• Completed online application
• Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
• Upload copies of all transcripts - undergraduate, graduate and all MSDE Certifications
• Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
• All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
• All documentation must be scanned and uploaded to application
Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link: http://www.baltimorecityschools.org

Baltimore City Public Schools ("City Schools") does not discriminate in its employment, programs, and activities based on race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies JBA (Nondiscrimination - Students), JBB (Sex-Based Discrimination - Students), JICK (Bullying, Harassment, or Intimidation of Students), ACA (Nondiscrimination - Employees and Third Parties), ACB (Sexual Harassment - Employees and Third Parties), ACD (ADA Reasonable Accommodations), and ADA (Equity), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups. Link to Full Nondiscrimination Notice.

This position is affiliated with the Public School Administrators and Supervisors (PSASA) bargaining union.

This position is affiliated with the State Retirement Plan.