EES 2022-23
Educator Effectiveness System

MANUAL FOR EVALUATORS AND PARTICIPANTS

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EES Resources Online

The Hawaii State Department of Education ("Department") has a public webpage, http://bit.ly/HIDOEees, where teachers, evaluators and the public can access information about the EES. More detailed information, resources and relevant documents and forms can be found on the Department's Intranet. The Intranet is only accessible by employees via their authenticated username (EmployeeID@k12.hi.us) and password. To access many of the links to these resources that are embedded in the EES Manual, employees will need to log in. First-time users of the Intranet can set their password via our Self-Service Password Manager; instructions available here: Username and Password Information. Employees who need further assistance with their login should contact the IT Help Desk at 564-6000, or via HATS at 692-7250.

Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process to evaluate teachers' performance in the Department to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of a one-year planning period and two-year pilot. The system has been further refined through the EES Joint Committee process based on data and input collected from stakeholders during statewide implementation starting in School Year (SY) 2013-2014 and periodic refinement through SY 2022-2023. Our leadership and teachers believe in the value and importance of creating and maintaining an environment conducive to student learning, to student growth and to developing opportunities for teacher led innovation.

Design Values

Effective teachers are critical to student learning

Research has shown that highly effective teachers have a pivotal impact on student achievement. The EES aims to improve student and system outcomes by providing all teachers with the support they need to succeed. When teachers excel, students thrive.

Teachers deserve to be treated like professionals

Professionals deserve an evaluation system that provides fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the Department also needs to recognize excellence. The EES introduces a performance rating system that supports effective instructional practices and offers opportunities to distinguished teachers to innovate and to improve their school or the system within which they work.

The Educator Effectiveness System is about growth

To reach its goals, the Department must invest in its teachers. The EES provides tools and data to help teachers become confident in their practices and to challenge themselves to improve their instruction, their school and the system. The EES supports teacher development by:

Clarifying Expectations

To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching/system improvement. The multiple EES measures and performance rubrics identify areas of strength and improvement for our teachers.

Providing Feedback

The EES provides regular feedback to teachers that is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data throughout the school year.

Driving Professional Development

The EES data will help teachers and evaluators determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. When teachers are provided with constructive feedback, it allows them to set goals and to seek professional development that is aligned with their specific needs.

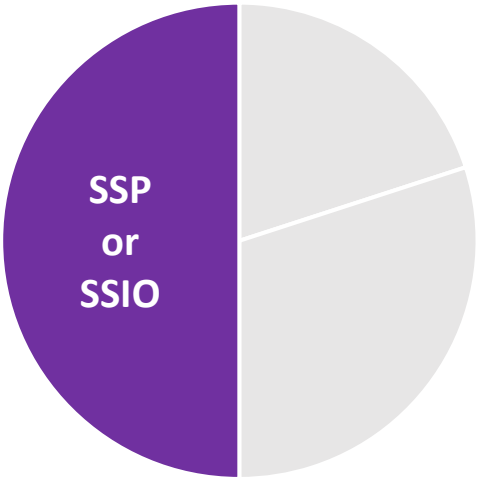
Valuing Collaboration

Collaboration among teachers is critical. It builds common expectations of student and system outcomes and allows teachers to share best practices. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and/or grade level teams to help teachers interpret EES, as well as to improve teacher practice, student achievement, school improvement, and system change.

EES Measures

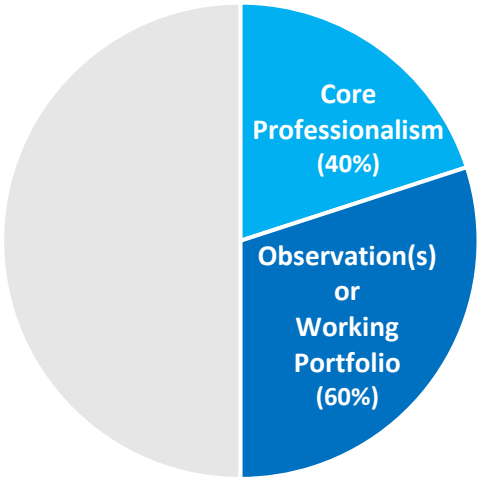
The EES measures are rooted in the Hawaii Teacher Performance Standards and comply with Hawaii State Board of Education (Board) Policy 203.4. Board policy requires the evaluation system to have two major components each of which counts towards at least 40% of the overall rating. The EES consists of Student Growth & Learning measures for half of a teacher's annual effectiveness rating, with Teacher Practice accounting for the other half. EES components used to comprise each measure are differentiated based on each teacher's job classification since different data links to different teaching assignments.

Student Growth & Learning



- Student Success Plan (SSP) or School System Improvement Objective (SSIO)

Teacher Practice



- Core Professionalism (CP) (including reflection on Student Perception Survey and other data)
- Observation(s) or Working Portfolio (WP)

Teachers cannot opt out of EES. It is a requirement of all teachers, based on the Bargaining Unit 5 (BU05) contract. All BU05 teachers shall be evaluated, irrespective of future plans the teacher may have (e.g. separation, retirement, leave, etc.).

Final Effectiveness Rating

The combination of measures will result in an annual final effectiveness rating of Highly Effective, Effective, Marginal, or Unsatisfactory.

Highly Effective

Demonstrates excellence in teacher practice and student/system outcomes that exceed expectations.

Effective

Demonstrates effective teacher practice and student/system outcomes that meet expectations.

Marginal

Needs improvement to demonstrate effective teacher practice and/or expected student/system outcomes.

Unsatisfactory

Does not show evidence of effective teacher practice or expected student/system outcomes.

The final effectiveness rating represents the combined performance on multiple measures. Individual component ratings do not equate to the final effectiveness rating. Individual component ratings may use different terminology (e.g., Distinguished, Proficient, Basic, etc.) because they are indicators of specific levels of performance on unique rubrics.

The Professional Development Educate, Empower, Excel (PDE^3) system, an online platform, is used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Teacher Classification

The EES applies to all BU05 employees within the Department. BU05 employees fall into two broad categories: 1) Classroom Teachers (CT) and 2) Non-Classroom Teachers (NCT). PDE^3 will apply data to teachers depending upon the specified classification of either CT or NCT. If teachers switch roles during the school year, a conference should be initiated by the evaluator to discuss the implications on the teacher's evaluation. The Summary of Conference (SOC) form may be used to document this meeting.

Classroom Teachers

CTs are BU05 employees who plan, deliver, and assess instruction for students.

Non-Classroom Teachers

NCTs are BU05 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community at either a school, complex area, or state office. Examples of NCT roles may include curriculum coordinator, academic coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to mutually determine, with their evaluator, which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. If the teacher and evaluator cannot agree on the teacher's classification, the evaluator's determination is the one that will take precedence.

Differentiating EES to Meet Teachers' Needs

The EES applies differentiated evaluation tracks. Experience level, tenure status and the prior year's rating determine the differentiated evaluation activities and support. The differentiated process reflects the belief that teachers at different stages of experience and performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals.

Five-year Comprehensive Evaluation Cycle for Tenured Teachers

Based on Social Security Numbers (last number of SSN), tenured teachers will be On-Cycle at least once every five years, and focus on feedback and professional growth in all other years:

School Year	On-Cycle Tenured Group
SY2022-2023	Last SSN 0 & 9
SY2023-2024	Last SSN 1 & 3
SY2024-2025	Last SSN 5 & 7
SY2025-2026	Last SSN 2 & 4
SY2026-2027	Last SSN 6 & 8

Tenured teachers who received a rating of Effective or better in the prior year's evaluation

Tenured teachers rated Effective or better in SY 2021-2022 with Social Security numbers ending in 0 or 9 shall be On-Cycle for the duration of SY 2022-2023. Tenured teachers with no EES rating in SY 2021-2022 shall also be On-Cycle for the duration of SY 2022-2023. Tenured teachers rated Effective or better in SY 2021-2022 with Social Security numbers ending in 1, 2, 3, 4, 5, 6, 7, or 8 shall start the year Off-Cycle in SY 2022-2023. If the teacher completes the year Off-Cycle, then the prior year's final EES rating shall be carried over.

Non-tenured teachers and teachers rated less than Effective

All teachers that begin SY 2022-2023 as a non-tenured teacher, shall be On-Cycle for the duration of SY 2022-2023. Any teacher rated less than Effective in the prior year's evaluation shall be On-Cycle for the duration of SY 2022-2023. Emergency hire teachers whose employment status changes to probationary during the year shall have their evaluation requirements adjusted in order to receive appropriate probationary credit.

Professional Development Plans (PDP)

All Off-Cycle teachers will develop and maintain a professional development plan that identifies areas for targeted growth and learning of teachers and students. There are two types of professional development plans: 1) Individual Professional Development Plan and 2) Principal Directed Professional Development Plan.

Individual Professional Development Plan (IPDP):

A teacher's IPDP can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning of teachers and students. Teachers will discuss the contents of their plan with their evaluator by the end of the first quarter. Reflection on the plan itself and the learning opportunities within the plan are considered a matter of professional responsibility. An example of an IPDP can be found on the Intranet.

Principal Directed Professional Development Plan (PDPDP):

A PDPDP will apply to teachers on extended probation or who received a Less than Effective rating for the previous school year. The principal/evaluator will lead the development of this plan, and it must be constructed within 30 instructional days from the start of the school year. The plan should include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

Additionally, teachers who have demonstrated documented deficiencies can be placed on a PDPDP at any time during the school year by their principal/evaluator (see the Supporting Teachers with Documented Deficiencies section of this manual for more information).

Annual Comprehensive Evaluations for SY2022-2023

School Year 2022-2023		Differentiated Comprehensive Evaluations				
		On-Cycle				Off-Cycle
		Emergency Hire	**Probationary 0-4**	**Probationary 5-6 / Tenured On-Cycle**	**Marginal / Extended Probation**	**Tenured Off-Cycle**
		▪ No Hawaii Teacher's License	▪ Probationary semester 0, 1, 2, 3 or 4	▪ Probationary semester 5 or 6 ▪ Tenured last SSN 0 & 9 and last rating Effective or higher; or no rating	▪ Last rating less than Effective ▪ Probationary semester 7+	▪ Tenured Last SSN 1-8 and last rating Effective or higher
Teacher Practice	Core Professionalism	Domain 4 evidence & reflection on student survey and other data No IPDP	Domain 4 evidence & reflection on student survey and other data No IPDP	Domain 4 evidence & reflection on student survey and other data No IPDP	Domain 4 evidence & reflection on student survey and other data PDPDP	Reflection on student survey and other data (not rated)* IPDP (not rated)*
	Observation** -or- Working Portfolio	One or more formal observations, or a WP for NCT	Two or more formal observations, or a WP for NCT**	One or more formal observations, or a WP for NCT	Two or more formal observations, or a WP for NCT	Not required or rated*
Student Growth	SSP -or- SSIO	Modified SSP or SSIO SSP Rubric E***	One SSP or SSIO SSP Rubric 1 or 2***	One SSP or SSIO SSP Rubric 2***	One SSP or SSIO SSP Rubric E, 1, or 2***	Not required or rated*
Final Rating		New rating received	New rating received	New rating received	New rating received	Rating carried over from prior year

* At the evaluator's discretion, teachers will continue to set learning objectives, engage in data team processes, participate in walkthroughs and implement best practices as part of school improvement processes. Such efforts shall not be rated for Off-Cycle teachers and documentation is not required.

** Teachers hired during the second semester shall complete a minimum of one formal classroom observation, or a working portfolio for NCT.

*** Refer to differentiated SSP rubrics on pg. 35 for scoring based on teacher experience level and tenure status.

Teachers who begin the school year On-Cycle will remain On-Cycle for the duration of the school year and will receive a new final rating. Emergency hire teachers whose employment status changes to probationary during the year shall have their evaluation requirements adjusted in order to receive appropriate probationary credit.

Orientation Training for all Teachers

All teachers must participate in an annual EES Orientation to review the evaluation tool.

Topic	Provider	Purpose and Outcomes	Due Date*
EES Orientation Video	School level, complex area, or state office staff, as applicable	Provide an orientation to the performance evaluation system Inform teachers about updated EES process, tools, performance criteria, guidance material, method of calculating the annual evaluation rating, and timelines	Must be conducted prior to the first day of instruction with students *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and must be prior to starting the evaluation process.

Teachers New to EES - Overview Training

In addition to the annual EES Orientation training, teachers new to the EES must participate in the following basic training requirements. Attendance for all required training sessions should be documented by sign-in sheet and/or in PDE[3]. Training and support should not be limited to the overviews; it should be ongoing and targeted to support individual needs.

Topic	Provider	Purpose and Outcomes	Due Dates*
Teacher Practice Overview: Introduction to the Framework for Teaching Overview of Observations/ Working Portfolio, Core Professionalism (including reflections on Student Perception Survey and other data)	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the observation protocol	Provide teachers with a basic understanding of the components within the Teacher Practice & Student Growth measures	See Implementation Timeline *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and prior to the teacher's engagement in applicable evaluation components
Student Growth & Learning Overview: Introduction to Student Success Plans (SSP)	School level, complex area, or state office staff, as applicable		

Evaluation Conferences

Every teacher is unique, and support and development should not look exactly the same for everyone. It is imperative that teachers and administrators have opportunities for honest conversations focused on promoting continuous improvement. Instead of meeting about each evaluation component separately, it is recommended that teachers and evaluators work together to schedule combined conferences for as many components as possible. While observation cycles typically require their own conferencing schedule, most of the other components in the EES can be discussed during a Beginning Conference, an optional Mid-Year Conference, and an Ending Conference as described here.

Beginning Conference

This is a collaborative discussion about the teacher's past performance and plan for the year ahead. It is recommended that the topics of conversation include the Observation Schedule or Working Portfolio (WP) plan, Student Success Plan (SSP) or School/System Improvement Objective (SSIO), and others as applicable.

Mid-Year Conference (optional)

If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. Topics could also include the impact of new students on Student Growth & Learning, progress on a WP, or a needed adjustment to a teacher's SSP or SSIO. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference

Teacher and evaluator review the summative feedback and the documentation that should support all ratings (component and overall) for Teacher Practice and Student Growth & Learning at the Ending Conference. Progress made on the SSP or SSIO should be discussed along with the teacher's final effectiveness rating for the school year. The administrator shall determine where documents should be uploaded (e.g., PDE^3, Google Docs, etc.).

Implementation Timelines

Teachers and evaluators should collaborate to complete EES requirements given the constraints applicable to their school and situation. The deadlines shown here are administrative deadlines. Evaluators may require evidence submission prior to dates listed to allow for feedback and revisions.

If a teacher and evaluator want to alter these timelines for a specific situation, it requires mutual agreement between the Employer and Association. Coordination and documentation of approval should be done through the EES Complex Area Lead and the Hawaii State Teachers Association (HSTA) UniServ Director. If there is no agreement, the timeline in this manual shall be followed.

Timelines for Multi-Track Schools are located in Appendix D. 12-month teachers should follow the Green Track Implementation Timeline.

Single Track Schools Implementation Timelines

Evaluator or Implementation Deadline	Component	Implementation Notes
August		
8/29 (or prior to starting EES evaluation activities)	Training	SY 2022-2023 EES Orientation Video Training for all teachers. Teachers are informed of online EES Manual on the DOE public website (hawaiipublicschools.org)
8/29 (or prior to starting EES evaluation activities)	Training	EES Overview Training for teachers new to the EES* • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP, SSP/SSIO as applicable) **Relative to teachers hired after 8/29, training should be conducted as soon as possible.*

September		
9/9	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 9/12-12/9: Teachers implement SSP/SSIO • Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
9/16	PDPDP	Evaluator-led PDPDP developed for ● Teachers who received a final effectiveness rating of less than Effective in the prior school year, or ● Teachers who are on extended probation
9/30	• WP (for NCTs as applicable) • CP • IPDP • Year-long • SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators Evaluators approve Year-long SSP/SSIO in PDE[3] • 10/10-4/28: Teachers implement SSP/SSIO plan
October		
10/21	1st Sem. SSP/SSIO	Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3]
December		
12/9	• 1st Sem. SSP/SSIO	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO
12/12-1/11	• 1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences

January		
1/11	• 1st Sem. SSP/SSIO	• Evaluators finalize 1st Sem. SSP/SSIO end-of-term rating in PDE3
1/18	Year-long SSP/SSIO	Evaluators approve mid-term Year-long SSP/SSIO in PDE3
1/27	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2022-2023
TBA	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/3	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE3 • 2/6-4/28: Teachers implement SSP/SSIO
March		
3/10	2nd Sem. SSP/SSIO	Evaluators approve mid-term 2nd Sem. SSP/SSIO in PDE3
April		
4/28	• Observations • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & other data reflections	• Classroom Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO o Teachers should prepare for the final evaluation conference as applicable

May		
5/1-5/19	• Observations/WP • SSP/SSIO • CP • PDPDP • Student Perception Survey & other data reflections (as applicable)	• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. ○ Evaluators finalize and lock all relevant components in PDE^3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2022-2023. ○ For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 5/19.
Note: **Off Cycle Teachers** finalize IPDP, Student Perception Survey and other data reflections, as applicable. **12-Month Teachers** should follow the Green Track Implementation Timeline (See Appendix D, pg. 51).		

Supporting Teachers with Documented Deficiencies

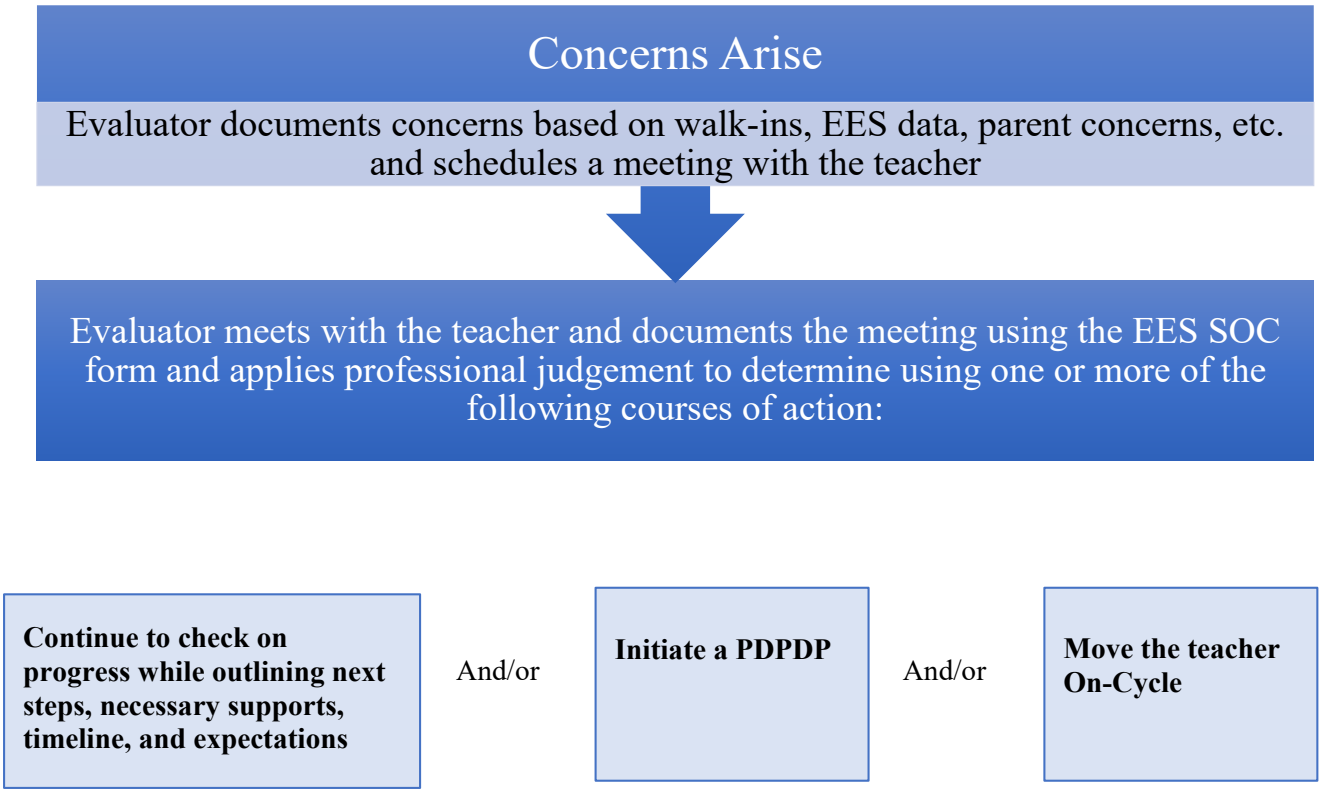
Evidence and documentation should determine the direction of support for teachers and their performance improvement needs. There are various reasons why teachers may struggle to meet proficiency goals and may need support. When evaluators understand teachers' professional needs, opportunities for support can be provided in focused and targeted ways.

Evaluators should examine effective practices and discuss what might be done to support teachers to improve performance based on their developmental needs. Differentiated support can be designed based on accessible professional learning resources, collaborations, and/or technical assistance.

Triggers for initiating an intervention support due to documented performance deficiencies (contingent on the teacher's current evaluation track) include, but are not limited to observations, SSP/SSIO implementation, Core Professionalism, Student Perception Survey results, student outcomes, parent concerns, or walk-through data. Information and data from the previous year may be used by the evaluator to trigger additional supports or to place a tenured teacher On-Cycle.

Evaluators should document concerns as they arise, contact their EES Complex Area Lead for guidance, and schedule a meeting with the teacher to discuss next steps and expectations.

Evaluators may provide targeted support. Administrative interventions may occur based on the magnitude of a single performance deficiency or multiple performance deficiencies on the teacher's part. The administrator's professional judgment determines how he or she proceeds.



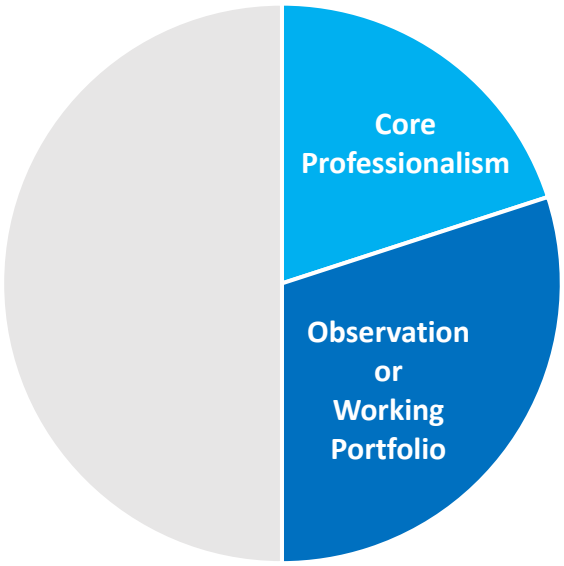
One way to trigger more support is for the evaluator to initiate the development of a PDPDP. This plan should outline supports and goals for improving a teacher's practice. The placement of a teacher on a PDPDP may be documented on the EES SOC form.

Moving a teacher from Off-Cycle to On-Cycle Evaluation

If a teacher who is participating in an Off-Cycle Evaluation demonstrates documented performance deficiencies, the evaluator should address the issue and document the concern(s) in an EES Summary of Conference. Evaluators have the option to put the teacher back On-Cycle (see Implementation Timeline).

If the EES Track Movement date has passed, the evaluator should continue to document concerns and provide support for the remainder of the school year. At the end of the year, the evaluator should determine if the teacher has made improvements or if the teacher will need to be placed On-Cycle at the start of the next school year for more targeted and formal support. This cycle change should be addressed at the ending of the year conference.

Teacher Practice Measures



Teacher practice is based on two measures, Core Professionalism and Observation/Working Portfolio. Teachers have access to Charlotte Danielson's book, Enhancing Professional Practice: A Framework for Teaching. The element-level rubrics found in the 2007 edition and the component-level rubrics found in the 2013 edition of The Framework for Teaching Evaluation Instrument were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism

Core Professionalism (CP) encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to their professional growth and the school culture.

Indicators for Core Professionalism

Domain 4 Evidence

The criteria and expectations for CP are articulated in the Domain 4 Hawaii Adapted Framework for Teaching Rubric (see pg. 18). The Domain Level Rubric provides a holistic picture of a teacher's professional responsibilities. Additional CP resources can be found on the Intranet.

Reflection on Student Perception Survey Results

The Student Perception Survey collects student perspectives about teaching and learning pertaining to a specific classroom. Teachers that administer a class survey will receive a teacher report on their class' collective results. Schools will also receive a school level report based on the collective results from all students surveyed in the school. Teachers will reflect upon their individual, school, complex or state level Student Perception Survey results as applicable to their position. Teachers should consult and collaborate with their evaluator on the acceptable documentation method of reflection. More information about the Student Perception Survey is available on the Student Perception Survey page on the Intranet.

Reflection on Data Related to Student Growth, School or System Improvement

Teachers participate in a range of activities that involve data related to student growth and learning, school, or system improvements. Such activities may include, but are not limited to: school-wide or grade-level data teams; instructional learning communities; induction and mentoring activities that engage in discussions around student growth and learning; school or system improvement initiatives; and/or similar efforts to improve or support student learning and growth applicable to their school, complex area or state office. Teachers shall reflect upon such data as applicable to their position. Teachers should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

(Please note: Teacher-specific median student growth percentiles (MGP), including the related student roster verification process, have been discontinued. For more information, refer to the memo dated August 21, 2021 – Discontinuation of the Teacher-Specific Median Student Growth Percentile as a Reflection Option for the Educator Effectiveness System.)

Process, Requirements* & Best Practices for: Core Professionalism (CP)

*notates required actions

<table>
<tr><td rowspan="2">Beginning Conference

Complete by the end of the first quarter</td><td colspan="2">The purpose of the Beginning Conference is for the evaluator to review the CP expectations with the teacher, prior to the end of the first quarter, through a mutually agreed upon meeting (individually or with a group of teachers).</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Understand and clarify evaluator's expectations.*</td><td>Review the expectations w/teachers.* Discuss what qualifies as acceptable evidence, how the evidence should be submitted, and due dates for submission.

Must document date into PDE^3 for On-Cycle teachers.*</td></tr>
<tr><td rowspan="2">Evidence Collection</td><td colspan="2">The purpose of the Evidence Collection is for the teacher and evaluator to capture the holistic picture of a teacher's professional responsibilities, activities & contributions to the school culture. Evaluators can also submit evidence to a teacher's CP evidence.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Collect evidence that aligns to the expectations & rubric throughout the school year.

Teachers should also reflect upon relevant student surveys and other data as a part of their evidence.

Submit the evidence via designated way evaluator identified (PDE^3, Google, hard copies, etc.).*</td><td>Submit evidence as applicable. Inform the teacher if evidence is to be submitted for evaluation purposes.*

If the teacher does not participate in CP (or any other component of the EES in a timely manner or at all), the evaluator should address this through the SOC process.
• The principal should issue a directive requiring the teacher to follow through by a specific deadline; and identify the possible consequence(s) if the teacher does not follow through.
• If the teacher does not comply within that time, the evaluator will rate the teacher as Unsatisfactory for the affected EES component and may also use this as evidence in CP.</td></tr>
<tr><td rowspan="2">Ending Conference</td><td colspan="2">The purpose of the Ending Conference is for the teacher & evaluator to review the evidence and assign a rating.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Input any comments into PDE^3 as applicable.</td><td>Review evidence & assign rating in PDE^3 for On-Cycle teachers.*</td></tr>
</table>

Rating Calculation for Core Professionalism

CP is viewed and rated holistically using the Domain 4 Hawaii Adapted Framework for Teaching rubric (see rubric below). Indicators are not rated individually and then averaged, but rather it is the evaluator's judgment of the preponderance of evidence. A single indicator may be important enough to influence the final CP rating. Evaluators may also contribute to the pool of evidence (e.g., following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. Evaluators are responsible for clearly communicating submission of CP evidence, deadlines, and clarifying expectations to On-Cycle teachers.

CP ratings may be quantified by using the following Domain 4 Hawaii Adapted Framework for Teaching Rubric:

0 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
Teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families/communities is unclear, infrequent, and culturally insensitive. Teacher avoids participating in both school and department projects unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on practice is infrequent or inaccurate, resulting in few ideas for improvement	Teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families/communities is sometimes unclear, sporadic, and of mixed cultural sensitivity. Teacher participates to a minimal extent in both school and department projects, and makes a commitment to professional development. Reflection on practice is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement	Teacher demonstrates high ethical standards and a sense of professionalism focused on improving his/her own teaching, and collaboration with colleagues. Record-keeping systems are efficient and effective. Communication with families/communities is clear, frequent, and culturally sensitive. Teacher participates in both school and department projects, and engages in professional development activities. Reflection on practice is frequent and accurate, resulting in valuable ideas for improvement	Teacher demonstrates highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families/communities is clear, frequent, and culturally sensitive, with meaningful student participation. Teacher assumes leadership roles in both school and department projects, and engages in a wide range of professional development activities. Reflection on practice is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues

Observations and Working Portfolios

Observations and collaborative conferencing are critical to understanding and developing teacher practice. The observation cycle consists of three key steps, which should be completed by the same observer. Best practice is for the cycle to be completed within two weeks. The lengths of conferences and observations will vary depending on the context. Observations are based on Charlotte Danielson's Framework for Teaching. The Department decided to focus on five observable components for classroom observations based on their alignment with our Statewide Strategic Initiatives. The Hawaii Adapted Framework for Teaching Rubrics will be used to guide evidence collection and evaluations of these focus components.

Observers must be Educational Officers (EOs) who are certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observations beyond the minimal observation requirement based on their professional judgment. If a teacher requests additional observations, it is up to the evaluator to approve or deny these additional requests. A different EO may conduct any additional evaluations, as long as s/he conducts the whole observation cycle.

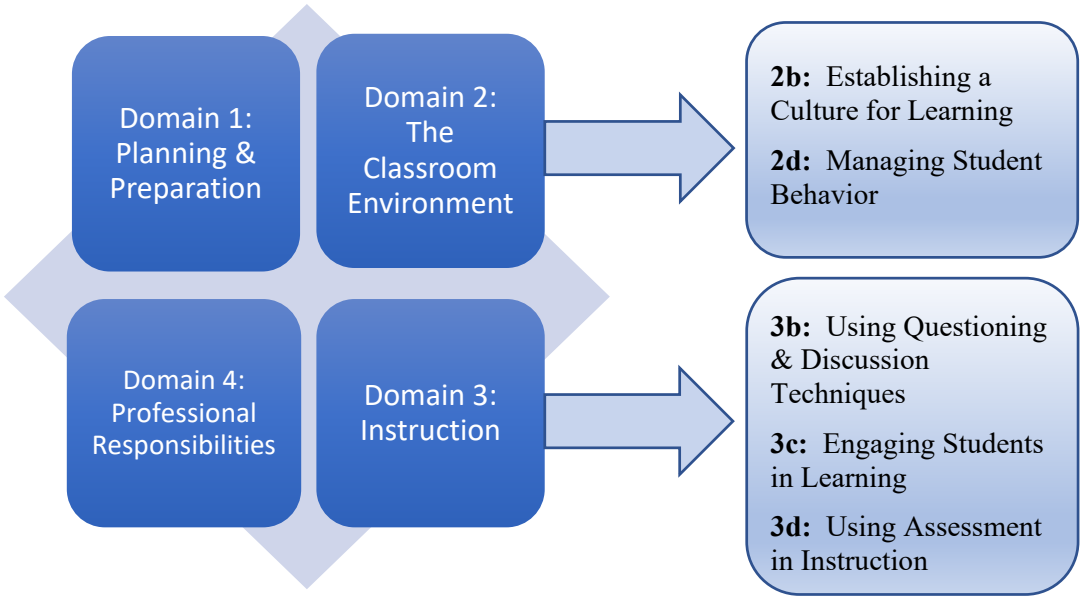
While a minimum of one or two observations is required for On-Cycle teachers, educators are encouraged to engage in more observations to provide feedback, improve practice, and determine an accurate picture of what is truly happening in the classroom. Adequate time (six weeks recommended) shall be provided between observation cycles whenever time permits. However, if an observation cycle as a whole results in an Unsatisfactory rating, the teacher shall be provided the opportunity to complete another observation cycle. This may require consultation with the HSTA UniServ Director to extend evaluation deadlines to accommodate completion of the additional observation cycle.

Video-taping for evaluation purposes shall not be allowed but teachers may consent to recording for mentoring, coaching and professional development purposes only.

(Please refer to Appendix E for distance learning situations and information pertaining to the use of Artifacts of Instructional Practice as an alternative to classroom observation.)

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. The Department focuses on the following five observable components for classroom observations:



Non-Classroom Teacher (NCT) Formal Observations

With administrator approval, NCTs can participate in formal observation cycles instead of the Working Portfolio (WP). The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the Hawaii Adapted Framework for Teaching Rubrics for NCTs that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework; Domain 2 and Domain 3 and must include components from both Domains. If an NCT is On-Cycle, one or more formal observations are required.

Formal Observations for Special Education (SpEd) Teachers in Fully Self-Contained (FSC) Settings

With administrator approval, SpEd FSC teachers can choose the most applicable components from Domain 2 and 3 for their formal observation(s). The SpEd teacher and the evaluator should work collaboratively when identifying the five most appropriate components for observations from the Hawaii Adapted Framework for Teaching Rubrics. The five selected components must come from the observable Domains of the Framework; Domain 2 and Domain 3 and must include components from both Domains. If a teacher is On-Cycle, one or more formal observations are required.

Process, Requirements* & Best Practices for: Formal Observations *notates required actions		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format & documentation expectations. The Pre-Conference Questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Address the Pre-Observation Conference Questions or submit relevant lesson materials to provide context for the upcoming lesson, as applicable to the expectations set by the evaluator.*	May select the most appropriate date and time, if the teacher and evaluator cannot agree. • Must provide a minimum of a 24-hour notice to the teacher prior to conducting the pre-conference.* (If scheduling conflicts occur, evaluators should document attempts & continue with the observation process).
Pre-Observation Conference	The purpose of the Pre-Observation Conference is for the teacher to share lesson objectives and activities along with helpful information that provides context for the observation. In classrooms where the five components are sometimes challenging to address, the teacher and evaluator should identify the types of evidence that would be appropriate for the levels of performance within that classroom. The Pre-Observation Conference may occur through email, WebEx, PDE^3 or other electronic formats; in situations where the teacher and evaluator do not agree on the format, the Pre-Observation Conference will default to face-to-face.	
	Teacher	**Evaluator**
	Share lesson objectives and activities, along with helpful information that will assist the observer*, such as student characteristics and specific classroom situations. Ask the evaluator to collect specific feedback and clarify questions about the observation at this time.	Review the pre-conference materials submitted by the teacher. Ask questions rooted in the rubric, discuss what will be used as evidence of learning, and clarify any questions posed by the teacher. Document the scheduled date & time into PDE^3.*

Process, Requirements* & Best Practices for: Formal Obs, **Continued**

*notates required actions

<table>
<tr><td rowspan="2">Classroom Observation</td><td colspan="2">The purpose of the Classroom Observation is to collect evidence to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the discussed lesson.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Carry out the lesson discussed.*

Collect additional artifacts relative to the lesson observed, such as student work samples, to bring to the Post-Observation Conference.</td><td>Must provide the teacher with 24-hour notice prior to conducting the formal observation.* (If conflicts arise, evaluators should document attempts and continue with the observation process.)

Collect objective evidence, noting both student and teacher actions.*

Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice.</td></tr>
<tr><td rowspan="2">Post-Observation Conference</td><td colspan="2">After the observation, the teacher and evaluator should match evidence with components and analyze how the evidence aligns with the rubric. The purpose of the Post-Observation Conference is to engage teachers and evaluators in professional conversations that promote quality teaching and learning. Post-Observation Conferences should be scheduled for face-to-face interactions. Evaluators must provide a copy of the evidence/observation notes to the teacher prior to the Post-Observation Conference.* Observation concludes with the teacher’s reflection (as applicable to the evaluator’s expectations) and the evaluator finalizing the documentation within PDE[3]. The observation reflection questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Participate in collaborative analysis about how the evidence corresponds to component rubrics.

Submit additional artifacts to the evaluator as evidence.

Address the Post-Observation Conference Questions as applicable to the expectations of the evaluator.

Document any concerns or additional information.</td><td>Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching.

Discuss areas of strength and weakness and performance level demonstrated for each component.

Review, if any, reflections that the teacher submits & add in any additional comments as applicable.

Document date & component ratings in PDE[3].*</td></tr>
</table>

Rating Calculation for Observations

During a Post-Observation Conference for each observation cycle, the evaluator assigns a final performance level rating by using the Hawaii Adapted Framework for Teaching Rubrics. An Unsatisfactory rating in the observation component as a whole, shall require an additional observation. This additional observation need not be done by a different evaluator, but it is permissible. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings (0=Unsatisfactory, 2=Basic, 3=Proficient, 4=Distinguished). Additional Observation resources can be found on the Intranet.

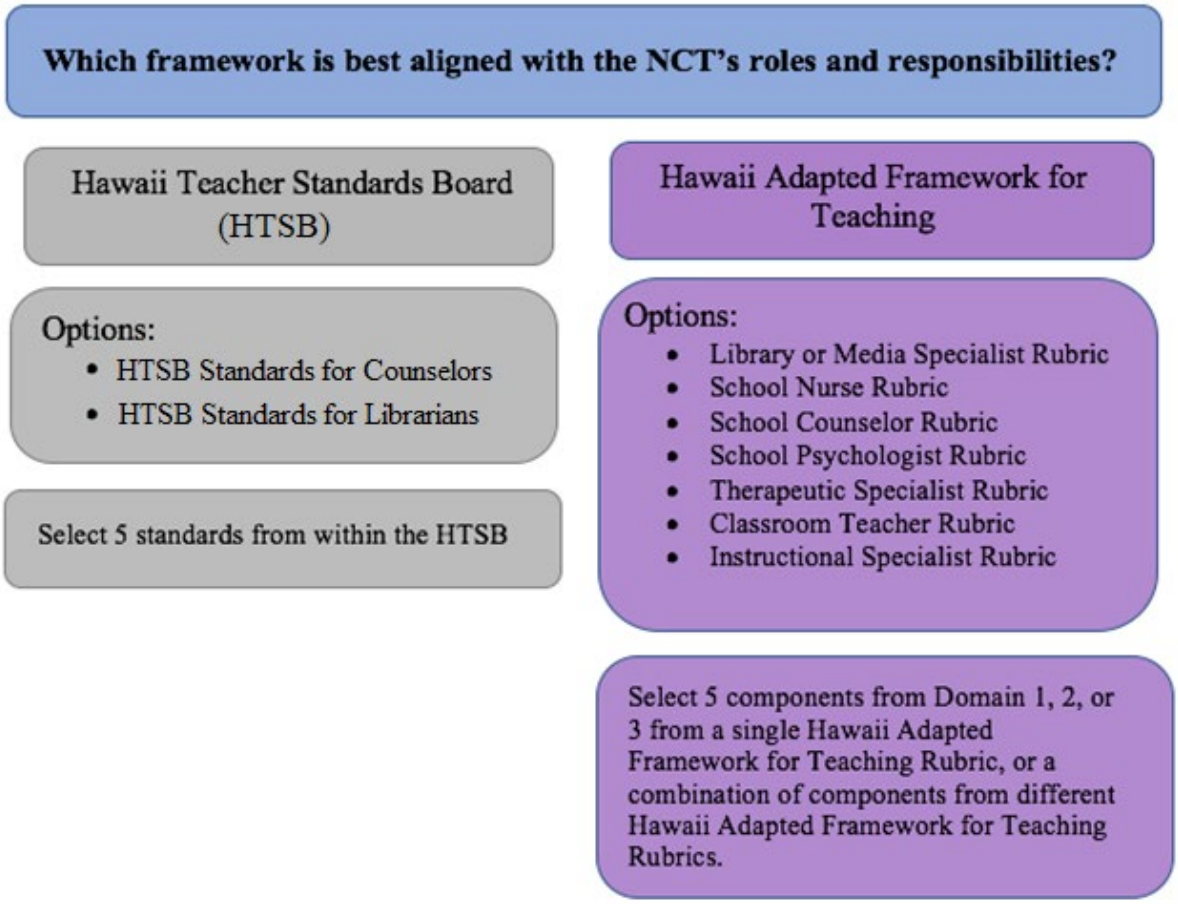
Working Portfolio (WP)

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a WP in place of a formal observation. WPs provide a method of documenting a teacher's practice by collecting and presenting quality evidence of meeting performance standards articulated by the Hawaii Adapted Framework for Teaching or the Hawaii Teacher Standards Board's (HTSB) Performance Standards for School Librarians and School Counselors. The collection of evidence is the responsibility of the NCT. The evaluator may participate in collecting evidence. The evidence may be compiled in physical or electronic formats as determined through collaboration between the teacher and the evaluator. If there is no agreement, the evaluator will determine the format. The evaluator and NCT may choose to supplement the WP with observation data of the NCT.

Indicators for Working Portfolios

NCTs should work with their evaluators to select either the Hawaii Adapted Framework for Teaching or the HTSB-approved Professional Standards for School Librarians and School Counselors. When using the Hawaii Adapted Framework for Teaching, the NCT and evaluator may compile a combination of components from Domains 1, 2, or 3 from different rubrics if necessary to best reflect the NCT's primary job responsibilities. It is not appropriate to combine some components from the Hawaii Adapted Framework for Teaching and some standards from the HTSB because the two frameworks employ different organizational structures. If the NCT and the evaluator cannot agree, the evaluator will select the most appropriate rubric and components.

Chart for Selecting Working Portfolio Components



Process, Requirements* & Best Practices for: Working Portfolios (WP)

*notates required actions

<table>
<tr><td rowspan="2">Beginning Conference

Complete by the end of the first quarter (if NCT assumes position after first quarter, conduct Beginning Conference as soon as possible)</td><td colspan="2">The purpose of the Beginning Conference is for the evaluator & teacher to engage in a collaborative conversation to select and approve the Framework, five components & corresponding rubrics. Discussions should also lead to setting clear expectations for the types and sources of evidence to be considered of high quality and in alignment with the rubrics. Completing the WP Beginning Conference questions is optional unless the evaluator requires this as a practice at the school or office.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>In preparation for the Beginning Conference
• Download the appropriate WP rubrics from the Intranet site.

• Complete the WP Beginning Conference Questions and identify the proposed framework, components, and sources of evidence as applicable to the expectations set by the evaluator.*</td><td>In preparation for the Beginning Conference
• Confirm NCT roles/responsibilities and review any materials submitted by the NCT.

Document approved framework and 5 components for evidence collection in PDE[3].

Discuss expectations for acceptable types & sources of evidence.

Document date of Beginning Conference in PDE[3].*</td></tr>
<tr><td rowspan="2">Evidence Collection</td><td colspan="2">The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Implement strategies to gather multiple types of evidence for each component.

Use the NCT WP Evidence Submission Form to document hard copy evidence.</td><td>If needed, collect supplemental evidence and share with the teacher.
• Inform the teacher if evidence will be submitted for evaluation purposes.*</td></tr>
</table>

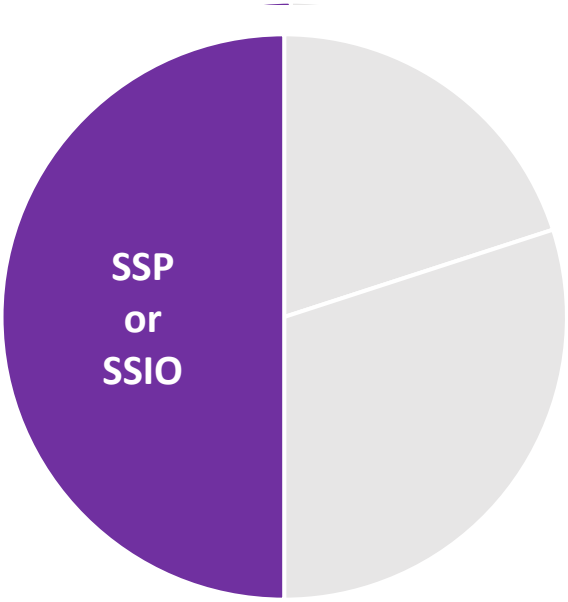
Process, Requirements* & Best Practices for: WP, Continued *notates required actions		
Mid-Year Conference (Optional)	The purpose of the optional Mid-Year Conference is to review the progress made, verify if revisions are necessary, and repeat the Beginning Conference process for any revisions to the components or types of evidence collected.	
	Teacher	**Evaluator**
	Conference with the evaluator as needed. • Share evidence/justification for revisions.	Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE[3].*
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the WP and discuss areas of strength, identified areas for growth, and next steps. The Ending Conference may be used to document reflections of the WP process within the Ending Conference Summary in PDE[3]. The WP Reflection Questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Organize and submit evidence for the evaluator's review prior to the Ending Conference.* • If physical evidence is used, attach the WP Teacher Evidence Submission Form; • PDE[3], Google, and other online media may also be used to submit descriptions. • Explain evidence alignment to rubric. Reflect upon the ratings as applicable to the expectations of the evaluator. Document any concerns or additional information.	Facilitate an evidence-based discussion rooted in aligning evidence to the WP Rubric. Discuss areas of strength and weakness and performance level demonstrated for each of the 5 components. Review, if any, reflections that the teacher submits & add in any additional comments as applicable. Document date & component ratings in PDE[3].*

Rating Calculation for Working Portfolio

During the Ending Conference, the evaluator assigns a performance level rating using agreed upon rubrics for each of the applicable components chosen for the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from zero to four that is produced by averaging the scores from all five component ratings (0=Unsatisfactory, 2=Basic, 3=Proficient, 4=Distinguished). Additional WP resources can be found on the Intranet.

Student Growth & Learning Measures

Student Success Plan (SSP) and School or System Improvement Objective (SSIO)



In order to show evidence of student learning, Student Success Plans (SSP) are thoughtfully selected outcomes or standards that will reflect the most important desired learning. The SSP should be specific to the course or subject and grade for the semester, quarter (for applicable secondary teachers), or year. Teachers will provide baseline data to establish initial student readiness, as well as the instructional strategies to be utilized. At the end of the term, teachers will provide assessment data that shows student growth, and reflect on their practice as it relates to student achievement. CTs (classroom teachers) are required to develop one complete, written SSP for approval and implementation during the year of their On-Cycle evaluation.

The School or System Improvement Objective (SSIO) is similar to an SSP and serves as an option for NCTs (non-classroom teachers) only, depending on the nature of their assignment. An NCT who works directly with students on acquiring new or improved learning should complete an SSP. An NCT who works toward school or system improvement(s) should complete an SSIO. The evaluator and teacher should collaborate to determine which is appropriate, an SSP or SSIO as it relates to the complex, school, and/or classroom needs. If an agreement cannot be reached, the evaluator will select the most appropriate focus.

The SSP/SSIO process should be integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. (e.g., if a group of teachers in the same department, course, or grade level can agree on a common SSP, or if the school develops a school-wide SSP, data team meetings can become a useful forum for analyzing progress towards the SSP and sharing teaching strategies that are successful in helping students demonstrate growth.)

Special Considerations

Emergency Hire Teachers (i.e. without a Hawaii teacher's license)

Teachers without a valid Hawaii teacher's license are serving in an emergency capacity, and will not complete a standard SSP or SSIO. SSP/SSIO component scoring for Emergency Hire teachers will be limited to Effective or Ineffective based on their participation in data teams, instructional learning communities, and/or other activities that engage in discussion around or regarding student growth and learning and/or school or system-wide improvement.

Alternative Learning Settings

Teachers working with students in an alternative learning setting, either on or off campus, may consider both the SSP and SSIO as options. The teacher and evaluator should work together to determine which is more appropriate but the evaluator will select the focus if an agreement cannot be reached.

Mid-Year Assignment Changes

If a teacher changes roles during the school year, the teacher and evaluator work together on a new or modified SSP/SSIO within appropriate approval deadlines.

Preschool Teachers

Teachers of preschool students should use SSPs instead of SSIOs.

Teachers in Self-Contained Classrooms

Teachers working with students with severe cognitive disabilities in a fully self-contained setting may have a small class with drastically different needs. Teachers and evaluators have the following additional options depending on the context of the class:

- Create different SSPs for each student; SSPs may integrate Individualized Education Program (IEP) goals and objectives
- Create a common learning goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes

The Components of an SSP

While there is no specific template for SSPs, the format must include:

- Standard(s) or desired learning
- Identified student population
- Assessments for baseline data
- Individual baseline analysis for students
- Instructional strategies
- Assessment and assessment tool to measure desired growth for the quarter, semester or year
- Reflection

SSP/SSIO Requirements

Schools should use existing documents that support teaching and learning and/or school or system improvements for the SSP/SSIO if the documentation addresses all components of the SSP/SSIO. Teachers and evaluators must agree on the format, rating rubric, and supporting documentation prior to or during the Beginning of Term Conference. If an agreement cannot be reached, the evaluator will determine the format and process by which the SSP/SSIO will be documented. Only approved SSPs/SSIOs shall be implemented, measured, and used in the evaluation. The following information highlights both processes.

Process, Requirements*& Best Practices for: SSP

*notates required actions

<table>
<tr><td rowspan="2">Prior to the Beginning of Term Conference</td><td colspan="2">The purpose of the Beginning of Term Conference is to plan for an effective SSP implementation. The interval of instruction should be identified and the teacher should begin to plan out the components of the SSP. Evaluators and teachers should discuss meaningful ways to document and align the SSP to current school-wide and classroom practices.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Determine the priority content focus area based on student needs as evidenced by baseline data.

Submit SSP and supporting document(s) to the evaluator for review and feedback by the evaluator’s deadline.*</td><td>Clarify the SSP process and expectations with the teacher and set the Beginning of Term Conference date.</td></tr>
<tr><td rowspan="2">Beginning of Term Conference
(Approval Process)</td><td colspan="2">The purpose of the Beginning of Term Conference is for the evaluator to review the SSP (and any supporting document(s) with the teacher. Refer to pg. 29 for SSP Components and Requirements.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Share the SSP and any supporting document(s) with the evaluator*
• Explain the rationale why it was selected and how it addresses student needs.

Explain the outcome and how it is aligned to the assessment(s), the desired learning, and the instructional strategies.</td><td>Review the SSP to determine approval for implementation and provide feedback to the teacher if the SSP doesn’t meet expectations.*
• Discuss the components of the SSP, the data used to determine student needs, the assessments, and the strategies that will be used to determine student growth.

Document conference date and approval into PDE[3].*</td></tr>
</table>

Process, Requirements*& Best Practices for: SSP, Continued

*notates required actions

<table>
<tr><td rowspan="3">Throughout the Term
(Implementation, Progress Monitoring, Mid-Term Conference)</td><td colspan="2">The purpose of this phase is for the teacher to implement the SSP and for the evaluator to monitor and support as necessary. A Mid-Term Conference may be scheduled if the teacher or evaluator determines a need.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Implement the appropriate assessments & strategies of the approved SSP, monitor progress and determine if adjustments are needed.*
• Formative assessment data, such as conversations & student work can provide insight into progress being made.

If adjustments to SSP Assessment(s) are needed, request a Mid-Term Conference with the evaluator. Factors include:
➢ New/exited students
➢ Extenuating circumstances that impact administration of assessments
➢ Misalignment of assessment data and desired learning outcome(s)</td><td>Monitor and provide support for the teacher as needed.
• If requested, schedule a Mid-Term Conference and discuss ways to adjust; document the date and approval in PDE^3.*</td></tr>
<tr><td rowspan="3">Prior to End of Term Conference
(Compilation of Outcome)</td><td colspan="2">The purpose of this phase is to prepare for the End of Term Conference. Teachers should gather SSP implementation data and start organizing and analyzing it for their End of Term Conference.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Collect, compile, analyze & submit assessment data and student growth information (as applicable to the evaluator's expectations).*

Prepare to discuss the SSP result(s).</td><td>Schedule End of Term Conference and review the SSP results from the teacher.</td></tr>
<tr><td rowspan="3">End of Term Conference</td><td colspan="2">The purpose of the End of Term Conference is for the teacher & evaluator to review the SSP evidence and assign a rating.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Share the results of the SSP using the components outlined in the approved SSP.*</td><td>Facilitate the discussion about the data, supporting documents, and end results based on the SSP and Differentiated Rating Chart.

Document the End of Term conference date & assign rating in PDE^3.*</td></tr>
</table>

Process, Requirements* & Best Practices for: SSIO

*notates required actions

<table>
<tr><td rowspan="3">Prior to the Beginning of Term Conference</td><td colspan="2">The purpose of this phase is to plan for an effective SSIO implementation. The interval should be identified and the teacher should begin to plan out the four components of the SSIO. Evaluators and teachers should discuss meaningful ways to document and align the SSIO to current schoolwide practices.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Determine the priority area for the school, complex, or office.

Collect data or provide rationale on the importance of the Goal.

Align data to Goal and determine Improvement Objective and strategies based on students' or organization's need as applicable.

Submit SSIO and gather supporting documents for Beginning of Term Conference.*</td><td>Clarify the SSIO process and expectations with the teacher and set the beginning conference date.</td></tr>
<tr><td rowspan="3">Beginning of Term Conference (Approval Process)</td><td colspan="2">The purpose of the Beginning of Term Conference is for the evaluator to review the SSIO with the teacher using the SSIO Criteria Sheet (see pg. 34) for the designated term or school year through a mutually agreed upon meeting.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Share the SSIO, and any supporting documentation(s) with the evaluator and explain the rationale for Improvement Objective(s).*

Identify which rating rubric aligns to the outcome.</td><td>Review the SSIO to determine approval for implementation and provide feedback to the teacher if the SSIO doesn't meet the expectations outlined in the criteria sheet (see pg. 34).*
Discuss the rigor of the SSIO, the data that was used to determine needs, the aligned evidence/criteria and the strategies that will be used to get to the outcome.
Identify which rating rubric aligns to the outcome.
Document conference date and approval into PDE^3.*</td></tr>
</table>

Process, Requirements* & Best Practices for: SSIO, Continued

*notates required actions

<table>
<tr><td rowspan="2">Throughout the Term (Implementation and Progress Monitoring)</td><td colspan="2">The purpose of this phase is for the teacher to implement the SSIO and for the evaluator to monitor and support as necessary. A Mid-Term Conference may be scheduled if the teacher or evaluator determines a need. The SSIO Mid-Term Reflection Sheet is optional unless the evaluator requires this as a matter of practice at the school or office.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Implement the appropriate strategies of the approved SSIO, monitor progress, and determine if adjustments are needed.*
• Formative assessment data, such as conversations & evidence can provide insight into progress being made.

If adjustments to SSIO are warranted, request a mid-term conference with the evaluator. Address the SSIO Mid-Term Reflection Sheet as applicable to the expectations set by the evaluator.
Factors include:
➢ New job role/priority focus
➢ Extenuating circumstances that impact administration of evidence
➢ Misalignment of data and Improvement Objective(s)</td><td>Monitor and provide support for the teacher as needed.
• If requested, schedule a Mid-Term Conference and discuss ways to adjust; document the date and approval in PDE[3].*</td></tr>
<tr><td rowspan="2">Prior to End of Term Conference (Compilation of Outcome)</td><td colspan="2">The purpose of this phase is to prepare for the End of Term Conference. Teachers should gather SSIO implementation data and start organizing and analyzing it for their End of Term Conference.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Collect, compile, analyze & submit assessment data and results of Improvement Objective(s) (as applicable to the evaluator's expectations).*

Prepare to discuss the SSIO result(s).</td><td>Schedule End of Term Conference and review the SSIO results from the teacher.</td></tr>
<tr><td rowspan="2">End of Term Conference</td><td colspan="2">The purpose of the End of Term Conference is for the teacher & evaluator to review the SSIO evidence and assign a rating. The SSIO Results and Reflection Tool or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Share the results of the SSIO using the evidence outlined in the approved SSIO, SSIO Criteria Sheet and Rating Rubric.*

Reflect on outcomes and practice by addressing the SSIO Results and Reflection Tool as applicable to the expectations set by the evaluator.</td><td>Facilitate the discussion about the data, supporting documents, and end results based on the SSIO and Rating Rubric.

Document the End of Term conference date & assign rating in PDE[3].*</td></tr>
</table>

School or System Improvement Objective (SSIO) Criteria Sheet

Use the criteria to determine the quality and completeness of the SSIO. The SSIO has met the development requirements if all boxes are checked.
Only an approved SSIO can be implemented.

Goal *What will be accomplished at the end of the interval based on identified needs?*	**Evidence and Success Criteria** *What evidence will be used to measure attainment of the goal?*
☐ The statement thoroughly describes what will be accomplished by the end of the interval ☐ When applicable, standards listed are clearly aligned to the goal and the full text of each specific standard is provided	☐ Explicit measures for data collection are used to monitor progress and adjust implementation strategies ☐ Scoring guides or rubrics provide clear criteria for measuring all areas of the goal
Improvement Objective(s) *What are the expected results by the end of the interval?*	**Implementation Strategies** *What strategies will I use to reach my goal?*
☐ A starting point is established by relevant data source(s) and if there is no baseline data, information is provided to explain a starting point ☐ The Improvement Objective(s) are specific, measurable, attainable, relevant, and time-bound (SMART)	☐ Strategies are appropriate, evidence based, and specifically address the goal

Rating Calculation for SSPs and SSIOs

During the End of Term Conference, the evaluator assigns a final rating for the SSP/SSIO based on the outcomes. An incomplete SSP/SSIO will result in a zero rating. Some possible reasons for an incomplete SSP/SSIO may include failure to revise the SSP/SSIO to meet acceptable indicators of quality, administer assessment(s), implement the SSP/SSIO, or collect appropriate documentation.

Teachers who have an incomplete SSP/SSIO due to an approved leave or a change in position during the school year which impedes their ability to complete all aspects of a SSP/SSIO will not receive a SSP/SSIO rating nor an overall final effectiveness rating.

SSP Rating Rubrics

SSP rating rubrics are differentiated on the basis of teaching experience within the Department and tenure status. Teachers should be rated using the applicable SSP Rubric below:

SSP Rubric E: Emergency hire teachers			
1 (Ineffective)	**2** (Developing)	**3** (Effective)	**4** (Highly Effective)
Ineffective participation in data teams, instructional learning communities, and/or other activities that engage in discussion around student growth and learning	Not applicable	Effective participation in data teams, instructional learning communities, and/or other activities that engage in discussion around student growth and learning	Not applicable

SSP Rubric 1: Probationary semester 0-2			
1 (Ineffective)	**2** (Developing)	**3** (Effective)	**4** (Highly Effective)
Less than 45% of students showed growth over term/year	45-55% of students showed growth over term/year	56-75% of students showed growth over term/year	76-100% of students showed growth over term/year

SSP Rubric 2: Probationary semester 3+ and Tenured teachers			
1 (Ineffective)	**2** (Developing)	**3** (Effective)	**4** (Highly Effective)
Less than 50% of students showed growth over term/year	50-60% of students showed growth over term/year	61-75% of students showed growth over term/year	76-100% of students showed growth over term/year

SSIO Rating Rubrics

SSIO rating rubrics are differentiated on the basis of situational context in order to most effectively facilitate the specific school or system improvement established for the school, complex or office.

1 (Ineffective)	**2** (Developing)	**3** (Effective)	**4** (Highly Effective)
Met less than 60% of Improvement Objective(s)	Met 60-74% of Improvement Objective(s)	Met 75-89% of Improvement Objective(s)	Met 90-100% of Improvement Objective(s)

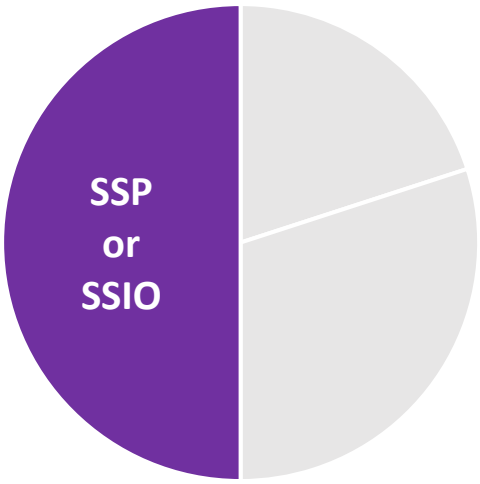
The following Rating Rubric should be used for evaluating results assessed by a NCT developed rubric as opposed to percentage based Improvement Objective(s).			
1 (Ineffective)	**2** (Developing)	**3** (Effective)	**4** (Highly Effective)
Did not meet the Improvement Objective(s) as set in the rubric due to inadequate implementation	Did not meet the Improvement Objective(s) as set in the rubric	Met the Improvement Objective(s) set in the rubric	Exceeded the Improvement Objective(s) set in the rubric

Final Effectiveness Rating

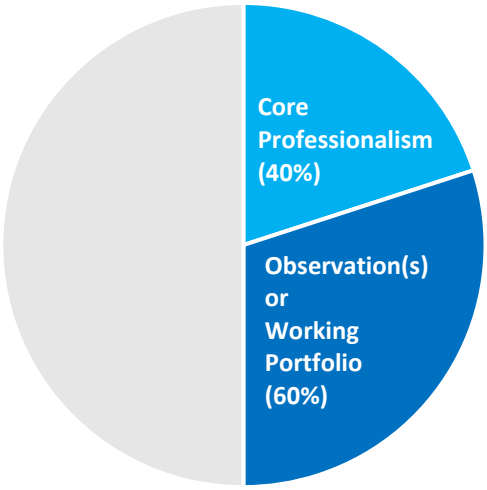
A teacher's final effectiveness rating is based on combined ratings from the measures of Student Growth & Learning as well as Teacher Practice.

The Student Growth & Learning rating is determined by the SSP/SSIO component rating. The Teacher Practice rating is determined by calculating the weighted average of the Core Professionalism (40%) and Observation(s)/Working Portfolio (60%) component ratings. The Student Growth and Learning rating and the Teacher Practice rating are then applied to the matrix below to determine the Final Effectiveness Rating.

Student Growth & Learning



Teacher Practice



Student Growth and Learning

Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	Highly Effective 4
Marginal	Effective	Effective	Effective	Effective 3
Marginal	Marginal	Effective	Effective	Marginal 2
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Teacher Practice

Exceptions to the Teacher Practice Weights

An exception to the weighted measures shall occur if a teacher earns an Unsatisfactory rating in either the Observation or CP components of Teacher Practice. If the overall observation rating is Unsatisfactory, the Teacher Practice rating shall be Unsatisfactory. If a teacher earns an Unsatisfactory CP rating, the overall Teacher Practice rating shall be Unsatisfactory. A final rating may be rendered in situations where only the SSP/SSIO and CP components exist and are justified by proper documentation.

Within PDE[3], teachers will be able to see annual rating data, as well as historical data about their performance. No teacher shall be rated less than Effective without proper documentation.

Impact of Final Rating on Employment Action(s)

Note: there may be employment circumstances that may not be addressed below.			
TEACHER STATUS	FINAL SY 2021 – 2022 RATING	FINAL SY 2022 - 2023 RATING	EMPLOYMENT ACTION(S) ****
Tenured	Effective/ Highly Effective	Effective/ Highly Effective	Continuation of employment
Tenured	Marginal	Effective/ Highly Effective	Continuation of employment
Tenured	Effective/ Highly Effective	Marginal	Continuation of employment
Tenured	Marginal	Marginal	Termination of Employment
Tenured	Effective/ Highly Effective or Marginal	Unsatisfactory	Termination of Employment
Non-Tenured *	Effective/ Highly Effective	Effective/ Highly Effective	Continuation of employment**
Non-Tenured *	Effective	Marginal	Continuation of employment & extension of probation. **
Non-Tenured *	Marginal	Marginal	Non-renewal of employment***
Non-Tenured *	Effective/ Highly Effective or Marginal	Unsatisfactory	Non-renewal of employment***

Tenured teachers with a final rating of Marginal may file for an Expedited Appeal Process.

* In order to be probation complete a teacher must complete required semesters of probation and have effective or better ratings in the last two years of probation. The transition from non-tenured to tenured may change EES track for the subsequent school year.

** Refer to Collective Bargaining Agreement, Article VIII. P

*** Refer to Collective Bargaining Agreement, Article VI. JJ

**** Refer to Collective Bargaining Agreement, Article XX. D

Appendix A: Key Terms

Educator Effectiveness System (EES)
The evaluation system for BU05 members employed as teachers.

Professional Development Educate, Empower, Excel (PDE^3) *(https://pde3.k12.hi.us)*
PDE^3 is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search and record professional development opportunities. Employees need to log in with a secured username and password.

Roster Verification (RV)
A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Infinite Campus (IC) to help schools build rosters for teachers to verify. RV administration generally involves:

- school teams and administrators preparing the system,
- classroom teachers verifying student roster data, and
- school administrators approving the data at two points in a school year.

Teachers will assist with RV processes as applicable and directed by school administrators.

(Please note: Teacher-specific median student growth percentiles (MGP), including the related student roster verification process, have been discontinued. For more information, refer to the memo dated August 21, 2021 – Discontinuation of the Teacher-Specific Median Student Growth Percentile as a Reflection Option for the Educator Effectiveness System.)

Smarter Balanced Assessment (SBA)
The SBA is an assessment system developed by a state-led consortium (including Hawaii) to accurately measure student progress toward college and career readiness. SBA replaced the previously administered Hawaii State Assessment in the 2014-2015 school year.

Strive HI Performance System
Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013, and currently includes 14 common statewide measures.

Student Perception Survey

Surveys administered to students and treated as formal assessments capturing students' perceptions of their classroom experiences. Teachers are provided with feedback about how to improve their teaching practice.

Student Growth Percentile (SGP)

A rank from 1 to 99 relative to students with similar achievement histories. For an individual student, an SGP of 60 signifies that the student scored higher than 60 percent of other students throughout the state with similar prior state assessment performance.

Median Student Growth Percentile (MGP)

These percentiles are summary measures that aggregate individual student growth percentiles. Medians are simply the middle student's score or the average of the middle two students' scores when all the scores in a group are sorted from least to greatest. For example, in a school with a median student growth percentile of 60, half of the students had individual student growth percentiles greater than 60 and half of the students had individual student growth percentiles less than 60.

Growth percentiles are used in the Strive HI System to track school performance relative to peers.

Appendix B: Supporting Resources

*Adjustments to the EES for SY 2022-2023 Memo**

SY 2022-2023 Memo from the Superintendent summarizing the changes to EES for the current school year.

Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the EES contact.

Educator Effectiveness System Summary of Conference (EES SOC)

The form to document conversation between the evaluator and teacher regarding EES issues. The document memorializes the events, conversations, and possible next steps to situations.

EES Help Desk

The EES Help Desk will provide callers with knowledge, awareness, and understanding of the EES components. In addition, the Help Desk documents caller feedback to improve overall EES training and implementation planning.

- Phone Number: 808-586-4072
- Hours of Operation: 8:00 A.M. - 3:00 P.M.
- Days: Monday-Friday, except state holidays and the winter break period

Expedited Appeals Process (EAP): EAP Form and EAP Form Instructions

A process for tenured teachers rated Marginal and is to be used instead of Step 1 and 2 of the grievance procedure.

Department Intranet

The Intranet is an internal website for staff. It includes a site devoted to the EES that connects users to the manual, orientation training video, component overviews, reference documents, FAQs, and other supporting materials. Employees need to log in with a secured username and password.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

Talk About Teaching! Leading Professional Conversations

A book written by Charlotte Danielson to help school leaders understand the value of reflective, informal, professional conversations in promoting a positive environment of inquiry, support, and teacher development. Organized around the "big ideas" of successful teaching and ongoing teacher learning, it explores the unique interaction of power structures in schools.

Appendix C: EES SOC Form

DOE OTM 500-006
Last Revised: 07/01/2019

EDUCATOR EFFECTIVENESS SYSTEM (EES)
SUMMARY OF CONFERENCE

DEPARTMENT OF EDUCATION
Office of Talent Management
EES Section
P.O. Box 2360, Honolulu, HI 96804

DATE: _____
MM/DD/YYYY

TO: Teacher Name: _____
Last First M.I.

Teacher School/Office: _____

FROM: Evaluator Name: _____
Last First M.I.

Evaluator Position: _____

Evaluator School/Office: _____

Evaluator Signature: _____

SUBJECT Summary of Conference Held on _____
MM/DD/YYYY

Re: _____
(Subject matter and/or Duty(ies) Discussed)

CONFERENCE PARTICIPANTS: _____

The following is my understanding of what we discussed on _____ at _____.
(date of conference) (time of day)

Part I: State the specific EES measure(s), data point(s), and indicators; subject matter, deficiency(ies) discussed, and/or performance concerns; as applicable.

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee

(Page 1 of 2)

Part II: If applicable, state directive(s) or suggestions given, follow-up activities, expectations, etc.

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component and/or overall EES rating, as well as consequent employment action, up to and including termination.

If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments, if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by _____. The copy is for your own files.
(date reasonably determined)

Teacher Signature: _____ Date: _____
MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely indicates knowledge and receipt of this Summary of Conference.

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee

(Page 2 of 2)

Appendix D: Multi-Track Schools Implementation Timelines

YELLOW Track Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
July		
7/29 (or prior to the first day of instruction)	Training	SY2022-2023 EES Orientation Training for all teachers. Teachers are informed of online EES Manual on the DOE public website (hawaiipublicschools.org)
7/29 (or prior to starting EES evaluation)	Training	EES Overview Training for teachers new to the EES* • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) **Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
August		
8/12	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 8/15-11/18: Teachers implement SSP/SSIO plan Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
8/18	PDPDP	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or Teachers who are on extended probation

September		
9/2	• WP (for NCTs as applicable) • CP • IPDP • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators Evaluators approve Year-long SSP/SSIO in PDE[3] • 9/27-4/28: Teachers implement SSP/SSIO plan
October		
10/10	1st Sem. SSP/SSIO	Evaluators approve Mid-term 1st Sem. SSP/SSIO in PDE[3]
November		
11/18	• 1st Sem. SSP/SSIO	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO
11/21-1/11	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/11	• 1st Sem. SSP/SSIO	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3]
1/18	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
1/27	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2022-2023
TBA	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/3	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/6-4/28: Teachers implement SSP/SSIO plan

March		
3/10	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE3
April		
4/28	• Observations • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & other data reflections	• Classroom Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO o Teachers should prepare for the final evaluation conference as applicable
May		
5/1-5/19	• Observations/WP SSP/SSIO • CP • PDPDP • Student Perception Survey & other data reflections (as applicable)	• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. o Evaluators finalize and lock all relevant components in PDE3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2022-2023. o For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 5/19.
Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & other data reflections (as applicable).		

RED Track Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
August		
8/18 (or prior to the first day of instruction)	Training	SY2022-2023 EES Orientation Training for all teachers. Teachers are informed of online EES Manual on the DOE public website (hawaiipublicschools.org)
8/18 (or prior to starting EES evaluation)	Training	EES Overview Training for teachers new to the EES* • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) **Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
8/31	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE3 • 9/1-12/2: Teachers implement SSP/SSIO plan Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
September		
9/8	PDPDP	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/23	• WP (for NCTs as applicable) • CP • IPDP • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators Evaluators approve Year-long SSP/SSIO in PDE3 • 9/26-5/31: Teachers implement SSP/SSIO plan
October		
10/10	1st Sem. SSP/SSIO	Evaluators approve Mid-term 1st Sem. SSP/SSIO in PDE3

December		
12/2	• 1st Sem. SSP/SSIO	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO
12/5-1/11	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/11	• 1st Sem. SSP/SSIO	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3]
1/18	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
1/25	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2022-2023
TBA	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/24	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/27-5/31: Teachers implement SSP/SSIO plan
March		
3/31	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE[3]

May		
5/31	• Observations • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & other data reflections	• Classroom Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO ○ Teachers should prepare for the final evaluation conference as applicable
June		
6/1-6/16	• Observations/WP • SSP/SSIO • CP • PDPDP • Student Perception Survey & other data reflections (as applicable)	• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. ○ Evaluators finalize and lock all relevant components in PDE3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2022-2023 ○ For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/16.
Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & other data reflections (as applicable).		

GREEN Track Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
August		
8/26 (or prior to the first day of instruction)	Training	SY2022-2023 EES Orientation Training for all teachers. Teachers are informed of online EES Manual on the DOE public website (hawaiipublicschools.org)
8/26 (or prior to starting EES evaluation)	Training	EES Overview Training for teachers new to the EES* • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) **Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
September		
9/8	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 9/9-12/2: Teachers implement SSP/SSIO plan Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
9/8	PDPDP	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/26	• WP (for NCTs as applicable) • CP • IPDP • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators Evaluators approve Year-long SSP/SSIO in PDE[3] • 10/18-5/31: Teachers implement SSP/SSIO plan
October		
10/31	1st Sem. SSP/SSIO	Evaluators approve Mid-term 1st sem. SSP/SSIO in PDE[3]

December		
12/2	• 1st Sem. SSP/SSIO	• Teachers end data collection/implementation of 1st sem. SSP/SSIO
12/5-2/3	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
TBA	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/3	• 1st Sem. SSP/SSIO	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3]
2/10	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
2/24	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2022-2023
2/28	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 3/1-5/31: Teachers implement SSP/SSIO plan
March		
3/31	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE[3]

May		
5/31	• Observations • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & other data reflections	• Classroom Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO ○ Teachers should prepare for the final evaluation conference as applicable
June		
6/1-6/16	• Observations/WP • SSP/SSIO • CP • PDPDP • Student Perception Survey & other data reflections (as applicable)	• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. ○ Evaluators finalize and lock all relevant components in PDE3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2022-2023. ○ For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/16.
Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & other data reflections (as applicable).		

BLUE Track Implementation Timelines

Evaluator or Implementation Deadline	Component	Implementation Notes
July		
7/29 (or prior to the first day of instruction)	Training	SY2022-2023 EES Orientation Training for all teachers. Teachers are informed of online EES Manual on the DOE public website (hawaiipublicschools.org)
7/29 (or prior to starting EES evaluation)	Training	EES Overview Training for teachers new to the EES* • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) **Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
August		
8/12	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 9/6-12/2: Teachers implement SSP/SSIO plan Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
September		
9/9	PDPDP	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/23	• WP (for NCTs as applicable) • CP • IPDP • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators Evaluators approve Year-long SSP/SSIO in PDE[3] • 9/26-5/12: Teachers implement SSP/SSIO plan

October		
10/10	1st Sem. SSP/SSIO	Evaluators approve Mid-term 1st Sem. SSP/SSIO in PDE[3]
December		
12/2	• 1st Sem. SSP/SSIO	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO
12/5-1/11	1st Sem. SSP/SSIO	• Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/11	• 1st Sem. SSP/SSIO	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3]
1/18	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
1/27	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2022-2023
TBA	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/3	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] 2/6-5/12: Teachers implement SSP/SSIO plan

March		
3/31	2nd Sem. SSP/SSIO	Evaluators approve mid-term 2nd Sem. SSP/SSIO in PDE3
May		
5/12	• Observations • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & other data reflections	• Classroom Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO • Teachers should prepare for the final evaluation conference as applicable
June		
6/6-6/16	• Observations/WP • SSP/SSIO • CP • PDPDP • Student Perception Survey & other data reflections (as applicable)	• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. ○ Evaluators finalize and lock all relevant components in PDE3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2022-2023. ○ For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/16.
Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & other data reflections (as applicable).		

Appendix E: Artifacts of Instructional Practice

Assumptions:

- An observation evaluation process should promote growth through self-assessment, reflection, and professional conversations (with peers and evaluator). The use of the rubrics of the Hawaii Adapted Framework for Teaching supports these practices and promotes professional growth.
- Recordings of instruction will not be used for evaluation purposes.
- Teachers should have an alternative to the in-person observation due to emergency school closures and related safety concerns.
- The Artifacts of Instructional Practices are evidence of classroom practices that can be used in the event that a formal in-person EES observation cannot otherwise be achieved. The teacher and the evaluator can collaboratively decide whether an in-person observation or an AIP works best to meet the needs of the teacher. In case of a disagreement, the evaluator will select the option.
- The artifacts themselves are not rated. It is the implementation context and quality of their use that needs to be aligned with the performance levels in the rubric.
- The Artifacts of Instructional Practices is not intended to be a working portfolio.
- Engaging in one set of AIP is equivalent to ONE observation cycle.

The Artifacts of Instructional Practices <u>ARE</u>:

1. Evidence of the planning and implementation of instructional practices aligned with the five focus components of the Hawaii Adapted Framework for Teaching.
2. Inclusive of teacher and student actions that are grounded in standards-based learning outcomes.
3. Collected over a collaboratively pre-determined instructional period that may extend beyond a single lesson but not a long series of lessons or the entire unit.
4. Captured as hard copies or digital snapshots of teacher and student actions. (See some possible Examples of Artifacts)
5. Organized by each of the five focus components. A given artifact may align with more than one component. Teachers may use this AIP Evidence Collection Form for organization.

   <u>Note:</u> Focus should be on the *component alignment* and the *implementation quality* of the artifacts aligned with the rubric descriptors and not the *quantity*.

The Artifacts of Instructional Practices <u>ARE NOT</u>:

1. Lessons provided by scripted curricula.
2. A working portfolio to simply provide documentation.

Additional clarification on AIP as an alternative to classroom observation

- Formal classroom observations using the Hawaii Adapted Danielson Framework for Classroom Observation cannot be conducted in a distance learning environment. **No virtual observations for evaluative purposes.**
- Only in-person instruction of students in the classroom can be formally observed and scored using the Hawaii Adapted Danielson Framework as part of an EES evaluation.
- In a concurrent blended learning classroom, where some students are in-person while others are simultaneously attending online, a formal classroom observation shall only be conducted based on the in- person instruction of students in the classroom.
- In the event that a formal observation can only be scheduled during a concurrent blended learning class, teachers may assign asynchronous work to virtual students so that the observation focus is on the in-person learning only.
- Teachers and evaluators may however, mutually agree to conduct an informal observation of a distance learning class as part of the evidence submitted for AIP. This informal observation is not scored using the Hawaii Adapted Danielson Framework rubric and is only to be used for evidence as part of the AIP.
- Informal observation of distance learning instruction is not a required component of the AIP. Review the Collection of Artifacts section in the Examples of AIP guidance that follows.

Clarification on Informal AIP Observation versus a Formal Danielson Observation

Informal AIP observation	Formal Danielson EES Observation
Based on mutual agreement of teacher and evaluator	Requires minimum of 24-hour notification from the evaluator prior to observation
Does not require pre/post observation conferences, but teacher and evaluator should discuss how the observed practice is being used as evidence within the AIP	Requires pre and post-observation conferences
Short in duration and specific to the observed practice being used as evidence in the AIP	Longer in duration (up to a full class period) and includes detailed note taking of everything being observed in the classroom
Evaluator looks for and takes note of the specific observed practice that was discussed with the teacher for submission as evidence in the AIP	Evaluator takes detailed notes of teacher and student comments, observed behaviors, numeric information, and/or observed aspects of the environment
Observation notes are not scored, but considered as a piece of evidence within the AIP	Evaluator observation notes are sorted and grouped by component and then scored using the Danielson rubric

Process, Requirements & Best Practices for: Artifacts of Instructional Practices (AIP)

*notates required actions

<table>
<tr><td rowspan="2">Prior to the Beginning Conference</td><td colspan="2">The goal is to work together to establish mutually agreed upon conference dates and times, format and documentation expectations.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Address the pre-observation conference questions or submit relevant lesson materials to provide context for the upcoming lesson, as applicable to the expectations set by the evaluator.*</td><td>Clarify the AIP process and expectations with the teacher(s) and set the conference date(s).*</td></tr>
<tr><td rowspan="3">Beginning Conference</td><td colspan="2">The purpose of the Beginning Conference is for the teacher and evaluator to engage in a collaborative conversation to discuss the teacher's instructional plan, and set clear expectations for what types and what sources of evidence will be considered high quality and in alignment with the rubrics.

The Beginning Conference may occur through electronic formats such as WebEx, Zoom, Google Suite apps, email etc.; in situations where the teacher and evaluator do not agree on the format, the conference will default to a face-to-face meeting pending COVID-19 circumstances.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Talks about the submitted plan or responses to the pre-observation conference questions and identifies potential Artifacts of Instructional Practices. This may include lesson objectives and activities, along with helpful information that will assist the evaluator, such as student characteristics and specific classroom situations.*
Ask the evaluator clarifying questions at this time.</td><td>During the conference, the evaluator gives constructive feedback by asking questions and clarifying any questions posed by the teacher.

Discuss expectations for acceptable types and sources of evidence that are grounded in the performance levels in the rubric descriptors.*

Document the scheduled date & time into PDE[3].*</td></tr>
</table>

Process, Requirements & Best Practices for: Artifacts of Instructional Practices (AIP)

*notates required actions

<table>
<tr><td rowspan="2">Implementation and Evidence Collection</td><td colspan="2">The purpose is to provide a collection of quality artifacts aligned with the five focus components that will be used for continual self-assessment, and for a reflective discussion and evaluation during the Ending Conference.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td></td><td>Organize evidence generated by the implementation of the plan (See some possible Examples of Artifacts for details).*

May use the AIP Evidence Collection Form to document hard copy/digital evidence.</td><td>May engage in an informal check-in and provide support as needed.

Provide feedback on teacher-initiated inquiries.</td></tr>
<tr><td rowspan="3">Ending Conference</td><td colspan="2">The purpose of the Ending Conference is for the teacher & evaluator to engage in a reflective discussion grounded in the rubric & in the evidence, and assign ratings.

The Ending Conference may occur through electronic formats such as WebEx, Zoom, Google Suite apps, email etc.; in situations where the teacher and evaluator do not agree on the format, the conference will default to a face-to-face meeting pending COVID-19 circumstances.

The Ending Conference concludes with the teacher’s reflection (as applicable to the evaluator’s expectations), and with the evaluator finalizing the documentation within PDE3. The Ending Conference reflection or its alternate is optional unless the evaluator requires this practice at the school or office.</td></tr>
<tr><td>Teacher</td><td>Evaluator</td></tr>
<tr><td>Participate in a collective analysis of how the evidence corresponds to component rubrics.*

Submit additional artifacts to the evaluator as evidence.

Identify strengths and areas of growth as a reflective teacher practice.

Document any concerns or additional information in PDE3.</td><td>Facilitate an evidence-based reflection discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching.*

Discuss strengths and areas of growth for the five focus components.

Review, if any, reflections that the teacher submits and add in any additional comments as applicable.

Document date & component ratings in PDE3.*</td></tr>
</table>

Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

A. Planning for collection of artifacts:

Pre-Observation Conference Questions or a Teacher's plan may serve as a template for identifying opportunities to generate artifacts of instruction and student engagement.

B. Collection of Artifacts:

1. The artifacts of instructional practice should be aligned with 5 focus components of Domains 2 and 3, to demonstrate teacher and student actions.
2. Digital snapshots and/or hard copies of learning activities (such as students engaged in self-assessment, questioning and discussion; students as partners in developing norms, success criteria etc.)
3. A teacher may invite the evaluator to view part of a synchronous session and that can be used as one of the artifacts for one or more of the 5 focus components. This is at the teacher's discretion and used if the teacher thinks it will add value.
4. May include running notes of successful activities aligned with the 5 components (such as teacher modeling of norms, questioning etc.).
5. The emphasis is on gathering the evidence that is impacting the classroom *environment* (Domain 2) and *cognitive engagement* (Domain 3) as a result of teacher actions.

   Note: Focus should be on the component alignment (context) and implementation (quality) of the artifacts and not the *quantity*.

Table 1. Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

Component & Indicators	Unsatisfactory	Basic	Proficient	Distinguished	Possible Artifacts (Implementation evidence may include & not limited to)
2b. Establishing a Culture for Learning • *Belief in the value of what is being learned* • *High expectations supported through both verbal and nonverbal behaviors, for both learning and participation* • *Expectation of high-quality work on the part of students* • *Expectation and recognition of effort and persistence on the part of students* • *High expectations for expression and work products*	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of *a* task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions , adding detail, and/or assisting peers in their precise use of language.	• Use of class mission/motto statement • Co-constructed class norms • Working agreements around quality and high expectations • Use of academic language • Student assignment revision samples • Work revision checklist • Peer review using quality criteria of work • Student incentives • Student's Goal-Setting/Action Planning/Reflection • Lesson plan • Teacher reflection on 2B
2d. Managing Student Behavior • *Clear standards of conduct, possibly posted, and possibly referred to during lesson* • *Absence of acrimony between teacher and students concerning behavior* • *Teacher awareness of student conduct* • *Preventive action when needed by the teacher* • *Absence of misbehavior* • *Reinforcement of positive behavior*	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	• Behavior management plan • Use of co-constructed class norms/agreements or Code of Conduct • Parent communication log with notations of behaviors • Student behavior checklists (self/peer assessment/reflection) • Respectful ways to monitor and correct misbehavior • Peer Review - behavior • Teacher reflection on 2D

3b. Using Questioning/ Prompts and Discussion • *Questions of high cognitive challenge, formulated by both students and teacher* • *Questions with multiple correct answers or multiple approaches, even when there is a single correct response* • *Effective use of student responses and ideas* • *Discussion, with the teacher stepping out of the central, mediating role*	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high- level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	• Evidence of a shared space for students to continue discussion after a lesson • Evidence of small group discussions such as break out rooms • Examples of student generated questions • Teacher's log of monitoring participation and questioning • Use of anchor charts such as Costa's Levels of Questions • Self/peer assessment/reflection on questioning strategies • Co-constructed norms/guidelines for peer-to-peer engagement • Discussion rubric • List of essential questions used to deepen understanding • Student participation checklist • Lesson plan • Teacher reflection on 3B
3c. Engaging Students in Learning • *Student enthusiasm, interest, thinking, problem solving, etc.* • *Learning tasks that require high-level student thinking and invite students to explain their thinking* • *Students highly motivated to work on all tasks and persistent even when the tasks are challenging* • *Students actively "working," rather than watching while their teacher "works"* • *Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection*	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	• Evidence of implementation of differentiation and intellectually engaging lesson/unit plan such as: o Assignments (project/problem-based, enrichment, differentiated, extension) o Learning contracts o Student engagement checklist o Alternative project proposal o Student interest based activity/project o Students' choice to demonstrate learning via a variety of forms like PPT, Prezi, A/V recording, etc. o Opportunities for students to collaborate, share ideas like chat, breakout rooms or a digital doc (synchronously and/or asynchronously) o Grouping plan o Examples of group work activities o Standards aligned virtual field trip/guest speaker records o Records of contests entered and/or won by students o Examples of independent study activities o Variety of instructional materials • Teacher reflection on 3C

3d. Using Assessment in Instruction • *The teacher paying close attention to evidence of student understanding* • *The teacher posing specifically created questions to elicit evidence of student understanding* • *The teacher circulating to monitor student learning and to offer feedback* • *Students assessing their own work against established criteria*	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	• Use of assessment/proficiency criteria (rubric, checklist) • Students' self-analysis of work using a rubric • Use of learning targets/success criteria (co-constructed or teacher modeled) • Student-made assessment example(s) • Examples of a variety of assessments during instruction such as polls, quick quizzes, scheduled check-ins with students during synchronous learning • Peer review worksheet • Examples of written or oral feedback to students • Formative checks such as student self-reflection on learning exit ticket, audio/video responses to inform next steps • Lesson plans/unit of study (displaying where formative & summative assessments are built in) • Reflection on lesson adjustment due to formative assessment/feedback • Teacher reflection on 3D

Appendix F: SY22-23 EES Memos

[Page left intentionally blank. See next page to read memos.]

DAVID Y. IGE
GOVERNOR

KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAIʻI
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

OFFICE OF THE SUPERINTENDENT

July 25, 2022

TO: Deputy Superintendent
Complex Area Superintendents
Principals (All)
Teachers

FROM: Keith T. Hayashi
Superintendent

SUBJECT: **School Year 2022-2023 Educator Effectiveness System Adjustments, Manual, and Training Expectations for Teachers and Evaluators**

The Hawaii State Department of Education (Department) works closely with educators annually to refine the Educator Effectiveness System (EES) to streamline and strengthen support for improving teacher practice. Based on feedback received from educators and the collaborative work of the EES Joint Committee, the following information is provided regarding adjustments to EES for School Year (SY) 2022-2023:

Restart of the Comprehensive Evaluation Cycle for Tenured Teachers
In SY 2021-2022, the five-year cycle of evaluations for tenured teachers was paused and adjusted to carry-over effective or better ratings for the school year. For SY 2022-2023, teachers whose social security number (SSN) ends in 0 or 9 will resume the on-cycle EES track, and all subsequent EES cycles shall follow the chart as outlined below:

School Year	On-Cycle Tenured Group
2022-2023	Last SSN 0 and 9
2023-2024	Last SSN 1 and 3
2024-2025	Last SSN 5 and 7
2025-2026	Last SSN 2 and 4
2026-2027	Last SSN 6 and 8

Non-tenured teachers shall be on-cycle for the duration of SY 2022-2023.

Evaluation of Emergency Hire Teachers
The EES evaluation of emergency hire teachers shall resume in SY 2022-2023, with modified requirements. Evaluation requirements for emergency hire teachers are specified in the attached SY 2022-2023 EES Manual. Emergency hire teachers whose employment status changes to probationary during the year shall have their evaluation requirements adjusted to receive appropriate probationary credit. Please refer to the table of Annual Comprehensive Evaluations on page 7 of the EES Manual.

EES Evaluation Start Date
To allow adequate time for training and for teachers to acclimate as schools return for full in-person learning, EES evaluation conferences and evaluation activities shall not begin prior to August 29, 2022, unless agreed to by both teacher and evaluator.

Alternative to Classroom Observation (Artifacts of Instructional Practice)
Classroom observations are a major component of the EES that continue to be impacted by various factors related to the pandemic. In SY 2020-2021, the Artifacts of Instructional Practice (AIP) were created as an alternative to in-person formal classroom observations. While classroom observations are highly encouraged whenever feasible, for SY 2022-2023, the AIP will continue to serve as an alternative within the EES when a classroom observation is not practical. For implementation guidance on the AIP, please refer to Appendix E of the EES Manual.

Scoring of Student Success Plans (SSP)
Emergency hire teachers shall be rated using SSP Rubric E, which is limited to a score of either Effective or Ineffective based on participation in data teams, instructional learning communities, and/or activities that engage in discussion around student growth and learning. Non-tenured classroom teachers in their first two semesters of probation shall be rated using SSP Rubric 1. All tenured classroom teachers and non-tenured classroom teachers in their 3rd semester of probation or higher shall be scored using SSP Rubric 2. (Refer to page 35 of the EES Manual for more information.)

SY 2022-2023 EES Manual for Evaluators and Participants
Pursuant to Article VIII, D of the Collective Bargaining Agreement between the Board of Education and the Hawaii State Teachers Association, the Department is providing an electronic version of the "SY 2022-2023 EES Manual for Evaluators and Participants" (SY 2022-2023 EES Manual), attached to this memorandum and accessible through the Department's website: https://www.hawaiipublicschools.org/DOE%20Forms/Educator%20Effectivness/EESManual.pdf.

It is important to note; no hard copy manuals will be distributed for SY 2022-2023. Teachers and evaluators may access the SY 2022-2023 EES Manual and documents and resources through the above link as well as the Department's intranet portal https://hidoe.sharepoint.com/sites/sixstrategies/ees.

SY 2022-2023 EES Training Expectations for Teachers and Evaluators
EES training and support should not be limited to overviews; instead, there should be ongoing and targeted support to meet individual teacher needs. Additional support will be provided, as necessary, should there be further adjustments to EES procedures and requirements related to COVID-19 as circumstances change.

Pursuant to the Collective Bargaining Agreement between the Hawaii State Teachers Association and the Board of Education, Appendix IX, the following training is required:

Orientation Training for All Teachers Schools must keep a copy of the sign-in sheet and/or document attendance in PDE[3]			
Topic	**Provider**	**Purpose and Outcomes**	**Due Dates***
EES Orientation Video	School level, complex area, or state office staff, as applicable	Provide an orientation to the performance evaluation system Inform teachers about the tools, process, performance criteria, guidance material, method of calculating the annual evaluation rating, and timelines	8/29/2022 *Relative to teachers hired after the school year starts, training should be conducted as soon as possible and prior to the teacher's engagement in applicable evaluation components

Teachers New to EES – Overview Training Attendance for all required **training** sessions should be documented by a sign-in sheet and/or recorded in PDE[3]			
Topic	**Provider**	**Purpose and Outcomes**	**Due Dates***
Teacher Practice Overview: Introduction to the Framework for Teaching: Classroom Observations/Working Portfolios and Core Professionalism (including Professional Development Plans, Student Survey, and Hawaii Growth Model reflections)	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the observation protocol	Provide teachers a basic understanding of the components within teacher practice and an overview of the process within the evaluation system	8/29/2022 *Relative to teachers hired after the school year starts, training should be conducted as soon as possible and prior to the teacher's engagement in applicable evaluation components
Student Growth and Learning Overview: Introduction to Student Success Plans (SSPs)	School level, complex area, or state office staff, as applicable	Provide teachers a basic understanding of the components within Student Growth and Learning and an overview of the process within the evaluation system	

Evaluators shall also be trained on the overall evaluation system and specifically certified in the classroom observation protocol prior to initiating any classroom observations used to determine a teacher's annual evaluation rating. Evaluators shall also calibrate regularly to strengthen the accuracy and inter-rater reliability according to the protocol of the observation tool. Attendance for all required Education Officer (EO) training sessions should be documented by a sign-in sheet and/or in PDE[3].

If there are any questions about the above expectations, please contact your Complex Area Lead (i.e., EES Complex Area EO) or the EES Help Desk at (808) 586-4072. Basic training materials are available on the Department's intranet portal at https://hidoe.sharepoint.com/sites/sixstrategies/ees.

KTH:sa
Attachment

c: Assistant Superintendents
Complex Area EES Leads
Hawaii State Teachers Association
Hawaii Government Employees Association
Office of Talent Management – Certificated Personnel Regional Officers