



Center for Collaborative Education

Transforming schools for student success

DIRECTOR, QUALITY PERFORMANCE ASSESSMENT JOB POSTING

The Center for Collaborative Education (CCE) seeks a mission-focused, strategic, process-oriented, and social justice-minded Program Director to manage our Quality Performance Assessment initiative and team. This position reports directly to CCE's Senior Director of Instruction & Assessment. 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 Practice Area

The goal of the Instruction & Assessment Practice Area 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.

Description of the Quality Performance Assessment Initiative

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, replacing a singular and inequitable focus on standardized tests. 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:

- 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
- New Hampshire Department of Education: Via a federal waiver, Performance Assessment for Competency Education (PACE) districts are freed from most standardized testing requirements to instead make student proficiency determinations via local and cross-district performance assessments. CCE assists potential PACE districts to build teacher and administrator capacity in designing high quality performance assessments
- Performance Assessment for Learning Micro-credentials: CCE is working with Jefferson County (KY), Henry County (GA), and two RI districts to use CCE's performance assessment micro-credentials as a vehicle to build performance assessment capacity of teacher leaders

- Vermont Department of Education (AOE): CCE is assisting AOE to implement their state proficiency-based learning legislation through conducting local and state forums and creating tools and other resources
- Rhode Island Department of Education: CCE is helping the state implement their multiple pathways policy by working with 10 high schools to lead the way
- An emerging partnership with KnowledgeWorks and several other nonprofits will 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

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.

Quality Performance Assessments Director

The Quality Performance Assessments (QPA) Director will be responsible for overseeing the next stage of our work in this area, and have the following responsibilities:

- Implement QPA’s goals set in CCE’s recently approved strategic plan, including the following:
 - Create a balanced portfolio (e.g. grants, contracts, institutes) including multiple multi-year funding sources that further elevates QPA’s credibility and reputation in the field while providing financial stability from year to year
 - Further build out the QPA design including producing a revised QPA guide and other resources, with an emphasis on equity (addressing assets and needs of English Language Learner and differently abled students, ensuring assessments are culturally responsive), capstone assessments, vision of the graduate development, and competency-based approaches to assessment
 - Expand QPA’s influence and reach through thought leadership
- Manage and oversee all current projects within the QPA portfolio, including periodic check-ins with the field, ensuring high quality of work
- Engage in networking and partnership building in order to increase QPA’s reach and engagement
- Explore expanding and deepening our work on school quality measures
- Collaborate with CCE’s Research, Evaluation, & Policy Team to document QPA’s work and impact
- Collaborate with CCE’s District & School Design Team on cross-team projects and initiatives
- Continue to develop the QPA team so that it represents a diverse set of races, cultures, and backgrounds that reflects the diversity of our clients and has the capacity and mindsets needed to deliver high quality work
- Facilitate and supervise the QPA team
- Prepare and manage annual program budgets with an annual target of ending each fiscal year budget-neutral or with a surplus
- Work collaboratively as a member of the Center staff to support all Center programs and contribute positively to the CCE organizational culture

Qualifications

The successful candidate for the position of Quality Performance Assessment Director should have the following qualifications:

- Bachelor’s and advanced degrees in education or a related field
- Experience working in public schools, preferably in urban districts and in a leadership role (teacher leader, administrator)



- Experience taking a leadership role in facilitating a school and/or district reform effort, either from within or outside a school
- Knowledge of and experience in performance assessments and performance assessment systems
- Knowledge and understanding of theory and practice of school reform, instruction, curriculum, and assessment
- Strong facilitation and teaming skills
- Good writing skills

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

Salary

Salary and benefits are competitive.

Application

Interested applicants should submit an application by January 19, 2018. [Click here to apply.](#)

