SEATTLE PUBLIC SCHOOLS
invites applications for the position of:

Program Manager -
Academy for Rising Educators (ARE)

An Equal Opportunity Employer

**SALARY:**
$36.02 - $48.65 Hourly
$74,920.00 - $101,201.00 Annually

**OPENING DATE:** 07/30/19

**CLOSING DATE:** Continuous

**REQUIRED ATTACHMENTS:**

**DESCRIPTION:**
This position is open until filled with first consideration given to applications received by August 16. First round interviews are TBD.

Manages the development and implementation of the Academy for Rising Educators (ARE) program – Seattle Public Schools' "homegrown" teacher talent initiative focused on assisting SPS high school students, Instructional Assistants and community members in entering the field of education as certificated teachers (formerly known as SPS's "Class to Cert" program). SPS has created multiple pathways to certification and works to identify candidates and help connect them to the best path to certification. The ARE Program Manager will do this by leading the recruitment of potential candidates, coaching candidates through the ARE application process, pre-service training, the Instructional Assistant employment application process, post-secondary institution enrollment and financial aid, and providing ongoing support to ensure retention and successful completion of the program. ARE Program manager will also serve as the SPS Liaison with Seattle Teacher Residency program.

**ESSENTIAL FUNCTIONS:**
Marketing and Recruiting

- Be a frequent presence in schools to recruit current IAs and students
- Attend community meetings to spread the word and gather support
- Oversee branding and outreach
- Coordinate web and social media presence including the development of print and video materials

Employment Support

- Connecting candidates in program to employment opportunities in SPS
- Communicating with school leaders about program/candidates

Teaching

- Develop curriculum to support the cohorts in Pipeline I (seeking an Associate's Degree)
- Teach courses 1-2 Saturdays per month (topics to include managing work and school, general program support topics and problems of practice, and equity focused, inspiring, relevant curriculum
- Support college professors with the cohort

High School Program Development
• Partner with and support high school teams as they develop their method for recruiting students in house for Pipeline I
• Partner with and support and Develop Teacher Academy courses in high school

Community Partnerships

• Connect the program to community resources (Gate, Alliance 4Education, City of Seattle, Team Read, College Access Now, etc.)
• Develop and engage with a consortium of stakeholders

Mentorship

• Provide (directly or indirectly) mentorship support for cohort members
• Cultivate and maintain relationships with interested high school students

College/Program Liaison

• Work with Seattle Colleges to design cohort schedules for Pipeline I
• Work with colleges to expand program offerings in the diploma to Associate's Degree track - folding in courses around communication, social justice, equity and other areas closely related to building a culturally responsive educator
• Liaise with partner programs from our traditional class to cert program

Fundraising

• Facilitate productive relationships with funding sources; either through private donors or foundations passionate about this work

OTHER FUNCTIONS:

• Communicates (Verbal/Written) clearly and attends to the needs of culturally diverse audiences
• Attends ongoing culturally relevant professional development classes and applies these skills to actions that result in systemic improvements and results.
• May perform related duties consistent with the scope and intent of the position.

DISTRICT-WIDE CORE COMPETENCIES

Collaboration
Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.

• Is seen as a team player who encourages efficient and effective collaborations.
• Works skillfully in difficult situations with both internal and external groups.
• Represents his/her own interests while being open-minded to other groups.
• Builds respectful and productive relationships internally and externally.

Getting Results (Action Oriented)
Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.

• Demonstrates a strong sense of urgency about solving problems and getting work done.
• Focusses on achieving the goal even in the face of obstacles.
• Assumes responsibility for starting and finishing work with minimal supervision.
• Strives for new levels of performance.

Decision Quality & Problem Solving
Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action.

• Weighs the consequences of options before making a decision.
- Applies appropriate criteria to situations for the purpose of making decisions.
- Displays self-confidence in own judgment.
- Focuses in the facts and solutions instead of opinions and problems.

**Integrity**
Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn’t misrepresent him/herself for personal gain.

- Deals with people and situations in an honest and forthright manner.
- Represents information and data accurately and completely.
- Represents the confidentiality of information and concerns shared by others.
- Takes ownership if a mistake is their own and does not blame others.

**Accountability**
Holds self and others accountable for measurable high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.

- Takes responsibility and action as if the risks (financial or otherwise) are his or her own.
- Holds individuals and team accountable for their actions and results.
- Initiates action even if outcome is uncertain and is willing to accept the consequences of failure.
- Aligns own activities and priorities to meet broader organizational needs.
- Demonstrates courage and confidence in his or her own ability.

**KNOWLEDGE, SKILLS AND ABILITIES:**

**Knowledge**
- Recruitment, marketing and branding.
- Adult learning/training.
- Teacher pipeline best practices and processes.

**Skills**
- Communicating/collaborating with individuals and groups in a multicultural community.
- Presentational skills in Professional Development for large and small groups.
- Use of publishing software, PowerPoint, operating digital recording and photographic equipment.
- Oral and written communication.

**Abilities**
- Take initiative in research and planning presentations.
- Work cooperatively and collaboratively in a team.
- Maintain effective working relationships with students, staff, families, community partners and central office.

**MINIMUM QUALIFICATIONS:**

**EXPERIENCE/EDUCATION:**

A typical way to obtain the knowledge and abilities would be:

Bachelor's degree in education, public policy or other related field; and 3-5 years of relevant experience designing and implementing programs related to post-secondary advancement; experience working with diverse student populations; experience with recruitment, marketing, branding; experience training adult learners; teaching experience preferred but not required.

Any equivalent combination of education, experience and training that provides the relevant knowledge, skills and abilities to perform the work will be considered.
CLEARANCES:
Criminal Justice fingerprint and background check

Seattle Public Schools, SPS, provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal.

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, 206-252-0024, or hresoc@seattleschools.org

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, 206-252-0306, oscr@seattleschools.org, or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, 206-252-0367, or Title.IX@seattleschools.org
- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, 206-252-0178, or accessibility@seattleschools.org

APPLICATIONS MAY BE FILED ONLINE AT:
http://www.seattleschools.org/careers

OUR OFFICE IS LOCATED AT:
2445 3rd Ave South
Seattle, WA 98124-1165
206-252-0215
seridick@seattleschools.org

Program Manager - Academy for Rising Educators (ARE) Supplemental Questionnaire

* 1. Do you have a Bachelor's degree in education, public policy or other related field?
   Ye Yes    Nc No

* 2. Do you have 3-5 years of relevant experience designing and implementing programs related to post-secondary advancement?
   Ye Yes    Nc No

* 3. Do you have experience with recruitment, marketing and branding?
   Ye Yes    Nc No

* 4. Please describe your experience with successfully communicating, branding and recruiting potential candidates to a program.

* 5. Please describe your experience training/leading adult learners?

* 6. Please describe your experience working with diverse populations, particularly diverse youth populations.
* 7. In your experience, what are the challenges faced by members of historically underrepresented groups in the workplace and/or in successfully completing their education? What strategies have you used to address these challenges, and how successful were those strategies?

* Required Question