

# Position Classification Flysheet for Education and Vocational Training Series, GS-1710

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## SERIES DEFINITION

This series includes positions that require applying full professional knowledge of the theories, principles, and techniques of education and training to instructional and educational administration work in education programs operated by Federal agencies. Some positions also require specialized knowledge of one or more subjects in which the instruction is given.

This series coverage standard supersedes the standard for this series issued in April 1969.

## EXCLUSIONS

1. Classify positions that involve training instruction when the work requires a practical, but less than full professional, knowledge of the methods of instruction, and a practical knowledge of the subject-matter being taught, in the [Training Instruction Series, GS-1712](#).
2. Classify education and training positions for which the paramount qualification requirements for the work and the career patterns are primarily in a subject-matter field, including instructors in college or equivalent level programs, in the appropriate subject-matter series.
3. Classify education and training positions that primarily require full professional knowledge of a subject field not covered by an established series in the [General Education and Training Series, GS-1701](#).
4. Classify positions that involve professional education work concerned with promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities in accordance with national policies and objectives in the [Education Program Series, GS-1720](#).
5. Classify positions that involve professional education research work to solve problems or develop new knowledge in the field of education in the [Education Research Series, GS-1730](#).
6. Classify positions that require professional knowledge of education to administer, supervise, promote, conduct, or evaluate programs designed to provide individualized career-related or self-development plans in the [Education Services Series, GS-1740](#). Some of these positions require skill in counseling students or enrollees to establish educational and occupational objectives.
7. Classify positions that involve developing curricula, preparing texts or materials, constructing tests and measurement devices, advising on the design of instructional systems and application of instructional technology, developing and evaluating

- programs for staff and faculty development, or administering or evaluating education and training programs in the [Instructional Systems Series, GS-1750](#).
8. Classify positions that require professional knowledge of education and rehabilitation therapy to provide educational therapy for the rehabilitation of patients in the [Educational Therapist Series, GS-0639](#).
  9. Classify positions that involve planning, administering, or evaluating programs designed to develop employees and manage learning in the organization in the [Job Family Position Classification Standard for Administrative Work in the Human Resources Management Group, GS-0200](#).
  10. Classify positions that involve aid or technician support to instructional or other professional or specialist staff engaged in education and training work in the [Education and Training Technician Series, GS-1702](#).
  11. Classify positions that require a paramount knowledge of the field of recreation to plan, organize, advise on, and administer recreation activities and programs, which may involve some instruction of participants, in the [Recreation Specialist Series, GS-0188](#).
  12. Classify positions that require knowledge of one or more of the arts to plan, supervise, administer, or carry out educational or recreational programs in the arts, including providing instruction, in the [Music Specialist Series, GS-1051](#), the [Theater Specialist Series, GS-1054](#), or the [Art Specialist Series, GS-1056](#), as appropriate.

## OCCUPATIONAL INFORMATION

This series covers positions that involve direct delivery of instruction or training services of a professional nature. It covers classroom teachers, supervisors, and managers in Government-operated schools at the elementary and secondary levels. It also covers managerial and staff positions that involve directing or advising on the operation of groups of such schools.

Teaching involves organizing material for effective presentation, motivating students, and reinforcing learning. The teaching process may become complicated by problems, such as

- differences in background, culture, or language;
- previous educational neglect or academic failure;
- social maladjustment; or
- mental or physical handicaps.

The methods used to teach particular subjects depend on the students involved; they may be children, adolescents, or adults. They may lack an academic foundation, or they may be gifted. Teachers may need to use specialized techniques.

The difficulty of elementary school and secondary school teaching relates primarily to learner characteristics peculiar to these levels and not directly to subject-matter complexity. Whether the assignment involves a normal or more complicated situation, teacher positions have in common the basic functions of planning the lessons, conducting the lessons, and evaluating and advising on student progress.

Planning involves preparing course outlines and daily lesson plans that are consistent with overall course objectives. Course outlines are breakdowns of each prescribed course curriculum into convenient topical units with specific objectives for each unit. Teachers develop or modify course outlines based on the prescribed course objectives, texts, teaching manuals or guides, instructional aids and other material, and on consideration of the needs of the students. Teachers develop daily lesson plans based on the course outlines. They determine and outline the coverage, specific goals, techniques, instructional aids, and timing for each phase of each lesson. Planning requires the teacher to organize the material to provide adequate, clear, and continuous coverage while considering the students' backgrounds, interests, and learning levels.

Conducting the lessons involves providing group control and individual discipline as necessary to prevent pointless digression, distraction, or other disturbance of the work of the class. Teachers use the daily lesson plans, deviating from them as necessary to adjust to schedule changes, the interests of the group, the need to illustrate further important points, etc. Teachers communicate with students to arouse their interest and stimulate their participation.

Evaluating and advising on student progress involves observing the performance of the students and developing and administering tests on the material studied. Teachers identify the learning problems of individual students, consult with staff specialists as needed, and counsel students who are having difficulty. They may adjust teaching methods or set up individual programs when necessary. Teachers confer with parents and guardians on the students' progress, behavior, and adjustment to the class or the school routine, and suggest ways to help the students. Teachers prepare reports on student progress as required.

Teachers typically perform related duties, such as--

- serving as faculty advisors to student organizations or committees;
- coaching students in school athletic activities;
- chaperoning social activities sponsored by the school for the students; and
- assigning and supervising the work of teacher aids.

In addition, teachers continue their professional growth by -

- staying abreast of the literature regarding their particular teaching areas;
- evaluating the potential of new materials and instructional aids;
- attending faculty meetings and conferences to discuss new policies, programs, and problems; and
- participating in teacher-training workshops, seminars, and courses.

Teachers and administrators in elementary and secondary schools make professional judgments concerning the educational, cultural, and social development of students.

NOTE: Teacher positions in vocational training programs in secondary or primary schools, in related adult education programs, or in Job Corps centers may involve teaching courses designed to develop trade, craft, or laboring occupational knowledge and skills. These courses may involve shop demonstrations and classroom instruction similar to apprenticeship programs or other industrial training programs. These positions should be classified according to the paramount knowledge and skills required of the teachers. These requirements may vary depending on the educational strategy or emphasis of the vocational training program and the nature of the courses being taught. Therefore, depending on the requirements of the particular position, the appropriate series may be this series; the Training Instruction Series, GS-1712; a wage grade series; or a specific subject-matter series. For more information on determining the series, see the series coverage standard for the [Training Instruction Series, GS-1712](#).

## TITLES

*Teacher* is the title for positions that involve instructing students in elementary and secondary school programs.

*Teacher Supervisor* is the title for positions that involve responsibility for directing the instructional work of a department or responsibility for supervising an assigned group of teachers.

*Principal* is the title for the position of the administrative head of one or a few small elementary or secondary schools.

*Assistant Principal* is the title for the position of full assistant to the principal.

*Education Program Administrator* is the title for positions that involve broad education program responsibilities, such as--

- serving as administrator of a boarding school;
- serving as superintendent of a group of elementary and/or secondary schools in an area, with overall responsibility for the education program, administration, and school maintenance; or
  
- providing broad staff direction of education programs from agency regional or national headquarters.

Agencies may supplement the official titles with parenthetical designators to identify further those duties and responsibilities that reflect special knowledge and skills needed to perform the work.

## EVALUATING POSITIONS

Evaluate nonsupervisory positions by reference to the [Grade Level Guide for Instructional Work](#).

Evaluate supervisory positions by the criteria in the appropriate [general schedule supervisory guide](#).

Evaluate positions that have primary managerial responsibility for planning, developing, directing, and conducting operating education and training programs that provide for the educational development or advancement of the individuals enrolled by reference to the [Grade-Evaluation Guide for Positions of Managers of Operating Education Programs](#).