

**State of Michigan
Civil Service Commission**

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

Position Code

1. EDUCSTAA15R

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-A	10. Division Assessment, School Improvement, and Systems Support
5. Working Title (What the agency calls the position) Education Consultant 14	11. Section Office of Educational Supports (OES)
6. Name and Position Code Description of Direct Supervisor WITT, WILLIAM C; EDUCATION CONSLTNT MGR-5	12. Unit Continuous Improvement
7. Name and Position Code Description of Second Level Supervisor POWELL, MICHAEL; STATE ADMINISTRATIVE MANAGER-1	13. Work Location (City and Address)/Hours of Work 608 W. Allegan St. Lansing, MI. 48933. / Monday - Friday, 8:00 am - 5:00 pm

14. General Summary of Function/Purpose of Position

This position will serve as the recognized resource designed to provide coordination of activities for the development, articulation, implementation, and evaluation of the Statewide System of Support (SSOS) for schools identified for support under federal accountability. The position requires the coordination of all aspects of the SSOS. The consultant will encourage active involvement of internal and external partners to support continuous improvement and the utilization of state processes, platforms, and systems for continuous improvement. The work will focus on improved achievement, technical assistance, and professional learning for schools in continuous improvement planning, implementation, monitoring and adjusting, and evaluation.

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**

Serve as the recognized office resource to develop and implement support and service programs for schools identified for supports under the current reauthorization of the Elementary and Secondary Education Act (ESEA).

Individual tasks related to the duty:

- Oversee and coordinate the program for schools identified for supports with applicable state and federal program laws, policies, and guidance, working with the state system of support.
- Develop a comprehensive understanding of the current reauthorization of the ESEA, that is coordinated with the state system of support for schools identified for supports; especially the details of the required supports and ESEA requirements.
- Contribute to the formulation of processes and protocols for improving school performance and increased student outcomes in teaching and learning in schools identified for supports.
- Consult with various educational community partners to advise and improve on student outcomes in schools identified for supports.

Duty 2**General Summary:****Percentage: 20**

As the recognized resource, this position will direct the Statewide System of Support for schools identified for supports.

Individual tasks related to the duty:

- Direct the provision of services to local school districts with schools identified for supports in areas of instruction and curriculum, teacher professional development, multi-tiered systems of support, needs assessments, and other educational areas.
- Advise local school district officials in the planning, implementation, evaluation, and improvement processes of programs with particular reference to the requirements of ESEA.
- Maintain records, prepare reports, and compose correspondence relative to the Statewide System of Support (SSOS) schools identified for supports schools.
- Evaluate the effectiveness of existing programs for the SSOS; make recommendations for improvement and new programs.

Duty 3**General Summary:****Percentage: 20**

Communicate externally with intermediate and local school districts about services and supports, provide training on Michigan's continuous improvement process and platform, and coordinate and advise the Michigan Department of Education on services available to schools.

Individual tasks related to the duty:

- Assist in the development of legislation, policies, goals, and objectives for the state and federal programs for continuous improvement with emphasis on schools identified for supports.
- Coordinate programs and services with other programs and offices in the Michigan Department of Education (MDE) (e.g., students with disabilities, alternative education, social-emotional learning, multi-tiered systems of support, English Learners, etc.).
- Direct continuous improvement activities that align with the supports and services provided to schools identified for supports.
- Consult with and advise MDE on national and state educational organizations and private agencies regarding supports and services for schools identified for supports.
- Serve as a member of selected committees, advisory groups, and task forces.
- Make presentations and write articles or correspondence related to the SSOS and Michigan's continuous improvement process and platform.
- Monitor the current initiatives as they exist in other states; research and identify promising practices, synthesize this information, and report findings to appropriate parties.
- Identify and promote promising practices in demographically diverse schools with the full range of issues.

Duty 4**General Summary:****Percentage: 15**

Lead the work of unit and office staff and partner organizations necessary to implement the Statewide System of Support (SSOS).

Individual tasks related to the duty:

- Assist in the development and implementation of professional learning for members of the unit, office, and MDE team serving schools identified for supports.
- Working closely with unit, office, and MDE leadership, identify and establish working relationships and communicate with partner organizations and other agencies that contribute to increased student outcomes in schools identified for supports.

Duty 5**General Summary:****Percentage: 5**

Other duties as assigned.

Individual tasks related to the duty:**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. Intermediate and local school district staff and students are affected by these decisions, which influence the nature and quality of program services provided. Responsible for financial decisions, monitoring, and compliance related to programs and services.

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

The types of decisions that require supervisory review include final approval of obligation of funds and deviations from written policies or procedures.

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 some travel to districts and visits to individual schools; weather and driving time are significant factors. Overnight stays may also be required, within the scope of the office oversight.

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):**

- | | |
|---|--|
| ☐ Complete and sign service ratings. | ☐ Assign work. |
| ☐ Provide formal written counseling. | ☐ Approve work. |
| ☐ Approve leave requests. | ☐ Review work. |
| ☐ Approve time and attendance. | ☐ Provide guidance on work methods. |
| ☐ Orally reprimand. | ☐ 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?

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

Updated to include new division, section and office names. Box 14 will now reference continuous improvement of schools as "low performing" was removed. Duty percentages remain unchanged. Duty 1 updated to include school support language and removed strategic plan tasks. Duty 2 now includes school support language and removed grants task. Duty 3 updated to include continuous improvement references and providing training on process. Updated duty 4 general summary and removed "low performing" and added professional learning language in duty 4. Continuous improvement unit now updated in box 25.

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

The function of the Continuous Improvement Unit is to fulfill the Department's leadership and administrative responsibilities for schools identified for supports under the ESEA and support continuous improvement for all schools and districts. Technical assistance to schools and school districts in areas of student achievement and continuous improvement planning, implementation, and monitoring is also required. This position provides technical assistance in obtaining resources to meet program development requirements and maintain compliance with federal law.

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 14

Three years of administrative or consultative experience in the field of K-12 or early childhood education, including one year equivalent to an Education Consultant P13.

Alternate Education and Experience

Education Consultant 11 - 14

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.

Education Consultant 12 - P13

Possession of a doctorate degree in education may be substituted for the experience requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of educational philosophy, objectives, and techniques
- Knowledge of the theories and techniques involved in organizing education programs
- Excellent communication skills, including oral, written, and listening skills; the ability to provide constructive feedback, interpersonal and small group communication skills; facilitation skills; and the ability to make oral presentations to large or small groups
- Ability to lead collaborative efforts and teams
- Ability to work with and on behalf of diverse groups of people
- Ability to analyze the conditions and needs of local school districts
- Knowledge of systems building
- Ability to plan and conduct conferences relating to the improvement within high priority schools
- Knowledge of state and federal laws pertaining to education
- Critical thinking skills: ability to plan, conduct, review, and analyze data; interpret information and solve problem
- Ability to maintain records and prepare reports and correspondence related to the work
- Excellent technology skills

CERTIFICATES, LICENSES, REGISTRATIONS:

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

Valid Driver's License required.

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.

DANIEL CLARK

12/5/2024

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