

## **CONTINUOUS IMPROVEMENT REALIGNMENT OF HUMAN RESOURCES REVISED FREQUENTLY ASKED QUESTIONS**

Under the direction of DoDEA and in collaboration and communication with Area Directors and District Superintendents, the major responsibilities of DoDEA's reorganization were developed to support data-driven decision making and the Continuous School Improvement (CSI) process in DoDEA's schools. Additionally, they were designed to assist Headquarters, Area, and District offices in the alignment of instruction, assessment, and CSI protocol to meet student needs and increase student achievement. This reorganization focuses on student needs by placing DoDEA assets and resources as close to schools as possible to better achieve the goals of our Community Strategic Plan. The realignment was not driven by the current configuration and placement of personnel and staffing found at Headquarters or Area and District offices.

### **Background**

At the beginning of the school year, DoDEA began a review of every position above the school level. It was found that each area and district has a unique way of staffing for their area and districts and that there were inconsistencies in the way we support DoDEA schools. Therefore, in our efforts to maximize our resources and provide consistent support for our mission, realignment was necessary.

### **Realignment in Reporting and Supervision Structure for Curriculum and Instruction**

DoDEA's administrative and curricular structure is being reorganized to better align our instructional leadership and support staff closer to the schools to provide districts and schools more support. This alignment, coupled with the work we have done to align our standards with our curriculum, instruction and assessments, will enable DoDEA's teaching staff, students and parents to be better informed and our students better prepared at every grade level. District Superintendents will report to the Area Superintendent for Curriculum, Instruction and Assessment, who will report to the Principal Deputy Director and Associate Director for Education. In addition, the Chief of Curriculum will work closely with our Area and District Superintendents.

### **Area Directors**

In order to capitalize on the experience of our most senior leaders in the field, our area directors have been repositioned for next year to bring a fresh look to our field operations. This will allow us to better use their talents and perspectives with a wider range of people. The Area Director's mission has been refocused to directly manage Command Interface; budget, MILCON and facilities; sustainment, maintenance and renovation; safety and security, logistics, and co-curricular responsibilities – thus eliminating a fragmented focus between day-to-day operations; strategic planning; and education/curriculum.

### **Area HR, IT and Procurement Functions**

Direct reporting of Area HR, IT and Procurement missions to Headquarters has been authorized to ensure consistent policy development and application and to bring standardization across the system.

### **School Level Business Operations**

At the school level, a resource manager position at most schools will be established to focus on day-to-day business/operational aspects of managing a school. This additional support will enable principals to be instructional leaders focusing on education, curriculum, instruction, and highest student achievement. The Educator Career Program was re-instated earlier this year and opened to outside candidates as well. We have a critical need for strong instructional leaders. There will be headquarters involvement/review in the hiring for all future administrators at the school, District, and Area levels.

**Questions and Answers Applicable to Staffing of Instructional Systems Specialist (ISS) Positions in both DoDDS and DDESS**

- 1. When will the reorganization go into effect?** The reorganization will be fully implemented by the start of SY 2010-11. However, we will begin to transition to the new alignment this school year using vacant positions.
  
- 2. What constitutes a vacant position?** Any position established under the new alignment that is not currently encumbered by an educator who is performing those duties at that location and who is fully qualified for the new position.
  
- 3. How will vacant positions be recruited?** Positions will be advertised internally DoDEA-wide by each area. The vacancy announcement will identify the specific job and location. If not filled by a current DoDEA educator, management will recruit from all sources.
  
- 4. How long will the ISS vacancy announcement be open?** Each Area (Europe, Pacific and DDESS) will issue separate vacancy announcements for positions in their Area and District Offices. These ISS positions will be announced to current DoDEA employees from **July 15, 2009, to April 30, 2010**. A follow on vacancy announcement will be opened to all sources from **October 1, 2009, to December 1, 2010**. All vacancy announcements will have scheduled cut-off dates. The first cutoff date will be September 1, 2009, to ensure all

educators have an opportunity to apply following the 2009 summer recess.

- 5. Who will interview and select for the new ISS positions?** The interviews and selections will be a collaborative process among the superintendents; the Area Superintendent for Curriculum, Instruction, and Assessment; the DoDEA Curriculum Chief; with recommendations presented to the Director of DoDEA.
  
- 6. Who will supervise the ISS positions?** The Area Director or the Area Superintendent for Curriculum, Instruction and Assessment (CIA) will supervise Area ISS positions. The District Superintendent will supervise the District ISS positions.
  
- 7. Will PCS costs be paid if an employee is selected for a position in a different geographic area?** DoDEA will fund a PCS move for any educator selected for an ISS position that requires a PCS move.
  
- 8. Will educators selected for an ISS position be required to sign a mobility agreement?** Yes. All above school level educator positions will require a mobility agreement.
  
- 9. Where will ISS positions be located?** Area ISS positions will be located at the Area office. District ISS positions will be located at the District Superintendent's Office (DSO).
  
- 10. What is the difference between District and Area ISS positions?** Area ISSs will provide educational support to each District Superintendent thereby providing support to all schools in their

area. District ISS will directly support schools within their district.

**11. What qualifications will be needed to apply for these positions?**

ISS positions will require all of the following:

- a) A Master's Degree in Education;
- b) 3 years of specialized experience;
- c) Teaching certificate in an appropriate content area.

ISSs will also be required to maintain content certifications.

**12. Will Veterans Preference be used for placement?**

Veterans Preference does not apply to internal recruitment. Veterans Preference will be applied to external recruitment.

**13. Can Superintendents redefine the ISS position dependent on the needs of the district?**

No. The duties of the ISSs will be defined by their position description and cannot be changed.

**Questions and Answers Applicable to DoDDS Only**

**1. What will be the pay schedules for ISS positions?**

DoDEA has announced the establishment of two new Teacher Pay (TP) salary schedules for ISS positions in DoDDS - the "O" Salary Schedule for non-supervisory ISS positions and the "P" Salary Schedule for Supervisory ISS positions. These schedules include 4 pay lanes and 18 steps which is consistent with other DoDDS educator salary schedules.

**2. What will be the work schedule for ISS positions?**

ISS employees will work 222 days per school year (1 August through 31 July), the same work

schedule for DoDDS principals and assistant principals. ISS employees will coordinate their 222 day schedule with their supervisor at the beginning of the school year.

**3. How will pay be set for an ISS employee moving to the new salary schedules?**

An ISS employee's pay will be set based upon educational level and years of experience.

**4. Will ISS employees be eligible for step increase?**

Yes. Full time ISS employees shall advance one step for each school year of satisfactory service until he or she reaches Step 14 on the salary schedule, provided the ISS has been in a pay status not less than 175 working days during his or her last previous school year. Steps 15 through Step 18 are longevity steps and require a 4-year waiting period for each step.

**5. Will Area and/or District ISS employees be subject to the foreign area employment limitation (5-year rule) for overseas DoD civilian employees?**

No. Professional educator positions in DoDDS in foreign areas are not subject to the 5-year rule.

**6. What leave benefits will ISS employees be eligible for?**

ISS employees will earn 13 days of Educator Leave per year, of which 3 days will be available for Any Purpose Leave (APL). ISS employees do not earn sick leave, annual leave or home leave.

**7. What are the other benefits, rights and privileges available for ISS employees?**

RAT travel is authorized and is basically the same benefit for ISS employees on a transportation

agreement as it is for TP educators. However, ISS employees serve a 2-year tour and the RAT travel will be allowed anytime during the year as it is not restricted to the summer recess. CSRS/FERS, TSP, Retirement – ISS employees are covered the same as all Federal employees.

**8. Will ISS employees be compensated for work beyond the 222 day schedule?** Should the school year extend beyond the specified number of working days, the appropriate daily rate will be paid as of the 223<sup>rd</sup> working day.

**9. Will the job description of the ISS change?** All ISS position descriptions will be posted prior to any vacancy announcements.

**10. What happens to a current ISS employee who chooses not to apply, accept or relocate to an ISS position for the 2010-2011 school year?** The employee will be considered excess and will be placed under excess procedures.

**11. Will ISS employees be eligible for the transfer program?** ISS employees have always been eligible for the Transfer Program.

### **Questions and Answers Applicable To DDESS Only**

**1. What will be the pay schedules for ISS positions?** DoDEA has established two new Administratively Determined (AD) salary schedules for ISS positions in DDESS - Schedule 10 Grade 10 for non-supervisory ISS positions and Schedule 11 Grade 11 for Supervisory ISS positions. These

schedules include 4 pay lanes and 10 steps which is consistent with other DDESS administrator salary schedules.

**2. How will pay be set for ISS employee moving to the new salary schedules?** ISS pay will be set based upon educational level and years of experience.

**4. What will happen to current DDESS ISS employees whose positions do not exist in the reorganization and he/she chooses not to apply to vacancies or relocate?** If these employees do not have an assignment for SY 2010-2011 in accordance with the reorganization alignment, management may have to conduct a RIF within DDESS.

**5. Will DDESS employees who are placed in a position with a lower pay schedule be given pay retention?** Pay retention will be offered when the employee's existing position is abolished under the reorganization and the employee is required to move to a different position or pay schedule to continue employment. Pay retention will not be offered to an employee who voluntarily moves to a lower graded position – e.g., if an ISS employee requests to return to a teaching position instead of being assigned to another ISS position.

### **Education Related Questions**

**1. What will be the relationship between the HQ Coordinators and Area/District ISSs?** Area and District ISSs will follow the guidance and implementation plan and policies managed by the HQ Content

Coordinator. There will be consistent and constant communication between the HQ Coordinators, Area, and District ISS as they work together to provide continuous improvement for DoDEA students.

**2. What is the ECE Content SPED position?** After reviewing the SPED needs and the demographics of the districts, three ECE-SPED Content ISS were given to North Carolina, Bavaria, and Kaiserslautern. These positions will have a strong foundation in special education as well as ECE and will focus on the integration of special education into each of the content areas.

**3. How was the district content ISSs configured into PK-3 (ECE) and 4-12?** ECE is defined as education of children birth to 8 years of age. In DoDEA schools, ECE is defined as grades PK-3. PK-3 has a distinct curriculum instruction and assessment focus that is centered around developmentally appropriate practices aligned with research and national organizations such as the National Association of the Education of Young Children (NAEYC) and the US Department of Education. Additionally, there is a requirement for content specificity within the PK-3 configuration. Recent educational literature and research has confirmed that content area expertise is essential to student achievement in grades 4-12. It will be a requirement that applicants selected for these positions have a working knowledge of upper elementary school, middle school, and high school content areas. Additionally, DoDEA has a natural break in student population with 50 percent of students enrolled in grades PK-3 and 50 percent in grades 4-12. This configuration will support

both best practices and provide resources for continuous growth to all of DoDEA students.

**4. Does this configuration align to DoDEA school configurations?** This realignment was created to support DoDEA students and not to accommodate existing area or district personnel.

**5. District Level CSI Assessment Program Evaluation Specialist.** Under the direction of DoDEA Headquarters, the major responsibilities of this position are (1) to work in tandem with the District Data Analysis Specialist in support of data-driven decision making and the Continuous School Improvement (CSI) process in the schools; and (2) to assist Headquarters and Area offices in the alignment of instruction, assessment, and CSI protocol to meet student needs and increase student achievement.

**Responsibilities:** This position requires the employee to monitor, facilitate, coordinate, and support the assessment and CSI process in the DoDEA Schools. Specifically, the position requires the employee to: Coordinate on the district level the system-wide and local assessment programs according to the standards for educational testing, guidelines provided by the DoDEA Assessment/Accountability Branch, and DoDEA Regulation 2000.6. Provide technical support with the Data Specialist to schools in order to facilitate the use of data supporting the CSI goals and differentiated instruction Support and assist in the alignment of standards, instructional activities, and assessments to accomplish the goals of the DoDEA CSP and the CSI goals. Monitor schools' preparation for the accreditation process, monitor

violations, and report the progress of the schools to the District Superintendent, the Area Education Chief, and the Assessment/Accountability Branch at Headquarters. Provide quality assurance for all school data and reports following DoDEA Headquarters guidelines and AdvancED protocols for documentation. Coordinate professional development activities for data-driven decision making for the CSI Process in collaboration with the data and curriculum specialists. Coordinate training needed by the schools to stay in compliance with AdvancED Accreditation Standards and to prepare schools for AdvancED accreditation visits. Model the use of current technology, data management, and data displays to support the documentation of CSI interventions and measures of implementation fidelity and results.

**Qualifications:** Understanding of the professional standards for the administration, interpretation, and use of data of educational testing. High assessment literacy, familiarity with assessment concepts, and the interpretation of statistical metrics and statistical analyses. Experience in the implementation of formative and summative assessment programs (classroom to large-scale). Experience in facilitating the full range of standards in the CSI process. Experience in the use of data management software and ability to learn advanced software to create user-friendly data display in support of the CSI protocol. Excellent organizational skills, technology skills, detail orientation, interpersonal skills, and ability to communicate measurement results and technical terminology to a variety of audiences as required by the CSI protocol.

**6. Data Analyst.** Under the direction of DoDEA HQ. **Responsibilities:** This position will be responsible at the district level for ensuring the integrity (i.e. accuracy, completeness, timely entry) of student level data; conducting and reporting data analyses at the district and individual school level; assisting HQ Research and Evaluation in the collection of data for research at the district and school level to include but not limited to classroom observations, interviews, and focus groups; and assisting in the development and delivery of modules and data templates for training of principals, teachers, parents, and other district personnel on the interpretation and use of data.

**Qualifications.** Intermediate to advanced skills in the use of statistical computer software, such as SPSS, SAS, STATA, WESTVAR, to manage, manipulate and analyze data. Ability to work closely with the SMS data management specialist to ensure data completeness and accuracy. Ability to perform basic data analysis using inferential statistics and qualitative analysis using computer software. Ability to accurately interpret and report district and school level data Knowledge and experience with data collection, analysis, interpretation and reporting. Must be detailed oriented professional with strong interpersonal, communication, organization, and problem solving skills.