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

1. Agency Position No.: S000111

2. Reason for Submission: ☐ Redescription ☐ New ☐ Reestablishment ☐ Other
Explanation *(Show any positions replaced)*

3. Service: ☐ Hdqtrs ☑ Field

4. Employing Office Location:

5. Duty Station:

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: ☑ 1--Non-Sensitive ☐ 3--Critical ☐ 2--Noncritical Sensitive ☐ 4--Special Sensitive

13. Competitive Level Code:

14. Agency Use:

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	Instructional Systems Specialist	GS	1750	11		
c. Second Level Review						
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from offiical title)*
Environmental Education Specialist

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

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

a. First Subdivision
U.S. Fish and Wildlife Service

b. Second Subdivision

c. Third Subdivision

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

Signature | Date

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*
Allyson Rowell
Chief, Div. of Visitor Service & Comm.

Signature: Allyson Rowell | Date: 11-01-04

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

Signature | Date

22. Position Classification Standards Used in Classifying/Grading Position
PCS GS-1750, TS-104, 5/91; Guide for Instructional Work,6/97; GS-1720 PCS, TS-109 10/91

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

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

24. Remarks
Full Performance Level = GS-11

Approved For Servicewide Use
Dawn L Phillips 11/01/04

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

Position Description
Instructional Systems Specialist
GS-1750-11
Field Level Environmental Education

Introduction:

The incumbent serves as the environmental education specialist on a National Wildlife Refuge or Wetland Management District (WMD) and is assigned to administer, develop, and refine the station's environmental education program. The environmental education programs are formal structured programs that use the environment as an integrating context to meet local, state, and national education standards for curriculum based learning. The purpose of this position is to enhance the mission of the National Wildlife Refuge System (NWRS) through conservation education. This position develops and evaluates environmental education (EE) programs at a field station working collaboratively with local and state school systems on environmental education activities and strategies. The position coordinates activities with the Project Leader and staff and works with area school districts and local and state educational professionals to develop and implement curriculum.

Major Duties:

Incorporating the USFWS and NWRS missions, uses current education theory and methodology to research, plan, coordinate, develop, implement, review, and evaluate environmental education programs for the field station both on and off site.

Confers with the Project Leader and staff, local community and state education agencies, environmental groups, and other subject matter experts, to identify pertinent environmental issues, learning objectives and emphasis, sources of information, and resources required to develop EE courses for youth and adult education programs. Researches new EE concepts and materials to incorporate into the program and meet local, state, and national educational standards. Develops and recommends methods to feature field station management activities and environmental education programs as an integrating context for other subjects and curriculum. Coordinates with youth programs and educational agencies to introduce environmental education into their activities, educational program strategy, and lesson plans.

Establishes criteria to evaluate and test program effectiveness. Reviews and analyzes education programs, activities, test items, and materials and recommends changes or adoption. Estimates equipment, facilities, and other resources needed for curriculum delivery.

Designs, develops, adapts, or reviews environmental education materials in a variety of media, such as computer assisted learning programs, audiovisual aids, radio, television, film, video, activities, and narrative text for compatibility with the refuge's management objectives and applicable local, state, and national education goals and standards.

Conducts training sessions and workshops for teachers, volunteers, other staff, and adult education groups delivering and testing EE curricula. Demonstrates instructional methods, equipment, and materials; analyzes delivery of lessons and tests, and evaluates curricula effectiveness, quality of instruction, testing results, and achievement of goals. Advises school districts on procedures to establish EE programs, adapts programs for classroom or on-site delivery, and writes curricula incorporating EE programs with other subjects such as science, social sciences, mathematics, and language arts. Reports on the progress of the WMD or Refuge EE program to regional staff.

Establishes and maintains cooperative working relationships with personnel from area and state school districts and universities, and keeps current on environmental education techniques through professional publications, participation, or affiliation with other state, national, and international education agencies and programs, such as Wildlife in Learning Design (Project WILD), or Water Education for Teachers (Project WET).

Writes grant requests and exercises technical oversight for educational grants, cooperative agreements, and partnerships. Determines resource requirements for courses and programs such as facilities, equipment, and materials. Develops an annual budget for the EE program at the WMD or Refuge.

Serves on regional and national teams, as requested, on the environmental education program in the Service, suggesting environmental goals, standards, techniques, and policies for other field stations and for regional and national efforts. Incumbent may provide expertise in this area to other field stations developing their environmental education program.

Factors:

Factor 1. Knowledge Required by the Position

Professional knowledge of the principles and techniques of education and instructional methods to plan and implement refuge environmental education programs for all age groups, and to integrate environmental education into other subject areas. This includes the study of learning theories as they relate to the systematic design, development, and validation of instructional material.

Knowledge and understanding of refuge and wetlands management and environmental issues sufficient to research and address current environmental protection subjects in EE programs and projects.

Knowledge of instructional methods, practices, learning processes, and presentation techniques to research, demonstrate, develop, and evaluate environmental education curricula, and provide pedagogical guidance on incorporating environmental issues in other lesson plans and delivery of environmental education curriculum.

Knowledge to analyze the effectiveness of instructional/educational programs and to work with educators from a variety of institutions and agencies to test and evaluate curriculum and delivery.

Knowledge of grants, contracts, and budgeting sufficient to administer such processes and deal with vendors.

Skill in researching, designing, planning, producing, and evaluating environmental education curricula activities and materials such as texts, kits, posters, slide shows, videos, computer aided training, and displays.

Skill in interpreting biological issues into concepts understood by a variety of audiences.

Skills in written and oral communication to conduct teacher workshops, make presentations, and report on EE program progress.

Knowledge of technology to effectively integrate its use in lesson plans and in instruction techniques, and to select appropriate computer software for instruction.

Ability to deal diplomatically and respectfully with people of varying cultures, ethnicities, education, interest levels, and ages to convey lesson objectives, and inspire learning and awareness of FWS objectives.

Factor 2. Supervisory Controls

The supervisor establishes environmental education program objectives and the resources available. The incumbent and supervisor consult on deadlines, individual projects, and accomplishment goals. The employee independently plans, develops, and implements the EE program, resolving most of the conflicts which arise, monitoring program progress, coordinating the work with others as necessary, and taking the initiative to interpret policy in terms of FWS environmental education objectives. The incumbent determines the methods and materials to use, the resources needed, and keeps the supervisor informed of progress and of potentially controversial matters. Completed work is reviewed in terms of feasibility, compatibility with other work of the refuge and with the educational community, coordination with Service EE program goals, and effectiveness in meeting goals for EE programs in the NWRS.

Factor 3. Guidelines

Guidelines exist in the form of Service policy statements, regulations, directives, manuals or handbooks, and specific plans such as the Comprehensive Conservation Plan, Visitor Services Plan, grants procedures, and various professional and environmental education publications. The employee also uses research materials and the advice of subject matter experts to develop education and training materials. Programs developed must support and comply with local, state and national education regulations, policies and standards of learning. The employee uses judgment to interpret information and in adapting guidelines to specific educational projects, analyzes the results from following or adapting guidance, and recommends changes. The

employee adapts programs from other areas to relate to specific issues on the field station, or to specific environmental education delivery problems, and discusses issues, procedures, and policies with peers from other regions.

Factor 4. Complexity

Assignments consist of diverse technical and administrative problems in developing, planning, implementing, and evaluating EE curricula. Typical tasks require consideration of and selection from several alternative approaches to problems of training delivery, procuring educational materials or aids, and researching environmental issues to include in EE programs. Standard educational practices and methods are often inadequate in addressing environmental education issues to a variety of audiences and in incorporating environmental awareness within a variety of subjects. The incumbent is expected to recognize trends in wetland and refuge use and operations, as well as educational trends, to evaluate their significance, and to develop innovative approaches to environmental education program plans and objectives.

Factor 5. Scope and Effect

Environmental education is one of the NWRS' priority objectives for visitor services on field stations. The incumbent's work involves planning, developing, and evaluating environmental education programs and materials for the refuge and schools within the community, providing technical advice to instructors, improving EE methods and practices, conceptualizing the addition of environmental concerns and issues to other subjects, and promoting the goals and objectives of the Service through education. The effect of these materials and the training of teachers and staff increases the public's understanding of fish and wildlife, their habitats, wildlife management issues, the role of humans in the environment, and encourages practices of benefit to the environment.

Factor 6. Personal Contacts

The employee's contacts are generally with the staff of the field station, state and local school system supervisors, teachers, and staff; higher educational institutions, national and local youth organization administrators and leaders, grantees or contractors, subject matter experts, and environmental education organizations. The employee meets occasionally with peers from other regions, and with national teams on the Service's environmental education program.

Factor 7. Purpose of Contacts

The purpose of contacts is to plan, develop, implement, and advise on environmental education programs, and to offer technical advice and exchange information on the development and use of environmental education programs, practices, and materials. Contacts are usually working toward mutual goals and are generally cooperative.

Factor 8. Physical Demands

No special physical demands, such as above average ability, dexterity, or strength are required to

perform the work. There are occasional periods of moderate physical exertion, such as walking over difficult terrain, standing, bending, and lifting materials. Some field work may involve traveling to interviews, meetings, and sources of information.

Factor 9. Work Environment

The work is usually performed in offices or classrooms with occasional outdoor work. Some travel is involved, including the normal everyday risks and discomforts of auto, bus, rail, and air transportation. Temperature and weather extremes may be encountered during outdoor activities including walking over difficult terrain and exposure to inclement weather.

EVALUATION STATEMENT
STANDARD POSITION DESCRIPTION

I. INTRODUCTION

This is one of seven regional positions created through a special Congressional appropriation to promote an understanding and appreciation of the Fish and Wildlife Service mission through formal environmental education (EE) curriculum and projects specific to a field station in each region. The position integrates environmental issues with a variety of subjects and curricula, coordinates curricula with local school districts and other agencies, evaluates the curricula techniques and results, and reports on program progress and successes so other regions may adapt curricula to area specific projects.

II. REFERENCES

A. The Office of Personnel Management (OPM) series standard for Instructional Systems Series, GS-1750, TS-104, May 1991

B. OPM Grade Level Guide for Instructional Work, HRCD-3, June 1997

C. OPM Introduction to the Position Classification Standards, WCPS-1, August 2001, Primary Standard

D. OPM Position Classification Standard (PCS) for Education Program Series, GS-1720, TS-109, October 1991

III. DETERMINATION OF TITLE AND SERIES

This position administers, develops, and refines environmental education programs and integrates environmental issues into other subjects such as mathematics and language arts. It develops and evaluates curricula addressing environmental concerns and the mission of the assigned field station. The position requires a professional knowledge of the principles and techniques of education and instructional methods. The position develops "formal, structured programs that use the environment as an integrating context to meet local, state, and national standards for curriculum based learning." This formality is inherent in local, state, and national standards, and development of programs within such standards meets a component in the GS-1750 series where employees, "provide educational or training services in formal education or training programs."

The duties of the position and the professional knowledge they require are included in the Instructional Systems Series, GS-1750, defined as "professional positions the duties of which are to administer, supervise, advise on, design, develop, or provide educational or training services in formal education or training programs." This position develops curricula and trains teachers from public school districts and other agencies in its delivery. Further, this position, as in the

Series Definition, "requires knowledge of learning theory and the principles, methods, practices, and techniques of one or more specialties of the instructional systems field." This position, as in its Factor 1, must understand biology and the theories and issues in environmental protection to interpret the issues into concepts understood by a variety of audiences, and keeps current on environmental education techniques and environmental issues.

Since this position conducts training for professional teachers in the delivery and evaluation of the curriculum, it further matches the Occupational Information where the setting includes "programs of formal academic and professional education of an undergraduate or graduate level," and with programs, "paralleling State elementary or secondary schools." As in the listings under the series standard's Occupational Information, the position designs the delivery and materials of environmental education curricula, and determines other resources and services necessary for an environmental education program.

The Education Program Series, GS-1720, standard was consulted, but rejected as duties included in this series deal with education policies in accordance with national policies and objectives, and the formulation and implementation of such policies. This position may suggest changes, but it does not have such an influence on policy, nor is it so influenced other than following policy dictates.

The title for positions included in the GS-1750 series is prescribed by the standard as Instructional Systems Specialist, and is, therefore, conferred on this position. However, the duty title of the position, Environmental Education Specialist, more readily and clearly identifies the position to other staff members and to the public. This title may be included in Item 16, Organizational Title of the Position, on the position description cover sheet, Official Form 8 (OF 8). The official title of this position remains Instructional Systems Specialist, GS-1750.

IV. DETERMINATION OF GRADE

For grade determination, the GS-1750 series standard refers to the Grade Evaluation Guide for Instructional Work (Guide). This Guide is divided into Part I covering instructor work, and Part II covering instructional specialist work which emphasizes curriculum development. For this evaluation, both Parts I and II of the Guide are consulted. The criteria are divided into two classification factors, (1) Nature of Assignment which includes the knowledge, skill, and ability required to perform the work, and the complexity and difficulty of the duties and responsibilities, and (2) Level of Responsibility, which measures independence exercised and the extent to which guidelines for the work are available or must be developed, and the contacts required to perform the work.

Nature of Assignment

This position's work instructing teachers on the proper delivery of environmental education curricula and on environmental issues might be compared to GS-11 level instructor work from Part I, where courses cover subject-matter areas comparable to upper-division undergraduate level. This position trains professional elementary and secondary school teachers and others in

methods, techniques, and practices used to deliver environmental education curricula, and is similar to the GS-11 level where instructors "frequently demonstrate techniques to trainee instructors and evaluate the performance of lower level instructors." However, this position does not evaluate the performance of instructors other than to suggest or recommend techniques and materials, and does not stand as one of higher level than the school teachers.

Part I is comparable in terms of workshops for teachers where they may rehearse and "proof" the lessons embodied in the curricula through delivery of lesson plans and composition of tests. Evaluation of the instructors would be informally performed via recommendations on delivery and materials during this type of session. Such sessions assist in further developing and perfecting curriculum and materials through practical experience. However, the intent in Part I is for some control over those instructed through evaluations on the instructors' performance, not strictly, as in this position, assistance in lesson delivery and testing the practicality of the lesson materials. This position prepares lesson content usually for primary and secondary students and for lay persons unfamiliar with biology or environmental issues.

While professional school teachers may be considered graduate level, as at the GS-12 level in Part I, this position fails to meet the entire criterium at that level where the subject matter area "may be in a new or changing field where little research has been done and source information and training materials are lacking." Although this position must keep current on environmental issues and EE techniques to develop appropriate curriculum and training materials, it has available resources and subject matter experts for source information at the assigned field station or the regional Division of Visitor Services. This position develops curricula to cover specific issues peculiar to the area around the field station. In discussions of successes (and failures) of particular lessons and materials, such parochial curriculum may be helpful to other areas and regions to adapt to their particular issues, and extensions of the lessons may be made on a national scale by national teams.

In Part II, at the GS-11 level, the Instructional Specialist produces "complete, self-contained training products (courses, aids, methods, training plans, etc.) along subject-matter or functional specialty area lines." Similarly, this position gathers information from and coordinates with the Project Leader and staff to develop curricula specific to the mission of the field station and its inherent issues. This is comparable to the GS-11 work where the Specialist analyzes "accumulated data and information" and coordinates and integrates the work with "other functional activities." Moreover, it bears a strong resemblance to the GS-11 when the position coordinates with area school districts and other organizations and inserts environmental education in other course subjects such as social sciences, mathematics, and language arts. Furthermore, the position reviews educational materials, and evaluates the success of the instruction by assessing testing results and the achievement of lesson goals as at the GS-11 level which evaluates aids such as audiovisual products and plans and conducts "validity and reliability studies to analyze test items."

The position fails to meet GS-12 level where the work is characterized by complicating factors such as changing situations, and where the specialists "often deal with matters which are controversial, unconventional, or novel." Although this position should reference local and

current biological and environmental issues, it should rarely face controversy or unconventional or novel issues when developing curricula mostly for elementary and secondary students. Moreover, the GS-12 level in the Guide is characterized by "the need to pull together two different but partially related fields (e.g., the field of engineering and the field of electricity/electronics), which requires the employee to have knowledge of more than one field." This knowledge requirement is more elaborate than for this position which deals with formal lessons to convey environmental concepts to the secondary grade levels and to adult lay persons. GS-11 is assigned for this factor.

Level of Responsibility

With this position assigned to a field station, the incumbent becomes familiar with area issues faced by the staff and important to or impacting the station's programs, and adapts curriculum to influence such programs by addressing those topics. This compatibility with the goals of the field station and its integration of environmental subjects into local and state education programs is comparable to the GS-11 level where the work is "the result of the employee's recognition of problems needing attention or of the subjects requiring study."

The Project Leader and the employee consult on program objectives and goals further matching the GS-11 level where the supervisor "explains the project in general terms . . . and the general nature of the results expected." When devising EE lessons, this position is easily matched to the GS-11 level where the employee, "independently performs work which requires original development and revision of materials or methods." While this position may use established materials, and the employee may turn to peers for ideas, it must adapt or develop lessons and materials specific to the field station's or area's environmental issues. The employee of the position contributes to an exchange of ideas, techniques, procedures, and materials, and, at times, may do so in the national arena to assist the Service in establishing standards and policies.

The examples under this factor at the GS-11 level may be easily compared to this position when environmental education is interpolated into the example descriptions. The first example, "Develops complete, full-length courses (or major coarse [sic] units of comparable scope) in an established subject field for instructor use in a technical service school." This position demonstrates EE techniques and coaches professional instructors of elementary and secondary schools in the delivery of course content and materials. Further, at the GS-11 level, the Instructional Specialist, "Plans and conducts validity and reliability studies to analyze test items prepared by instructors. Develops recommendations for revising test items to improve their clarity and adequacy . . . " This position, "Evaluates criteria to evaluate and test program effectiveness [by reviewing and analyzing] education programs, activities, test items, and materials and recommends changes or adoption."

The position fails to meet the GS-12 level where, "supervisory review . . . [is to] determine general effectiveness and consistency with the educational philosophy and objectives of the program with the policies of the organization." The supervisory role in this position is more specific when the employee coordinates environmental and biological concepts with the Project Leader or other technical experts, and when the Project Leader, who might have little or no

background in educational philosophy, determines the curriculum meets the goals of the field station and addresses the issues facing it. At the GS-12 level, the products and services of the Specialist, "affect a considerable number and variety of users (e.g., teachers in the elementary and secondary schools of a geographic area, instructors in a large technical service school . . . or students in a large number of schools.)" This position would not have so dramatic an effect, but would enhance the area's established school program with EE concepts. GS-11 is assigned.

V. SUMMARY OF FACTORS

Since the position description is written in the factor evaluation system (FES) format, the factors are assigned point levels summarized below, using the Primary Standard in the Introduction to the Position Classification Standards, and cross-referencing the GS-1720 series standard. The table below summarizes the factor levels assigned.

Evaluation Factors Standards	Factor Level	Points
Factor 1. Knowledge Required by the Position	1-7	1250
Factor 2. Supervisory Controls	2-4	450
Factor 3. Guidelines	3-3	275
Factor 4. Complexity	4-4	225
Factor 5. Scope and Effect	5-3	150
Factor 6. Personal Contacts	6-3	60
Factor 7. Purpose of Contacts	7-2	50
Factor 8. Physical Demands	8-1	5
Factor 9. Work Environment	9-1	5
	Total Points	2470
	Equates to GS-11	
	Point Range 2355-2750	

VI. TITLE, SERIES, AND GRADE ASSIGNED: Instructional Systems Specialist, GS-1750-11 (Duty title is Environmental Education Specialist)

Susan Heaton
Human Resources Specialist (Classification)
21 Oct 04