

EDUCATION LICENSURE SPECIALIST

This is specialized and consultative work in the determination of licensure for education professionals staffing public and non-public schools in North Carolina. Employees performing work are staffed to the Human Resource Management Licensure Section in the Department of Public Instruction. Employees provide technical assistance to local education agencies; college and university faculty, staff and students; public and non-public school employees and the general public on licensure issues. Employees are responsible for the licensure process that involves determining the level of licensure, outlining or planning an official course of action for individual licensure programs, and deciding the appropriate application of experience for salary purposes. Work is performed with a high degree of independence, and is reviewed through conferences with the immediate supervisor and/or the Section Chief for adherence to established division policies and program objectives outlined by State statutes and the State Board of Education.

I. DIFFICULTY OF WORK:

Variety and Scope - Work involves evaluating, accessing, and updating licensure records and requests; interpreting and applying licensure policies; and consulting and advising administrators, local education agencies, Institutions of Higher Education (IHE) representatives and students, and the general public of licensure requirements and actions. Work assignments may involve evaluating and determining the appropriateness of IHE programs and coursework relative to an individual's specific licensure needs.

Intricacy - Work requires analysis of official college transcripts, work experience verification documents, out-of-state licenses, test scores, experience ratings and other documentation to determine if State Board of Education requirements and policies for licensure are met.

Subject Matter Complexity - Employees must have a complete understanding of North Carolina's licensure program to include, but is not limited to, the Lateral Entry program, alternative routes to licensure, testing requirements, the Initial Licensure Program, graduate licensure policies and procedures, and renewal requirements.

Guidelines - These include the North Carolina Licensure Manual, State Board of Education Policy Manual, North Carolina Approved Teacher Education Programs Manual, PRAXIS/NTE Testing Bulletins and Guides and departmentally and section established policies and procedures which are usually determined by General Statutes and State Board of Education.

II. RESPONSIBILITY:

Nature of Instructions - Employees receive broad generalized goals and objectives for total work activity with more specific instructions for short-term assignments. These instructions are provided through scheduled staff meetings, memoranda, and direct or as-needed conferences with Section Chief or immediate supervisor. Daily activities are self-planned and performed independently.

Nature of Review - Workflow and general performance is monitored by the immediate supervisor and the Section Chief. Due to the high volume, daily work is not reviewed unless a problem or concern is identified. Technical soundness and conformity to any general or specific guidelines are determined through occasional observation of work, review of finished products, discussions with departmental staff and with contacts or users of services provided.

Scope of Decisions – Employees' decisions affect the ability of individuals seeking employment or continuing employment in the public and/or non-public schools of North Carolina or the local education agencies' ability to hire quality licensed personnel.

Consequence of Decisions - Decisions impact the quality of licensed employees in North Carolina schools. Inaccurate actions can result in the overpayment or underpayment of teacher salaries as they relate to licensure, or the inability of an individual to be eligible for employment in non-public and public schools in North Carolina.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Employees have contact with local education agency and institutional administrators, classroom teachers, college and university faculty, staff and students, IHE representatives nationwide, the general public and other Department of Public Instruction staff.

Nature and Purpose – Through interpretation and application of state policies, employees provide consultative services on a full-range of licensure actions to include teacher preparation, testing requirements, methods of licensure, specific program preparation requirements, initial application requirements, add-on requirements, and interstate reciprocity agreements for licensing teachers.

IV. OTHER WORK DEMANDS:

Work Conditions - Work occurs in an open office environment and requires long periods of sitting at a PC terminal. A high degree of visual acuity is required to analyze documentation, microfiche, data screens and imaged documents.

Hazards - Bodily injury is generally unlikely.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - General knowledge of the structure of the public schools system and local education agency assignment needs. Substantial knowledge of licensure programs and college and university programs of academic study. Ability to: analyze information from a variety of sources and make sound judgements based on a set of established criteria; communicate clearly and effectively, orally and in writing; establish and maintain effective working relationships; efficiently operate mainframe and Windows-based applications; interpret rules, public school law, educational policies concerning all aspects of professional educator licensure; and to work under constant and continuous production related pressure.

Minimum Training and Experience – Graduation from a four-year college or university, preferably with major course work emphasis in public administration, education, or other related fields and one year of administrative experience.

Special Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.