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

1. Agency Position No.: IE00149

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: Washington, DC

5. Duty Station: Chinle, AZ

6. OPM Certification No.:

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

8. Financial Statements Required: [ ] Executive Personnel Financial Disclosure [X] 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: 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	Education Program Specialist (SEP)	GS	1720	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: Division of Performance & Accountability

d. Fourth Subdivision: Supplemental Education Programs

e. Fifth Subdivision: Navajo Schools

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: Supervisory Education Program Specialist, SEP

Signature: [signature] Date: 9-18-15

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Dr. Jeffrey Hamley, Associate Deputy Director, Division of Performance & Accountability

Signature: [signature] Date: 9/18/2015

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: [signature] Date: 9/23/15

22. Position Classification Standards Used in Classifying/Grading Position: 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. Occasional Driver.

Subject to annual Financial Disclosure and Ethics Training requirements.

BUS CODE: 8888

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

EDUCATION PROGRAM SPECIALIST (ESEA-SEP)
GS-1720-13

A. INTRODUCTION

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. Education Resource Centers provides customized and systematic support to schools within the region in order to improve student performance outcomes and maximize school operations.

It is the mission of the Bureau of Indian Education's (BIE) Division of Performance and Accountability (DPA) to serve as the State Education Agency (SEA) for BIE funded schools. Within the Office of the BIE Director, DPA works in partnership with the BIE's Associate Deputy Directors - Tribal, BIE-Operated, and Navajo, and Education Resource Centers (ERC) to ensure that students are college and career ready. The DPA's functions are in accordance with federal requirements. These requirements summarized include:

- Developing a state plan based on data collected and analyzed for meeting federal statutory requirements for program implementation to improve outcomes for students.
- Developing processes and providing oversight to distribute funds and ensure the implementation of effective programs to improve outcomes for students.
- Conducting programmatic and fiscal monitoring to verify and ensure statutory compliance at all levels of BIE to improve outcomes for students.
- Providing technical assistance to schools, Tribes, and BIE personnel for effective management of federal programs to improve outcomes for students.
- Collecting data for the required reporting submissions to the Department of Education, Department of the Interior, Congress, and Tribal Stakeholders.

The incumbent contributes to the mission of DPA in accordance with federal requirements by performing the functions outlined above. The incumbent works collaboratively with ERC staff to meet BIE's mission, including the statutory requirements. Comprehensive knowledge of the Elementary and Secondary Act (ESEA), and other statutory requirements set the parameters for this DPA position. The incumbent is charged with maintaining a cooperative working relationship that includes all Elementary and Secondary Education Act-Supplemental Education Programs (ESEA-SEP) staff members with various entities, including Associate Deputy Director Office staff, School Operations staff, BIE-funded schools; other federal, state, school, program officials; and the general public.

B. MAJOR RESPONSIBILITIES AND DUTIES:

Provide targeted technical assistance, professional development, and follow-up to schools based upon needs determined through the analysis of school data for ESEA and its supplemental program(s) as well as services to support continuous school improvement activities designed to improve academic achievement and student outcomes.

Support the implementation of BIE's ESEA-SEP and ESEA statutory requirements, including the appropriate and allowable use of ESEA-SEP funds. Input and recommendations are provided into the formulation of new policies, as well as in the implementation of new and innovative program directions. Actively engage and serve on school improvement monitoring and technical assistance teams in order to provide guidance, assistance recommendations by identifying areas needing improvement as well as in the development and implementation of strategies to improve student academic achievement and outcomes.

Provide leadership and direction for the development, implementation and evaluation of school-wide monitoring processes that are consistent with the statutory requirements of the Elementary and Secondary Act (ESEA), Individuals with Disabilities Education Act (IDEA), and FACE administrative guidelines.

Assist ADDs and schools in utilizing the tools for program performance management by assisting with setting high performance standards and goals and systematically assessing performance and evaluating progress.

Provide professional assistance to ADDs and schools with aligning school improvement plans with ESEA funds to ensure that the school budget supports implementation of school improvement objectives through standards, assessment, and accountability and meets ESEA compliance.

Bolster district capacity to improve weak schools and programs through effective strategies and consistent evaluation for improvement.

Provide expertise in development of innovation in educational practice through a system that facilitates the development, evaluation, and dissemination of new tools and models.

Provide technical assistance concerning legal issues pertinent to ESEA.

Develop policies and procedures for the BIE's national compliance monitoring and technical assistance.

Develop and disseminate guidelines, manuals, policies, procedures and quality training materials on continuous improvement monitoring and evaluation processes.

Serve as a technical expert in the area of monitoring and evaluation, develop and conduct training at the local and national level to ensure understanding and implementation of continuous improvement monitoring processes.

Provide professional assistance to BIE-operated and Tribal schools on continuous improvement monitoring processes, including self-assessment, organization and analysis of data sources, identification of areas to strengthen and any noncompliance(s) that must be corrected to ensure that statutory requirements are met.

Present recommendations and technical assistance to school leadership, staff, school board and Tribal representatives on areas of compliance and school improvement needs. Recommendations include suggested activities for strengthening schoolwide improvement plans, etc.

Develop schedules for school onsite visits and coordinates with appropriate stakeholders to enhance partnerships.

Coordinate the review and analysis of school-based data and evidence in preparation for on-site school visits and dialogue (i.e. reports, budgets, surveys, schoolwide improvement plans, school report cards and other relevant documents to strengthen continuous school improvement processes).

Organize and track self-assessment documents, improvement plans including follow-up with schools, ERC and ADD staff to determine progress and maintenance of relevant reporting systems (i.e. NASIS, Native Star, etc.).

Assist with the collection of data for required reports, and reporting to BIE, the Department of Education and Congress.

Collect and analyze monitoring and evaluation data to determine the specific nature and extent of technical assistance and training that may be provided to school level leadership and staff.

Provide data and findings resulting from the continuous improvement monitoring process to build school level capacity in the identification and implementation of research-based models for improving academic outcomes for students.

Assist as requested with identification of consultants and organizations that have demonstrated expertise and knowledge regarding teaching methodologies and pedagogy, school leadership, assessments, data analysis, family and community engagement, etc.

Identify resources to assist schools with the alignment of curriculum to Common Core State Standard including other state and Tribal standards and provide guidance to evaluate the connection of the curriculum to instruction and improved student outcomes.

Serve as a liaison with schools, families, communities, Tribes, public, state, federal and other service providers to develop awareness and understanding of school reform, school-wide programs, and continuous improvement monitoring processes.

Represent the BIE and DPA at a variety of meetings, conferences, hearings, presentations, and workshops for the purpose of coordination of services.

Serve and participate on committees, in national organizations, and as the liaison for the BIE and DPA for the purpose of providing and receiving information on an array of assigned services and functions.

Make presentations for the purpose of promoting and informing of best practices BIE-wide.

C. FACTORS

1. Knowledge required by the Position (Level 1-8, 1550 pts)

Mastery knowledge of education theories, principles, processes, and practices at early childhood, elementary, and secondary levels. Knowledge of statutes and regulations, including the Elementary and Secondary Education Act (ESEA) (Public Law 107-110); Disabilities Education Improvement Act (IDEIA P.L. 108-446); Indian Self-Determination and Education Assistance Act (Public Law 93-638); Tribally Controlled Schools Act (Public Law 100-297); other legislation that impacts the academic achievement of students; Government Performance Results Act (GPRA) performance standards related to BIE and the Department of the Interior; 25 Code of Federal Regulations (CFR); and 42 CFR, Education Department General Administrative Regulations (EDGAR).

Possesses a broad understanding of the education and training needs of an educational organization in order to prepare and evaluate project plans and applications to fund educational activities for ESEA and IDEIA programs.

Professional knowledge of principles, practices, trends, goals, and objectives of ESEA and its programs that improve instruction and outcomes for Indian students within BIE.

Professional knowledge of philosophical, educational, fiscal, and legal aspects affecting ESEA and its programs including Federal, Departmental, and BIE regulations, policies and procedures governing administrative services (i.e., personnel, property & supply, contracting, budget, finance, safety, etc.) in order to assure compliance with their provisions within the ESEA-SEP.

Knowledge of organization, planning, and program evaluation strategies, techniques, and procedures.

Knowledge of curriculum based on CCSS and instruction design and delivery systems aligned to Framework for Teaching strategies and specific to ESEA-SEP.

Knowledge of research and development strategies, processes, and techniques.

Knowledge of continuous school improvement principles and practices.

Facilitate the planning, development, and implementation of budget formulation, and expenditure control processes and procedures.
Evaluate and analyze complex problems, issues, and concerns, recommend appropriate alternative solutions.

Collect data/information to facilitate the workflow of the ESEA-SEP.

Make decisions in accordance with established procedures and practices.

Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and explicit communication.

Maintain cooperative organizational, public, educational community, and Tribal relationships.

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

The incumbent works under supervision of Supervisory Education Program Specialist, ESEA-SEP, who assigns work in terms of priorities, general objectives, usefulness, resources availability and costs. The incumbent is expected to carry projects to conclusion through the use of professional 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 and DPA's mission, philosophy, and policy and with public laws and federal guidelines.

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

The Elementary and Secondary Education Act (ESEA) is the main source of guidance. Other guidance includes Individuals with Disabilities Education Improvement Act (IDEIA), Family and Child Education (FACE), Interior's Departmental Manual (DM), Indian Affairs Manual (IAM), Department of Interior regulations, policy letters and manuals, and Department of Education regulations (34 CFR Part 300). A tertiary level of guidance is professional journals, publications, texts, and technical manuals. The program and administrative guidelines are applicable but are stated in general terms. The guidelines embrace a range of concepts, which allow broad latitude for independent and innovative action due to the variety of conditions and issues involved. Decisions are made on numerous issues that have few, if any, guidelines or precedent situations. The incumbent provides innovative trends, patterns and methodologies based on expert knowledge, field experience and research in education when developing policies, procedures, processes and tools for schools to meet statutory requirements of ESEA.

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

The incumbent has broad duties covering a diverse number of essentially different assignments and responsibilities that are required of BIE and DPA in meeting the statutory requirements of ESEA, IDEA and FACE administrative guidelines within BIE-funded schools. The variety of programs and services requires the incumbent to exercise a high level of judgment to ensure statutory requirements and guidelines are met in order to meet students' needs throughout the BIE system.

The incumbent must interpret, analyze and develop guidelines, policies and procedures for the implementation of educational programs, services and activities to ensure compliance with applicable laws, regulations and congressional mandates. Assignments require establishing innovative approaches and techniques for field use to improve the quality of the various programs. Work is complicated by continuing program changes, technological developments, and conflicting requirements.

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

The incumbent provides technical assistance to and monitors progress of, projects and plans that provide educational programs and services designed to meet the needs of Indian students. Employee efforts affect the administration and outcomes of these projects and plans essential to the BIE objective for increasing academic outcomes, life skills, and opportunities for American Indian students. Through tasks and responsibilities performed by the employee, an orderly procedure for the review and approval of projects and plans is accomplished, information is disseminated, guidelines and procedures are developed, personnel are trained, integrity and compliance of projects, plans, and services as well as accountability are assured through monitoring and program reviews; project quality are determined by evaluation, validation, and ongoing analysis and appraisal.

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

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

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

The purpose of the contacts is to evaluate, interpret and establish working and coordinating partnerships with individuals who can assist in the provision of services for Indian children. To disseminate information, train and inform persons relative to the ESEA and related statutes and regulations. 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.

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

(3190 Total Points; converts to GS-13)

D. OTHER REQUIREMENTMENTS/CONDICTIONS

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. 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. The primary duty of the position entails the incumbent to serve as the BIE and DPA level consultant on the full range of matters and issues pertinent to the ESEA-SEP and other school improvement projects BIE-wide. The incumbent is responsible for assigned program components of the program, and thus has the responsibility of interacting with multiple agencies within multiple states. Comprehensive knowledge of BIE programs, ESEA, and activities related to school reform, and school improvement. 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 receipt of a Master's Degree. The work is predominantly intellectual characterized by serving as a member of DPA/ESEA-SEP staff to develop, implement, coordinate, and evaluate assigned program segments of the program as well as and other school improvement projects BIE-wide. The incumbent is expected to carry projects to conclusion through the use of personal judgment, initiative, professionalism, experience and comprehensive technical knowledge.
FLSA Designation: Exempt

BUS CODE Determination: In accordance with, IAW 5 U.S. Code §7112(b)(1), this position is excluded from the bargaining unit because the incumbent is considered a management employee. The incumbent serves as the BIE and DPA consultant to BIE operations on the full range of matters and issues pertinent to the ESEA and its programs and other school improvement projects BIE-wide. Recommendations and work products facilitates management's education program planning and decision making processes. 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.
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 Program Specialist (SEP)_____

Pay Plan/Series/Grade: GS-1720-13___Position Number: IE00149____
Organization: Division of Performance & Accountability/Supplemental Education Programs_____

Duty Station: Chinle, AZ _____

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.