



## **INCLUSIVE EDUCATION PROFESSIONAL LEARNING COORDINATOR**

MCIE is a nonprofit organization dedicated to building the capacity of school districts to include each and every learner in their neighborhood school. We work in and outside of Maryland, with projects in several states. This position is based in Maryland and will work primarily with Maryland school districts, with the opportunity to support projects in other parts of the country. For more information about MCIE, visit [www.mcie.org](http://www.mcie.org).

MCIE defines inclusion as meaningful participation, valued membership, and active learning that occurs alongside peers in general education classrooms. This can only happen when school personnel share responsibility for all members of their school community, collaborate to plan and adapt lessons for all learners, use data to identify learning and social-emotional support needs, and intentionally design strategies to foster positive peer relationships.

Staff at MCIE bring expertise to build the capacity of educators to create inclusive school communities and foster inclusive experiences for students traditionally removed or at risk for removal. We do this through professional learning and support to implement evidence-based inclusive practices to increase student membership, meaningful participation, and learning the core curriculum. MCIE staff maintain current knowledge of national trends, federal mandates, and research in general and special education, including positive behavior supports, universal design for learning, multi-tiered system of supports, and specially designed instruction delivered within general education lessons and settings.

### **POSITION OVERVIEW**

This position requires expertise in evidence-based professional learning practices, coaching methods, knowledge of the literature that supports inclusive education, and systems coaching. The person in this position requires experience including children with disabilities, especially those with intellectual disabilities and extensive support needs, in public schools. This candidate will learn and implement MCIE's systems change process for school transformation to include all learners in their school community and be expected to coordinate all aspects of a project.

**EXPERTISE & EXPERIENCE** in one of the following areas is required:

- Inclusive preschool education
- Inclusive secondary education and transition programs
- Peer-mediated instruction
- Positive Behavior Interventions and Supports
- Universal Design for Learning and Differentiated Instruction
- Specially Designed Instruction
- Inclusion within a multi-tiered system of supports
- Principal leadership strategies for inclusive schools
- Collaborative planning and Co-teaching

This position requires a master's degree in education, psychology, human services, child development or related field. A doctoral degree is preferred. Coordinators must have at least 6 years of experience teaching or providing a related service to children or youth with disabilities or conducting professional learning or leadership roles in inclusive public school settings. Prior experience with supervision and the delivery of professional learning opportunities and coaching models is preferred. The Professional Learning Coordinator must be able to design, coach, deliver, and develop protocols for high-quality and evidence-based professional learning practices.

### **ROLES & RESPONSIBILITIES**

- Provide information and coaching support to district and school leaders
- Support Local Education Agency (LEA) teams and School Implementation Teams to develop a shared understanding of inclusive practice, analyze local data to determine patterns and trends, and develop an action plan based on priorities using an implementation science approach.
- Lead the compilation of literature related to evidence of effective practices in professional learning and coaching as well as inclusive instruction.
- Collaborate with national and local experts to design professional learning opportunities.
- Create documents using Microsoft products (Word, Excel, and PowerPoint to create professional reports, presentations, and tools).
- Model and conduct professional learning and coaching practices for participating local and school implementers, following the Learning Forward guidelines.
- Use fidelity tools for implementing the MCIE systems change process.
- Facilitate school team brainstorming methods for identifying school-based barriers and solutions to inclusive practice for translation into an action plan.

## QUALIFICATIONS & SKILLS

- Knowledge of national and international issues in inclusive education and the values held by people with disabilities as well as their families.
- Experience using data for team decision making for individual students, school-wide, or district-level planning.
- Knowledge of effective collaborative team planning methods and co-teaching strategies.
- Knowledge of research and evidence-based practices in the area of performance (e.g., Preschool, School-Age, Secondary Transition, Self-determination).
- Experience leading and designing professional learning workshops and coaching educators.
- At least 6 years experience in teaching and additional time working as a leader in public education.
- Excellent writing and presentation skills.
- Ability to complete work independently to make the broader team's workload more manageable.
- Highly proficient in Microsoft Office and Google Applications.

### ***ALL MCIE staff are expected to demonstrate the following dispositional characteristics:***

As technical assistant professionals, we honor our clients and recognize that the value of our service depends on the relationships developed with teachers, administrators, families, and others that we serve. To that end, professional staff must be able to demonstrate the following dispositional characteristics:

- ***Humility in our interactions with others.*** Showing a sense of superiority will result in severing of our relationship and limit the extent of our influence.
- ***Active listening in dyad and group discussions.*** The power of our message will be stronger if they are not crowded with unnecessary conversation. By truly listening in silence and understanding when to speak, our communications gain importance.
- ***Willingness to “not know the answer”*** but know how to find it. As a servant leader, we gain credibility in our honesty and show meaningful support.
- ***Flexibility*** when plans need to change for any number of reasons. All staff are involved in multiple projects and need to manage multiple project deliverables. Sometimes, a project changes, deadlines change, or our clients and partners have changing circumstances. We respond to these with grace and persevere through challenges.

- ***Calm under pressure.*** There will inevitably be occasions of frustration in our work with our partners and colleagues. The facilitator is expected to maintain a professional demeanor in all interactions.

MCIE is a remote-working organization. Staff are expected to work from home and collaborate remotely online with MCIE colleagues and partners in the field. The ability to drive to/from client sites and to travel overnight to clients in different states is expected based on annual projects. Staff will be reimbursed per MCIE's Personnel Policies. The ability to have space for focused work at home and the ability to travel to work sites, including overnight travel out of state, is a requirement.

MCIE seeks to employ staff of diverse backgrounds and welcomes all applicants. MCIE does not discriminate based on race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information.

If you are interested in this position, please send a cover letter, estimated salary range, and resume to [cteigland@mcie.org](mailto:cteigland@mcie.org).