

**State of Michigan
Civil Service Commission**

Capitol Commons Center, P.O. Box 30002
Lansing, MI 48909

Position Code

POSITION DESCRIPTION

This position description serves as the official classification document of record for this position. Please complete the information as accurately as you can as the position description is used to determine the proper classification of the position.

2. Employee's Name (Last, First, M.I.) 	8. Department/Agency EDUCATION
3. Employee Identification Number 	9. Bureau (Institution, Board, or Commission)
4. Civil Service Position Code Description EDUCATION CONSULTANT-E	10. Division Assessment, School Improvement & Systems Support (DASISS)
5. Working Title (What the agency calls the position) Early Literacy Consultant	11. Section Office of Curriculum and Instruction
6. Name and Position Code Description of Direct Supervisor RAWLS-SMITH, DENESHA N; EDUCATION CONSLTNT MGR-5	12. Unit Literacy Unit
7. Name and Position Code Description of Second Level Supervisor SAYLOR, JENNIFER; STATE OFFICE ADMINISTRATOR	13. Work Location (City and Address)/Hours of Work 608 W. Allegan St., Lansing, MI / M-F, 8-5

14. General Summary of Function/Purpose of Position

This position serves as the Curriculum and Instruction Early Literacy Education Consultant for the Literacy Unit. This position will collaborate to set and enact a literacy vision at the department to impact all levels of the education system. This position is responsible for informing the internal and external literacy work of the department. This position uses evidence-based and innovative approaches to connect state legislation, funding, resources, and high-quality practices while using effective communication and marketing strategies to deliver this information to all levels of the education system. This position engages with literacy efforts across the state to develop a deep understanding and of literacy topics such as the instructional practices, assessment and evaluation methods, infrastructures, family engagement, English Learners, etc. with an intent to use this understanding to impact on the work of MDE and its initiatives (such as Whole Child, P-8, Competency-based Education, Multi-Tiered System of Supports) and influence state policy and local practice.

15. Please describe the assigned duties, percent of time spent performing each duty, and what is done to complete each duty.

List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent.

Duty 1

General Summary:

Percentage: 50

Provide consultation and guidance to the MDE and educators on effective literacy practices and strategies to address state and federal priorities.

Individual tasks related to the duty:

- Engage and collaborate with internal and external state partners in support of developing guidance, resources, and professional learning for literacy birth to age 8 to ensure coherent messaging that is consistent with the department's literacy efforts.
- Participate on internal MDE literacy team and MDE-wide initiatives which includes assisting in the development of agendas, coordinated plans, and follow-up activities across other MDE initiatives that will result in moving forward the department's literacy goals.
- Create research-informed literacy guidance and creating a communication plan for systemic dissemination of the materials.
- Participate on a team of department consultants that support coordinated implementation of evidence-based literacy practices, assessments, and infrastructures through alignment of policy, practices, and resources.
- Develop and disseminate materials to school administrators, teachers, and family and community leaders within local collaboratives and coalitions regarding state legislation, and effective programming for family engagement in early early literacy programming.
- Represent Michigan on state, regional and/or national initiative work groups relative to early literacy (e.g. Early Literacy Assessment System Workgroup of the Michigan Assessment Consortium, Michigan Association of Early Literacy Task Force, MiRead Strategy Bank).
- Participate in a variety of MDE system workgroups and initiatives to realize literacy and state department goals (e.g. Competency-Based Education, Family Engagement Stakeholder Group).
- Serve as a lead resource to MDE for early literacy legislation and funding.
- Compile recommendations for literacy legislation updates as needed and recommendations for teacher and educational leader preparation in literacy related content areas.
- Develop and disseminate communication to state, regional, and district leaders on literacy statutory requirements.
- Use effective marketing techniques to communicate literacy messages to all levels of the education system.

Duty 2

General Summary:

Percentage: 40

Functions as a liaison between the department ISDs, and local education agencies, and the public to support literacy achievement in Michigan.

Individual tasks related to the duty:

- Serve as a committee member and/or provide MDE updates as a standing agenda item for local literacy committees such as MAISA General Education Leadership Network Early Literacy Task Force and 6-12 Disciplinary Leadership Team, ISD Leadership Team, or the PreK-12 Literacy Commission.
- Conduct, participate, and present state literacy legislation and priorities at conferences, workshops, and public meetings in collaboration with school board members, school superintendents, administrators, coaches, teachers, and citizen groups.
- Convene and facilitate stakeholder groups to build shared learning and develop guidance in support of improved efforts related to literacy data, systems, and practices.
- Serve as a leader or team member on office or department-wide workgroups.
- Analyze research, document findings of the research reviewed, and interpret results to discern high-quality evidence related to literacy practices that should be included in department guidance.
- Review and interpret literacy legislation to inform internal practice and create public guidance.

Duty 3

General Summary:

Percentage: 10

Other assigned duties.

Individual tasks related to the duty:

- Respond to telephone call and email requests for technical assistance.
- Coordinate requests for technical assistance with other MDE supported entities (e.g. MDE MTSS Technical Assistance Center) or ISDs
- Conduct large and small group presentations as requested (e.g., MICIP, Office of Partnership Districts).
- Provide on-site consultation as needed.
- Present at statewide education and community-based conferences as needed

16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.

- Identification of concerns related to literacy practice, policy, or legislation that should be shared with MDE leadership
- Preparation of agendas for literacy meeting or stakeholder sessions
- Selection of meeting dates and arrangements
- Coordination of statewide committee activities
- Preparation of materials for meetings and conferences
- Selection of committee members to drive work

17. Describe the types of decisions that require the supervisor's review.

- Field requests, grants, and assignments from supervisor.
- Responses to State Superintendent, Governor or legislators and assigned media inquiries about programs.
- State Board of Education related items.
- Complicated and politically sensitive aspects of all assigned tasks

18. What kind of physical effort is used to perform this job? What environmental conditions in this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.

Moderate physical activity is required such as the ability to transport materials for technical assistance meetings and workshops. Majority of the work is largely sedentary and performed in an office setting. The Early Education Consultant must be able to travel. May require some overnight travel. Significant computer screen time daily.

19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, on-going basis.

Additional Subordinates

20. This position's responsibilities for the above-listed employees includes the following (check as many as apply):

- | | | | |
|----------------------------|------------------------------------|----------------------------|-----------------------------------|
| <input type="checkbox"/> N | Complete and sign service ratings. | <input type="checkbox"/> N | Assign work. |
| <input type="checkbox"/> N | Provide formal written counseling. | <input type="checkbox"/> N | Approve work. |
| <input type="checkbox"/> N | Approve leave requests. | <input type="checkbox"/> N | Review work. |
| <input type="checkbox"/> N | Approve time and attendance. | <input type="checkbox"/> N | Provide guidance on work methods. |
| <input type="checkbox"/> N | Orally reprimand. | <input type="checkbox"/> N | Train employees in the work. |

22. Do you agree with the responses for items 1 through 20? If not, which items do you disagree with and why?

Yes.

23. What are the essential functions of this position?

This position serves as the Curriculum and Instruction Early Literacy Education Consultant to collaborate to set and enact a literacy vision at the department to impact all levels of the education system. This position is responsible for informing the internal and external literacy work of the department. This position uses evidence-based and innovative approaches to connect state legislation, funding, resources, and high-quality practices while using effective communication and marketing strategies to deliver this information to all levels of the education system. This position engages with literacy efforts across the state to develop a deep understanding and of literacy topics (such as the instructional practices, assessment and evaluation methods, infrastructures, family engagement, English Learners, etc.) with an intent to use this understanding to impact on the work of MDE and its initiatives (such as Whole Child, P-8, Competency-based Education, Multi-Tiered System of Supports) and influence state policy and local practice.

24. Indicate specifically how the position's duties and responsibilities have changed since the position was last reviewed.

25. What is the function of the work area and how does this position fit into that function?

The Curriculum and Instruction Office is responsible for the development, dissemination, and support of Michigan's K-12 Standards and instruction. This position will provide research-based literacy resources to local education agencies. This position will provide guidance to locals on connections of best literacy practices, state literacy legislation, and funding to support literacy efforts. The position will collaborate with literacy partners in the state to align and inform federal and state level practice and policy.

26. What are the minimum education and experience qualifications needed to perform the essential functions of this position.

EDUCATION:

Possession of a master's degree in a field of education.

EXPERIENCE:

Education Consultant 11

No specific type or amount is required.

Education Consultant 12

One year of administrative or consultative experience in the field of K-12 or early childhood education equivalent to the Education Consultant 11.

Education Consultant P13

Two years of administrative or consultative experience in the field of K-12 or early childhood education, including one year equivalent to an Education Consultant 12.

Alternate Education and Experience

Education Consultant 12

Five years of teaching experience may be substituted for the experience requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of state/department policies and procedures.
- Knowledge of the laws and regulations pertaining to literacy.
- Thorough knowledge of recent developments, research, and current literature in the fields of family engagement, early literacy, adult learning, and parent/learner relationships all in the context of multi-tiered systems of support, supportive of the Whole Child definition, encompassing social-emotional competences, and through an equity lens.
- Knowledge of assessment and evaluation.
- Ability to use research and evaluation knowledge, skills, and abilities to discern literacy practices / strategies that are effective versus ineffective.
- Knowledge, skills, and abilities to implement research and effective capacity building efforts that will result in scalable and sustainability literacy efforts
- Ability to design and administer large statewide stakeholder groups.
- Ability to analyze/monitor the conditions/needs of districts/programs and make recommendations for improvements or corrections.
- Ability to conduct research, document findings, and interpret results to educators, other stakeholders and the public.
- Ability to act as liaison between MDE and other agencies.
- Ability to conduct and participate in workshops, in-service education conferences, and public meetings.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid drivers license is preferred.

NOTE: Civil Service approval does not constitute agreement with or acceptance of the desired qualifications of this position.

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Supervisor

Date

TO BE FILLED OUT BY APPOINTING AUTHORITY

Indicate any exceptions or additions to the statements of employee or supervisors.

N/A.

I certify that the entries on these pages are accurate and complete.

Appointing Authority

Date

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Employee

Date