



emilie maule

Behavior Specialist/Consultant,
Montana Office of Public Instruction
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REMEMBER TO VOTE!
Oct. 3 – Oct. 19, 2022

Learn directly from emilie what inspired her to apply for the Board of Directors.

[Watch the video.](#) [Read the transcript.](#)

Biographical Information:

When I look at my resume and experiences, seems I haven't been able to hold a job consistently, but I believe it is more of experiencing a wealth of jobs at the same times in a most vital field. CEC has guided my career from the start.

Experiences: Speech/Language Pathologist (SLP) in several different settings, both private/hospital based and public school. Special Services Administrator for local district for 18 years. District homeless liaison and mental health program liaison. State advisory committee for rule/regulation review, for data collection, pilot program for alternate testing, and other state committees/work groups. State Office of Public Instruction monitor, behavior specialist and recruiter, including Recruitment and Retention Program liaison to Montana Tribal Career Fairs. Teaching education/special education courses at Montana State University.

CEC member since 1998. CEC RA (Representative Assembly) Committee – 2 terms. Montana Council of Administrators (MCASE) state offices, including President. International CASE Executive Committee – terms as Membership and Unit Development Chairperson.

Most proud: *Helping create and initiate the MCASE Recruitment and Retention Project in early 2000s – taking action early, nationally, to recruit and retain needed special education personnel for shortages at the local and state level.

*Working to facilitate MCASE joining SAM (School Administrators of Montana) umbrella organization. This step greatly improved our unit's sphere of influence and presence in the role of educational professionals within the state as well as saving MCASE the organizational responsibilities.

*Serving on the International CASE (Council of Administrators of Special Education) Executive Committee.

I have tried in all my experiences to be progressive, forward thinking and very responsive to requests and needs in a timely manner.

I have 2 children and their partners of whom I am very proud and 2 young twin grandboys that are incredible!

Stress relief - rabid hockey fan and Harley Davidson motorcycle owner/rider.

Candidate Statements:

What makes CEC's mission meaningful to you? (Limit 150 words)

My career started in rural western Montana. I worked for a special education cooperative in six schools in different towns. Colleagues were far apart and hard to come by. The mission statement could have been written for me personally.

Each of the mission bulleted items describes the scope of my career as facilitated by CEC. CEC is the force that enables special education personnel to have structure, a resource, a group, a friend, to grow in their work with students. The association welcomes all and encourages us to strive to do our best in our current post. Then further, as we mature in our knowledge and experience, it becomes the framework to enable us to step beyond – to advance the practice, the research, to then take the power to work to influence those who govern how we are able to do our avocation. Mission means real time for me.

Provide three specific examples of how your leadership experiences, including professional and volunteer, have had an impact on fostering change or moving an organization/entity forward. (Limit 300 words)

1. During my term of President of Montana CASE, we initiated a Recruitment and Retention Project in 2005. In our more rural setting, we realized early the issue of staffing shortfalls. This project initially used a small buy-in financially, from districts – far less than they would use to just advertise an opening – to organize and facilitate a national and regional presence at education conferences to recruit. Gradually, grants were acquired, and additional projects added: to attend high school career fairs within the state to encourage 'home grown' educators and recently, to attend the tribal career fairs on our seven Montana native reservation community colleges with the same plan.
2. As Unit Development Chairperson for the CASE Executive Board, I tackled the old paper format historically required for unit annual reports, made significant functional revisions, and was able to create an electronic document for units to complete. Not only was this a huge assistance to units in completing the reports, it opened the door to use this valuable information for data collection and to share insights and great work/ideas with all the units. I also significantly expanded the number of active CASE Units during my terms – new units were chartered and several more well on their way.
3. There are other examples of leadership; working successfully to re-institute a MT SLP Program, teaching at the University level, etc., but I keep returning to a more global option for the third experience - continuing to put myself forward to serve at the local, state, and national level on committees, boards and executive boards for our students and our organization. I feel I have done significant work in being present, listening intently, working to maintain common sense and, in addition, reminding my colleagues of the viewpoint of rural, western populations.

Describe an idea you have to help CEC achieve one of the strategic plan goals, and explain how your knowledge, skills, and expertise will be applied to this idea. (Limit 250 words)

Ideas to develop and support an effective and diverse workforce spring into my head constantly. Having served on the CASE Division Executive Board for several terms, I have had significant experience with goals 2-4, but in my career as a special education director, goal #1 has been a constant companion. Communication is a huge key. Communication needs to be strong in both directions. Units with strong relationships with divisional boards take strength from that association and translate that to their local members. Stronger state and local units are more visible to professionals starting out and more valuable to personnel in the field.

Building stronger relationships with your state/provincial special education teaching institutions is vital for several reasons: for access to current research and strategies, closer knowledge of the profession needed to educate our special educators and to encourage more student chapters and active members, leading to better beginning career standing and retention.

Let's encourage special education personnel to embed CEC Membership and convention fees into employment contracts. When you are in demand, this may be more possible. Also, discount for first time conference attendees would be valuable – if you can get colleagues to attend one conference, they will return.

I serve as Membership Chairperson for Montana CEC and have a history of several terms as Membership Chair and Unit Development Chairperson for the CASE Executive Board. The Montana School Recruitment Project was developed when I was President for Montana CASE. These skills will be useful for the Leadership Board and goals.

What methods do you suggest would assist CEC to recruit more diverse members into volunteer and leadership positions, especially within units and divisions? (Limit 250 words)

To recruit more diverse members into volunteer and leadership positions, the first step forward must be to promote educational careers as a whole. To quote my colleague, Jenny Malloy, "Quality teachers are in every corner of our world, but if you don't believe in them, train them, support them, or trust them, we will never be able to keep them". This endorsement needs to be promoted everywhere, as visibly as possible. With this as our basic premise, we can then look for methods to encourage more diversity. Montana has a limited pool for diversity. Indigenous people, at slightly over 6%, constitute our largest group.

As referenced in prior answers, I worked to help create the Montana Schools Recruitment Project. Several facets of this program apply here. Montana has seven indigenous reservations. In spring, there are tribal career fairs. Associations and organizations travel to each reservation with opportunities to meet and interact with high school and community college students. My job there is to encourage students to go into special education careers. Another strand of work the project completes is called Homegrown. Committee members attend high school career fairs with the same task – encourage students to go into special education careers. The point is that we need to be present where the students/volunteers/leaders are, early on and at critical points in their decision-making process. We need to be positive and welcoming in our approach.

Finally, again, we need to promote education and our diversity intent visibly, at every opportunity.

Professional Position and Education:

Primary Professional Position:

Behavior Specialist/Consultant/Recruiter, Montana Office of Public Instruction

Highest Degree:

MA, Speech/Language Pathology and Audiology (dual), University of Montana, 1987

CEC Membership Information:

Years of CEC Membership: 26 years

Division Membership(s):

Council of Administrators of Special Education (CASE)

Montana Council of Administrators of Special Education (CASE)

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