

# Position Classification Flysheet for Education Research Series, GS-1730

## Table of Contents

<b>SERIES DEFINITION.....</b>	<b>2</b>
<b>EXCLUSIONS.....</b>	<b>2</b>
<b>OCCUPATIONAL INFORMATION.....</b>	<b>3</b>
<b>TITLES.....</b>	<b>4</b>
<b>EVALUATING POSITIONS .....</b>	<b>5</b>

## SERIES DEFINITION

This series includes positions that primarily involve professional education research work. This includes the performance, leadership, management, or supervision of scientific research to solve educational problems or to develop new knowledge bearing on educational processes. The paramount requirements for this work are knowledge of and skill in applying research principles and methods and a broad and thorough knowledge of one or more scientific fields or interdisciplinary areas related to the education research work being performed.

This series coverage standard supersedes the series coverage standard for this series issued in October 1982.

## EXCLUSIONS

1. Classify in the [Education Program Series, GS-1720](#), professional education positions that involve promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities. These positions require knowledge of education theories, principles, processes, and practices, but do not require knowledge of and skill in research principles and methods.
2. Classify in the [Education and Vocational Training Series, GS-1710](#), professional educator positions in education and training programs operated by the Federal Government. These positions are involved in the direct delivery of instruction or training services and include, for example, classroom teachers, school administrators, and some staff positions.
3. Classify in the appropriate subject matter series scientific and professional positions that involve research into areas that either do not have an educational purpose or are indirectly related to the educational research being performed in the same organization.
4. Classify in the [Education and Training Technician Series, GS-1702](#), positions that involve nonprofessional support work in the field of education or training.
5. Classify positions that involve work on programs of financial assistance or support to educational agencies, institutions, or organizations, or to students, in the [Contracting Series, GS-1102](#), the [General Business and Industry Series, GS-1101](#), or other appropriate series. The primary requirement of these positions generally is knowledge of funding procedures, contracting or grants processes, budget preparation procedures, or similar administrative activities.
6. Classify in the [Management and Program Analysis Series, GS-0343](#), positions that involve developing educational program objectives and evaluating the effectiveness of operations when the primary requirement is an understanding of pertinent basic statistical, accounting, budget, and economic principles and techniques. The work requires knowledge of the substantive nature of education programs and their interrelationships, but this understanding

is not equivalent to the full professional knowledge required of positions in the GS-1730 series.

7. Classify positions that involve work in the field of education but primarily require full professional knowledge of another subject matter field in the appropriate subject matter series or the [General Education and Training Series, GS-1701](#). The career pattern of these positions is associated primarily with the subject matter area rather than with the field of education. For example, positions that involve analyzing education programs to provide services to students with communication disorders, and have as the primary requirement full professional knowledge of audiology or speech pathology, should be classified in the [Speech Pathology and Audiology Series, GS-0665](#).
8. Classify in the [Equal Opportunity Compliance Series, GS-0360](#), positions involved in programs to promote equal opportunity in education. The primary requirement of these positions is technical knowledge of and competence in equal opportunity/civil rights work rather than professional knowledge of education research methods.
9. Classify in the [Technical Information Services Series, GS- 1412](#), positions that involve helping the education community to identify education needs and to obtain and utilize the results of education research and development. The primary requirement of these positions is skill in the techniques, methods, and systems of information processing and dissemination. They require a broad knowledge of the field of education, but not the professional subject matter competence demanded of positions in the GS-1730 series.
10. Classify in the [General Education and Training Series, GS- 1701](#), positions that involve professional education work not identifiable with this or another occupation in the Education Group.

## OCCUPATIONAL INFORMATION

Education research analysts foster, fund, and/or perform educational research, i.e., the systematic investigation and solution of critical problems affecting what and how individuals learn. The field of education research is broad and varied. It may involve exploration of one or more of the many areas affecting learning and teaching, such as psychological, sociological, organizational, economic, and political. It may focus on learning processes of individuals, methods of teaching, or ways society organizes resources to deliver educational services. The research may be broad or specific depending on the nature of the problems to be solved. Education research is concerned with the total environment affecting what students learn, how they learn it, and what value they place on particular types of knowledge.

In general, education research analysts manage research projects conducted largely through competitive contracts and grants that are problem-oriented, i.e., that respond to the needs and concerns of the education community, Congress, and the public. The research is designed to support a systematic national effort to scientifically examine critical problems, develop and test

new ideas and practices, and ensure that the research findings reach those who can make use of them. Other positions involve the actual performance of research. In either case, positions in this series are so deeply involved in the substance of the research effort that the work requires both subject matter knowledge and research skills.

Many problems being studied have defied solution in the past. Education research is further complicated by the sensitive nature of the issues, social values, and attitudes involved; the need to take into account and protect human subjects; and the fact that educational innovations do not behave as reliably and predictably as, for example, agriculture or technical products.

Research positions in this series require a demonstrated knowledge of, and capability to apply, full research methodology. Positions involving only literature searches, or surveys to collect data, or policy analysis should not be considered research positions requiring the application of full research methodology.

Research positions are classified in this series rather than other professional series when the following conditions are true:

- (1) the professional research work that is performed or managed has a clear educational purpose;
- (2) the work requires the employee to relate the particular research being conducted to broader issues or concerns in the field of education; and
- (3) the position is in a line of career advancement that primarily includes education research rather than work in some other field.

Series determinations require application of sound classification judgment (a) to decide if the position requires research knowledge and skills and (b) to decide if the position is primarily an education research position rather than a research position in some other professional discipline.

## TITLES

*Education Research Analyst* is the title for nonsupervisory positions.

*Supervisory Education Research Analyst* is the title for positions that meet the criteria in the appropriate [general schedule supervisory guide](#).

Agencies may add parenthetical titles to the official titles to identify specializations in the work. See the [Introduction to the Position Classification Standards](#) for more information on using parenthetical titles.

## EVALUATING POSITIONS

Evaluate nonsupervisory positions involved in managing research projects conducted largely through competitive contracts and grants by application of the [Research Grants Grade-Evaluation Guide](#).

Evaluate nonsupervisory positions that involve (a) the personal performance of education research or (b) the direction and personal leadership of, and participation in, the activities of a research team or organizational unit, by comparison with the grade level criteria in standards for closely related occupations including, for example --

- [Economist Series, GS-0110](#),
- [Psychology Series, GS-0180](#),
- [Mathematical Statistician Series, GS-1529](#), and
- [Grade Level Guide for Instructional Work](#).

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