POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.: IE03005

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other

Explanation *(Show any positions replaced)*: 2015 BIE Reorganization

3. Service: [X] Hdqtrs [ ] Field

4. Employing Office Location: Washington, DC

5. Duty Station: Albuquerque, NM

6. OPM Certification No.:

7. Fair Labor Standards Act: [X] Exempt [ ] Nonexempt

8. Financial Statements Required: [ ] Executive Personnel Financial Disclosure [ ] Employment and Financial Interest

9. Subject to IA Action: XX Yes [ ] No

10. Position Status: [ ] Competitive [ ] Excepted *(Specify in Remarks)* [ ] SES (Gen.) [ ] SES (CR)

11. Position Is: [ ] Supervisory [ ] Managerial [X] Neither

12. Sensitivity: 1 - CNACI

13. Competitive Level Code: 720

14. Agency Use: Telework: 4

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. Office of Personnel Management						
b. Department, Agency or Establishment						
c. Second Level Review						
d. First Level Review	Education Program Specialist (Native Language, History, Culture)	GS	1720	13	[illegible]	1/28/15
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from official title)*:

17. Name of Employee *(if vacant, specify)*:

18. Department, Agency, or Establishment: U.S. Department of the Interior

a. First Subdivision: Assistant Secretary - Indian Affairs

b. Second Subdivision: Bureau of Indian Education

c. Third Subdivision: Associate Deputy Director - Bureau Operated Schools

d. Fourth Subdivision:

e. Fifth Subdivision:

19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee *(optional)*:

20. **Supervisory Certification.** *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

a. Typed Name and Title of Immediate Supervisor: Charles M. Roessel, Director, Bureau of Indian Education

Signature: [signature] Date: 2/12/15

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*:

Signature: Date:

21. **Classification/Job Grading Certification.** *I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.*

Typed Name and Title of Official Taking Action: April Gromadzki, Human Resources Specialist (Classification)

Signature: [signature] Date: 1/28/15

22. Position Classification Standards Used in Classifying/Grading Position: Education Program Series, GS-1720, TS-109, 10-91; General Education and Training Series, GS-1701, TS-109, 10-91

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee *(optional)*										
b. Supervisor										
c. Classifier										

24. Remarks: Positions in the Bureau of Indian Education are subject to Indian Preference for Employment. Position is at the Full Performance Level. Occasional Driver. BUS CODE: 1012

25. Description of Major Duties and Responsibilities *(See Attached)*

Education Program Specialist
(Native Language, History, Culture)
GS-1720-13

A INTRODUCTION

The incumbent contributes to BIE mission by developing, implementing, coordinating, and evaluating the curriculum and instruction of Language and Culture programs. The incumbent establishes and maintains a collaborative and cooperative working relationship with various entities inside and outside the BIE with individuals and groups that are engaged in the same efforts and initiatives as this position. This includes Native traditionalists, Associate Superintendents, Directors, schools, and other federal, tribal, state, school, program officials and the general public.

B. MAJOR DUTIES AND RESPONSIBILITIES

Serves as expert consultant and provides leadership to schools on the full range of matters and issues pertinent to the Native Language, History & Culture programs and other associated projects and activities. Plans and develops model programs based on best practices of instruction methodology and techniques, and instructional media in specialty areas. Determines the need for and carries out surveys and studies to facilitate instruction program development and enhancements. Thus, incumbent has the responsibility of interacting with large number of schools, educators, program officials, Native traditionalists, educational organizations and groups in multiple states.

To increase the capacity of schools, incumbent is responsible for the planning, development, implementation, and evaluation of the Native Language, History & Culture programs, focusing on the curriculum and instruction. Assists the schools in the selection of teaching materials, methods, and media to utilize in the acquisition of Native Language, History and Culture.

Serves as the resource district-wide on Native Language, History & Culture programs. Provides problem-solving technical assistance to schools in building local capacity in these areas. Incumbent is expected to stay abreast of best practices and current developments in specialty areas.

Conducts research of and consults with various Native language, history and cultural resources to strengthen and integrate the results into Native language, history and culture curriculum and instruction.

Establishes quality standards for instruction development projects. Provides on-going guidance to School personnel on curriculum and instruction development. Reviews class materials for adherence to quality standards and pedagogical soundness; recommends improvements and provides additional training. Provides quality assurance before materials are reproduced. Ensures adherence to copyright laws and regulations. Provides similar level of review and quality control of instructional technology and devices projects.

Periodically, incumbent conducts reviews of Native Language, History and Culture curriculum and instruction at the operational level to enhance and improve the delivery methods and processes, and products used. Conducts analysis of statistical results to improve curriculum and instruction. Based on assessed needs, incumbent plans, develops, and delivers or coordinates the delivery of the programs.

Responsible for embedding instruction of Native Language, History & Culture into the common Core State Standards (CCSS).

Serves as the technical expert in effective instruction, by staying abreast of current best practices in the areas of scientifically based educational and child development research and direct instructional methodologies and assessment practices. Develops and conducts in-service training and technical assistance for field positions to insure coordination and understanding of curriculum and instruction plans, priorities and provides on-site technical assistance to schools implementing district initiatives in school/district restructuring/improvement plans. Locates and secures specialized external consultants for training and technical assistance as needed. Develops work statements and coordinates requisition procedures with the acquisition personnel in Administration.

Gathers and disseminates information on best practices in instruction, programs and available services for students with diverse learning needs. Links district programs with newly implementing school initiatives needing support and provides additional technical assistance and resources when necessary.

Participates in and represents the BIE in a variety of professional meetings and conferences consistent with its goals and policies of the district improvement/restructuring plans. Participates on team activities with other district staff related to school improvement/restructuring services and initiatives.

Keeps supervisor informed on progress on all major curricular activities within the realm of delegated responsibilities through written and oral reports, discussion and meetings making recommendations for overall curricular improvement.

Serves as a liaison curriculum resource with schools, families, communities, tribes, public, state, federal and other service providers to develop awareness and understanding of Elementary and Secondary Education Act (ESEA).

C. FACTORS

1. Knowledge Required

Mastery of instructional and training methodologies and techniques, and curriculum development for a regional or district level school system characterized by extensive work relationships and interactions with multiple state education agencies and multiple schools.

Mastery of professional curricular program knowledge of the theories, techniques, materials, evaluation instruments and procedures specific to the district improvement/restructuring priorities in order to implement policies, plans, guidelines and standards and to conduct evaluation and monitoring of programs and services to Indian children. This includes specific training in scientifically based educational research (SBMR) and direct instruction methodologies aligned to CCSS.

Comprehensive knowledge of Bureau education programs, ESEA (P. L. 107-110) and activities related to school reform, school improvement/restructuring, Title 1, Part A.

Thorough working knowledge of the education programs within the BIE and/or Tribally Controlled or equivalent level school system. Possesses a broad understanding of education programs and problems/needs of a school system in order to prepare and evaluate curricular and instructional programs plans and applications to meet ESEA objectives and educational enhancement initiatives.

Skill in providing direction, guidance and authoritative consultation throughout the Bureau on matters pertaining to the improvement and restructuring initiatives. The ability to work effectively with people at all levels of the academic community, other government agencies, tribal groups, school boards, parents, state and other federal officials.

Specialized knowledge of educational SBMR techniques and evaluation and assessment methods in order to provide expertise to field, agency and school staff.

Ability to communicate effectively both orally and in writing, to review and digest from a myriad of resource contacts and materials pertinent to the work of the position; to create and/or modify standards, procedures, presentations and reports, and instructions and to provide authoritative answers to questions or solutions to problems whether within or outside the BIE as they may relate to the assignment.
Work requires skills in networking; teambuilding; resource and personnel coordination; analytical skills; and grants and contracts administration.

Advanced knowledge of available technologies and their uses in communication and education and of advancements in multimedia and instructional technology.

2. Supervisory Controls

The incumbent works under the supervision of the Education Program Administrator. The incumbent is expected to carry projects to conclusion through the use of personal judgment, initiative, professionalism, experience and comprehensive technical knowledge. The incumbent works under the direction of the supervisor to develop and carry out plans and resolves most problems that arise and gives advice and takes actions that are technically sound and valid. Supervisory review of completed work is primarily to determine the general program effectiveness and consistency with the district goals and objectives, State Education agencies, BIE's mission, philosophy, policy, and with applicable Federal and State Education laws and guidelines.

3. Guidelines

Guidelines include the Bureau of Indian Affairs Manual (BIAM), Department of Interior Regulations, Department of Education 34 CFR Part 300, Title I, IDEA (P.L. 105-17), and ESEA (P.L. 107-110), appropriate State Education agencies, education standards, accreditation organizations, professional journals, publications, texts and technical manuals. This includes Native Language, History and Culture related publications, media and other materials. The program and administrative guidelines are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use and the work frequently requires original development and revision of materials or methods. The Specialist uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or propose new policies and procedures.

4. Complexity

The position has broad duties that cover a diverse number of essentially different assignments and responsibilities that are required of ERC region in providing educational services to BIE operated and/or Tribally Controlled schools. The work requires the incumbent to exercise a great amount of technical resourcefulness and judgment in reaching sound decisions or recommendations in developing and application of the standards, criteria, best practices, regulations and guidelines within specialty areas to meet the school district goals and objectives. The incumbent must research, analyze, and develop comprehensive Native Language and Culture curriculum and instruction for the district to ensure alignment with established K-12 educational platforms, standards, mapping, and milestones. Assignments require establishing innovative approaches and techniques for the school district to improve the quality of curriculum and instructional programs in specialty areas. Work is complicated by continuing changes in program priorities and emphasis, changes in national school systems standards, technological developments, and conflicting requirements.

5. Scope and Effect

Incumbent is recognized as expert consultant on K-12 standards-based school curriculum and instructional methodologies, aids, and technology to facilitate teaching of Native Language and Culture. Incumbent researches, evaluates, develops, coordinates, and integrates comprehensive curriculum and instructional programs. Work significantly affects the effectiveness and quality of Native instructional delivery of K-12 education to Indian children. Through assignments and responsibilities performed by the employee, an orderly procedure for the review and approval of curriculum and instructional improvement projects and plans is accomplished, information is disseminated, guidelines and procedures are developed, personnel are trained, integrity and compliance of projects/plans/services and accountability are assured through monitoring and program reviews; quality of projects and activities are determined by evaluation, validation and ongoing analysis and appraisal. The work products and results impact the successful accomplishment of BIE's mission and obligations to Native American populace by treaty.

6. Personal Contacts

Employee contacts include professional educators and officials at the local, school, and district levels; Native traditionalists; consultants and vendors; Federal and State Education agencies and offices; DOI-Office of the Solicitors; public schools; colleges and universities; Tribal individuals and groups; parents, students and advocates.

7. Purpose of Contacts

The purposes of the contacts are for work relationships and interactions required of the incumbent in provision of specialty support to schools in the district. To network and collaborate with professional educators, influence decision makers, assist teachers and program officials, disseminate information, coordinate specialty work efforts and initiatives. To observe elements of projects in operations to gather information on progress toward schedules and objectives and to give technical assistance in resolving operating problems and to maintain a working knowledge of current trends in education. The employee may encounter resistance due to divergent viewpoints concerning issues such as organizational conflicts, politics, competing objectives, resource problems, or instructional techniques and processes. These situations require the employee to influence and motivate persons or groups by use of persuasion or negotiation techniques in order to obtain the desired effect, such as to gain compliance with established or recommended policies, goals and objectives.

8. Physical Demands

There may be extensive travel away from the duty station to various locations throughout the school district, mainly by automobile. Although the work is mostly sedentary, there is some walking, carrying, standing, bending and stooping involved in working at school locations.

9. Work Environment

The work is usually performed in an office, conference and/or classroom setting. Travel to remote areas and areas noted for severe weather and harsh traveling conditions may be necessary. This environment involves everyday risks or discomforts requiring normal safety precautions typical of office settings or travel. The work area is adequately lighted, heated and ventilated.

D. OTHER REQUIREMENTS/CONDITIONS

Work requires frequent travel away from the duty station to school locations and other places to carry out work. A valid State driver's license is required when operating a motor vehicle on the job, while in travel status.

FLSA Determination: IAW 5 CFR 551.206, Professional Exemption Criteria, Subpart 5 CFR 551.208 Learned Professionals Criteria, this position is determined Exempt from coverage under the Fair Labor Standards Act. The incumbent provides professional guidance, technical assistance, support and leadership to schools on the full range of matters and issues pertinent to the Native Language, History & Culture programs and other associated projects and activities. Incumbent coordinates, evaluates implementation and operation of subject content programs.
The work is predominantly intellectual and requires professional knowledge of the theories, principles and techniques of elementary and secondary education. This professional knowledge is typically acquired by prolonged college or university studies evidenced by receipt of a Bachelor Degree and up. Therefore, this position fully meets 5 CFR 551.206, Professional Exemption Criteria, Subpart 5 CFR 551.208 Learned Professionals Criteria. **FLSA Designation: Exempt.**

BUS Code Designation: Unit description for Bureau of Indian Education (BIE) in the current Bureau of Indian Affairs & FISE-AFT Local 4524 Agreement (dated October 2011) includes all professional and nonprofessional employees of the Bureau of Indian Affairs operated schools under the Office of Indian Education Programs (aka BIE), including security guards; excluding temporary employees of less than 90 days, management officials, supervisors, and employees described in 5 U.S.C 7112(b)(2),(3),(4),(6) and (7). This position is considered a professional position, and does not meet any of the definitions for exclusion by 5 USC 7112, therefore, is determined covered by the collective bargaining agreement.
BUS Code Designation: 1012

Telework Determination: BIE has determined this position is suitable scheduled, situational and for emergency telework. **FPPS Code: 4**

POSITION DESCRIPTION ADDENDUM
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Program Specialist
(Curriculum, Instruction and Assessment)

Pay Plan/Series/Grade: GS-1720-13___Position Number: _IE03005_____

Organization: ADD Bureau Operated Schools_____

Duty Station: Albuquerque, NM_____

The incumbent of this position will:
[Place an "**X**" next to appropriate category]

_____ **Regularly** operate government vehicles or equipment to perform the duties of the position.

__X___ Occasionally operate a motor vehicle, but not on a regular basis.

____ Not be required to operate a vehicle.

Employees occupying positions with the requirement to **regularly** operate a vehicle must successfully complete the web-based National Safety Council Defensive Driving Course every 3 years.

All positions are subject to the Indian Affairs Motor Vehicle Operation Policy. Incumbents must be in compliance with all policy requirements depending upon position motor vehicle operation status.