

Monitor, Conservator, and Management Team Job Description

MISSION:

Monitors, conservators, and management teams provide leadership, guidance, and support to school systems working to overcome historical systemic challenges and operate in an effective and sustainable manner that improves student outcomes.

POSITION OVERVIEW:

The Commissioner of Education may appoint a monitor, conservator, or management team to a school system when it does not meet criteria for accreditation, academic accountability, and/or financial accountability; when findings of an investigation warrant an intervention; when a charter district is closing; and when it is necessary to prevent substantial and imminent harm to students. The Division of Governance Interventions leads this stream of work for the Commissioner by providing coordination, training, and support to monitors, conservators, and management teams (“appointees”)—ensuring public school systems develop sustainable district and governance systems that lead to improved student outcomes.

Appointees collaborate with school systems to conduct a needs assessment and develop a progress report with goals, performance indicators, and activities designed to improve academic practices, financial systems, statutory compliance, and district governance. Through performance management practices, data-informed routines, and authentic stakeholder engagement, appointees provide oversight to ensure school systems effectively overcome historical and current challenges and improve student outcomes by building and sustaining procedural and human capacity.

ESSENTIAL FUNCTIONS:

- **Executive Coaching:** Guide and influence decisions of system leaders by building and sustaining strong rapport and modeling high-leverage practices.
- **Goal Setting and Sustainability:** With a data-driven and stakeholder-informed approach, develop measurable goals for the district and track and support progress towards an ideal future state.
- **Stakeholder Engagement:** Proactively and authentically engage with internal and external school system and agency stakeholders to discuss, plan, implement, and reflect on progress.
- **System Oversight:** Maintain comprehensive understanding of district management and operations to ensure the system progresses toward established goals.
- **Governance Systems:** Collaborate with board and district leaders to strengthen board policies and set goals for evaluating the superintendent and adopting a balanced budget.

SCOPE OF WORK:

Appointee duties include but are not limited to the following:

- Generate a sense of urgency and build relationships with system leaders by attending leadership and board meetings and establishing standing meetings.
- Strengthen governance by partnering with a Governance Coach and the Board President.
- Diagnose strengths and opportunities by completing a needs assessment and disseminate findings via an executive summary.
- Build system and human capital by strategically supporting professional development and process improvements by embedding accountability measures.
- Coach and guide system leaders by mentoring the superintendent and board president on Texas Education Agency (TEA) initiatives.

- Develop an actionable improvement plan and monthly progress updates.
- Institutionalize system and accountability measures by holding all parties accountable for implementation.
- Flag new challenges and measure progress with system and agency stakeholders.
- Seek evidence of sustainability by gradually reducing support, empowering leaders, and evaluating system functioning.

WORK PRODUCTS:

- **Needs Assessment Executive Summary:** Within the first eight weeks of an appointment, conduct a diagnostic needs assessment to identify areas of strength and growth in the school system.
- **Progress Reports:** Submit monthly reports to the agency.
- **Expense Reports:** Submit a monthly expense report to the agency.
- **Supportive Documents:** Collect and submit information to the agency within requested timelines.

QUALIFICATIONS:

Qualified respondents must demonstrate experience in, and ability to:

- Substantial experience leading one or more of the following areas in K-12 education: governance, academic performance, special education, education law, finance, accounting, business operations, charter management.
- Systems thinker with the ability to conduct a comprehensive needs assessment, develop a detailed plan for improvement, and support an LEA (Local Education Agency) in meeting exit criteria goals.
- Experience in project and change management.
- Ability to rapidly create rapport with others, build consensus, and resolve conflict; willingness to have difficult conversations.
- Ability to skillfully navigate political structures/system and influence others.

Individuals will also be selected based on the following criteria:

- A degree from an accredited four-year college or university, graduate degree preferred.
- Relevant certifications or licenses.
- 10 years of relevant experience, with one of the years occurring in the last five years.
- Residence in the State of Texas, preferred.
- The ability to travel and work on-site in the school system, as needed.

FINANCIAL COMPENSATION:

The school system covers the cost of the appointee's services, in accordance with Texas Education Code §39A.903 and §39A.251. The hourly fee is \$250 per hour (\$50.00 per hour for travel exceeding one hour each way).

- TEA uses Mapquest.com or Googlemaps.com to report the mileage between duty points.
- The Comptroller website, [Textravel](#), outlines travel rules and regulations.

TIME COMMITMENT:

The terms of the appointment and the number of appointments throughout the year will vary based on need, location, and area of expertise.

~100 hours in-person per month for the first six to twelve months:

- Up to six hours per month for board meetings
- Additional time in person and virtually as needed

~50 hours per month thereafter:

- Up to six hours per month for board meetings
- Attendance at community meetings as needed