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| **State of MichiganCivil Service Commission** |

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| **Position Code** |

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

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| **POSITION DESCRIPTION** |

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| 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. |

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| **2. Employee's Name (Last, First, M.I.)** | **8. Department/Agency** |
|  | EDUCATION |
| **3. Employee Identification Number** | **9. Bureau (Institution, Board, or Commission)** |
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| **4. Civil Service Position Code Description** | **10. Division** |
| EDUCATION CONSULTANT-E | Division of Educator, Student, and School Supports |
| **5. Working Title (What the agency calls the position)** | **11. Section** |
| Education Consultant 13  | Office of Educator Excellence |
| **6. Name and Position Code Description of Direct Supervisor** | **12. Unit** |
| KOTTKE, SEAN; EDUCATION CONSLTNT MGR-5 15 | Educator Preparation  |
| **7. Name and Position Code Description of Second Level Supervisor** | **13. Work Location (City and Address)/Hours of Work** |
| LAVAN, SARAH; STATE OFFICE ADMINISTRATOR 17 | 608 W ALLEGAN ST; LANSING, MI 48915 / M - F, 8-5 |

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| **14. General Summary of Function/Purpose of Position** |

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| The consultant’s primary responsibilities include coordinating activities related to ensuring quality education units and programs for educator preparation. This position oversees numerous specialty/certificate area programs, including reading, literacy, English/language arts, library media, world languages, English as a second language, and bilingual education, that require coordination with colleges and universities, professional associations, and school districts to research, plan develop, implement, review and evaluate procedures to monitor the quality of educator preparation programs. The position requires coordinating curriculum and content experts inside and outside the department to support standards development and monitor the quality of educator preparation programs. This position is also responsible for providing internal and external support related to the annual educator preparation performance score and the corrective actions associated with that score. Additionally, this position serves as a State representative for national accreditation.  |

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| **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.** |

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| **Duty 1** |
| **General Summary:** | **Percentage:** | **50** |
| The development and administration of educator preparation standards and program review for a number of specialty program areas including reading, literacy, English/language arts, library media, world languages, English as a second language, and bilingual education.  |
| **Individual tasks related to the duty:** |  |  |
| * Facilitate all activities for the development, State Board of Education (SBE) approval, and administration of procedures for the review and approval of standards-based program offerings leading to certificates/endorsements in assigned specialty program areas.
* Facilitate the development of preparation program standards and requirements for the assigned areas. This includes recruiting and leading K-12 and higher education stakeholder groups, developing meeting content, synthesizing stakeholder feedback, preparing technical documentation, and communicating information to leadership.
* Coordinate the dissemination, interpretation, and implementation of SBE policy and procedures related to the review and approval of all aspects of Michigan educator preparation programs for certification in assigned specialty areas.
* Facilitate all activities related to the implementation of review processes including: leading curriculum consultants in preparation and review conferences; collaborating with appropriate program specialists, inside and outside the Michigan Department of Education (MDE), for the conduct of reviews; convening conferences for panels for trained reviews; leading the review conferences as the recognized expert for assigned specialty areas.
* Coordinate all activities related to continuous program improvement following reviews including: providing consultation and support to institutions with documented program deficiencies; coordinating and monitoring review of institutional responses regarding the findings of panels and content experts including negotiation regarding responses to weaknesses; overseeing the preparation of program approval items for consideration by the Superintendent; responsible for communication with deans and directors regarding reviews in assigned specialty areas.
* Maintain accurate records and communicate with internal and external stakeholders regarding the review and approval of programs.
* Provide technical assistance to educator preparation institutions and providers regarding specialty programs.
* Maintain accurate records and communicate with internal and external stakeholders regarding the approval of educator preparation units.
* Serve as a liaison to OEE and other MDE offices regarding the assigned specialty areas.
* Fulfill data analysis and information requests pertaining to assigned specialty areas.
* Attend other agency meetings to provide feedback to stakeholders in assigned specialty areas.
 |
| **Duty 2** |
| **General Summary:** | **Percentage:** | **25** |
| Represent the State interests in national accreditation visits to educator preparation institutions, particularly focusing on specialty area data disaggregation. |
| **Individual tasks related to the duty:** |  |  |
| * Serve as assigned on the Council for Accreditation of Educator Preparation accreditation visits
* Assist accreditation teams in understanding Michigan context, data systems, and accreditation protocols.
* Engage in training required for such visits.
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| **Duty 3** |
| **General Summary:** | **Percentage:** | **15** |
| Serve as staff resource for activities related to the Educator Preparation Institution Performance Score and corrective action associated with the score. |
| **Individual tasks related to the duty:** |  |  |
| * Provide technical assistance to EPIs to plan and understand the corrective action activities associated with the EPI Performance Score.
* Fulfill information requests from the EPI lead consultant regarding the EPI performance score, as appropriate.
* Plan and engage stakeholder meetings regarding corrective action, as appropriate.
* Maintain accurate records, decisions, and recommendations of Committees of Scholars for corrective action activities.
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| **Duty 4** |
| **General Summary:** | **Percentage:** | **10** |
| Other Duties as Assigned |
| **Individual tasks related to the duty:** |  |  |
| * Act as an office/unit representative on special projects as requested by supervisors.
* Fulfill data and information requests.
* Anticipate and recognize other work of the unit that needs to get completed and provide necessary support.
* Develop State Board of Education items and Superintendent related forms.
* Other
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| **16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.**  |

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| Identification of issues, preparation of agendas, selection of meeting dates and arrangements, and preparation of materials for meetings of program review conferences, and selection of committee members. Implementation of the procedures for development and review of new standards for educator preparation institutions (EPIs) or educator preparation providers (EPPs) as approved by the SBE or Superintendent. Consultative activities with EPIs and EPPs regarding follow-up to reports and the SBE action.  |

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

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| * Items prepared for SBE approval.
* Changes in policies or procedures regarding development of standards, initial educator preparation, or program approval.
* Authorizing expenditure for meetings, reviewers, participants attending meetings.
* Meeting arrangements at external sites.
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| **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.** |

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| Substantial computer work daily. Transport of materials and equipment to meetings occasionally. Occasional weekend work and overnight travel.  |

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| **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.** |

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| **Additional Subordinates** |

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

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| Complete and sign service ratings. |

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| Assign work. |

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| Provide formal written counseling. |

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| Approve work. |

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| Approve leave requests. |

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| Review work. |

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| Approve time and attendance. |

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| Provide guidance on work methods. |

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| Train employees in the work. |

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

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| **23. What are the essential functions of this position?** |

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| Consultant coordinates activities related to ensuring quality education units and programs for educator preparation. This position oversees numerous specialty/ certificate area programs requiring coordination with colleges and universities, unions, school districts, and professional associations, to research, plan develop, implement, review and evaluate procedures to monitor the quality of educator preparation programs. This position is responsible for providing internal and external support related to the annual educator preparation performance score and the corrective actions associated with that score. The position also requires coordinating curriculum and content experts inside and outside the department to support standards development and monitor the quality of educator preparation programs. Additionally, this position serves as a State representative for national accreditation.  |

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

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| Duty two includes an additional supportive role for the transition to new national accreditation standards. Duty four includes additional consultative and data/reporting responsibilities.  |

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

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| The Office of Educator Excellence is responsible for the preparation and certification of educators including teachers, administrators, school counselors, and school psychologists in accordance with Michigan School Code, Administrative Rules, and Federal mandates. The Educator Preparation (PREP) Unit ensures standards of high quality are established, applied, and maintained for the pre-service preparation of teachers, administrators and other educational personnel. This unit administers program standards for State Board of Education (SBE) approval and application procedures for approval of new educator preparation providers. The unit conducts the initial review of specialty area programs proposed by existing colleges, universities, and alternative route providers, which offer programs for the preparation of teachers for certification in approximately 90 different discipline areas. The PREP Unit administers state partnerships for national accreditation, through the Council for the Accreditation of Educator Preparation (CAEP). In addition to administering the state partnership, the PREP Unit provides technical assistance and support to Educator Preparation Providers (EPPs) for initial and ongoing accreditation and serves on accreditation teams ensuring state policies and guidelines are met The unit strives to ensure that professional standards of quality are established, applied and maintained in a systematic manner for the development, design, approval of preparation programs for pre-service education personnel; the assessment of required skills and knowledge for certification; and the professional development and continued licensure of quality educational personnel. This position carries out a central function of the review of new educator preparation programs and specified content areas against quality standards. This position shares responsibility for supporting Michigan institutions in seeking national accreditation and making accreditation data and decisions visible to state policy makers and the public.  |

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

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| **EDUCATION:** |

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| Possession of a master’s degree in a field of education is required. Ph.D preferred. |

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| **EXPERIENCE:** |

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| **Higher Education Consultant 12**One year of post-master’s administrative or consultative experience in the field of higher education.**Higher Education Consultant P13**Two years of post-master’s administrative or consultative experience in the field of higher education, including one year equivalent to an Education Consultant 12.**Alternate Education and Experience****Higher Education Consultant 12-14**Possession of a bachelor’s degree in education combined with a master’s degree in a subject matter area of higher education may be substituted for the education requirement.Five years of college-level teaching, admissions, financial assistance, or counseling experience may substitute for one year of the experience requirement. Possession of a doctorate degree in education or in higher education administration may substitute for one year of the experience requirement. |

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| **KNOWLEDGE, SKILLS, AND ABILITIES:** |

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| Considerable knowledge and experience within one of the following disciplines: literacy, English as a second language, bilingual education. Knowledge of and experience with educator preparation programs. Skills facilitating group meetings and work groups composed of diverse representatives, both face to face and distance. Strong organizational skills. Skills in diplomacy and negotiation. Competence in technology and computer applications for organization of work. Competence in data analysis and use for data for improvement efforts. Ability to collaborate and work in a team environment. Ability to work with diverse groups and obtain cooperation with others in carrying out initiatives. Ability to resolve conflicting high-priority requirements. Ability to conduct research, document findings, and interpret results to educators and the public. Ability to maintain records and prepare reports and correspondence related to the work. Ability to communicate effectively with others and maintain favorable public relations. |

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| **CERTIFICATES, LICENSES, REGISTRATIONS:** |

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| Teaching certificate with English as a second language or literacy endorsement or administrator certification a plus, but not required.Valid Driver's License required. |

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

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| ***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.*** |

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| **Supervisor** |

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

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| Addition of DL requirement. |

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

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| ***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.*** |

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