

Education Consultant 3

I. KIND AND LEVEL OF WORK

Under administrative direction, an employee in this class has broad and deep professional knowledge of educational theory and practice and performs educational consultative, program development, implementation and evaluation work. Positions at this level lead and direct large educational programs and provide consultation and professional advice to educational personnel, institutions, organizations and policymakers in the design, selection and development of appropriate instructional content, methods, materials and delivery systems statewide. Incumbents also develop and apply evaluation instruments and methodology to determine the progress of learners, teaching effectiveness, and the effectiveness of educational programs; plan and develop comprehensive curricula for educational programs statewide to attain specific educational objectives in one or more subject areas, for pre-school, K-12, post-secondary or adult public and non-public educational programs on a statewide basis.

II. DISTINGUISHING CHARACTERISTICS

Positions in the Education Consultant 3 classification have broader and deeper professional knowledge of educational theory and practice than positions in the Education Consultant 2 classification. At the Education Consultant 3 level, incumbents have more responsibility for developing and designing large educational programs, including determining how objectives are met and setting standards for program effectiveness. At the Educational Consultant 2 classification, incumbents direct supportive and moderate-sized education programs and generally follow existing program guidelines.

III. EXAMPLES OF WORK/DUTIES

- Consult with local school administrators, instructional and support staff, parents, the general public, governmental agencies, and professional organizations and direct the work of advisory committees at the pre-school, K-12, post-secondary and adult levels on methods for assessing the need for, planning, developing, implementing and evaluating educational programs and student assessment in one or more subject areas to improve education practices, teaching effectiveness and curricula, and school accountability.
- Provide technical assistance to staff in local education agencies on effective use of resources; alignment of standards, instruction, assessment and curriculum in education systems and programming; and planning and implementing strategies for improving instruction in education to support a high level of learning for all students.
- Select, implement and evaluate resources and materials in order to support educational program development and improvement.

- Develop and maintain a statewide system of training and support for the planning, implementation and evaluation of professional development opportunities, learning activities and resources for school administrators and leaders, educators and staff, teachers, and parent educators to enhance and refine their knowledge, improve instructional effectiveness, and create and support a high level of learning for all students.
- Design and implement research in one or more academic areas, analyze, and synthesize findings, and develop and publish analytical reports to evaluate and present findings on specific educational issues, trends and developments.
- Assess student achievement to guide and advise school administrators, curriculum developers, education program managers, and instructional and support staff on the effectiveness of the teaching/learning process and improvement of educational programs.
- Plan, develop and implement the evaluation of statewide educational programs in one or more subject areas, monitoring educational practices, performing program evaluations, summarizing evaluation data, and reporting findings to determine the effectiveness of the program.

IV. KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Theory and practice of curriculum development, implementation and evaluation processes sufficient to apply them at the pre-school, elementary, secondary, post-secondary and adult levels of education.
- Principles and practices of educational program evaluation and the assessment of student achievement sufficient to design and implement evaluation programs, analyze evaluation data and utilize findings to improve instructional programs.
- Educational theory, administrative fundamentals and the psychology of teaching and learning for specific learner groups sufficient to provide solutions to programmatic problems and to recommend alternative program methods.
- The structure and function of Minnesota's educational system sufficient to provide solutions to policy and operational questions.
- Laws, rules and policies which govern the operation of Minnesota's public and non-public schools sufficient to apply and interpret them to local education agency staff, Department of Education personnel and other stakeholders.
- Early childhood education and the design of complex, cross-disciplinary systems that prioritize language and early literacy experiences to guide teachers and school leadership in creating effective learning environments, use of early learning standards, curriculum, assessment and instructional strategies to meet individual child needs and understand the challenges to provide effective services that meet those needs.
- Large-scale assessment data practices and test security legislation, policy, guidance, and enforcement related to large testing programs sufficient to assure maintenance of valid data.

Skills in:

- Human relations to work collaboratively and manage controversy and public criticism of the work of the agency with varied and diverse educators, communities, and the public in a positive, professional manner.
- Communication to clearly and accurately outline and explain information and ideas that incorporate many points of view in formats easily understood by nontechnical and technical audiences.

Ability to:

- Design and implement research projects, synthesize and report findings, make recommendations supported by research sufficient to assess the teaching and learning process or other educational issues and developments.
- Assess the educational program planning process sufficient to determine or verify program budget allocations.
- Write reports, publications and correspondence sufficient to clearly communicate technical subjects to a diverse audience.
- Promote ideas and motivate people to action through effective leadership, facilitation, diplomacy, and consensus building.

LICENSURE/CERTIFICATION/STATUTORY REFERENCES

N/A

SPECIAL WORK CONDITIONS

N/A

REFERENCES

Former title(s): Education Specialist 2, 07/1987

REVISION HISTORY

Established 07/1987

Revised 10/1969, 09/1987, 06/2024

Title Change 06/2024