



The Maine Curriculum Leaders Association is a high-impact and supportive organization of professional educators and stakeholders focused on high-quality learning and teaching for all Maine students. The organization values integrity, collaboration, and connection. MCLA promotes equity and meaningful learning through research, information dissemination, advocacy, networking, and professional development.

- Established as a 501(c)(3) in 2007
- Represent district and individual members in 100 school districts from Fort Kent to Kittery and Bethel to the Bureau of Maine Indian Education
- Members impact over 150,000 learners pk-12
- Members include district curriculum administrators, superintendents, assistant superintendents, principals, assistant principals, instructional coaches, and teacher leaders.
- Created the MCLA Instructional Coaching CoOp in 2017 to serve and promote the growing role of coaches in schools and districts

MCLA Leadership

Courtney Belolan, Executive Director

Shelly Mogul, Auburn, President and Western Maine Representative

Heather Manchester, MSAD 17, President-Elect and Member At Large

Deb Taylor, RSU 12, Treasurer and Midcoast Representative

Beth Clifford, Maine Indian Education, Secretary and Washington Representative

Melanie Blais, RSU 29 , Aroostook Representative

Nicole Chan, RSU 24, Hancock Representative

Jon Doty, RSU 34, Penquis Representative

Anne Miller, MSAD 53, Kennebec Representative

Jennifer Nickerson, RSU22, Member At Large

Julie Smyth, Saco, York Representative

Megan Welter, South Portland, Cumberland Representative



MCLA Advocacy Agreements

MCLA believes that state education policies must:

- Be based on evidence of effectiveness in increasing student learning.
- Identify broad goals and common ends but allow flexible local interpretation and implementation based on the needs and diversity of students and community.

MCLA supports the Maine Department of Education's (MDOE) mission and believes the department's role is to:

- Articulate a stable vision based on research and evidence of high impact strategies that improve learning.
- Provide timely messaging to all stakeholders regarding enacted state policies.
- Provide professional development and resources to enhance school and district capacity to implement state requirements.
- Seek input, listen to, and incorporate the voices of all stakeholders in state interpretations of education statutes.
- Evaluate the data it collects from districts and use it to report to all stakeholders on state and local status and capacity to implement state policies.

MCLA's advocacy role in state policy development and implementation is to:

- Provide its members with a voice in policy development and adoption.
- Advocate for policies consistent with evidence-based practices.

MCLA evaluates proposed state policies and MDOE interpretations of statutory requirements using a consistent filter:

1. The proposed policy is likely to raise student aspirations, increase student engagement in learning, increase student achievement, or raise students' capacity to keep succeeding on their own:

- Is there evidence of effectiveness? Does the proposed policy draw from research-based practices? Or, if in a new area, does it not conflict with research-based practices?
- Is this one of the highest-leverage efforts to increase student achievement we could engage in statewide? If it's worked in a few places, is it scalable statewide?
- Have the impacts on all stakeholders been considered?

2. The initiative is achievable:

- Is there a clear plan for successful implementation?
- Is there an honest accounting of the resources needed across the state?
- Does the state have the capacity to see the initiative through or a plan for increasing that capacity?



Maine Curriculum Leaders Association

Championing Policies And Practices That Enhance Teaching And Learning

2020-2021 Professional Learning Strands

	Series Opportunities	Stand Alone Opportunities
Anti-racism and Cultural Responsiveness	Anti-Racism Study Group	Developing a Picture of Equity And Access in Maine webinar series with HHRC
Wellbeing For Teachers and Leaders	Wellbeing Study Group with Wellness for Educators	Trauma Informed Leadership Building Emotional Intelligence Understanding Regulation and Co-regulation
Project Based Learning	Solutionary Learning Microbadge Pilot with IHE	Intro To Learner Centered Project Based Learning The Question Formulation Technique
Digital Best Practices	Distance Learning Study Groups Leading Distance Learning Study Group	Motivating And Engaging Learners In The Online Environment Meaningful Assessment and Feedback In The Online Learning Environment
Instructional Coaching	Student Centered Coaching Self-paced course through Diane Sweeney Coaching PLCs in Fall, Winter, and Spring Coaching Book Study Groups <ul style="list-style-type: none"> - <i>The Art of Coaching</i> by Elena Aguilar - <i>Student Centered Coaching</i> by Diane Sweeney - <i>Dare To Lead</i> by Brene Brown - <i>Onward</i> by Elena Aguilar 	

2021-2022 Professional Learning Strands

The following 2021-2022 School Year Professional Learning is currently in development:

	Series Opportunities	Stand Alone Opportunities
Diversity Equity And Inclusion	Curriculum Equity Audit Study Group with Mid-Atlantic Equity Consortium Maine DEI Symposium with HHRC	Communities of Practice for Content Areas with Mid-Atlantic Equity Consortium Maine Native People's focused webinars
Leadership	School Climate Audit Study Group with Johns Hopkins Institute for Education Policy	Leadership Circles For Curriculum Leaders
Learner Centered Practices	Social Studies Curriculum Audit Study Group with John Hopkins Institute for Education Policy	Equitable Assessment Practices Circles with Educate For Good Learner Centered Practices Strategy Webinars
Instructional Coaching	Coaching Professional Learning Communities in Fall, Winter, and Spring <ul style="list-style-type: none"> - Working with readiness levels Coaching Learning Labs	



MCLA COVID-19 Response

Initial Response:

- Immediate collaboration on creation of emergency remote learning instructional plans pk-12, synchronous and asynchronous
- Immediate establishment of an open resource folder shared with the entire Maine education community
 - Support documents for communication
 - Support documents for planning: Tiered Planning For Continuity of Learning;
 - Instructional plans and resources for distance for pk-12
- Weekly video meetings open to entire Maine education community

Sustained Response:

- Workgroups creating support documents in response to member needs: Assessment Guidance, Profile Of A Successful Distance Learner
- Curation of resources to support back to school planning and implementation: attendance plans, in-person models (hybrids, cohorts, etc), distance learning models, grading/assessment plans
- Weekly video meetings for MCLA members incorporating open agendas as well as responsive, focused topics
- Professional learning opportunities targeted to support distance learning needs: Engaging and Motivating Learners In The Digital Environment, Meaningful Assessment and Feedback In The Digital Environment, Distance Learning Playbook Study Groups, Leading Distance Learning Study Group
- Online distance learning teacher and coach support group
- Coaching CoOp professional learning focused on building skills of coaches to support teachers with distance learning and planning for responding to the expected range of learner readiness levels in September 2021