

Statewide System of Support Leadership Consultant

Organizational Overview

SchoolWorks is an educational consulting group whose mission is to build the capacity of educators and educational organizations to advance all aspects of student learning and well-being. We represent a diverse client base including departments of education, school districts, charter school authorizers, charter management organizations, charter schools, district schools, K-12 service providers and foundations, and individual practitioners.

Description

The Massachusetts Department of Elementary and Secondary Education's (DESE) [Statewide System of Support](#) (SSoS) provides assistance to districts with one or more schools categorized as requiring focused or targeted assistance, as defined by the Massachusetts [Accountability System](#). Two [Regional Assistance Teams](#) serve the West/Central and Coastal areas of the state to support identified schools and districts. These teams provide targeted assistance through a distinct [SSoS Model](#) that:

- a) Supports districts to identify clear priorities anchored in culturally responsive grade appropriate instruction and sense of belonging;
- b) Targets support in service of those priorities with a particular focus on supporting school and district instructional leadership teams, and the adoption and implementation of high-quality instructional materials;
- c) [Coaches for Equity](#) in order to operationalize equity and racial equity in schools and districts in the Commonwealth identified by the accountability system as requiring assistance.

The work of SSoS is grounded in DESE's Educational Vision for supporting [Culturally and Linguistically Sustaining Practices](#).

The SSoS **Leadership Consultant** is responsible for providing targeted assistance to a caseload of roughly 3-5 districts (caseloads can evolve based on the total number of districts SSoS serves annually) based on the region assigned. The Leadership Consultant should model the following competencies: student-centeredness, equity- and racial-equity focused, outcomes and results-oriented, ability to communicate and relate along lines of difference, and willingness to be a continuous learner.

Key Job Responsibilities

- Manage a caseload of roughly 3-5 districts (caseloads can evolve based on the total number of districts SSoS serves annually) to annually identify district instructional priorities which, if established, will dramatically improve student achievement and outcomes/gap closing
- Support districts annually by implementing evidence-based strategies to accelerate systemic improvement, such as the adoption and implementation of high-quality instructional materials or the development/sustenance of instructional leadership teams
- Support districts annually by facilitating progress monitoring of student and adult outcomes connected to identified instructional priorities
- Support districts' commitment to equity and racial equity by providing support that centers the experiences of historically marginalized students and addresses equity and racial equity detours
- Collaborate with DESE staff from other units and offices and external partners to support districts and schools to collect and analyze data, to make connections to resources, and to implement their priorities

Desired Knowledge and Skills:

- Demonstrate equity and racial equity leadership by centering the experiences of historically marginalized students and addresses equity and racial equity detours
- Ability to build strong partnerships with district and school leaders in the state's lowest performing schools and districts
- Demonstrate instructional leadership by possessing a deep mastery of standards-aligned curriculum, instruction, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth
- Ability to communicate in a compelling and adaptive manner to build trust and partnership among internal and external stakeholders; give and receive direct feedback to move adult practice
- Ability to prioritize effectively to help district and school leaders to center equity and racial equity in their implementation of instructional priorities
- Demonstrate collaboration by teaming with colleagues to lead the implementation of improvement work that is backed by research, grounded in data, and directed by the SSoS Model
- Demonstrate high expectations by establishing goals that challenge internal and external stakeholders to accomplish ambitious outcomes for students

Qualifications:

MINIMUM QUALIFICATIONS:

Applicants must have at least (A) five (5) years of full-time or, equivalent part-time, professional, administrative, supervisory, or managerial experience in educational leadership or administration (B) at least one (1) year must have been in a project management, supervisory or managerial capacity or (C) any equivalent combination of the required experience and substitutions below.

Substitutions:

- I. A certificate in a relevant or related field may be substituted for one (1) year of the required (A) experience.
- II. A Bachelor's degree in a related field may be substituted for two (2) years of the required (A) experience.
- III. A Graduate degree in a related field may be substituted for three (3) years of the required (A) experience.
- IV. A Doctorate degree in a related field may be substituted for four (4) years of the required (A) experience.

Compensation: <\$95,000-118,000> based on experience. Questions: Please contact info@schoolworks.org Candidates hired for this position will be required to travel extensively to schools and districts in either the eastern, central, or western parts of Massachusetts, and must reside within driving distance of the districts they will be serving during regular business hours, in alignment with the [telework policy for MA state employees](#).