

Positional Classification Flysheet for Instructional Systems Series, GS-1750

Table of Contents

SERIES DEFINITION.....	2
EXCLUSIONS.....	2
OCCUPATIONAL INFORMATION.....	3
TITLES.....	7
EVALUATING POSITIONS	8

SERIES DEFINITION

This series includes 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. The work requires knowledge of learning theory and the principles, methods, practices and techniques of one or more specialties of the instructional systems field. The work may require knowledge of one or more subjects or occupations in which educational or training instruction is provided.

This supersedes the series coverage standard for the Instructional Systems Series, GS-1750, published October 1982 (TS-66).

EXCLUSIONS

1. Classify positions that require knowledge of the theories and practices of psychological testing in the [Psychology Series, GS-0180](#).
2. Classify positions for which the paramount qualification requirements and career advancement 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 performing vocational or technical instruction or related staff support work in formal training programs in the [Training Instruction Series, GS-1712](#). These positions require skill in applying the methods and techniques of delivery or development of vocational or technical instruction, and require knowledge of one or more vocational or technical subject-matter fields. They do not require professional knowledge in the fields of teaching or instructional development.
5. Classify positions that involve flight instruction and related staff work in the [Aircraft Operation Series, GS-2181](#). These positions require airplane or helicopter pilot knowledge and skills, and have career relationships in the aircraft operation occupation.
6. Classify positions that involve providing aid or technician support to teaching or instructional specialist staff engaged in education and training work in the [Education and Training Technician Series, GS-1702](#).
7. Classify positions that involve performing administrative duties in an educational setting where professional educational knowledge is not required by the position in the appropriate series in the [General Administrative, Clerical, and Office Services Group, GS-0300](#), such as

the [Administrative Officer Series, GS-0341](#), or the [Support Services Administration Series, GS-0342](#).

OCCUPATIONAL INFORMATION

Positions included in this series may be found in any of the following types of settings:

- programs of education paralleling State elementary and secondary schools, or special education programs;
- programs of instruction in military or civilian occupational specialties or fields;
- programs of formal academic and professional education of an undergraduate or graduate level; and
- programs of general education for particular groups, such as disadvantaged youths or adults.

Positions in this series typically involve performing duties described in one or more of the following nine functional categories. The examples are not intended to be restrictive or all-inclusive.

1. Occupational Analysis

In conducting analyses of occupational areas or jobs to determine the requirements for revision of existing instructional systems or development of new training programs, employees--

- use any or all of these techniques: job interviews, questionnaires, surveys, direct observation of workers, and reviews by panels of experts;
- apply engineering data and specifications as the basis for the job analysis where new equipment creates the need for new training, and input from job incumbents is not possible;
- develop the instruments used in collecting and recording job data;
- develop listings of the duties, tasks, and elements necessary to perform the job through statistical analysis of the collected data;
- select from these lists the tasks requiring training;
- develop measures of job performance;

- analyze existing courses; and
- choose instructional settings.

2. Instructional Design

In planning, coordinating, and developing components of instructional design based on the findings of occupational analysis, employees --

- determine the learning objectives and task learning relationships, cluster learning events, organize course content, and develop instruction design plans;
- analyze learning problems, select teaching strategies using appropriate models, and develop course plans using this information;
- identify tasks that can be efficiently and effectively supported by job or skill performance aids;
- select suitable performance measures or develop new measures required to document effectiveness;
- develop learning maps and perform learning analyses from the initial training levels through the operating levels of tasks or jobs;
- derive performance objectives and criterion test items; and
- use a systems approach to training.

3. Instructional Materials Development

In developing, reviewing, and revising instructional materials for courses or occupations in accordance with specific learning objectives, employees --

- plan and organize the work, determine possible sources of information, and conduct fact finding;
- develop or revise the specific content, organization, style, format, emphasis, and treatment of each segment of the instructional courses or systems; and
- develop finished products including lesson plans, training texts, television programs, programmed texts, or computer assisted instruction.

NOTE: Preparing lesson plans, course outlines, bibliographies, etc., are normal functions of a teacher or instructor. The function of instructional materials development goes further and may involve preparing complete narrative texts covering the courses or units, supplemental study guides, instructor's manuals, case studies, or practical exercises to be used with the texts.

4. Training Aids and Devices

In designing or developing criteria for designing training aids and devices based on needs analysis of the instruction systems, employees --

- confer with curriculum designers, course writers, instructors, and subject-matter specialists to coordinate instruction system analysis leading to producing (a) films, film strip recordings, computer assisted instruction, video discs, and other audiovisual materials or special training devices, or (b) equipment, such as simulators, test equipment, and mockups;
- confer with technical production personnel during model construction, service-test completed models, and recommend revisions; and
- prepare instructions for using training aids considering training objectives and tie-in with instructional materials for resident or extension courses.

5. Instructional Services

In planning, coordinating, developing, reviewing, or evaluating education or training programs for total support; i.e., personnel, equipment, facilities, budget, and other resource requirements, employees --

- determine the requirements for specific courses and their relative priority in view of time and resources available, projected schedules, and relationship to the objectives of the total training program;
- specify the time and emphasis given each unit or module of study in terms of training objectives and continuity;
- coordinate and integrate the types and capabilities of instructional methods, materials, and media;
- study technical reference materials in the subject field;
- follow up on course and program graduates;
- consult with subject-matter specialists;
- obtain input from accrediting agencies;

- obtain evaluations by students and instructors; and
- continually review developments in the fields of education and training.

6. Instructional Program Evaluation

In measuring the effectiveness and efficiency of the total instructional program of the activity, department, organization, or institution, employees --

- evaluate all aspects of education and training programs, including: administrative policies and procedures, curricula, instructional methods and techniques, qualifications of staff and faculty, adequacy and utilization of training aids and devices, facilities, equipment, testing, and student counseling; and
- use such techniques as: needs analysis; statistical validation of tests; comparative studies of the progress of various categories of students; and observation of instructional methods including the use of training devices, equipment and facilities.

7. Staff and Faculty Development

In designing, developing, conducting, or evaluating programs of staff and faculty development, employees --

- establish performance standards and analyze the development needs of the staff and faculty;
- coordinate the work of staff and faculty to insure the application of proven methods and techniques;
- organize on-the-job training programs;
- work with universities, professional education associations, and other outside organizations to provide self-development opportunities for staff and faculty members;
- study developments in the fields of education and training for possible application to the program of the employing organization; and
- review and analyze evaluations by students for indications of needed improvements in instructional methods.

8. Tests and Measurement

In developing objective tests and other instruments to measure student achievement and the adequacy of instruction, employees --

- study the learning objectives of courses of instruction and the subject-matter content, texts, technical manuals, and other course materials;
- study occupational standards in the specific subject areas to be tested;
- conduct studies to determine the reliability and validity of tests through analysis of results of trial application;
- write, review, revise, and reword test items as necessary;
- conduct statistical studies of examination results and individual test items; and
- develop recommendations from study results that may relate to admissions policy, coverage of courses, instructional methods, student counseling, or aspects of the education or training program where test results may be significant as guides for action.

9. Instructional Program Administration

In advising on or directing education or training programs in either a staff or line capacity, employees --

- advise key officials, members of boards and committees, and military and civilian program managers on all aspects of policy, planning, review, and research as related to an instructional or training development mission at the level of the assigned activity;
- develop innovative and effective methods for education or training program improvements or recommend appropriate policy revisions; and
- apply professional skill and knowledge to solving educational and training program problems.

TITLES

Instructional Systems Specialist is the basic title authorized for all positions in this series.

Supervisory Instructional Systems Specialist is the title for positions that meet the criteria in the [General Schedule Supervisory Guide](#).

EVALUATING POSITIONS

Evaluate nonsupervisory positions in this series by referring to the [Grade Level Guide for Instructional Work](#).

Evaluate supervisory positions by referring to the appropriate [general schedule supervisory guide](#).