Title: Early Childhood Consultant/Professional Development Specialist
Reports to: Director of Early Childhood Department or as designated
FLSA Status: Exempt
Salary: Negotiated

Background: The Early Childhood (EC) Department at the Collaborative for Educational Services (CES) is expanding our pool of consultants. The CES EC Dept. provides a range of services to educators and systems to promote school readiness and positive outcomes for young children through enriching developmentally appropriate early learning experiences. All services are based on our foundational commitment to Social Justice, Diversity, Equity and Inclusion, and how to support early learners and their families with culturally responsive practices. CES EC consultants work with school-based educators and administrators as well as EEC-approved early childhood providers, Early Intervention programs, and community and social services agencies.

The EC Dept. supports CES’s 36 member school districts and many more statewide. In all our work, CES is committed to (1) meeting its member districts’ needs; (2) developing exemplary educators; (3) fostering the success of children, youth and families placed at risk; and (4) actively promote innovative, effective, and efficient products, practices and services in order to fulfill these commitments. This is important work that makes a difference in the lives of children, families and educators.

The Early Childhood (EC) Department is composed of accomplished early childhood specialists who facilitate a range of professional development experiences. We are currently recruiting Early Childhood Consultants/Professional Development Specialists. This is a part time position with hours fluctuating based on consulting requests.

Purpose: To provide a range of services, including, but not limited to:
   a. facilitating workshops for early educators, administrators, and paraprofessionals;
   b. providing consultations to EEC licensed programs, districts and schools; early intervention, etc;
   c. assisting programs and schools/districts with implementing effective inclusive practices;
   d. coaching and mentoring early educators/administrators;
   e. providing assessments and recommendations, including in transition planning;
   f. consulting with districts on how to improve their early childhood special education and inclusion services;
   g. preparing proposals to support new work;
   h. other duties as assigned
Essential Functions:

A. Design and deliver professional development (including workshops, courses, coaching, and mentoring) for administrators, teachers, other licensed educators and paraprofessionals, related to Early Childhood, Special Education and/or inclusion, aligned to the MA High-Quality Professional Development Standards and informed by current research.

B. Provide consultation with schools/districts addressing high quality developmentally appropriate early childhood education, inclusion, equity and related areas.

C. Design and implement customized training programs for administrators, specialists, paraprofessionals, and other groups.

D. Provide coaching, professional development, and other assistance, as requested.

E. Meet with school district administrators to assess district/building needs and market CES services.

F. Draft syllabi for graduate level credit, as well as deliver CEU course instruction.

G. Assist with grant submissions.

H. Foster positive working relationships with EEC, DESE, other state agencies, and member and non-member districts and other funders.

I. Contribute knowledge of evidence-based practice in areas of expertise to CES educational program evaluation projects.

J. Identify and nurture relationships with prospective professional development consultants.

Required Skills:

A. Highly engaging professional development presentation abilities

B. Application of principles of adult learning to design and deliver effective professional development

C. Readiness to learn new technology applications to support educator training, including CANVAS, Google applications, ZOOM, Blackbaud, Moodle to deliver hybrid online courses

D. Readiness to develop expertise in additional areas of practice

E. Readiness to work independently and as part of a coordinated team

Qualifications:

A. Degree in Early Childhood or Early Childhood Special Education; Master’s degree or higher preferred.

B. At least 5 years’ teaching experience in Early Childhood or Early Childhood Special Education.

C. At least 5 years coaching, mentoring and/or supervisory experience of educators

D. Active interest in current issues in teaching and learning; for example, developmentally appropriate practices, educator evaluation, UDL, social emotional learning, social justice and equity, and family engagement

E. Strong knowledge of current research in areas of practice particularly co-teaching, leading IEP teams, Special Education Program Evaluations, Trauma Informed Practices, Culturally Responsive Practices, Family Engagement and Autism.

F. Evidence of ability to develop innovative practices and approaches that are responsive to educator needs, new knowledge about learning, and new state and federal initiatives

G. Strong writing and speaking skills

H. Competence in the use of Google Suite of tools

I. Bilingual preferred

Physical Demands: Ability to multi-task and respond to demanding job duties with a positive mindset. Ability to effectively meet the demands of delivering training and other technical services at CES and multiple site-based locations on a frequent basis. Required use of computer and technology and video conferencing as needed.
Work Conditions: Requires working a flexible schedule. Ability to work with diverse personalities. Skilled in working independently and collaboratively. Must follow CES COVID prevention protocols and community partner procedures to ensure health and safety.

Terms of Employment: Part time on an as needed basis

CES is an equal opportunity employer and is particularly interested in candidates from a diverse range of cultural, ethnic, and racial backgrounds. We are especially interested in candidates whose backgrounds are well-suited to understanding and addressing the needs of the diverse student populations, school districts, and state-wide programs we serve.