



Center for Collaborative Education

Transforming schools for student success

SENIOR DIRECTOR INSTRUCTION AND ASSESSMENT

JOB POSTING

The Center for Collaborative Education seeks a mission-focused, strategic, and process-minded Senior Director to manage a team of staff and consultants in our Instruction & Assessment practice area, and to work with senior level colleagues to lead the organization. Senior directors must be able to creatively pursue opportunities to increase CCE's overall reach and impact with measurable results. This is a full-time position.

Background to the Center for Collaborative Education

The mission of the Center for Collaborative Education (CCE) is to transform schools to ensure that all students succeed. CCE envisions a just and equitable world where every student is college- and career-ready and prepared to become a compassionate, thoughtful and contributing global citizen. CCE partners with public schools and districts to create and sustain effective and equitable schools.

To achieve its vision, CCE works at the school, district, and state levels to:

- Create learning environments that are collaborative, democratic and equitable;
- Build capacity within districts and schools to adopt new practices that promote collaborative, democratic and equitable learning for students *and* educators; and
- Catalyze systemic change at the school and district levels through district- and state-level policy and advocacy support

Description of the Instruction & Assessment Team

The goal of the Instruction & Assessment Team is to develop policies, tools, resources, and professional development models at the school, district, and state levels to engage in culturally relevant instruction and assessment that leads to equitable opportunities to learn and results in equitable outcomes for students across race/ethnicity, socioeconomic status, language, and disability. The goal is to prepare students for college, career, and beyond, and develop life-long learners who are independent thinkers and problem-solvers, capable of contributing to creating an equitable and just society.

Description of Current Initiatives

Quality Performance Assessment

CCE believes that educating all students requires performance assessment systems that engage students to think deeply and express what they know and are able to do in multiple ways. CCE's Quality Performance Assessment (QPA) initiative has developed a robust framework, professional development model, tools, and resources for assisting schools, districts, and states to design high quality teacher-designed, curriculum-embedded performance assessment tasks and systems. QPA model is rooted in robust professional development to build teachers' performance assessment capacity, ensuring technical quality of tasks and systems, and helping garner leadership and policy support to give performance assessment systems currency. Following are some of QPA's current initiatives:

- New Hampshire Department of Education: Building district and school capacity to engage in the state's Performance Assessment for Competency Education initiative; via a federal waiver PACE districts are freed from most standardized testing requirements to instead make student proficiency determinations via local and cross-district performance assessments

- Massachusetts Consortium for Innovative Education Assessment, a consortium of six districts convened by CCE that is building a new accountability system of a multiple measures school quality data dashboard with performance assessments as the primary measure for assessing student learning
- Performance Assessment for Learning Micro-credentials, working with Jefferson County (KY), Henry County (GA), and RI DOE along with two RI districts to use CCE's performance assessment micro-credentials as a vehicle to build performance assessment capacity of teacher leaders within each entity
- Emerging partnership with KnowledgeWorks and several other nonprofits to work with four states and five districts in each state on adopting robust personalized learning models, with CCE focusing on assisting selected states and districts to develop strong performance assessment systems
- Assisting the Vermont Department of Education to implement their state proficiency-based learning legislation through conducting local and state forums and creating tools and other resources
- Assisting the Rhode Island Department of Education to implement their multiple pathways policy

Future Work

We are searching for a Senior Director who can provide vision and planning that will lead us to continue expanding and deepening our current QPA work while also sharing and pursuing their ideas about what expanding our work within culturally responsive, student-centered instruction could look like:

Strengthening Quality Performance Assessment: CCE seeks to continue to increase our presence as a state, regional, and national “thought and practice leader” in increasing the validity and legitimacy of using quality performance tasks in equitable state student assessment and accountability systems, while working at the school, district, and state levels to craft policies and build capacity to institutionalize performance assessments in local and state practice. In doing so, CCE seeks to further develop the QPA model, including in the following ways:

- More directly address the assets and needs of ELL and differently abled students, as well as ensuring assessments are culturally responsive
- Create a specialized set of tools and resources for capstone graduation performance assessments, policies, and systems
- Strengthen our focus, tools, and resources on competencies and competency-based proficiency
- Increase our contributions to thought capital through white papers, articles in publications, social media, and other means

Culturally Responsive, Student-Centered Instruction: Recognizing that the impact of robust performance assessment systems is integrally linked to the quality of instruction and curriculum that precedes the task, CCE desires to significantly expand our work in the field of culturally responsive, student-centered instruction that also takes into account the assets of and supports needed for English language learners and differently abled students. This could lead to establishing a separate initiative on culturally responsive, student-centered instruction or to expanding our current vision, model, and toolkit of Quality Performance Assessment.

Senior Director for Instruction and Assessment

Reporting to the Executive Director (ED), the Senior Director will have the following responsibilities:

Leading the Organization

- Collaborate with the ED and senior leadership team to execute the organization’s strategic plan, including organizational management, professional development, financial oversight, and visioning
- Contribute to CCE’s body of intellectual capital for dissemination to the field

Program Development

- Oversee sound development and implementation of all practice area programs
- Pursue new creative ideas for program design



- Develop partnerships in the field that enrich and expand program work
- Manage a team of staff and consultants:
 - Nurture intellectual curiosity and develop expertise
 - Continuously assess and develop skills in consulting, coaching, and professional development
 - Promote leadership development
 - Supervise staff including conduct performance reviews and provide interim feedback on performance and development opportunities, based on individual plans
- Collaborate with CCE's Research Team to document the practice area's work, and with the District & School Design Team to strengthen our work through cross-practice area collaboration

Budget Development, Oversight, and Fundraising

- Lead business development opportunities for the practice area
- Participate in fundraising, in concert with the Senior Associate for Development & Communications, Executive Director, and Senior Director for Finance & Operations for the practice area and CCE overall
- Develop, oversee, and manage the practice area's budget, with the goal of ensuring that annual budget targets are met or exceeded

Qualifications

The Senior Director must demonstrate a passion for leading education social change and a commitment to equity. CCE is looking for a hard worker who seeks out challenges and is prepared to overcome obstacles, and who has a vision, the practical know-how, and collaborative team-building skills to get the work done. In addition, the selected candidate must have:

- Expertise in performance assessments, curriculum design, and effective instruction, with a minimum of five years of experience in these areas
- Ability to both lead and build the capabilities of a driven, bright, diverse team to high standards
- Results-driven orientation, with evidence of capacity to make good decisions independently and in collaboration with others
- Ability to balance the delivery of services against the realities of a budget
- Ability to creatively problem solve, manage projects, and be resourceful
- Ability and experience in supportive and constructive supervision and evaluation
- Confidence and experience in business development and fund raising
- Graduate degree required
- Experience working in or with public schools in a teaching, administrator, or other professional role
- Experience leading a school reform effort, either from within or outside a district
- Strong facilitation and teaming skills
- Strong writing skills

The Center for Collaborative Education is an equal opportunity/affirmative action employer.

Salary

Salary and benefits are competitive.

Application

This position is open as of November 6, 2017 and will stay open until filled. Interested applicants should send a cover letter and resume to Allison Short, Center for Collaborative Education, 33 Harrison Ave., 6th floor, Boston, MA 02111, or via email to: ashort@ccebos.org.

