

**State of Michigan
Civil Service Commission**
Capitol Commons Center, P.O. Box 30002
Lansing, MI 48909

Position Code 1. EDUCMGR5A29N

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 CONSLTNT MGR-5	10. Division Assessment, School Improvement, and Systems Support
5. Working Title (What the agency calls the position) Manager of Regional Support Unit - B	11. Section Office of Educational Supports (OES)
6. Name and Position Code Description of Direct Supervisor POWELL, MICHAEL L; STATE ADMINISTRATIVE MANAGER-1	12. Unit Regional Support Unit - B
7. Name and Position Code Description of Second Level Supervisor ARCHIE-EDWARDS, CORINNE E; STATE OFFICE ADMINISTRATOR	13. Work Location (City and Address)/Hours of Work 608 W. Allegan St. Lansing, MI. / Monday - Friday, 8:00 am - 5:00 pm

14. General Summary of Function/Purpose of Position The employee serves as a first-line manager of two or more educational consultant positions and other professional and nonprofessional positions for Regional Support Unit – B staff to assist in the school district's planning and implementation of federal and state educational programs in regional teams 1 and 2. This is one of two Regional Support Unit Manager positions that coordinates the consultant teams to ensure consistent delivery of technical assistance and monitoring to local school districts; and provides backup managerial support to the Regional Support Unit - A. The manager works with other Department staff to coordinate programs and other resources, ensures effective collaboration, and creates a positive atmosphere that fosters creative and effective initiatives. The position also manages and supports responsibilities for the Field Services Program.
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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.

Duty 1

General Summary:

Percentage: 40

Manage and support operations of Regional Support Unit – B teams and the Office of Educational Supports programs.

Individual tasks related to the duty:

- Leadership role for two or more State and Federal programs; develop detailed knowledge of the programs; design systems and processes to effectively implement the programs.
- Analyze State and Federal legislation to determine specific department responsibilities for programs administered.
- Assist staff in the preparation of required federal and state applications and reports; approve final documents prior to transmittal to Director for submission to the U.S. Department of Education.
- Promote customer satisfaction by establishing and maintaining the monitoring and response system that is designed to ensure timely responses to inquiries and requests.
- Participate in national, statewide and regional conferences to exchange program information.
- Coordinate with school improvement staff to ensure coherence in school district planning including additional supports for schools with students with low or declining academic performance.
- Serve as liaison to external referent groups and organizations.
- Participate and lead the development of effective tools to implement State and Federal programs; including grant application development and testing and LEA reporting in state electronic systems.

Duty 2

General Summary:

Percentage: 20

Provide supervision and support of Regional Support Unit – B staff and activities.

Individual tasks related to the duty:

- Review and co-plan the program activities, and utilize staff according to their strengths.
- Share information and promote communication and collaboration among staff.
- Assess progress of staff work and provide feedback and support to staff, whenever needed, and evaluate employee performance through the review of completed work assignments.
- Complete required employee performance appraisals in a thorough and timely manner.
- Work with staff to identify staff development and customer needs and continuously improve performance.
- Plan and conduct staff meeting for the purpose of information sharing, problem solving, and developing a common understanding of federal and state program requirements.
- Work with staff to remove any barriers or obstacles, thereby ensuring projects are completed in a timely manner and deadlines are met.
- Continuously monitor staff performance in relation to standards, establish high expectations, evaluate strengths and weaknesses, and provide effective communication.
- Coordinate activities, schedule work assignments, set priorities, and direct the work of subordinate employees.

Duty 3

General Summary:

Percentage: 20

Coordinate programs and resources, traveling as necessary to meet with internal and external stakeholders, ensuring effective collaboration.

Individual tasks related to the duty:

- Work with inter- and intra-agency staff and assigned external partners to identify areas for coordination of programs and resources; including special populations of students and Affected LEAs serving indigenous learners.
- Establish and implement methods and procedures with inter- and intra-agency staff and partners to coordinate services.
- Assess programs' strengths and weaknesses, and use that assessment to be an effective advocate for improvement and change.
- Work toward continuous improvement in service delivery and systemic change.
- Represent Field Service on committees established to address departmental, state and local concerns.
- Develop and enhance collaborative working relationships with internal and external teams and partners.
- Perform other duties as appropriate to the Office of Educational Supports.

Duty 4

General Summary:

Percentage: 20

Plan and provide support services, training materials and programs for Regional Support Unit – B staff and local educational agency (LEA) staff assigned to State and Federal program responsibilities.

Individual tasks related to the duty:

- Work with staff to identify needs and services that will assist Office of Educational Supports staff in providing effective, consistent, and coherent services.
- Provide leadership in the development of materials and services to support Office of Educational Supports staff and LEA staff in fulfillment of State and Federal program duties.
- Participate in the planning of training for Regional Support Unit – B staff and LEA staff.
- Promote and follow-up on educational and organizational research; identify and share relevant findings with staff.
- Actively identify and ensure best practices are shared with and understood and utilized by Office of Educational Supports and LEA staff for continuous improvement of processes and program results.
- Participate in strategic planning within Office of Educational Supports and MDE; promote and support the major initiatives of the organization.

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

Types of decisions made independently include staff work assignments; establishment of plans and procedures; authorization of variances to establish procedures in accordance with established protocols; interpretation of rules, policies, and guidelines; and identification of areas for coordination and program improvement. These decisions affect department and local school district staff, as well as the students who are the beneficiaries of program services.

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

Types of decisions that require a supervisor's review include issues creating or involving conflict with program or department guidelines, long-range planning or changes to established protocols, as well as issues impacting other department programs or the department as a whole.

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 effort involved in performing the duties of this position include making presentations to groups of various sizes. Considerable time is spent in meetings, as well as reading and writing. The environmental conditions are mainly office conditions, including frequent telephone calls and some travel.

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.

<u>NAME</u>	<u>CLASS TITLE</u>	<u>NAME</u>	<u>CLASS TITLE</u>
VACANT	EDUC CONSULTANT-A	DUMAIS, DANIELLE M	EDUC FIELD SERV CONSULTANT-E P13
HOLES, FRANK D	EDUC FIELD SERV CONSULTANT-E P13	MALLETT, ERICA M	SECRETARY-A 9
MILLS, BEATRICE B	DEPARTMENTAL ANALYST-E P11	NETTLETON, ANGELA M	EDUC FIELD SERV CONSULTANT-E P13
PATTON, MICHELLE D	EDUC FIELD SERV CONSULTANT-E P13	ROBERTSON, BIANCA A	DEPARTMENTAL ANALYST-E P11
ROGERS, ANDREA D	EDUC FIELD SERV CONSULTANT-E P13	VACANT	EDUC FIELD SERV CONSULTANT-E

Additional Subordinates

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

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| <input checked="" type="checkbox"/> Complete and sign service ratings. | <input checked="" type="checkbox"/> Assign work. |
| <input checked="" type="checkbox"/> Provide formal written counseling. | <input checked="" type="checkbox"/> Approve work. |
| <input checked="" type="checkbox"/> Approve leave requests. | <input checked="" type="checkbox"/> Review work. |
| <input checked="" type="checkbox"/> Approve time and attendance. | <input checked="" type="checkbox"/> Provide guidance on work methods. |
| <input checked="" type="checkbox"/> Orally reprimand. | <input checked="" type="checkbox"/> 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 employee serves as a first-line manager of two or more educational consultant positions and other professional and nonprofessional positions for Regional Support Unit – B staff to assist in the school district's planning and implementation of federal and state educational programs in regional teams 1 and 2. This is one of two Regional Support Unit Manager positions that coordinates the consultant teams to ensure consistent delivery of technical assistance and monitoring to local school districts; and provides backup managerial support to the Regional Support Unit - A. The manager works with other Department staff to coordinate programs and other resources, ensures effective collaboration, and creates a positive atmosphere that fosters creative and effective initiatives. The position also manages and supports responsibilities for the Field Services Program.

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

Updated division, working title, section, and unit. Updated box 14 to include Unit B, regional teams 1 and 2, and providing back supervisory support to Regional Support Unit A. Added language around additional supports and grant application development in duty 1 tasks. Updated general summary of duty 2 to include Unit B. Updated task in duty 3 to include special populations and LEAs. Updated general summary of duty 4 and tasks to include Unit B and OES mentions. The structure of the office has changed, federal guidance has changed from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA) and the list of employees this position supervises has been updated. Education Field Services Consultants assigned to regional teams 3, 4 & 5 have moved to the other Education Consultant Manager 15 - Supervisor of Regional Support Unit.

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

The function of the work area is to fulfill the Department's leadership and administrative responsibilities for the programs in the Consolidated Application and related school improvement initiatives through the Field Services teams. This position provides supervision for the work area, establishes plans and procedures, provides coordination with other work areas, and serves as liaison to the U.S. Department of Education.

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 secondary or elementary education; higher education administration, guidance and counseling; school psychology; educational psychology; school social work; the social sciences; vocational education; mathematics; or, a field related to education program administration (nonacademic).

EXPERIENCE:

Education Consultant Manager 15

Four years of administrative or consultative experience in the field of K-12 or early childhood education, including two years of professional experience equivalent to a P-13-level Education Consultant, Education Field Services Consultant, Education Guidance Consultant, Education Research Consultant, Higher Education Consultant, School District Consultant, Special Education Consultant, or Vocational Education Consultant; or, one year equivalent to a 14-level Educational Consultant, Education Consultant Manager, Education Field Services Consultant, Education Guidance Consultant, Education Research Consultant, Higher Education Consultant, School District Consultant, Special Education Consultant, or Vocational Education Consultant.

Alternate Education and Experience

Education Consultant Manager 14 - 16

Possession of a bachelor's degree with a major in education combined with a master's degree in a subject area may be substituted for the education requirement.

Possession of a doctorate degree in a field of education may be substituted for two years of the required experience, excluding Education Consultant Manager 16 that supervises psychometricians.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to select and assign staff, evaluate and verify employee performance, identify staff development needs.
- Knowledge of personnel procedures.
- Knowledge of and experience with departmental policies and procedures.
- Knowledge of federal and state educational programs administered by work area.
- Exhibits the ability to interact positively with inter- and intra-management, local school districts, staff, legislators, and U.S. Department of Education offices.
- Knowledge of Title 1 educational grants.

CERTIFICATES, LICENSES, REGISTRATIONS:

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

Title 1 educational grant experience or equivalent is preferred.

Valid 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.

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