

**U.S. DEPARTMENT OF THE INTERIOR
Employee Performance Appraisal Plan**

Employee Name:		Title/Series/Grade:	
Duty Station:	Appraisal Period:	From:	To:

Part A-1: Notification of Standards: *Signatures certify that Critical elements/standards were discussed. (Part E)*

Employee:	Rating Official:	Reviewing Official (if applicable*):
Date:	Date:	Date:

Part A-2: Employee Input into Development of Standards: *Signatures certify employee involvement was solicited by supervisor:*

Employee:	Date:	Rating Official:	Date:
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Part A-3: Employee Training: *Signatures certify employee was provided training in Performance Management System.*

Employee:	Date:	Rating Official:	Date:
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Part A-4: Individual Development Plan: *Signatures certify that employee's Individual development plan was created (Optional)*

Employee:	Date:	Rating Official:	Date:
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Part B: Progress Review: *Signatures certify that performance was discussed.*

Employee:	Date:	Rating Official:	Date:
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Part C: Summary Rating Determination: Assign the numerical rating level that accurately reflects the employee's performance for each of the Critical elements (Use only whole numbers: **Outstanding = 5 points; Exceeds Expectations = 4 points, Fully Successful = 3 points, and Unacceptable = 0 point**) See reverse for complete instructions.

Element Number	Numerical Rating
1	
2	
3	
4	
5	
Total:	

Total Numerical Rating _____ ÷ Number of Elements _____ = Numeric Summary Rating _____

Part D: Summary Rating: Use conversion chart to determine rating. Check appropriate box:

Outstanding	4.6 – 5.00 AND No Critical element rated lower than "Exceeds Expectations".	
Exceeds Expectations	3.6 – 4.59 AND No Critical element rated lower than "Fully Successful".	
Fully Successful	3.0 – 3.59 AND No Critical element rated lower than "Fully Successful".	
Unacceptable	One or more Critical elements rated "Unacceptable".	
Employee:	Rating Official:	Reviewing Official: (if applicable):
Date:	Date:	Date:

Check here if Interim Rating: _____ Cost Code: _____

Performance Award: QSI _____ Cash: \$ _____ or _____ % of pay Time Off _____

Instructions for Completing the Employee Performance Appraisal Plan

Establishing Critical elements and Performance standards

Critical elements (at least one, but not more than five) must be established for each employee at the start of the performance year. Through these elements, employees are held accountable for work assignments and responsibilities of their position. A Critical element is an assignment or responsibility of such importance that Unacceptable performance in that element alone would result in a determination that the employee's overall performance is Unacceptable. Please see the Performance Appraisal Handbook and attachments for more detailed information.

Performance standards are expressions of the performance threshold(s), requirement(s), or expectation(s) that must be met for each element at a particular level of performance. They must be focused on results and include credible measures. You may use the attached Benchmark Performance standards to describe general parameters of the standards, but must augment those benchmarks with specific, measurable criteria such as quality, quantity, timeliness and/or cost effectiveness, for the "Fully Successful" level for each element. Rating officials are strongly encouraged to develop specific performance standards at additional levels to ensure that the employee has a clear understanding of the levels of performance expected. *At least one, and preferably all, Critical elements must show how the element is linked to strategic goals, such as Government Performance Results Act (GPRA) or mission related goals of the organization. These goals should be aligned throughout the organization (i.e., show how the strategic goal cascades from the SES down to the lowest non-supervisory levels.) The employee should be able to clearly understand how the results they are held responsible for are linked to the results that those in their supervisory/managerial chain are held responsible for.*

Employee Involvement: Employees must be involved in the development of their performance plans. Part A-2 of this form requires employee and supervisor signatures certifying that employee input into the development of the plan was solicited.

Individual Development Plan: (Optional) the IDP provides a connection between the employee's career interests and needs to the organizational mission and priorities. The employee and the rating official should develop goals together.

Progress Reviews: A progress review is required approximately mid-way through the rating period. Part B should be completed after the progress review. Any written feedback or recommended training can be noted on a separate sheet and attached to the employee performance appraisal plan (EPAP).

Assigning the Summary Rating: A specific rating is required for each critical element to reflect the level of performance demonstrated by the employee throughout the rating period; only one numerical rating level is assigned for each critical element; before the rating official assigns a summary rating, he/she should consider all interim summary ratings received for the employee during the annual appraisal period. The summary rating is assigned as follows:

- A. Assess how the employee performed relative to the described performance standards.
- B. Document the employee's performance with a narrative that describes the achievements for the Critical elements as compared to the performance standards. A narrative must be written for each Critical element assigned a rating of Outstanding, Exceeds Expectations or Unacceptable to provide examples of the employee's performance that substantiate and explain how the performance falls within the level assigned. There is a block provided for the narrative for each Critical element.
- C. In Part C of this form, assign one of the numerical rating levels that accurately reflects the employee's performance for each of the Critical elements (Use only whole numbers: Outstanding = 5 points, Exceeds Expectations = 4 points, Fully Successful = 3 points, and Unacceptable = 0 points).
- D. Add up the numerical rating levels to get a total, and then divide the total by the number of Critical elements to get an average. (Elements that are "not rated" because an employee has not had a chance to perform them during the rating year are not assigned any points and should not be used to determine the average rating.)
- E. Assign a summary rating based on the table in Part D of this form. Employee and supervisor sign the form certifying that the rating was discussed. Reviewing Official's signature is required for Outstanding, Exceeds Expectations, Fully Successful, and Unacceptable ratings.

Note: Whenever an employee is rated "Unacceptable" on one or more critical elements, the overall rating **must** be "Unacceptable" (regardless of total points). **The rating official should immediately contact the servicing Human Resources Office and need not await the end of the rating period before such contact is initiated. Immediate contact provides the employee with the immediate opportunity to improve his/her performance to an acceptable level and to avoid being discharged or non-renewed due to the inadequate performance.**

Part E: Critical Elements/Domain and Performance Standards: List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.**

<p>Critical Element MANDATORY</p> <p>Domain 1: Planning and Preparation</p>	<p>Describes how a teacher organizes the content that the students will know and be able to do. This element includes how the teacher designs instruction to incorporate deep understanding of content, pedagogy, and diverse learning styles.</p> <p>GPRA/Strategic Goal 3: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.</p> <p>GPRA/Strategic Goal 4: All students will graduate high school ready to think globally and succeed in postsecondary study and careers.</p> <p>Component 1c: <u>Setting Instructional Outcomes</u></p>
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Performance Standards

Outstanding	<p>More than 89% of instructional outcomes represent the DOK expectations of the standard(s) identified in the lesson plan in alignment with the curriculum framework.</p> <p>Teacher has documented coordination of the different types of learning (e.g. knowledge and understanding, high level thinking and analysis, and/or communication and social skills) and integration of other content standards. Outcomes take into account the varying needs of individual students as demonstrated in the lesson plan.</p>
Exceeds Expectations	<p>80-89% of instructional outcomes represent the DOK expectations of the standard(s) identified in the lesson plan in alignment with the curriculum framework.</p> <p>Teacher has documented coordination of the different types of learning (e.g. knowledge and understanding, high level thinking and analysis, and/or communication and social skills) and integration of other content standards. Outcomes take into account the varying needs of groups of students as demonstrated in the lesson plan.</p>
Fully Successful	<p>65-79% of instructional outcomes represent the DOK expectations of the standard(s) identified in the lesson plan in alignment with the curriculum framework.</p> <p>Teacher has documented coordination of the different types of learning (e.g. knowledge and understanding, high level thinking and analysis, and/or communication and social skills). Outcomes take into account the varying needs of groups of students as demonstrated in the lesson plan.</p>
Unacceptable	<p>Less than 65% of instructional outcomes represent the DOK expectations of the standard(s) identified in the lesson plan in alignment with the curriculum framework.</p> <p>Teacher has not documented any coordination of the different types of learning (e.g. knowledge and understanding, high level thinking and analysis, and/or communication and social skills).</p>

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 1c: Setting Instructional outcomes

Outstanding-5 Exceeds Expectations-4 Fully Successful-3 Unacceptable-0

Part E: Critical Elements /Domain and Performance Standards: List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.**

<p>Critical Element MANDATORY</p> <p>Domain 1: Planning and Preparation</p>	<p>Describes how a teacher organizes the content that the students will know and be able to do. This element includes how the teacher designs instruction to incorporate deep understanding of content, pedagogy, and diverse learning styles.</p> <p>GPRA/Strategic Goal 3: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.</p> <p>GPRA/Strategic Goal 4: All students will graduate high school ready to think globally and succeed in postsecondary study and careers.</p> <p>Component 1f: <u>Designing Student Assessment</u></p>
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Performance Standards

Outstanding	<p>More than 89% of the teacher's standards based assessment tool for the end of the lesson plan cycle is aligned with instructional outcomes from the lesson plan.</p> <p>More than 89% of methods of assessment are aligned with the DOK expectation of the standard(s) and instructional outcomes.</p> <p>Assessment plan for the lesson plan cycle includes methods, weight, and total number of points for each instructional outcome. Assessment criteria include evidence of student contribution(s) throughout the learning cycle.</p>
Exceeds Expectations	<p>80-89% of the teacher's standards based assessment tool for the end of the lesson plan cycle is aligned with instructional outcomes from the lesson plan.</p> <p>80-89% of methods of assessment are aligned with the DOK expectation of the standard(s) and instructional outcomes.</p> <p>Assessment plan for the lesson plan cycle includes methods, weight, and total number of points for each instructional outcome.</p>
Fully Successful	<p>65-79% of the teacher's standards based assessment tool for the end of the lesson plan cycle is aligned with instructional outcomes from the lesson plan.</p> <p>65-79% of methods of assessment are aligned with the DOK expectation of the standard(s) and instructional outcomes.</p> <p>An assessment plan includes or demonstrates various methods of assessment. Assessment criteria are identified.</p>
Unacceptable	<p>Less than 65% of the teacher's standards based assessment tool for the end of the lesson plan cycle is aligned with instructional outcomes from the lesson plan.</p> <p>Less than 60% of methods of assessment are aligned with the DOK expectations of the standard(s) and instructional outcomes.</p> <p>An assessment plan does not include various methods of assessment or is missing. Assessment criteria are not identified.</p>

Narrative Summary

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 1f: Designing Student Assessments

Outstanding -5 Exceeds Expectations -4 Fully Successful -3 Unacceptable -0

Part E: Critical Elements/Domain and Performance Standards: List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.**

<p>Critical Element MANDATORY</p> <p>Domain 3: Instruction</p>	<p>Describes the critical interactive work that teachers undertake when they bring complex content to life for students.</p> <p>GPRA/Strategic Goal 3: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.</p> <p>Component 3b: <u>Using Questioning/Prompts and Discussion</u></p>
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Performance Standards

Outstanding	<p>More than 85% of teacher questions are designed to scaffold students to the appropriate DOK expectations of the standard(s) for the instructional outcomes as identified in the lesson plan cycle. Adequate time is provided for students to respond and discuss.</p> <p>Students assume responsibility for the discussion by formulating questions and initiating topics which meet the DOK expectations of the standard(s) for the instructional outcomes.</p>
Exceeds Expectations	<p>76-85% of teacher questions are designed to scaffold students to the appropriate DOK expectations of the standard(s) for the instructional outcomes as identified in the lesson plan cycle. Adequate time is provided for students to respond.</p> <p>Teacher fosters discussion among students by presenting questions, stepping aside when appropriate. Student discussion meets the DOK expectation(s) of the questions.</p>
Fully Successful	<p>60-75% of teacher questions are designed to scaffold students to the appropriate DOK expectations of the standard(s) for the instructional outcomes as identified in the lesson plan cycle. Teacher attempts to engage students in discussion, with uneven results.</p> <p>60-75% of students participate in answering questions/prompts or discussion.</p>
Unacceptable	<p>Less than 60% of teacher questions are designed to scaffold students to the appropriate DOK expectations of the standard(s) for the instructional outcomes as identified in the lesson plan cycle. Interaction between teacher and students is predominantly recitation style, or there is no prompting/questioning.</p> <p>Less than 60% of students participate in answering questions/prompts.</p>

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 3b: Using Questioning/Prompts and Discussions

Outstanding -5 Exceeds Expectations -4 Fully Successful -3 Unacceptable -0

Part E: Critical Elements/Domain and Performance Standards: List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.**

<p>Critical Element OPTIONAL</p> <p>Domain 3: Instruction</p>	<p>Describes the critical interactive work that teachers undertake when they bring complex content to life for students.</p> <p>GPRA/Strategic Goal 3: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.</p> <p>Component 3c: <u>Engaging Students in Learning</u></p>
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Performance Standards

Outstanding	<p>More than 89% of the academic activities and tasks are designed to challenge student thinking, resulting in student engagement at the DOK expectations of the standard(s) for the instructional outcomes, with teacher scaffolding when needed. Students initiate or extend activities and projects to enhance their understanding of the content.</p> <p>The pacing of the lesson provides students the time needed to engage with and reflect upon their learning.</p> <p>More than 79% of students are engaged with the lesson content.</p>
Exceeds Expectations	<p>80% - 89% of the academic activities and tasks are designed to challenge student thinking, resulting in student engagement at the DOK expectations of the standard(s) for the instructional outcomes, with teacher scaffolding when needed.</p> <p>The pacing of the lesson provides students the time needed to engage with their learning.</p> <p>More than 79% of students are engaged with the lesson content.</p>
Fully Successful	<p>65%-79% of the academic activities and tasks are designed to challenge student thinking at the DOK expectations of the standard(s) for the instructional outcomes.</p> <p>The pacing of the lesson provides students limited time to engage with their learning.</p> <p>65%-79% of the students are engaged with the lesson content.</p>
Unacceptable	<p>Less than 65% of the academic activities and tasks are designed to challenge student thinking at the DOK expectations of the standard(s) for the instructional outcomes.</p> <p>The pacing of the lesson does not provide students with time to engage in their learning.</p> <p>Less than 65% of the students are engaged with the lesson content.</p>

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 3c: Engaging Student Learning

Outstanding -5 Exceeds Expectations -4 Fully Successful -3 Unacceptable -0

Part E: Critical Elements/Domain and Performance Standards: List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. **At a minimum, measurable criteria must be identified at the Fully Successful level.**

<p>Critical Element OPTIONAL</p> <p>Domain 3: Instruction</p>	<p>Describes the critical interactive work that teachers undertake when they bring complex content to life for students.</p> <p>GPRA/Strategic Goal 3: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.</p> <p>Domain 3 (3d) <u>Using Assessment in Instruction</u></p>
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Performance Standards

Outstanding	<p>Formal and/or informal assessment is used more than 85% of the time to support student learning. Feedback to students from teacher and peers is timely, consistent, and meaningful.</p> <p>More than 75% of students are aware of the assessment criteria, engage in self-assessment, and self-monitor progress. There is evidence that students have contributed to the assessment criteria.</p>
Exceeds Expectations	<p>Formal and/or informal assessment is used 76% - 85% of the time to support student learning. Feedback to students from teacher is timely, consistent, and meaningful.</p> <p>66% - 75% of students are aware of the assessment criteria, engage in self-assessment, and self-monitor progress.</p>
Fully Successful	<p>Formal and/or informal assessment is used 60% - 75% of the time to support student learning. Feedback to students from teacher is inconsistent.</p> <p>45% - 65% of students are aware of the assessment criteria and engage in self-assessment.</p>
Unacceptable	<p>Formal and/or informal assessment is used less than 45% of the time to support student learning. Feedback is absent.</p> <p>There is no evidence that students engage in self-assessment.</p>

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 3d: Using Assessment in Instruction

Outstanding -5 Exceeds Expectations -4 Fully Successful - 3 Unacceptable -0

Part E: Critical Elements/Domain and Performance Standards: *List each of the employee's Critical elements/domains (at least one, but not more than five) and their corresponding performance standard. Identify the GPRA/strategic/mission goal that the Critical element supports. At a minimum, measurable criteria must be identified at the Fully Successful level.*

Critical Element MANDATORY	GPRA/Strategic Goal 6: All students will benefit from an education system that is effective, efficient, transparent, and accountable.
Strategic Direction	Strategic Direction Goal 6: <u>Professional Learning Communities</u>
Performance Standards	
Outstanding	Teacher analyzes instructional data to identify the connection between teacher instructional practices and student learning, leads discussions with collaborative team(s) to determine strengths and areas of opportunity. Teacher devises and implements plans for improvement. Teacher contributes to the discussion in school wide strategic planning meetings using data from collaborative team meetings.
Exceeds Expectations	Teacher analyzes instructional data to identify the connection between teacher instructional practices and student learning, contributes to discussions with collaborative team(s) to determine strengths and areas of opportunity, and implements plans for improvement.
Fully Successful	Teacher provides instructional data to identify the connection between teacher instructional practices and student learning, participates in discussions with collaborative team(s) to determine strengths and areas of opportunity, and implements plans for improvement.
Unacceptable	Teacher does not provide instructional data and/or does not implement plans for improvement.

Describe the employee's performance for each Critical element. A narrative summary must be written for each element assigned a rating of Outstanding and Unacceptable.

Rating for Critical Element 3d: Using Assessment in Instruction

Outstanding -5 Exceeds Expectations -4 Fully Successful -3 Unacceptable -0

Privacy Act Notice: Chapter 43 of Title 5, U.S.C., authorizes collection of this information. The primary use of this information is by management and your servicing human resources office to issue and record your performance rating. Additional disclosures of this information may be: To MSPB, Office of Special Counsel, EEOC, the FLRA, or an arbitrator in connection with administrative proceedings; to the Department of Justice or other Federal agency, courts, or party to litigation when the Government is a party to or has an interest in the judicial or administrative proceeding; to a congressional office in response to an inquiry made on behalf of an individual; to the appropriate Federal, State, or local government agency investigating potential violations of civil or criminal law or regulation; and to Federal, State, local and professional licensing boards in determining qualifications of individuals seeking to be licensed.

If your agency used the information furnished on this form for purposes other than those indicated above, it may provide you with an additional statement reflecting those purposes.

Refusal to sign: In cases where the employee refuses to sign the EPAP, the supervisor has the authority to implement the performance standards and rating without employee agreement. Supervisor's should identify in the employee's signature block that the "Employee Refused to sign."

Understanding Performance Management

An Employee's Duties – Your supervisor should provide you with a copy of the position description for your job. Your position description is the official record of your main duties and responsibilities and is used in developing performance appraisal criteria. Take some time to read through your position description. Ask your supervisor about anything that is not clear to you. Your supervisor should review your position description with you at least once a year to ensure that it accurately reflects your main duties and responsibilities. Keep a copy of your position description and refer to it from time to time. You may want to make notes on your copy when your job changes, so that you can discuss the changes with your supervisor.

Employee Performance Appraisal Plan (EPAP) – The Employee Performance Appraisal Plan (EPAP) is the form used by the Department to evaluate the work performance of its employees under the 5-level appraisal system. When used effectively, the EPAP is a valuable communication tool for both employee development and organizational accomplishments.

Managers and supervisors are responsible for the following:

1. Complying with provisions of the U.S. Department of the Interior's Performance Appraisal Departmental Manual and Handbook (370 DM 430).
2. Establishing performance elements and performance standards that are linked to organizational goals and position descriptions.
3. Monitoring employee performance, communicating with employees about their performance and resolving performance problems.
4. Approving or reviewing ratings recommended by supervisors or rating officials.

The EPAP has several important goals:

1. Clarifying how the employee's performance requirements link to the strategic mission of their Organization;
2. Increasing individual productivity by giving employees the information they need to do their job effectively;
3. Improving individual/organizational productivity by promoting communication between employee and Supervisors about job-related matters, so that better and more efficient methods of operation can be Developed; and
4. Providing a process to recognize employees for good performance and their contributions to the Organization.

Appraisal Period – The appraisal period begins October 1 and ends September 30 of each year, **except where specific exceptions have been granted** (The appraisal period for BIE begins July 1 and ends June 30 of each year). The minimum period on which an appraisal may be based is 90 calendar days. During the appraisal period, your supervisor may periodically discuss your work with you and let you know how you are doing. In addition, before the end of the appraisal period, the supervisor will conduct one formal progress review with you. This progress review is another opportunity for you and your supervisor to discuss your progress, review your position description, identify any training needs or improvements, or to revise your critical performance elements and performance standards.

Performance Elements and Performance Standards – Your supervisor will explain your duties and responsibilities to you and discuss what is expected of you in order to achieve satisfactory performance. To further define your

performance expectations, your supervisor will establish performance elements and performance standards for your job. Employee input into this process is required.

Performance elements tell you what work assignments and responsibilities need to be accomplished during the appraisal period. All employees must have one performance element that is linked to the strategic mission or Government Performance Results Act goals of the organization. Between one and five performance elements can be established for a position. These elements are all considered critical elements. They are of such importance to the position that Unacceptable performance in one element alone would result in a determination that the employee's overall performance is Unacceptable.

Performance standards tell employees how well performance elements must be done by defining achievable rating levels for: Outstanding, Exceeds Expectations, Fully Successful, and Unacceptable performance. These five rating levels focus on results and include credible measures such as quality, quantity, timeliness, cost effectiveness, etc.

Your overall performance is evaluated by your supervisor or rating official using these performance standards. A determination that an employee's overall performance is Unacceptable could result in remedial action and Unacceptable performance may be the basis for removal or reduction in grade.

The Rating Process – At the end of the appraisal period, your supervisor will carefully review the performance elements and standards for your position. Based on your actual performance, one of five rating levels may be assigned. The rating will be presented to you during the formal performance discussion between you and your supervisor. The appraisal will be completed with your signature and a copy provided to you. This rating is documented on the EPAP form and is considered as your Rating of Record. Your rating of record is directly linked to your eligibility for certain types of pay increases and awards.

Rewarding Performance – Rewarding performance means recognizing good performance and providing incentives to employees for their work efforts and contributions to the organization. At the end of the appraisal period, your supervisor may consider you for an award based on your performance and rating of record as follows:

- Outstanding – Eligible for an individual cash award up to 5% of base pay; a Quality Step Increase; Time-Off Award; or other appropriate equivalent recognition.
- Exceeds Expectations – Eligible for an individual cash award up to 3% of base pay; Time-Off Award, non-monetary award, or other appropriate equivalent recognition.
- Fully Successful – Not eligible for any performance award, but may receive monetary, non-monetary, Time-off, or other appropriate incentive awards for specific accomplishments throughout the year.
- Unacceptable – Ineligible for any performance recognition.

How to get the most out of your Employee Performance Appraisal Plan

1. Ask for Feedback throughout the appraisal period.

How do you know if you are learning how to do your job and meeting your performance expectations? Talk to your supervisor throughout the appraisal period. Your supervisor wants you to succeed and is available to provide guidance to help you learn how to effectively do your job. Communicating regularly with your supervisor gives you the opportunity to understand the job expectations. It also lets your supervisor know what type of assistance or resources you need to perform your work, and it is a good way to get feedback.

Feedback is information that helps you know how you are progressing in learning the duties and responsibilities of your job. Employees who seek feedback from their supervisors learn their jobs more quickly and with fewer wrong turns than employees who shy away from feedback. Employees who seek feedback spend less time redoing work and turn in work with fewer mistakes. As a result, they improve their work performance.

Getting and using feedback is one of the most important keys to learning your job. As you do your work, ask for feedback from your supervisor to see if you are on track. At first you may feel uncomfortable asking for feedback. But, remember that your supervisor wants you to succeed. As you master your job and get to know your supervisor, you will soon feel more comfortable asking for and receiving feedback.

2. Preparation

- a. Before your supervisor prepares your appraisal:
1. Prepare a list of key work accomplishments and give it to your supervisor for consideration in preparing your rating.
 2. If you have specific issues come prepared to discuss them. Give your supervisor a "heads up" so that they can also prepare to discuss the issues.
 3. Write down any key points and questions you may have.
- B. During your performance discussion:
1. Don't be shy about asking for clarification, especially about your supervisor's expectations.
 2. Refer to your notes, so that you don't overlook any points that are important to you.
 3. Tell your supervisor how you feel things are progressing and if you need any additional information or materials.
 4. Let your supervisor know what your short/long-term career goals are.
 5. Ask for feedback.

If you still have questions about the Employee Performance Appraisal Plan, please consult with your supervisor.

Supervisor's Guide to Developing Individual Development Plans

The Individual Development Plan (IDP) is a valuable performance enhancement tool for any federal employee. The IDP can be of great assistance to those who want to enhance skills and strengths and learn more about matters of interest that are relevant to the performance of the agency. Bureaus/Offices may require the use of an IDP at their discretion. Check with your Human Resources Office for the IDP or other appropriate form to be used by your Bureau/Office for documenting employee development needs.

The following is a brief outline of the definition, steps and goals of an IDP.

Goals: The employee and the rating official develop goals together. The IDP provides a connection between the employee's career interests and needs to the organizational mission and priorities. The most common goals of an IDP are to:

- Learn new skills to improve current job performance
- Maximize current performance in support of organizational requirements
- Increase interest, challenge, and satisfaction in current position
- Obtain knowledge, skills and abilities necessary for career growth

Definition: An IDP identifies a broad spectrum of developmental opportunities for the employee, including on-the-job training, distance learning, formal classroom training, details, shadow assignments and self-development. It addresses the needs of the organization and of the employee beginning with a focus on maximizing employee performance in the current job.

An IDP is a guide to help individuals reach career goals within the context of organizational objectives. It is a developmental action plan to move employees from their current place to where they want to go. It provides the systematic steps to improve and to build on strengths as individuals improve job performance and pursue career goals.

An IDP is a partnership between the employee and the rating official in personal development. Preparing an IDP involves open feedback, clarification and discussion about developmental needs, goals, and plans. Periodic communication between the rating official and the employee is the key to the currency and success of an IDP.

An IDP is not a:

- *Performance appraisal. It is not used to determine pay, awards or other personnel actions based on performance.*

- *Contract for training. Final approval of training opportunities is made based on factors such as timing and budget availability.*
- *Position description. It is not used for clarifying discrepancies in the duties as described.*
- *Guarantee for promotion or for reassignment to another position. While the developmental experiences identified in an IDP may have some training that might qualify the employee for another position or grade, there is no guarantee of advancement.*

Responsibilities: As in all aspects of the employee/supervisor relationship, direct and open communication is the key to the success of an IDP. The following responsibilities address the IDP process specifically.

The **employee** is responsible for:

- Assessing personal skills necessary for performing the current position
- Suggesting developmental experiences which would enhance the skills necessary for performing the current position and for the desired career goals
- Identifying personal career goals
- Understanding what skills are necessary for meeting the career goals
- Participating in open discussions with the rating official concerning the elements of the IDP
- Completing the developmental experiences in the IDP as approved by the rating official
- Alerting the rating official when the IDP needs review and updating

The **rating official** is responsible for:

- Providing constructive feedback to the employee about skills necessary for performing the current position
- Suggesting and reviewing employee suggestions for developmental experiences which would enhance the skills necessary for performing the current position
- Counseling the employee about career goals
- Identifying developmental experiences which would enhance the skills necessary for performing in the next type of position toward the employee's career goal
- Participating in open discussions with the employee concerning the elements of the IDP, in periodic updates and reviews of the IDP for currency
- Giving final approval to specific developmental experiences
- Monitoring the progress of the employee in completing the developmental experiences agreed upon in the IDP

Individual Development Plan (*Bureaus/Offices may require the use of an IDP at their discretion. Check with your Human Resources Office for the IDP or other appropriate form to be used by your Bureau/Office for the IDP or other appropriate form to be used by your Bureau/Office for documenting employee developmental needs.*)

Individual Development Plan

Plan Performance Year _____

Employee's Name	Position Title/Grade	Office Phone	Office Fax	Email Address
Current Supervisor's Name	Supervisor's Title	Office Phone	Office Fax	Email Address
Goals for Successful Performance in Current Position	Short-term Career Goals (2-3 years)	Long-term Goals (3+ years)		
Developmental Objectives: What do you need to do this year to work towards your goals?	Developmental Activities (training, assignments, projects, details, etc.)	Proposed Dates	Estimated Costs	Date Completed
Notes:	Employee's Signature/Date			
	Supervisor's Signature/Date			

Instructions for completing the Individual Development Plan

Employee Development and Career Goals – the employee and supervisor work together to complete the goals for successful performance in the employee’s current position and the employee’s short- and long-term career goals on the IDP.

Developmental Objectives – describe what the employee needs to do this year to work toward his/her goals. Objectives describe what the employee needs to learn or achieve in order to reach his/her goals.

Determine a method of training and a training time frame – determine what type of training or activity is needed to accomplish the employee’s developmental goals. It could be on-the-job training, a detail, or a formal training course or a combination of methods. Identify the proposed dates for the training or activity in the “Proposed Dates” column. Enter the actual or estimated cost of the activity in the “Estimated Costs” column. This column can be used in preparing your office’s annual budget. Once the training is completed, write the date in the “Date Completed” column.

Methods of Training:

On-the-job training – this can include coaching by a skilled individual or details into positions that will give the employee the skills and knowledge needed.

Details – temporary assignments to another location and/or position to gain specific knowledge and/or experience.

Courses – formal training courses, e.g., from your agency, local universities, commercial vendors.

Satellite Broadcasts/Computer/Web Based Learning – a variety of topics available through your agency via satellite broadcasts, software packages, and on-line training.

Discuss the Development Plan with your Employee – discuss the IDP with the employee and make any necessary modifications. The supervisor and employee should sign and date the plan. This plan should be completed within 60 days from the beginning of the performance year.

Review and Modifications – the plan should be reviewed at each performance review and modified as situations or needs change.

Attachment A

Teacher Evaluation Process Guidelines

An Evidence Based Process

Step 1 (Mandatory within the first 60 days from the start of the contract)

Notification of Employee Performance Appraisal Plan Elements – The rating official will conduct an orientation with the teacher and provide materials outlining the evaluation process. It is recommended that this be conducted by the rating official in a private setting. The conference must occur within the first 60 days from the start of the contract. The teacher and rating official will meet to discuss mandatory and optional critical elements. A copy of the document with signatures in boxes A-1 to A-3 will be provided to the teacher.

During this initial conference, the rating official and the teacher will review the performance levels identified in the critical elements. The rating official will explain the expectations for the performance levels of each element.

Throughout the year, the teacher will collect supporting evidence of instructional practices. Planned observations, announced observations, impromptu observations, walk-throughs, and/or conferences may also occur during this time.

Step 2 (Mandatory within the first 90 calendar days of contract)

First Pre-Observation Conference – This conference shall precede each formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans will be shared, activities described, and materials identified. At this time, the rating official and teacher will discuss questions on the Teacher Pre-Observation Conference Form (Attachment C).

First Formal Observation – Rating official will observe a complete and uninterrupted lesson.

First Post Observation Conference – The purpose of this meeting is to identify areas of strengths and opportunities for improvement based upon documentation provided to the teacher. Plans, activities, and/or strategies to help improve student academic performance and non-academic performance should be the outcomes of this conference. The teacher should continue to collect evidence or artifacts for future documentation and archiving. This conference should normally occur within 10 days of the observation. Documentation of the post observation conference should be included in the narrative section for each element or attached to the EPAP as a separate document using Attachment D.

Step 3 (Mandatory to be completed on or before February 1 of each year)

Second Pre-Observation Conference – This conference shall precede each formal observation for the purpose of identifying the details of the upcoming observation. Lesson plans will be shared, activities described, and materials identified. At this time, the rating official and teacher will discuss questions on the Teacher Pre-Observation Conference Form (Attachment C).

Second Formal Observation – Rating official will observe a complete and uninterrupted lesson.

Second Post Observation Conference – This conference completes the mid-year evaluation cycle required by the Part B: Progress Review noted on page one of the EPAP form. The rating official shall set aside sufficient time to allow for meaningful discussion with the employee about his/her performance. A review of data and other evidence of the teacher's performance are done at this time. Teacher is advised of any deficiencies that need to be corrected. The teacher should continue to collect evidence or artifacts for future documentation and archiving. This conference should normally occur within 10 days of the observation. Documentation of the post observation conference should be included in the narrative section for each element or attached to the EPAP as a separate document using Attachment D.

Step 4 (Mandatory to be completed before the last day of the contract)

Final Rating Conference – This conference completes the evaluation cycle. The rating official shall set aside sufficient time to allow for meaningful discussion with the employee about his/her performance. The rating official will collect and record evidence to determine final ratings resulting in a summative performance rating. Teacher Final Rating Conference Form completed, along with the EPAP final rating, found on page one of the packet.

***The Teacher EPAP is aligned to the work of Charlotte Danielson in her book, Enhancing Professional Practice: A Framework for teaching (2007). The critical elements also align to the BIE Strategic Direction. ***

Attachment B Glossary

Term	
Assessment Plan	The outline to facilitate continuous improvement of student learning. Assessment plans include student instructional outcomes, learning opportunities, measures, targets, and a process for carrying out the plan.
Benchmark	A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.
Classroom Observations	Used to measure observable classroom processes. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.
Collaborative Team	A group of individuals who share common beliefs and work towards common goals.
Common Core Standards	A clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level
Content Standard	What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire within each discipline.
Curriculum	Lessons and academic content taught in a specific course or program
Curriculum Framework	An organized plan or set of standards or instructional outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.
Data-Based Decision Making	Collecting and analyzing varied sources of information (e.g. class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions) to guide decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.
Depth of Knowledge (DOK)	The depth of understanding required to answer or explain an assessment related item or a classroom activity
Differentiated Instruction	A philosophy for effective teaching that involves providing all students within a diverse classroom community of learners a range of different avenues for understanding new material
Essential Skills	The most important skills within a priority standard that meets the four prong test: endurance, readiness, leverage, and state assessed
Evaluation	Teacher evaluation occurs through formal and informal observations and results in a summary rating.
Evidence	Student work, student academic data, whole class academic data, formative assessments data, teacher lesson delivery data, etc.
Formative Assessment	Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.
Gap Analysis	An analysis of the gap between the current state and the desired state- a deficiency analysis technique.
Goal (academic)	Based on a careful analysis of data, a goal defines the priority area(s) for improvement initiatives of a classroom, school, or district.
Higher Order Thinking Skills	A concept of education reform based on learning taxonomies (such as Bloom's Taxonomy or Webb's Depth of Knowledge). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits.
Indicator	Descriptive statements that define benchmarks

Instructional Data	Information about students used to inform teaching and learning
Learning Objective	Linked to goals. They identify the knowledge, skills, outcomes, and results that are measurable, observable and quantifiable.
Instructional outcomes	Concise measurable statement that specifies what students will know, be able to do or be able to demonstrate when a lesson is completed
Learning Styles	A student's consistent way of responding to and using stimuli in the context of learning
Lesson Plan Cycle	The plan to teach and assess a standard or standards within a set time frame. This typically would last 1-3 weeks. At the same time, there may be some deviation from this time frame based upon the complexity of the selected standard(s).
Pedagogy	Generally refers to strategies of instruction, or a style of instruction
Priority Standards	Standards that have been identified as most essential to a particular grade level, content area, or course.
Professional Learning Community	Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.
Rigor	Learning experiences and educational expectations that are academically, intellectually, and personally challenging.
Rubric	An established and written set of criteria for scoring or evaluating one's performance in relation to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.
S.M.A.R.T. Goals	Goals which are specific, measurable, attainable, results oriented, and timely.
Scaffold	A variety of instructional techniques used to move students progressively toward stronger understanding and greater independence in the learning process.
School Improvement Plan	A roadmap that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made
School-Level Data	Quantitative and qualitative data collected to make decisions on programs and processes at the school
Standards Based Assessment Tool	An assessment in which items and tasks are designed to align with the learning goals and the rigor of the standard.
Strategic Direction	BIE Strategic Direction designed to improve the ability of the BIE to increase its services to Native students by organizing management activities, setting priorities, and ensuring efficient and effective utilization of staff and resources.
Strategic Plan	Organizational process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this plan.
Student Growth	The change in student achievement for an individual student between two or more points in time.
Summative Assessment	Assessments used to determine whether students have met instructional goals at the end of defined instructional period.

Attachment C

**Teacher Pre/Post Observation Conference Form
Questions for Discussion**

Formal Classroom Observation

Teacher Name _____ **School** _____

Grade Level(s) _____ **Subject(s)** _____ **Pre-Date** _____ **Post-Date** _____

Observer: _____

Pre Conference Question	Post Conference Question
What are your Priority Standards for this lesson?	Were you able to meet your Priority Standards for this lesson?
What are your learning outcomes for this lesson?	Were you able to meet your learning outcomes? What is your evidence to support that you met your learning outcomes?
Knowing your students' academic needs and challenges, please talk me through how you will differentiate instruction to meet the standard(s) and instructional outcome(s) in this observation?	Describe how you differentiated for the various groupings.

<p>How will you determine the rigor of your lesson?</p>	<p>How did you scaffold instruction to meet the expectation(s) of the standard(s) for each student?</p>
<p>What formative assessment(s) will you utilize for this lesson and why?</p>	<p>How did you utilize your formative assessment data for this lesson? Did you change anything in this lesson as a result of the data? If so, what and why did you make the change?</p>
<p>How will you know if your students have met the instructional outcome(s)? What is your evidence?</p>	<p>What evidence demonstrates that your students met the instructional outcome(s)?</p>

Employee Copy _____

School Copy _____

Human Resource File _____

Attachment D

Outstanding – The teacher consistently demonstrates the listed functions and other actions reflective of the teaching standards that are above and beyond stated expectations. Teachers that perform at this level should exceed goals and targets established for student performance. An Outstanding rating means that only areas for growth would be further expand on comments. An Outstanding rating means that performance is excellent. The employee is a top performer in all areas of teaching performance.

Exceeds Expectations – The teacher demonstrates the listed functions reflective of the teaching CCS most of the time and meets goals and targets established for student performance. Performance in this area is satisfactory and similar to that of others regarded as good performers. The indicator of performance delivered when rating one as effective is that performance is very good. While there are areas remaining that require further development to be considered an excellent performer in this standard, an effective rating is indicative of a valued teacher who is performing above the basic level of performance. Expectations for this level will be determined at the initial conference.

Fully Successful – The teacher sometimes demonstrates the listed functions reflective of the teaching CCS standards and meets some of the goals and targets established for student performance. A basic rating indicates that the employee performs well as times but requires more consistent performance overall. The teacher demonstrates potential, but must focus on opportunities for improvement to elevate the performance in this standard.

Unacceptable – The teacher demonstrates an ability to perform the listed functions above an Unacceptable level is unable to improve performance to the developing level and rarely meets a goal or target for student performance. The demonstrated performance of this teacher is Unacceptable and requires significant improvement supported by an improvement plan with specific targets and administrative support.