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

1. Agency Position No.: IE01032

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: Minneapolis, MN

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: 716

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 Specialist (Curriculum, Instruction, & Assessment)	GS	1701	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, Tribally Controlled 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: Rose Marie Davis, Associate Deputy Director, Tribally Controlled Schools (Acting)

Signature: Rose-Marie Davis — Date: 10-9-15

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: 10/21/15

22. Position Classification Standards Used in Classifying/Grading Position: General Education & Training Series, GS-1701, October 1991; cross referenced to Education Program Series, GS-1720, Oct 1991.

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. Regular Driver.

BUS CODE: 8888

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

EDUCATION SPECIALIST
(Curriculum, Instruction and Assessment)
GS-1701-13

A. INTRODUCTION

BIE's mission, as described in Title 25 CFR Part 32.3, is to provide high quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being. In performing this mission, the BIE takes into account the spiritual, mental, physical, and cultural aspects of school-aged children within their family and tribal community. To meet its trust responsibility to Indian Tribes, BIE works to strengthen educational opportunities for American Indian students to be successful and competitive globally; to enhance student participation in their tribal communities; and support tribes in nation-building, in development of the next generation of tribal leaders.

This position contributes to BIE's mission by providing professional guidance and assistance to schools on curriculum, instruction, and assessment research and development components of the Associate Deputy Director (ADD) organization. The incumbent establishes and maintains a cooperative working relationship with the ADD, Associate Superintendents, schools, and other federal, tribal, state, school, program officials and the general public.

B. MAJOR DUTIES AND RESPONSIBILITIES

Provides expert guidance to BIE operations on the full range of matters and issues pertinent to the implementation of Common Core State Standards (CCSS), Framework for Teaching, development of learning tasks and targets, formative assessments, and units of instructional programs and other improvement projects BIE-wide. This person is responsible for assigned program components of curriculum and instruction programs, and thus has the responsibility of interacting with multiple agencies within multiple states. The incumbent coordinates, evaluates implementation and operations of subject content programs, concentrating on program effectiveness through the utilization and implementation of CCSS. Assist in the evaluation of effective curriculum implementation.

Serve as an expert to ADD/Associate Superintendent(s) on all matters affecting curriculum development, instructional and assessment practices including major changes in programs or policies affecting curriculum, instruction and assessment.

Provide leadership in collaborating and coordinating with School Improvement Specialists at ERCs when working with school leadership and teacher committees in organizing and coordinating grade level and subject-expert meetings, in order to affect horizontal and vertical continuity and articulation of the instruction program throughout ADD/District.

Collaborate and coordinate with School Improvement Specialists at ERCs for CIA when monitoring schools participating in the improvement/restructuring plans/initiatives and present recommendations for improvement to the school principal, staff, and other appropriate parties. The recommendations will include suggested action plan activities for the development of improvement/restructuring plans to address the specific academic areas in need of improvement.

Support the implementation of Elementary and Secondary Education Act (ESEA) (P.L. 107-110) in an organized, systematic way to improve student achievement as proposed in the BIE

Blueprint for Reform, to meet Government Performance Results Act objectives, and to meet Office of Management and Budget yearly performance targets.

Design and/or modify and direct an operational framework for Curriculum change for improving instruction and make recommendations for needed services; e.g., subject specialists, remedial specialists, etc.

Provide for continuous evaluation of curriculum and instruction by establishing procedures for a regular review of both existing and new curriculum patterns and practices and instructional procedures and practices through coordinating testing programs.

Conduct studies and research to generate data for school improvement/restructuring and utilize the information for reporting, planning, staff development, technical assistance and training. Conduct research on problems in curriculum development and improvement of instruction; cooperate with national, state, tribal and other groups in developing and assessing new curriculum, programs, etc.

Provide expert guidance to tribal organizations in designing, developing and /or coordinating proposals for funded projects relating to Native Language/Culture curriculum development and instructional improvement by keeping abreast of resources of funds for projects and changing emphasis in governmental and institutional programs; collaborate and coordinate with Tribes in developing projects and proposals to strengthen and support Native Language/Culture curriculum development.

Collaborate and coordinate with School Improvement Specialists and Special Education Specialists in the Education Resource Centers (ERC) in providing classroom support and coaching to teachers on curriculum resources and instructional strategies based on CCSS, Framework for Teaching and Differentiated Instructional strategies for all types of learners.

Provide leadership to ensure understanding of and promote the educational objectives of the district and assume responsibility for reviewing and evaluating results of districtwide testing programs and for other evaluative measures used by the schools.

Recommend adoption of new instructional materials, methods, and programs based on research and evaluation.

Responsible for policies, procedures, implementation of CCSS standards, Framework for Teaching strategies or instructions for program operations.

Serve as the technical expert in effective instruction, by staying abreast of current best practices in the areas of scientifically based educational, child development research, direct instructional methodologies and assessment practices.

Develop and conduct in-service training, technical assistance for field positions to insure coordination and understanding of curriculum and instruction plans, priorities and provide on-site technical assistance to schools implementing initiatives in school restructuring improvement plans.

Collect and analyze program student data and prepare reports as directed by ADD. Establish and maintain program records/data, including the preparation of required annual reports for program operation/improvement as required.

Gather and disseminate information on best practices in instruction, programs and available services for students with diverse learning needs. Link programs with newly implementing school initiatives needing support and provide additional technical assistance and resources when necessary.

Participate and represent BIE in a variety of professional meetings and conferences consistent with its goals and policies of improvement/restructuring plans. Keep abreast of developments in curriculum, instruction, and assessment as well as instructional technology. Participate in team activities with other BIE staff related to school improvement/restructuring services and initiatives.

Keep 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.

Serve as a liaison curriculum resource with schools, families, communities, tribes, public, state, federal and other service providers to develop awareness and understanding of ESEA.

C. FACTORS

1. Knowledge Required by the Position (Factor Level 1-8: 1550 pts)

Mastery knowledge of the theories, principles, processes, practices and techniques of education for elementary and secondary school levels including accountability systems as a means to develop and integrate the School Improvement Programs (I, II, IV, VI and X) into schools and residential programs to improve instruction and outcomes for Indian students within the region. Additionally, possess expert knowledge of Indian Self-Determination and Education Assistance Act (Public Law 93-638), Tribally Controlled Schools Act (Public Law 100-297), and other legislation that impact academic disadvantaged students including Government Performance Results Act (GPRA) as it relates to BIE and the Department of the Interior.

Comprehensive knowledge of ESEA, specifically Title I, Improving the Academic Achievement of the Disadvantaged; Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals; Title IV, 21st Century Schools; Part A – Safe and Drug Free Schools and Communities; Title VI, Flexibility and Accountability; Rural Education Initiative; and Title X, Repeals, Re-designations, and Amendments to Other Statutes; Part C – Homeless Education.

Additionally, incumbent must have a comprehensive knowledge of other related statutes, laws, and policies, including IDEIA P.L. 108-446, Early Childhood Programs, 62 Bureau of Indian Affairs Manual (BIAM), 25 Code of Federal Regulations (CFR), 42 CFR, Education Department General Administrative Regulations (EDGAR).

Comprehensive knowledge of the district school system improvement/restructuring priorities in order to implement policies, plans, guidelines and standards and to conduct research, evaluation and monitoring of curriculum and instructional programs for a school district. This includes specific training in scientifically based educational research (SBMR) and instructional methodologies aligned to CCSS and Framework for Teaching.

Mastery knowledge of the general theories, principles and techniques of education K-12 school levels.

Possesses a broad understanding of the education and training needs of an educational organization in order to prepare and evaluate curricular plans to implement educational activities

as required by ESEA and IDEIA programs.

Skills in applying educational program knowledge where changes or new circumstances affect specific situations and require approaches or adjustments in planning and budget methods from those in existence.

Thorough working knowledge of the education programs within the bureau funded schools. Possesses a broad understanding of programs and training problems/needs of the organization in order to prepare and evaluate curricular program plans and applications to fund educational activities for ESEA and educational enhancement initiatives.

Skill in providing direction, guidance and authoritative consultation throughout the Bureau on matters pertaining to the improvement/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 professional expertise to ADD/District, ERCs and school staff.

Ability to communicate effectively both orally and in writing, to review and digest from a myriad of legal and professional publications those pertinent to the work of the position; to create and/or modify manuals, regulations, standards, procedures 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.

Knowledge of Framework for Teaching processes and procedures.

Knowledge of emerging and existing Education Technology applications and their use as tools in school improvement work efforts.

Knowledge of Deconstructed Common Core State Standards as they apply to school reform and improvement.

Knowledge of school improvement and restructuring plans.

Possesses a broad understanding of the education and training problems/needs of an education organization in order to prepare and evaluate project plans and applications to fund educational activities for School Improvement Programs.

Knowledge of web-based teacher evaluation system to improve information transparency and communication between administration and staff.

Skill in providing direction, guidance and authoritative consultant services throughout the BIE or equivalent education organization on matters pertaining to school reform and school improvement.

2. Supervisory Controls (Factor Level 2-4: 450 pts.)

The incumbent works under the supervision of *Associate Deputy Director, Tribally Controlled Schools.* The incumbent is expected to carry projects to conclusion through the use of personal judgment, initiative, professionalism, experience and comprehensive technical math, science, technology and engineering 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 BIE's mission, philosophy, policy, and with public laws and federal guidelines.

3. Guidelines (Factor Level 3-4: 450 pts)

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), professional journals, publications, texts and technical manuals. 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 (Factor Level 4-5: 325 pts)

The position has broad duties that cover a diverse number of essentially different assignments and responsibilities that are required of the BIE in providing educational services in the Bureau-funded schools. The variety of *mandated services and regulatory controls* ~~programs and services~~ for ESEA requires the incumbent to exercise a great amount of judgment in reaching sound decisions in developing *the programs* and adapting the regulations and guidelines to meet students' needs within the BIE's education system. The incumbent must interpret, analyze and develop guidelines, policies and procedures for approval of educational programs and line operations of curriculum, instruction and assessment ensuring conformance with applicable laws, regulations and congressional mandates.

Assignments require establishing innovative approaches and techniques for field use to improve the quality of the various educational programs and practices. Work is complicated by continuing *legislative changes*, program changes, technological developments, and conflicting requirements.

5. Scope and Effect (Factor Level 5-4: 225 pts)

The primary purpose of the employee's work is to develop, implement, coordinate, and evaluate assigned educational programs that support improved student achievement. Additionally, incumbent provides program technical assistance and training to field educators to monitor progress of; projects/plans that provide educational programs that meet the needs of Indian children serviced under the educational programs. Employee's efforts affect the administration and conduct of these improvement/restructuring projects/plans is important to the BIE's objective for improving the science, technology, engineering and math skills of Indian children. Through assignments and responsibilities performed by the employee, an orderly procedure for the review and approval of improvement/restructuring 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.

6. Personal Contacts (Factor Level 6-3: 60 pts)

Employee contacts include professional educators and officials at the local, school, and district

levels; 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 (Factor Level 7-3: 120 pts)

The purposes of the contacts are for professional work relationships and interactions required of the incumbent in provision of specialty support to schools in the district. To network and collaborate with peer professionals, 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 professional 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 (Factor Level 8-1: 5 pts)

There may be extensive travel away from the duty station utilizing various methods of travel. Although the work is mostly sedentary, there is some walking, carrying, standing, bending and stooping involved on location and at operational sites.

9. Work Environment (Factor Level 9-1: 5 pts)

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 commercial vehicles such as planes or automobiles or commercial lodging. The work area is adequately lighted, heated and ventilated.

D. OTHER WORK CONDITIONS AND REQUIREMENTS

The incumbent may be required to travel by commercial aircraft in the performance of field assignments and to work overtime. Appropriately handles and safeguards sensitive and/or classified information in accordance with regulations to reduce potential compromise. As an incidental duty, the incumbent is required to drive a motor vehicle in performance of work. A valid State driver's license is required when operating a motor vehicle on the job. The incumbent is subject to background investigation.

FLSA Determination: This position is exempt in accordance with 5 CFR §551.207 Professional Exemption Criteria; 5 CFR §551.208 Learned Professionals. This is a professional position established to develop, implement, coordinate, and evaluate assigned program segments of the curriculum and instruction plans/programs and other improvement projects BIE-wide. The work requires professional knowledge of the theories, principles and techniques of education. Professional knowledge of education is typically acquired by prolonged college or university studies evidenced by a degree. FLSA Designation: Exempt.

BUS Code Determination: IAW 5 U.S. Code §7112(b)(1), this position is excluded from the bargaining unit because the incumbent is considered a management employee. Incumbent

serves as the technical expert on curriculum, instructional, and assessment development, implementation, and administration throughout BIE. This position is involved in the full range of school management and administration as well as funding, standards, audits, reporting, resolution of problems and disputes. Additionally, incumbent interprets, analyzes and participates in development of guidelines, policies and procedures aligned with meeting BIE goals and objectives for assigned programs and specialties. Therefore, this position is considered part of the management team and is specifically is excluded from union membership. **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 Specialist (Curriculum, Instruction and Assessment)_____

Pay Plan/Series/Grade: GS-1701-13____Position Number: __IE01032_____

Organization: Associate Deputy Director, Tribally Controlled Schools_____

Duty Station: Minneapolis, MN_____

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.