

Coordinator - Student Wholeness

Related positions are contingent on board approval.

Under the direction of the Director - Student Wholeness, the Coordinator is responsible for supporting the design and implementation of strategic initiatives, programs, and activities related to student wholeness, integrating social and emotional learning (SEL), restorative practices (RP), and other wholeness-oriented approaches, such as trauma-informed practices, and grounding the work in an equity frame. The Coordinator is primarily responsible for ensuring quality and on-time delivery of wholeness-related work in a subset of "intensive learning sites." This includes working in collaboration with other team members, school-based staff, and consultants to assess each school's needs and resources related to wholeness, developing a plan for learning and improvement, providing the necessary professional learning and technical assistance support to the school in integrating wholeness-oriented mindsets and best practices throughout the school, contributing to improvements in climate and culture, supporting the integration of wholeness practices into teaching and learning, and cultivating SEL competencies and RP practices among adults and students. The Coordinator is responsible for developing strong partnerships with schools, families, community-based organizations, technical service providers, and others in support of the work. The Coordinator is also responsible for data gathering and analysis, monitoring for program quality, and reporting. The Coordinator has primary responsibility for supervising the work of designated Student Wholeness Specialists and ensuring the safe, effective functioning of student wholeness rooms in the Coordinator's assigned schools. As part of the larger student wholeness team, the Coordinator contributes to strategy development, learning and improvement processes, and representation. The Coordinator may also be called upon to support district-wide wholeness work, such as facilitation of professional learning or participation in climate support teams.

Essential Functions

- Provides coordination and project management for student wholeness initiatives and programming, ensuring thoughtful planning and design, high-quality and on-time execution of deliverables, and clear communication and reporting in line with internal and external requirements.
- Develops strong and highly collaborative working relationships with all key partners and stakeholders in the work.
- In close consultation with the Director, coordinates training, coaching, and other support for assigned student wholeness intensive learning sites.
- Supports work related to developing and implementing a district-wide SEL strategy.
- Collaborates in the development of professional learning for district- and school-based staff, families, partners, and others. Designs and facilitates professional learning experiences, as needed.

- Oversees data tracking and monitoring of outputs and outcomes related to wholeness work.
- Supervises the work of student wholeness specialists and supports these team members' professional growth.
- Cultivates a learning-oriented work environment and models a positive, growth-oriented outlook while actively fostering the social emotional learning and well-being of other team members.
- Demonstrates leadership in learning about research and best practices related to social-emotional learning, restorative practices, trauma-informed care, and related topics.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school boards policies and the professional standards.

Maximum Salary\$163426.00

Minimum Salary\$98301.00

Desired Qualifications

- Master's degree in education, social work, public health, or related field. Degree (s) must be from an accredited college or institution.
- Maryland State Department of Education Advanced Professional Certificate with Administrator I endorsement.
- Minimum of three years of progressively responsible leadership experience in a related field required.
- Strong understanding of social-emotional learning and its centrality to the development of the whole child/person; strong understanding of restorative approaches and their connection to SEL, wholeness, and equity.
- Demonstrated experience in designing and delivering programming related to student wholeness.
- Experience in designing and facilitating high-quality, participatory professional learning experiences for adults.
- Demonstrated experience in using data to drive problem analysis and solutions in schools.
- Strong leadership and interpersonal skills that ensure effective team-building and collaboration.
- Excellent verbal and written communication skills, including the ability to make persuasive presentations.
- Demonstrated ability to establish rapport with administrators, parents and students.
- A demonstrated personal commitment to ensuring that every child in City Schools receives an excellent education and reaches their full potential in life.
- Proficient in the knowledge and use of technical computer applications including Microsoft Office applications - Word, Excel and PowerPoint.

Full time Additional Details

Qualified candidates for the above position must submit the following:

- Completed online application
- Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
- Upload copies of all transcripts -undergraduate, graduate and all MSDE Certifications
- Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
- All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
- All documentation must be scanned and uploaded to application
- Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link: <http://www.baltimorecityschools.org>

Baltimore City Public Schools ("City Schools") does not discriminate in its employment, programs, and activities based on race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies [JBA \(Nondiscrimination - Students\)](#), [JBB \(Sex-Based Discrimination - Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination - Employees and Third Parties\)](#), [ACB \(Sexual Harassment - Employees and Third Parties\)](#), [ACD \(ADA Reasonable Accommodations\)](#), and [ADA \(Equity\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups. [Link to Full Nondiscrimination Notice.](#)

This position is affiliated with the Public School Administrators and Supervisors (PSASA) bargaining union.

This position is affiliated with the State Retirement Plan.