

**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) Education Services
4. Civil Service Position Code Description EDUC FIELD SERV CONSULTANT-E	10. Division Division of Assessment, School Improvement, and Systems Support
5. Working Title (What the agency calls the position) EDUC FIELD SERV CONSULTANT-E	11. Section Office of Educational Supports
6. Name and Position Code Description of Direct Supervisor FARRIS-FOSTER, SHARRECE M; EDUCATION CONSLTNT MGR-5	12. Unit Regional Support Unit - A
7. Name and Position Code Description of Second Level Supervisor POWELL, MICHAEL L; STATE ADMINISTRATIVE MANAGER-1	13. Work Location (City and Address)/Hours of Work 608 W. Allegan, Lansing, MI 48933 / M - F, 8 am - 5 pm

14. General Summary of Function/Purpose of Position

The regional consultant provides services to an assigned region* for school improvement initiatives, with a focus on student achievement. Responsibilities of the position include federal (and a small number of state) program desk audits, application review and approval, monitoring visits, technical assistance to school districts (with an emphasis on coordination of federal programs), consultation on resources and initiatives, and assistance in obtaining specialized services to meet program development needs. The regional consultant works with intermediate school districts, other educational agencies, and community organizations to promote collaboration and networking to meet local needs. Consultants are grouped in larger collaborative regions to expand networking opportunities and facilitate teamwork. This position includes work in collaborative teams with leadership responsibilities for one or more office initiatives, projects or programs including presentations and professional development for school personnel.

*Team 3 – see Office of Educational Supports Map

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: 25**

Review formula and other grants and programs utilizing criteria to approve or recommend changes.

Individual tasks related to the duty:

- Assist school districts in focusing grant resources to maximize student achievement by making presentations to groups, in person or through webinars, video teleconferences or other electronic media;
- Consult with applicants to advise them on aligning applications with the comprehensive needs assessment, school/and or district improvement plan, and the federal (and state) requirements;
- Consult with applicants to complete formula grant applications;
- Review formula and other grants and programs and approve or recommend change, as required; and
- Participate actively in improving systems to expedite grant application approval and technical assistance to districts and schools that will result in increased student achievement.

Duty 2

General Summary: **Percentage: 25**

Provide leadership and direct assistance to districts and schools with academic performance that is low or declining.

Individual tasks related to the duty:

- Provide technical assistance for identified schools with the coordination of initiatives with district and ISD/RESAs, including guidance on evidence-based practices;
- Assist districts in the identification of needs identified in the Comprehensive Needs Assessment and the coordination of resources to address those needs;
- Ensure the proper root causes that hinder student achievement are being addressed to support the needs of the "whole child;"
- Provide technical assistance to schools in the implementation of a Comprehensive Needs Assessment that identifies school challenges, successes, defines goals, objectives, strategies and things that will make a difference in student learning;
- Assist schools with program monitoring and evaluation of school and district improvement plans;
- Collaborate to identify, analyze, and report on low-participation schools; and
- Provide a systematic school improvement array of supports, incentives, and interventions to support the learning of the whole child.

Duty 3

General Summary: **Percentage: 20**

Monitor the management and implementation of grants and funded federal programs and provide technical assistance to ensure compliance with requirements.

Individual tasks related to the duty:

- Conduct desk audits and on-site monitoring of programs making recommendations and decisions consistent with established criteria;
- Provide technical assistance and direction on the appropriate utilization of grant funds to ensure compliance;
- Provide assistance with the development and implementation of procedures for performing reporting;
- Participate in and provide assistance with the regular review and monitoring of grant-funded activities;
- File reports in a timely manner consistent with professional requirements.

Duty 4

General Summary: **Percentage: 15**

Provide oversight and direction to assigned school districts to ensure that the implementation of the district and school improvement plan and school initiatives support programs that provide a well-rounded education supporting the whole child.

Individual tasks related to the duty:

- Monitor the alignment and implementation of school improvement plans to meet federal program requirements;
- Assist in the development of systems to improve consistency, effectiveness, and to problem solve ensuring programs effectively address student achievement and continuous improvement;
- Identify and share information on effective programs and practices;
- Continually assess the needs of the schools with special attention to their unique characteristics and keep MDE informed of findings and patterns;
- Take a leadership or a member role among peers on department or office initiatives, projects, and programs; follow through until completion; participate in the evaluation and continuous improvement of these.

Duty 5

General Summary:

Percentage: 10

Provide collaboration at the local, intermediate school district, regional, and state level to bring about systemic change to meet requirements of federal programs and improve student achievement.

Individual tasks related to the duty:

- Research and share information about resources;
- Facilitate communication regarding resources and programs;
- Participate in ongoing professional development activities;
- Provide leadership in planning and implementing training programs, learning events, and/or informational materials for the Office of Educational Supports;
- Attend and participate in school improvement teams as a resource at local educational agencies to develop strong, data driven needs assessments and school or district improvement plans; and
- Provide support to district improvement planning efforts through various settings, e.g., school, district, county teams, to assist with the appropriate use of best practices and federal funds to result in increased student achievement.

Duty 6

General Summary:

Percentage: 5

Provide leadership and active participation in activities to support the development of, and ongoing effectiveness of, the Office of Educational Supports.

Individual tasks related to the duty:

- Actively participate in the identification of professional development needs for regional supports;
- Participate in teams with representatives of other regions and staff to enhance skills and knowledge to better serve schools; and
- Participate in ongoing professional development activities.

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

The types of decisions made independently include the application of program requirements to specific situations, the identification of program strengths and weaknesses, and the selection of appropriate technical assistance and networking activities. School district staff and students are affected by these decisions, which influence the nature and quality of program services provided.

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

The types of decisions that require supervisory review include final approval of program applications, interpretation of program requirements in unusual or controversial situations, and design of statewide initiatives.

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.

Physical activities include standing, sitting, walking, and traveling. The position involves significant travel to districts and visits to individual schools; weather and driving time are significant factors. Overnight stays may also be required, depending on the assigned region.

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. |

N Approve leave requests.

N Review work.

N Approve time and attendance.

N Provide guidance on work methods.

N Orally reprimand.

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?

The regional consultant provides services to an assigned region* for school improvement initiatives, with a focus on student achievement. Responsibilities of the position include federal (and a small number of state) program desk audits, application review and approval, monitoring visits, technical assistance to school districts (with an emphasis on coordination of federal programs), consultation on resources and initiatives, and assistance in obtaining specialized services to meet program development needs. The regional consultant works with intermediate school districts, other educational agencies, and community organizations to promote collaboration and networking to meet local needs. Consultants are grouped in larger collaborative regions to expand networking opportunities and facilitate teamwork. This position includes work in collaborative teams with leadership responsibilities for one or more office initiatives, projects or programs including presentations and professional development for school personnel.

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 function of the Office of Field Services is to fulfill the Department's leadership and administrative responsibilities for support to Title I schools. Technical assistance to schools and school districts in areas of student achievement and school improvement planning is also required. The office also works with the programs in the Consolidated Application and related school improvement initiatives. This position provides technical assistance to school districts, with an emphasis on coordination of programs and initiatives, and networking to assist districts in obtaining resources to meet program development requirements.

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 Field Services Consultant 11

No specific type or amount is required.

Education Field Services Consultant 12

One year of administrative or consultative experience in the fields of K-12 or early childhood education, special education, vocational or higher education, or school management, including one year equivalent to an Education Field Services Consultant 11.

Education Field Services Consultant P13

Two years of administrative or consultative experience in the fields of K-12 or early childhood education, special education, vocational or higher education, or school management, including one year equivalent to an Education Field Services Consultant 12.

Alternate Education and Experience

Education Field Services Consultant 12

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

KNOWLEDGE, SKILLS, AND ABILITIES:

- the ability to work effectively in a team
- excellent communication skills, including: oral, written, and listening skills, the ability to provide constructive feedback, interpersonal and small group communication skills, facilitation skills
- critical thinking skills, including the ability to analyze and solve problems
- change management skills, including: the ability to adapt to new situations, the ability to help others adapt to change, and a view that change is positive
- an understanding of basic research methods, including: ability to collect and analyze data, interpret information and generalize
- understanding of assessment and evaluation
- organization and planning skills
- basic technology skills
- the ability to travel extensively to:
 - districts within an assigned region
 - districts outside of assigned region for collaborative work with OFS teams and/or MDE-supported initiatives
 - Lansing office, minimum one week per month, as required for OFS meetings/training and/or mandatory MDE meetings

CERTIFICATES, LICENSES, REGISTRATIONS:

Current or past possession of a teaching certificate, comparable to the one issued in Michigan, is required.

Valid Michigan Driver's 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.

NA.

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