

# DoDDS Educator Performance Appraisal System

## Frequently Asked Questions



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### **1. To whom does this document apply?**

It applies to all TP personnel at the school level but not to principals, assistant principals, or TPs at the DSO level.

### **2. Do we modify any of the standards?**

The reason for standardized elements is we no longer “set” or “modify” standards for each teacher.

### **3. What elements will be used when an employee has a split position with two or more sets of elements?**

Normally, the elements associated with the higher salary schedule will be used. For example, a guidance counselor, salary schedule E, is also teaching a class, salary schedule C. The guidance counselor elements would be used. If both positions are on the same salary schedule, the percentage of time spent in each position would be reviewed, and the position in which the most time is spent would be used. For example, an information specialist who also teaches one period of social studies would be evaluated using the information specialist elements. When the positions are on the same salary schedule and the percentage of time is roughly equivalent, the classroom teacher elements would normally be used if they are appropriate for the position. However, in such cases, the educator and supervisor may agree that another set of elements is more appropriate.

### **4. If my position is not covered by specific elements, what elements should be used?**

The classroom teacher elements will normally be used if they are appropriate for the position.

### **5. Are Host Nation teachers evaluated on this system?**

No, this system does not cover the Host Nation teachers.

### **6. What if a teacher moves or is transferred in the middle of the cycle?**

Teachers retain their position in the cycle as they move from one DoDDS location to another. Change of teaching assignment (either school, grade level, or both) does not affect the teacher’s position in the cycle.

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**7. When do Provisional Level teachers enter the Professional Level?**

They enter after two years of creditable teaching experience at the Provisional Level with DoDDS or DDESS.

**8. When does the two-year Provisional Level period end if a teacher begins mid-year?**

If a teacher begins before the end of the first semester, that year will count as a full year at the Provisional Level. If a teacher begins after the first semester, that year will not count and s/he could actually serve as long as 2.5 years at the Provisional Level.

**9. What happens if the principal disagrees with the Professional Growth Plan (PGP) the educator develops?**

The first conference before the plan is developed will be the time to work out any differences, look at realistic goals, and be certain that the focus of the plan is on professional competencies. It is very important to understand that the PGP is the educator's plan for improvement and that the administrator should not agree or disagree with its implementation. The assumption is that the teacher has met the critical elements, or s/he would not be at the PGP stage. The educator consults and collaborates with the administrator on the PGP; no approval is required.

**10. If a teacher is unsuccessful in achieving the goals of the plan, what happens? Is there a consequence?**

The focus of the PGP is on teacher growth. If the teacher has set unrealistic goals, s/he must revisit the plan and make revisions. The PGP is a living document, to be worked with daily, weekly, and monthly. Modifications and re-direction may occur at different times during the life of the PGP. Supervisors should help guide the thinking and provide the appropriate assistance.

**11. Do I start a new PGP when my supervisor moves and my PGP is not complete?**

No, you will remain on the same PGP.

**12. Does the PGP have to be directly linked to immediate student achievement?**

Please refer to page 5 of the *DoDDS Educator Performance Appraisal System*, which states: ***The Professional Growth Plan is designed to increase the educator's professional competencies in his/her effort to improve student learning.*** The PGP does not need to have immediate student achievement outcomes, but tangible and eventual student outcomes are necessary.

**13. What is the supervisor's role in the PGP?**

The supervisor collaborates, guides, provides support, secures resources and arranges training, as appropriate.

**14. What does the PGP look like? Are there restrictions, guidelines for the PGP?**

Please see pages 5-7 of the *DoDDS Educator Performance Appraisal System*. The PGP needs to be focused on developing professional competencies while improving student learning.

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**15. How long can an intervention plan be? Do we want to place some outside limits? For example, up to three months or six months before moving to a PIP?**

A time limit should be established at the time both the educator and the administrator agree to participate in the intervention program. The time limit should be determined on a case-by-case basis to best suit the needs of the parties.

**16. After an educator successfully completes an intervention program, is the paperwork attached to the summative rating or destroyed?**

The paperwork should be destroyed if the intervention was successful. A successful completion of the intervention program should translate to a "Meets" rating just like anyone else.

**17. Can teachers at the Professional Level and on the PGP be put into the intervention program?**

Yes, it is designed for any Professional Level educator. The intervention program should be pursued for performance issues only, not for any problems the administrator might have regarding the educator's PGP.

**18. What about PIPs? How are they handled?**

The Performance Improvement Program (PIP) remains the same. However, educators at the Professional Level, who are not meeting one or more critical performance elements, will be invited to participate in a more informal intervention plan before moving to the formal PIP. If a teacher chooses not to participate in the intervention plan, the administrator may move the teacher to a PIP.

**19. Where can we locate electronic versions of the *DoDDS Educator Performance Appraisal System*?**

A copy of the *DoDDS Educator Performance Appraisal System* is posted on the Headquarters DoDEA Human Resources website, which is located at the following URL:  
[www.dodea.edu/offices/hr/resources/documents/Edu\\_Perf\\_App\\_Sys.pdf](http://www.dodea.edu/offices/hr/resources/documents/Edu_Perf_App_Sys.pdf).

**20. How will the incentive program be handled?**

No incentives will be given based on classroom performance. Supervisors are encouraged to give Special Acts Awards or Supervisor's Cash Awards throughout the year for specific projects above and beyond classroom instruction.

**21. What is the annual performance appraisal timeline?**

The appraisal timelines for a school year are:

- May 01                      Performance rating period begins
- Nov 15                      Professional Growth Plans are due
- Apr 30                      Evaluation period ends
- NLT 1 week  
before the end  
of the school year Summative evaluation is completed