

EDUCATION SPECIALIST 1

KIND OF WORK

Professional educational support and/or research work with data pertaining to education.

NATURE AND PURPOSE

Under limited supervision, secures background information related to particular problems in the field of education, organizes data or performs other similar work in support of educational program development, administration or evaluation; performs related work as required.

The major distinction between Education Specialist 1 and Education Specialist 2 classifications is the degree of expertise and level of independent action required for successful performance. Incumbents in the Education Specialist 1 class provide support to a major program, doing research and providing technical information to school districts; or are responsible for coordinating and administering a very small, non-critical education program (e.g. DNR area environmental awareness programs).

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Consults with local school administrators, instructional and support staff at the preschool, K-12, post-secondary and/or adult levels to ensure quality support for students by serving as a section representative on various boards, associations, and advisory committees; presenting inservice training programs and workshops; identifying and interpreting program guidelines and requirements in the administration of funds derived from federal, state, local and private sources; answering requests for assistance on specific educational program questions; recommending improvements and modifications in educational programs.

Implements activities of an educational program so that constituent groups are best served by developing and revising program goals and objectives, recruiting program volunteers, scheduling and providing leadership training, scheduling workshops, designing and conducting conferences and media events, conducting or coordinating field days, evaluating programs and providing reports.

Recommends the appropriate level of funding for school budgets in specific program areas to ensure proper funding to meet educational objectives by defining the criteria for determining levels of funding, applying them against each individual budget, and recommending specific dollar amounts by line item.

Coordinates and directs on-site evaluation activities for specific programs to ensure their proper execution by arranging necessary support for the evaluation team, selecting evaluators, providing orientation and technical assistance, completing the necessary follow-up reports, reviewing the one-year follow-up reports, monitoring the success of prescribed changes.

Compiles materials, and organizes and analyzes data to support program development, administration or evaluation by planning and outlining procedures necessary in the collection and compilation of data; outlining the form and content of study projects and presenting suggested approaches to study committees; collecting, analyzing and interpreting statistical data; presenting interpretations in clear, concise form; researching pertinent background information from current literature; compiling final reports, conclusions, and committee recommendations.

Completes necessary administrative tasks so that programs meet the requirements of various Boards and affiliated organizations by submitting all bills in a timely fashion, drafting funding proposals for the programs, drafting program budgets and annual workplans, writing and distributing routine communications, assembling monthly reports.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

Theory and practice of curriculum development, implementation and evaluation processes sufficient to apply them to assigned programs.

Principles and practices of educational program evaluation and the assessment of student achievement sufficient to design and implement evaluation programs, summarize data, and provide findings to program administrators.

Principles and practices of the teaching/learning process sufficient to design and implement instructional methods, program models and delivery systems for assigned programs.

Educational theory, administrative fundamentals and the psychology of teaching and learning for specific learner groups sufficient to recommend solutions to programmatic problems.

Educational trends, issues and developments occurring in an assigned field sufficient to recommend their incorporation into statewide programs.

The structure and function of Minnesota's educational system sufficient to recommend solutions to programmatic 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 and other clientele.

Principles and practices of research and analysis techniques sufficient to formulate study design and methodology.

EDP principles sufficient to make use of computerized information systems and user data.

Skill in:

Human relations sufficient to facilitate meetings of persons with diverse and opposing viewpoints, and negotiate the best program direction.

Ability to:

Write reports, publications and correspondence sufficient to clearly communicate technical subjects to a diverse audience.

Speak in public sufficient to conduct workshops and make effective presentations to explain and promote specific educational programs.

Est.: 7/5/67
Rev.: 12/10/69, 4/92

T.C.:
Former Title(s):