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

1. Agency Position No.: IE01091

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

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

3. Service: [ ] Hdqtrs [X] Field

4. Employing Office Location: Albuquerque, NM

5. Duty Station: Seattle, WA

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: [X] 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: 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 (School Improvement)	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)*: School Improvement Specialist

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: Albuquerque Education Resource Centers

e. Fifth Subdivision: Education Resource Center

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: Education Program Administrator

Signature: Date:

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Rose Marie Davis, Associate Deputy Director, Tribally Controlled Schools, (Acting)

Signature: Rose-Marie Davis Date: 6-26-2015

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: 6/26/15

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

Occasional Driver

BUS CODE: 8888

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

EDUCATION SPECIALIST (School Improvement)
GS-1701-13

Organizational Title: School Improvement Specialist

A. INTRODUCTION

To meet its trust responsibility to Indian Tribes, the Bureau of Indian Education (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. Education Resource Centers (ERCs) provides customized and systematic support to schools and Tribes within the region in order to improve student performance outcomes and maximize school operations.

The School Improvement Specialist (SIS) will work on a team at an ERC to improve outcomes for Indian students in the region through targeted, data-driven, results-oriented professional development and technical assistance to school leaders, teachers and other educators. The SIS is an external change agent and will work creatively with school leaders, teachers and other educators to build capacity at the school level. The SIS will collaborate with them to develop and implement school improvement plans, including strategies for data use, so schools meet and exceed goals for improved outcomes for Indian students.

B. MAJOR DUTIES AND RESPONSIBILITIES

- Supports school leaders and school-based leadership teams in the effective use of a research based School Improvement Model with a proven record of meeting and exceeding proficiency standards.
- Provides professional development and technical assistance, including coaching and specific tools, to school leaders on a range of topics such as:
    - analyzing of multiple data sources to identify and effectively address demonstrated school needs (ex. curriculum, staffing, climate).
    - planning and expediting professional learning communities meetings (PLCs).
    - analyzing and using data to differentiate professional learning, develops evaluative feedback, and systemically improve student learning and teacher effectiveness.
    - Observing teacher practices and guides administrators to provide written and oral feedback to individual teachers.
- Provides professional development and technical assistance to school leaders, teachers and other educators on a range of topics, such as instructional planning, delivery and assessments, teacher lessons and lesson planning, learning outcomes, etc.
- Assists school leaders, teachers and other educators in developing and implementing a school curriculum, instruction and assessment, teaching methods, and staff professional development aligned to Common Core State Standards and applicable state standards.
- Facilitates the collaborative effort of school leaders, teachers and other educators in a range of different and appropriate settings, including PLCs, grade level meetings, vertical (K-12) team meetings, etc.
- Identifies and coordinates other external resources, including experts from other ERCs, BIE and other agencies and organizations to support the successful development and implementation of school improvement plans.
- Develops strong relationships with school leaders, teachers and other educators through a wide range of strategies, including frequent school visits.

- Works with Education Research Analyst to develop data and use it to drive the school improvement planning process through a range of activities including:
    - assessing student performance, school performance, to support school improvement goals and assists in decision-making to increase student academic outcomes.
    - guiding school leaders, teachers and other educators in gathering and analyzing assessment data to determine curriculum and instructional improvements
    - using data to prioritize student and teacher instructional interventions, align resources, & establish support (ex. Professional Development, Response to Intervention, budget).
    - collaborating with schools to develop, implement, and revise school improvement plans based on data.
- Collaborates with team members at the ERC and colleagues in other ERCs, BIE and other education agencies to improve outcomes for Indian students.
- Provides written and/or oral progress reports to administration and management regularly.
- Performs benefit-cost analyses of interventions in meeting goals and objectives.
- Ensures the teaching-learning process is aligned to high standards of performance.
- Provides positive support for BIE Education Resource Centers and school-wide initiatives.
- Uses technology to facilitate communication with students, parents, teachers; expand and enhance curricular offerings; and facilitate school improvement.

C. EVALUATIVE FACTORS

1. Knowledge Required by the Position

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

Professional knowledge of the theories, principles 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.

Comprehensive knowledge of NCLBA, 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, Redesignations, and Amendments to Other Statutes; Part C – Homeless Education.

Additionally, incumbent must have 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).

Mastery of professional knowledge of the theories, techniques, materials, evaluation instruments and procedures to develop school improvement policies, plans, guidelines and standards and to conduct evaluation and monitoring of K-12 programs and services for improvements and enhancements.

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.

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.

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 carry out duties and responsibilities.

Knowledge of the methods and techniques to collect, analyze, interpret, and report data.

2. Supervisory Controls (Level 2-4, 450 pts)

The incumbent works under supervision of Education Program Administrator, who assigns work in terms of priorities, general objectives, usefulness, resources availability and costs. The incumbent is expected to carry out assignments to conclusion through the use of personal judgment, initiative, professionalism, experience and comprehensive technical knowledge. The incumbent works independently in developing and carrying out plans and resolving 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, policies and with public laws and federal guidelines.

3. Guidelines (Level 3-4, 450 pts)

Guidelines include the IDEIA (P.L. 108-446), NCLBA, 34 CFR Part 300, U.S. Department of Education Regulations, Department of Interior Regulations, BIE policies and procedures, the Education Department General Administration Regulations (EDGAR), PIAP, GPRA, State education regulations and standards, professional journals, publications, texts and technical manuals. The incumbent conducts extensive analysis and interpretation in applying the provisions of the numerous and complex guidelines. Independent research is conducted to determine the applicability of the guidelines for many unique and difficult assignments and modify them accordingly.

4. Complexity (Level 4-5, 325 pts)

The position has broad duties that involve a diverse number of essentially different tasks and responsibilities that are required of the BIE in providing and guiding School Improvement Programs within the region. The variety of mandated services and regulatory controls require the incumbent to exercise a great amount of professional judgment in reaching sound decisions in developing the programs and adapting the guidelines to meet students' needs. The incumbent must interpret, analyze and participate in development of guidelines, policies and procedures for approval of services under, and line operations of School Improvement Programs ensuring conformance with applicable statutes, regulations, and policies. Assignments require establishing innovative approaches and techniques for use in the region to improve the quality of the various School Improvement Programs. Work is complicated by continuing legislative changes, program changes, technological developments, and conflicting requirements.

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

The purpose of this position is to work on a team at an ERC to improve outcomes for Indian students in the region through targeted, data-driven, results-oriented professional development and technical assistance to school leaders, teachers and other educators. Employee's efforts affect the administration and conduct of School Improvement Programs at the regional level, which are important to the BIE objective for improving the education and social skills of Indian children. Through tasks and responsibilities performed by the employee, orderly procedures for the review, monitoring, and continuous improvement of the School Improvement Programs are accomplished. Results of the work, ensures that regulatory controls and requirements are enforced, information is disseminated, policies and procedures are developed, personnel are trained, integrity, compliance and accountability of the School Improvement Programs are assured through monitoring, analysis, and validation.

6. Personal Contacts (Level 6-3, 60 pts)

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

7. Purpose of Contacts (Level 7-3, 120)

The purpose of the contacts is to evaluate, interpret and establish working and coordinating relationships with individuals who can assist in the provision of services for Indian children. To disseminate information, train and inform persons relative to ESEA and NCLB statutory and regulatory provisions. 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.

8. Physical Demands (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 (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.

(Total Points: 3190)

D. OTHER WORK CONDITIONS & REQUIREMENTS

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 School Improvement Specialist (SIS) is on a team at an ERC to improve outcomes for Indian students in the region through targeted, data-driven, results-oriented professional development and technical assistance to school leaders, teachers and other educators. The SIS is an external change agent and works creatively with school leaders, teachers and other educators to build capacity at the school level. 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. **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 7112(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 improvement efforts thereby influencing policies and procedures thereof. 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 *(Please Read Instructions on the Back)*

1. Agency Position No.: IE01091

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

Explanation *(Show any positions replaced)*: STATEMENT OF DIFFERENCES

3. Service: [ ] Hdqtrs [X] Field

4. Employing Office Location: Albuquerque, NM

5. Duty Station: Seattle, WA

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: [X] 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: 608

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 (School Improvement)	GS	1701	12	DAW	
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

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

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: Albuquerque Education Resource Centers

e. Fifth Subdivision: Education Resource Center

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: Education Program Administrator

Signature: Date:

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Rose Marie Davis, Associate Deputy Director, Tribally Controlled Schools, (Acting)

Signature: Rose-Marie Davis Date: 6-26-2015

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: 6/26/15

22. Position Classification Standards Used in Classifying/Grading Position

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 is GS-13.

Indian Preference.

Occasional Driver

BUS CODE: 8888

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

STATEMENT OF DIFFERENCES

EDUCATION SPECIALIST (School Improvement)
GS-1701-12

NOTE: This is an advanced developmental level position, established for the purpose of training the incumbent for higher-level duties. This position is correctly classified as 13 at the full performance level. When filled at the 12 grade level the incumbent will function under closer supervisory control than described at the full-performance level. Exceptions are as follows:

A. REPRESENTATIVE DUTIES

Work assignments are designed to equip the incumbent with an in depth knowledge of the organization, functions, policies and objectives, as well as experience in the application of appropriate regulations and practices in area of responsibility.

B. FACTORS

Works under closer administrative supervision of the Education Program Administrator who indicates general problems, overall objectives, and furnishes guidance on critical issues or policy matters. Supervisor and employee collaborate in developing deadlines and priorities. Employee is responsible for independently planning and carrying out work assignments, coordinating work with others in the field and management, and for resolving problems as they occur. Employee keeps supervisor informed of progress on assignments and informed of controversial or sensitive issues. Completed work is reviewed for adequacy of results and for compliance with management needs and achieving organizational objectives.

C. INDIVIDUAL DEVELOPMENT PLAN

A well-defined Individual Development Plan (IDP) will be developed that will include on-the-job and/or formal training. The incumbent will be promoted non-competitively upon satisfactory completion of the training and achievement of the required level of qualifications.

POSITION DESCRIPTION ADDENDUM
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Specialist (School Improvement)

Pay Plan/Series/Grade: GS-1701-13____Position Number: _ **IE01091**_____

Organization: Associate Deputy Director, Tribally Controlled Schools/ Albuquerque Education Resource Centers____

Organization: Associate Deputy Director, Tribally Controlled Schools/ Minneapolis Education Resource Centers____

Duty Station: Seattle, Washington,_____

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.