

Iowa Department of Administrative Services – Human Resources Enterprise  
Job Classification Description

## Education Program Consultant

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### Definition

Provides professional educational consultative services and represents the Iowa Department of Education (IDE) or the Iowa Board of Educational Examiners (BoEE) in contacts with public and nonpublic educational institutions and their staffs, education related organizations and associations, governmental agencies, and the general public; performs related work as assigned.

*The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.*

### Work Examples

Advises schools and school districts professional staff through in-service and staff development meetings, workshops, or individual consultation on the various aspects of education program planning and implementation including, but not limited to the evaluation of curriculum structure or design, instructional methods, use of community resources, funding and accounting systems and practices, and educational innovations so as to provide improvement and consistency in PK-12 and two-year post-secondary education programs throughout the state.

Coordinates, interprets, and confers with school district professional staff and administrators and college and university staff and administrators regarding the compliance of educational programs with provisions of the Code of Iowa, administrative rules, and federal guidelines and regulations.

Serves on task forces and attends professional conferences and meetings addressing specific problems and issues related to elementary-secondary education, higher education, correctional institutions, and provider agencies such as group living facilities.

Prepares reports and compiles records, statistics, and other educational data as needed or requested.

Evaluates the education and experience of individuals applying for a BoEE license, authorization, certificate, or statement of professional recognition.

### Competencies Required

Knowledge:

- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Customer Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating customer satisfaction.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- English Language – The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.

- Basic Arithmetic – Addition, subtraction, multiplication, and division.
- Administration and Management – Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Abilities:

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Speech Clarity – Speak clearly so others can understand.
- Speech Recognition – Identify and understand the speech of another person.
- Oral Expression – Communicate information and ideas in speaking so others will understand.
- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Deductive Reasoning – Apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning – Combine pieces of information to form general rules or conclusions.
- Information Ordering – Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity – Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Skills:

- Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.
- Speaking – Talking to others to convey information effectively.
- Writing – Communicating effectively in writing as appropriate for the needs of the audience.
- Negotiation – Bringing others together and trying to reconcile differences.
- Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.
- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Service Orientation – Actively looking for ways to help people.

- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

## Minimum Qualification Requirements

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

- 1) Graduation from an accredited four-year college or university and five years of full-time post-graduate work experience in any one or a combination of the following areas:
  - a. Professional training, teaching, or counseling experience in an educational setting;
  - b. Professional administrative experience in an educational setting;
  - c. Professional personnel administration including such areas as job analysis, performance appraisal systems, selection devices, or labor relations;
  - d. Professional finance, accounting, or auditing experience including the preparation or analysis of financial statements;
  - e. Professional experience in a major technical program area utilized by the Iowa Department of Education or Board of Educational Examiners.
- 2) A combination of a total of five years of post-graduate education and full-time experience (as described in number one), where twenty-four semester hours of accredited post-graduate college or university course work equals one year of full-time experience.
- 3) Graduation from an accredited college or university with a Master's degree, possession of a valid Iowa Teaching Certificate, and three academic years of teaching and/or administrative experience in PK-12 and/or a post-secondary educational institution.
- 4) Possession of a School Business Official Authorization from the Iowa Board of Educational Examiners and seven years of full-time professional experience in finance, accounting, or auditing, including the preparation or analysis of financial statements.

*Effective date: 04/22 SA*