

Facilitation and Design Lead (1.0 FTE)

Position summary

Mira Education serves as a design and implementation partner to K-12 districts, institutions of higher education (IHEs), and other education organizations pursuing educator-led, learner-centered innovations. This role supports a range of activities across partnerships and projects, including initiatives focused on school improvement, collective leadership development, personalized professional learning, and micro-credentialing.

The Facilitation and Design Lead designs and facilitates professional learning for adults — teachers, instructional coaches, and school and system leaders — and supports the implementation of that learning inside partner systems. This is a role grounded in adult learning theory. We are looking for someone who can name the framework behind their design choices and translate it into sessions, tools, and coaching that land with busy educators under real school conditions, and who is equally comfortable building the materials and leading the room.

The role is highly relational and adaptive. It suits someone who builds trust quickly, holds the bigger picture while staying detail-oriented in execution, and is comfortable acting on gaps they notice without waiting to be told. Strong design and facilitation skills are expected from day one; over time, the role grows into deeper network-building across partner systems.

The position may be based anywhere in the U.S. and is part of our fully remote team. Anticipated compensation range for the role is \$72,000-85,000 annually plus a benefits package that includes employer-paid health insurance, participation in Mira Education's retirement plan, paid leave, a home office allowance, and other supports. Mira Education is an equal opportunity employer committed to growing its diversity. Candidates who are of color, multilingual, or of immigrant background are especially encouraged to apply.

Core individual responsibilities

- Design and adapt adult learning experiences — in person, virtual, and hybrid — for teachers, coaches, and school and system leaders, grounded in adult learning principles and differentiated for role, experience, and readiness;
- Prepare facilitation guides, agendas, protocols, slide decks, and implementation resources that another facilitator could use with confidence;
- Facilitate adult learning experiences, institutes, and team meetings, responding to what participants need in the moment while holding the through-line of intended outcomes;
- Coach individual educators and teams using inquiry, modeling, and feedback, building capacity and ownership rather than dependence;

- Integrate collective leadership practices into sessions and coaching so that partners experience those practices firsthand;
- Support the day-to-day flow of implementation across concurrent partnerships, managing timelines, deliverables, and materials preparation, and resolving issues as they arise;
- Support partner implementation of competency-based professional learning and micro-credential pathways, including guiding educators through submission and review cycles;
- Collect, manage, and analyze evidence of learning and implementation, and identify trends across partners with the discernment to recognize when an approach will not transfer from one context to another;
- Translate insight from partner work into improvements to tools, session designs, and existing data systems, and contribute to knowledge capture across the team; and
- Other duties as assigned.

Critical success factors

- Commitment to align work with values of collective leadership, diverse engagement, equity, and inclusion and contribute to a healthy organizational culture;
- Working knowledge of adult learning theory and the ability to explain how it shapes specific design decisions;
- Experience designing and facilitating professional learning for adults, in addition to classroom instruction of students;
- Experience working directly with K-12 educators and/or school and system leaders, with the ability to build trust quickly in external-facing contexts;
- Facilitation and coaching skills that seamlessly connect virtual and/or in-person experiences with an effective blend of synchronous and asynchronous supports;
- Knowledge of collective leadership, continuous improvement practices, personalized professional learning, competency-based professional learning and micro-credentials, and other strategies for design and implementation of innovation in P20 education;
- Skill in using participant feedback and implementation data to strengthen programming;
- Facility with digital tools including Microsoft Office, Google Suite, Zoom, Basecamp, and other tools as deemed necessary, and ability to maintain a remote/virtual work environment that supports and enables professional interactions;
- Proactive, clear, and professional communication with colleagues, partners in a range of P20 settings, funders, and other parties;

- Skill to operate with a high degree of efficacy and transparency, give and receive feedback candidly, turn feedback into action, and use successes and challenges to contribute to team and organizational learning;
- Capacity to adapt to and integrate the nuances of a collective leadership model into internal and external interactions, working in ambiguity and shifting conditions with the initiative to notice gaps and act without waiting for direction; and
- Ability to develop, maintain, and strengthen professional relationships with colleagues and partners.

Collective leadership responsibilities

Following our organizational commitment to collective leadership, this position aligns work with practices that are the foundation for collectively led work, including the following:

- Creating an environment that welcomes and supports everyone's leadership, work, and learning through attention to diversity, equity, inclusion, and belonging (DEIB)
- Communicating in clear, professional, and proactive ways to support the maximizing of collective expertise and networked practice as an organization with many partners
- Shifting between leading and contributing to collaborative work as a team member, based on one's expertise and the demands of that work
- Using data to analyze collective impact, articulate learning, and take strategic action
- Owning mutual responsibility to support accomplishment of our mission, vision, and goals, including giving and receiving feedback with team members and partners
- Demonstrating ability to generate and pursue adaptive responses to opportunities and challenges of our partners and our organization

To apply

Please forward a cover letter, resume, and relevant work or writing samples to Dana Schurz at **dschurz@miraeducation.org**. In your cover letter, please describe one learning experience you designed for adults and the adult learning principles that shaped your design decisions. We regret we are unable to respond to inquiries by phone. Candidates should anticipate participation in two to three rounds of interviews if they advance in the process.