



INCLUSIVE EDUCATION PROFESSIONAL LEARNING COORDINATOR

ABOUT MCIE

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 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.

MCIE brings 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.

POSITION OVERVIEW

MCIE is seeking a Professional Learning Coordinator to learn and implement MCIE's systems change process for school transformation to include all learners in their school community.

The position involves coordinating all aspects of assigned projects, delivering professional learning, and coaching educators and leaders to implement inclusive practices.

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. This is a remote position with required travel that can be extensive, including overnight stays, both within Maryland and out of state. Although not as frequent, some air travel is required.

The employee must have their own dedicated workspace and their own reliable means of transportation for travel to/from work sites within driveable distances.

EXPERTISE & EXPERIENCE

- Minimum 6 years of experience teaching or providing a related service to children or youth with disabilities
- Experience conducting professional learning and mentoring of educators to include children with disabilities.
- Experience with implementing coaching models with fidelity to build educator capacity to implement evidence-based instruction.
- Expertise in at least two of the following areas:
 - Evidence-based professional learning practices
 - Coaching methods
 - Knowledge of the literature that supports inclusive education
 - Systems coaching.
- Experience teaching and including children with disabilities, especially those with intellectual disabilities and extensive support needs, in public schools.
- Expertise in at least one or more 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

QUALIFICATIONS & SKILLS

- Master's degree in education, psychology, human services, child development or related field. (Doctorate preferred)
- 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.
- Ability to design, coach, deliver, and develop protocols for high-quality and evidence-based professional learning practices.
- 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.
- A Maryland, DC, or northern Virginia resident is preferred to minimize travel costs and distances.

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.
- 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.
- 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.

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 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 our relationship and limiting 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 servant leaders, we gain credibility through 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.
- **Professionalism and 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 with partners and colleagues.

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.

SALARY & BENEFITS

The position is exempt from the FLSA minimum wage and overtime pay regulations. The salary range is \$85,000 - \$95,000 depending on qualifications and experience.

MCIE offers an excellent benefits package that includes:

- **Paid Time Off for Full-time Position:** 10 days/year of paid vacation in the first year, 12 days/year of sick leave, and 7 days/year of personal leave. Vacation, sick, and personal leave hours are earned monthly. 10 paid holidays per year. Paid time off is a benefit for part-time (less than 40 hours/week) employees but at a reduced rate depending on hours worked.

- **Health Insurance for employees who work at least 30 hours/week:** MCIE offers medical, dental, and vision insurance for the employee and pays up to \$600/month for medical insurance and 100% for dental and vision insurance. MCIE offers coverage for dependents but does not pay any dependent coverage premiums.
- **Retirement Plan:** After 6 months of employment, MCIE will contribute on a monthly basis to a SEP-IRA retirement plan on behalf of the employee. The contribution amount is a defined percentage of the employee's monthly gross salary earnings.

Specific benefit offerings may vary by position, employment status, and tenure. Final details of any benefits package will be provided upon offer of employment and are not guaranteed until formally documented. MCIE reserves the right to modify or discontinue any benefit program at any time.

If you are interested in this position, please send a cover letter, estimated salary range, and resume to Dr. Carolyn Teigland at mcie@mcie.org.