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

1. Agency Position No.: IE03006

2. Reason for Submission: ☐ Redescription ☒ New ☐ Reestablishment ☐ Other

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

3. Service: ☐ Hdqtrs ☒ Field

4. Employing Office Location: Washington, DC

5. Duty Station: Albuquerque, NM

6. OPM Certification No.:

7. Fair Labor Standards Act: ☒ Exempt ☐ Nonexempt

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

9. Subject to IA Action: ☒ Yes ☐ No

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

11. Position Is: ☐ Supervisory ☐ Managerial ☒ Neither

12. Sensitivity: 5- MBI w/ childcare

13. Competitive Level Code: 722

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	Education Research Analyst	GS	1730	13	DAW	
d. First Level Review						
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: 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: Jimmy D. Hastings, Associate Deputy Director, Bureau Operated Schools (Acting)

Signature: J. Hastings — Date: 9-14-15

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Dr. Charles M. Roessel, Director, Bureau of Indian Education

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: Dorothy A. Willie, HR Specialist (Class)

Signature: D Willie — Date: 9/17/15

22. Position Classification Standards Used in Classifying/Grading Position: PCS for Education Research Series, GS-1730 Flysheet (Oct 1991); Cross Referenced to 1500 Math Sciences Group: Math Statistics 1529 & Statistics 1530 series (Sep 2005)

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: Full Performance Level. Indian Preference. Occasional Driver.

BUS CODE: 8888

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

EDUCATION RESEARCH ANALYST
GS-1730-13

I. INTRODUCTION

This position is located at the Associate Deputy Director (ADD) level of BIE. The mission of BIE is to support student success by improving the quality and efficiency of information services to support fact-based decision making, external reporting, and the assessment of student outcomes and institutional effectiveness. The office seeks to encourage a data-driven environment by offering data collection, analysis and reporting to staff, faculty, committees, schools, Education Resource Centers (ERC) and students.

The incumbent contributes to the mission of the office and is responsible for professional education research work. The incumbent possesses knowledge of and skill in applying research principles and methods and a broad and thorough knowledge of one or more scientific fields or interdisciplinary areas related to the education research work being performed. Responsibilities include data collection and analysis; design and oversight of data collections tools.

II. MAJOR DUTIES AND RESPONSIBILITIES

The Research Analyst has primary responsibility for the leadership and coordination of the comprehensive assessment of program activities, and providing data support for institutional research and effectiveness of initiatives.

Develops data elements of research plans and relevant strategies that utilize valid statistical and mathematical concepts, models and simulations; develops and validates computerized statistical and mathematical methodologies to measure program specific objectives; conduct tests to verify the adequacy of chosen concepts and techniques to ensure consistency, accuracy, and currency of information to meet project requirements. Compile results and prepare appropriate reports for institutional use; as well as meeting accreditation requirements. Maintain complete and permanent institutional and programmatic assessment records.

Advise academic departments and administrative offices in the development of meaningful assessment of programs and departments, and serve as a resource to faculty and managers at all levels as they establish assessment policies and practices.

Advise academic departments and administrative offices on appropriate ways of incorporating empirical data of student success and assessment results into the strategic planning processes for the institution.

Develops and implements data collection systems for outcomes assessment; program review and institutional effectiveness; evaluate and pilot-test assessment measures; determine the validity and reliability of assessment measures and assist with periodic trainings and resources on assessment.

Work with departments and employees throughout the ADD to identify meaningful strategies for

assessments and feedback of findings for program development; strengthening assessment practices and making recommendations on standards for future criteria for assessment; conduct an annual evaluation of assessment efforts; participate in a plan for collecting data; analyzing information; and disseminating results and making recommendations for improvement.

Establish and maintain an assessment web site to present assessment activities, timelines and resources for faculty, staff and administrators.

Provides internal and external stakeholders primary and secondary data, analysis and reports of student success measures.

III. EVALUATION FACTORS

Factor 1 - Knowledge Required by the Position

Professional knowledge and mastery of the principles, methods, practices, and techniques of the field in institutional research effectiveness and planning processes and tools in an education setting to support academic and non-academic assessment, strategic planning and accreditation. Skill in applying this knowledge in developing and promoting experimental and innovative activities in areas where traditional techniques and approaches are not applicable or have proven ineffective in improving Indian education.

Professional knowledge of academic and non-academic assessment programs in an educational setting; coordinating or fulfilling requirements for assessment at the program or departmental level; providing training on assessment in education or completion of significant coursework and independent scholarly activities in assessment.

Knowledge and skills in education experimental design, non-experimental design, methods of inquiry operation research and many diverse form of model building.

Knowledge of the major issues, program goals and objectives, work processes and administrative operations of the organization.

Knowledge of student outcomes assessment, program evaluation literature and experience with assessment, and ability to apply knowledge gained to a comprehensive institutional assessment program.

Knowledge of assessment policies/criteria required by national, state and professional accreditation bodies and other higher education agencies.

Knowledge, experience, and skill in interpretation of assessment instruments and the utilization of these findings in making recommendations for program improvement.

Knowledge of and experience in the use of assessment or statistical software programs and the ability to generate reports for use in the decision-making processes.

Knowledge, skill, and the ability to use both quantitative and qualitative methods in designing data collection and/or research related to retention and student success.

Knowledge, skill, and ability to communicate effectively orally and in writing with students, faculty, staff, counselors, and personnel in other education institutions.

Factor 2 - Supervisory Controls

Works under the general supervision of the ADD, provides continuing or individual assignments through program discussions and conferences by outlining broad objectives and establishing available resources. Assignments are carried out in an independent manner. The incumbent is expected to work independently, manage the assigned assessment program and coordinate efforts with other departments and staff with minimum review of operational plans and activities. The incumbent is expected to innovate and initiate instructional processes and managerial concepts that accomplish the objectives and missions of the institution and enhance the instructional program in a cost-effective manner. The employee keeps the supervisor informed of progress and potentially controversial matters. Competed work and recommendations are considered technically accurate, educationally sound. The supervisor reviews work for suitability of the user's purpose, expected results, adequacy of coverage, consistency with the objectives of the education program and conformance with the policies, and regulations.

Factor 3 - Guidelines

Guidelines and policies are presented in the form of Bureau manuals, existing laws and regulations, Executive Orders, professional literature, other Federal, State, and local laws. Guidelines and policies at this level are stated in broad general terms. The guidelines are not completely applicable to the work. The guides have major gaps in specificity and provide very limited and inadequate guidance for research problems areas and issues that arise in Indian education. The employee utilizes experienced professional judgment and resourcefulness in making significant deviations from Guidelines and policies to adapt the guides in non-traditional cases. In situations where the existing guidelines cannot be applied or where significant deviations are proposed, the incumbent modifies criteria and recommends policy changes in order to meet the objectives for Indian Education.

Factor 4 - Complexity

The work typically includes varied duties such as coordination of comprehensive assessment program activities, and providing data support for institutional research and effectiveness initiatives. This work requires use of different and unrelated processes and methods that requires substantial analysis in identifying and defining complex educational issues in the field of educational research and data collection. The incumbent is responsible for stimulating and developing projects that will result in effective and innovative programs in the field of Indian Education. The research projects and work products facilitate the development and improvement of educational systems, programs and guidelines concerning Indian Education programs. The work requires making many decisions concerning such things as the interpreting of considerable data, planning of the work, or refining the methods and techniques to be used. The incumbent

must be resourceful in developing new approaches for projects, which take into account the special needs and various situations in Indian Education.

Factor 5 - Scope and Effect

The work involves providing authoritative information in educational research and policy development for BIE functions. Establishes research, design, development, or evaluative criteria through the analysis of educational or instructional problems or questions. Formulates, defines and interprets data presentation requirements. Develops standards for analyzing, testing or assessing emerging technology or methods. Interpret research findings in terms of applicability to BIE education programs and activities. Through assignments and responsibilities performed by the employee, an orderly procedure for the review and approval of projects/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 employee substantially affects the success of BIE efforts to improve education for Indian students through innovative projects.

Factor 6 - Personal Contacts

Employee contacts include professional educators and officials at the local, school, area/agency levels, training consultants, state and federal agency staff, DOI-Office of the Solicitor, Tribal Officials, parents and advocates in a moderately unstructured setting.

Factor 7 - Purpose of Contacts

The purpose of contacts is to evaluate, interpret, advise on, or defend solutions to complex education research issues involving individuals with differing viewpoints and approaches in achieving BIE objectives and ensuring compliance with various Federal education programs. The employee uses tact and negotiating skills to justify controversial recommendations for program improvement in the face of critical attacks.

Factor 8 - Physical Demands Level 8-1

The work is mostly sedentary in nature.

Factor 9 - Work Environment Level 9-1 5 points

Work is normally performed in an office setting.

IV. OTHER REQUIREMENTS/CONDITIONS

The incumbent may be required to work other than normal hours as necessary to handle emergency situations or peak workloads. Appropriately handles and safeguards sensitive and/or classified information in accordance with regulations to reduce potential compromise. Work requires travel away from the duty station on field assignments. Travel involves transit via airplane and motor vehicle. The incumbent is required to drive a motor vehicle to conduct business at field locations. A valid State driver's license is required.

Position is subject to a favorable background investigation.

FLSA Determination: This position qualifies for the professional exemption under 5 CFR §551.207 Professional Exemption Criteria; 5 CFR §551.208 Learned Professionals. The position meets the three criteria for Professional Exemption; 1) Advanced Knowledge used to analyze, interpret or make deductions from varying facts or circumstances., 2) Must be in a field of science or learning, 3) Acquired by a prolonged course of specialized intellectual instruction which restricts the exemption to professions where specialized academic training is a standard prerequisite for entrance into the profession. A professional knowledge of the principles, theories and practices of educational research and data collection and analysis is required to provide information services to support fact-based decision making, external reporting, and the assessment of student outcomes and institutional effectiveness in Indian Education. Professional knowledge typically is acquired by prolonged college or university studies evidenced by receipt of a Bachelor Degree and up. The work is predominantly intellectual in nature and requires consistent exercise of discretion and judgment.
FLSA Designation: Exempt

BUS Code Determination: 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 112(b)(2),(3),(4),(6) and (7). The position does meet the criteria for exemption under 5 USC 7112 (1): any management official or supervisor. A management official or supervisor is an individual whose position the duties and responsibilities of which require or authorize the individual to formulate, determine, or influence the policies of the agency or participates in the formulation of that policy. This position is considered a management official whose duties are to participate in school and student assessments and providing recommendations on improving existing programs or innovate processes and procedures. Therefore, incumbent influences policies and procedures of Indian Education at the ADD level, which is mission component of BIE. On this basis, position is determined excluded from the collective bargaining agreement. **BUS Code Designation: 8888**

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 Research Analyst

Pay Plan/Series/Grade: GS-1730-13 Position Number: IE03006

Organization: Associate Deputy Director, 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.