

HAWAII STATE DEPARTMENT OF EDUCATION

**PROFESSIONAL EVALUATION
PROGRAM
FOR TEACHERS
(PEP-T)**

**MANUAL FOR
EVALUATORS AND PARTICIPANTS**

**PERSONNEL SERVICES BRANCH/CERTIFICATION & DEVELOPMENT SECTION
DEPARTMENT OF EDUCATION STATE OF HAWAII
RS _____ NOVEMBER 2001**

SUPERINTENDENT'S MESSAGE

The Professional Evaluation Program for Teachers (PEP-T) is the Department's means to effectively assess teacher performance and to assure the public that students in the public schools are served by professionals who meet state teacher standards. The PEP-T is an essential component in the Department's overall accountability system which focuses and commits all staff to the goal of improving student learning and success.

It is well established that teacher effectiveness is a critical element in the learner's progress. The Duties of a Teacher in the PEP-T provides the foundation for assessment of teacher effectiveness. The Duties of a Teacher establishes for every professional a clearly defined focus upon the learner and the desired educational outcome of developing independent students who are: self-responsible, literate, competent thinkers and problem-solvers who work well with others and produce quality work. The Duties reflects the general learner standards established by the Department and set forth in policy by the Board of Education. They also include standards set by the Hawai'i Teacher Standards Board. The Duties incorporate the skills, knowledge, dispositions and conduct expected of all teachers in the public schools of Hawai'i.

The PEP-T was developed by the Department of Education in collaboration with the Hawaii State Teachers Association. This PEP-T manual is provided to assist teachers and evaluators who participate in the program. I ask for all teachers and evaluators to make a strong commitment to actively participate in the Professional Evaluation Program for Teachers and in the Department's efforts to provide quality teaching in the classrooms. I ask that you implement the PEP-T in the spirit of accountability and a professionalism that is best characterized by a teacher's unrelenting commitment to continuous improvement of every student's achievement.

**PATRICIA HAMAMOTO
INTERIM SUPERINTENDENT**

TABLE OF CONTENTS

Introduction

Chart: Professional Evaluation Program for Teachers (PEP-T)

PEP-T Timetable

Professional Evaluation Program for Teachers (PEP-T)

Duties of a Teacher

Ratings

Rating Groups and Cycles

Overall Rating and Individual Duty Rating

Evaluation Process

Duty 5

Impact of Overall Rating on Employment Action(s)

PEP-T General Orientation Session Suggested Outline

PEP-T Meeting for Teachers Being Rated

Appendix: PEP-T Forms

Duties of a Teacher

Rating Form

Suggested Checklist for Moving a Tenured Teacher to an Annual Rating Cycle

Summary of Conference

Data Sheet

PROFESSIONAL EVALUATION PROGRAM FOR TEACHERS (PEP-T)

MANUAL FOR PARTICIPANTS AND EVALUATORS

Introduction

The Professional Evaluation Program for Teachers (PEP-T) is a process for evaluating and rating the performance of teachers in the Hawai'i State Department of Education. The PEP-T serves these major purposes: (1) to evaluate teacher effectiveness on a continuous basis and (2) to provide ratings for temporary, probationary and tenured teachers in the public schools on a regular, specific schedule. The PEP-T provides a summative evaluation of whether or not a teacher has met the Duties of a Teacher.

The PEP-T ratings may result in employment actions such as: continuation of contract, granting of tenure, extension of probation, non-renewal of probationary contract, or termination.

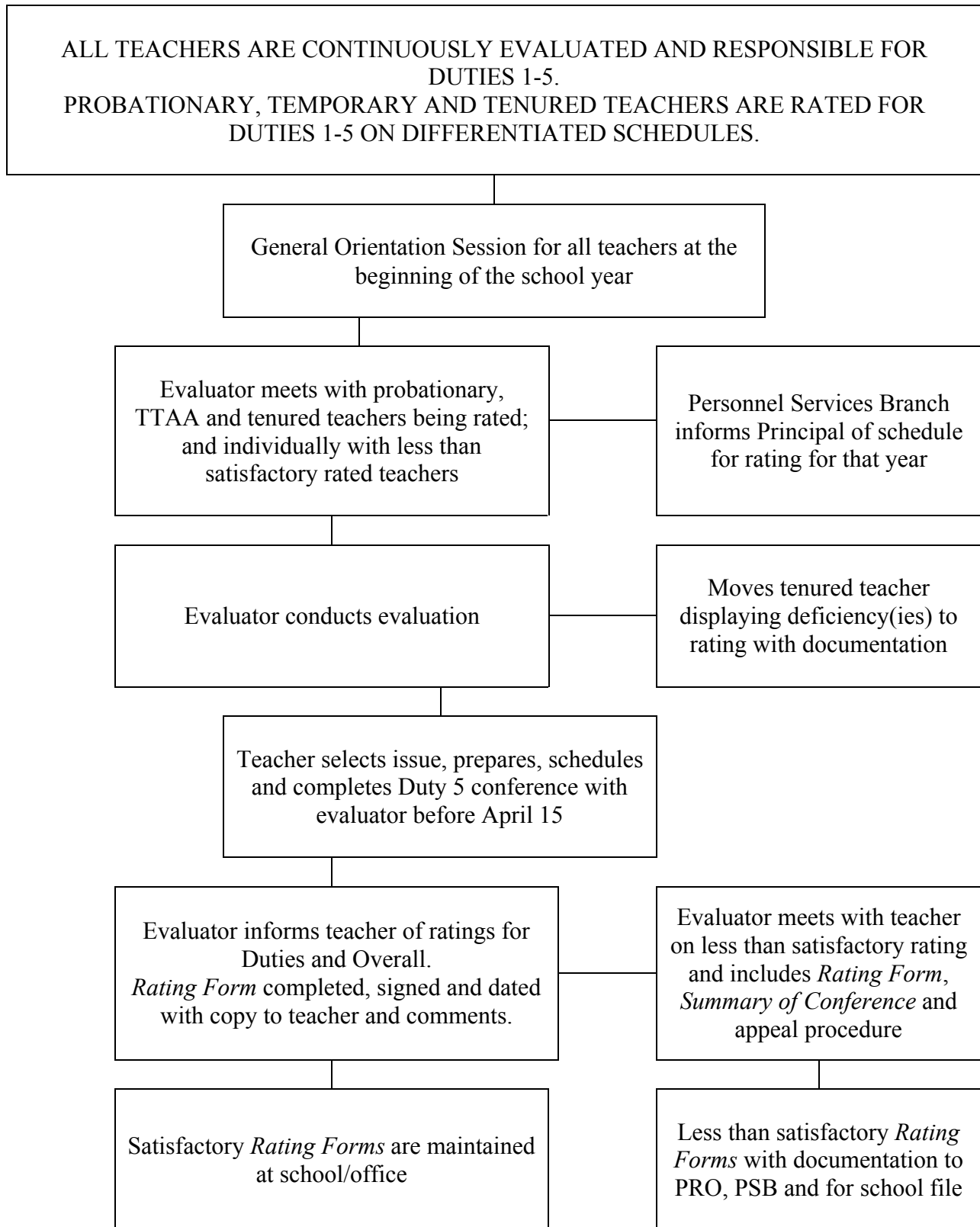
The PEP-T provides a rating which indicates whether or not a teacher satisfactorily meets the Duties of a Teacher. Evaluators may review records, observe or collect data on teacher performance to the duties at any time; however, in order to issue a rating, the teacher must be scheduled for rating during that year or the appropriate procedures to move the teacher to an annual rating cycle must be applied.

The PEP-T process:

- (a) Allows teachers to acquaint themselves with the Duties;
- (b) Provides procedures by which they will be rated;
- (c) Provides the opportunity for the teacher to share and reflect on practices with the evaluator in accordance with Duty 5;
- (d) Provides for prescribed support, as appropriate, such as peer assistance or professional development courses for those with needs; and,
- (e) Provides information on avenues for appealing a rating.

The Duties of a Teacher will be public and are provided in Appendix of this manual. Specific procedures, detailed in this manual, offer assurances that the evaluation/rating process will be open, fair and accurate.

Chart: Professional Evaluation Program for Teachers (PEP-T)



PEP-T Timetable

TIME/PERIOD	WHO	DOES WHAT
Before school begins	Personnel Services Branch	<p>Determines schedule for rating of tenured, satisfactory teachers over the 5 year cycle</p> <p>Informs principal of schedule</p>
Beginning of school year	Principal/Evaluator	<p>Orients all teachers on PEP-T</p> <p>Meets with teachers being rated for further discussion regarding PEP-T</p>
During the school year	Principal/Evaluator	<p>Conducts evaluation for teachers scheduled to be rated</p> <p>If needed, documents performance deficiency(ies), meets with and places tenured teacher into rating cycle</p>
Before April 15	Teacher being rated	Schedules and completes Duty 5 conference with evaluator.
By end of school year	Principal/Evaluator	<p>Meets with and informs teacher of ratings for Duties and Overall</p> <p>Completes rating form and disseminates form to teacher and school file</p> <p>If rating is less than satisfactory, then rating forms are also submitted to PRO and PSB</p> <p>Informs less than satisfactory rated teacher of appeal procedure</p>

The Professional Evaluation Program for Teachers (PEP-T)

All teachers shall be evaluated and rated using the Professional Evaluation Program for Teachers (PEP-T). It is understood that references to teachers shall include all bargaining unit members and certificated support personnel, such as resource teachers, librarians, counselors, registrars and student activity coordinators, unless specifically noted otherwise.

Evaluation is a continuous process for all teachers based upon the Duties of a Teacher. Rating is an action taken at specific, scheduled times that determines whether a teacher has satisfactorily met the Duties of a Teacher.

Duties of a Teacher

The Duties of a Teacher in PEP-T for which they are responsible are:

- | | |
|--------|---|
| Duty 1 | Designs and Implements Effective Strategies to Develop Self-Responsible/Independent Learners
(16 indicators) |
| Duty 2 | Creates and Maintains a Positive and Safe Learning Environment
(8 indicators) |
| Duty 3 | Uses Assessment Data
(6 indicators) |
| Duty 4 | Demonstrates Professionalism
(12 indicators) |
| Duty 5 | Reflects On Practice
(4 indicators) |

Ratings

The ratings are:

- | | |
|----------------|---|
| Satisfactory | Teacher meets the Duty(ies) as stated in the Professional Evaluation Program for Teachers. |
| Marginal | Teacher needs improvement in order to meet the Duty(ies) as stated in the Professional Evaluation Program for Teachers. |
| Unsatisfactory | Teacher does not meet the Duty(ies) as stated in the Professional Evaluation Program for Teachers. |

Rating Groups and Cycles

All teachers are continuously evaluated and responsible for Duties 1-5. Each year all teachers should reflect upon a Duty 5 issue. However, the Duty 5 conference and presentation of an issue and evidence is only for teachers scheduled to be rated.

Teachers will be rated in accordance with the following groups and cycles:

- A. Probationary teachers, TTAAAs, and less than satisfactory teachers will be rated annually.
- B. Tenured, satisfactory teachers at each school will be rated once in a 5 year cycle. The Personnel Services Branch will determine the schedule for rating of the tenured, satisfactory teachers over the 5 year evaluation cycle, and will inform the school principal of the schedule for those tenured teachers who are to be rated that year.
- C. The evaluator may modify the five year cycle at any time to permit rating for that school year for a tenured teacher displaying documented performance deficiency(ies).
 - 1. A documented performance deficiency(ies) in any of Duties 1-4 or any of these Duties in combination with Duty 5 shall be the basis for movement of a tenured teacher to an annual rating cycle. Duty 5 cannot be the sole basis for the movement to an annual rating cycle.
 - 2. A conference to discuss the performance deficiency(ies) and the improvement to be made shall be held. A Summary of Conference is completed.
 - 3. If adequate improvement does not result, then the evaluator places the teacher into the annual rating cycle by completing the “Suggested Checklist for Moving a Tenured Teacher to an Annual Rating Cycle.” A Summary of Conference must be completed. Copies of the completed Checklist and the Summary of Conference are given to the teacher and copies are submitted to the Personnel Regional Office.
- D. For teachers returning from leaves:
 - 1. Teachers who transfer or return from long-term leaves, shall be considered satisfactory if their last rating was satisfactory. If the returning teacher’s last rating was less than satisfactory, the teacher will be rated annually.
 - 2. If the teacher is on leave for the rating year, then the teacher will be rated upon return.

RATING GROUPS AND CYCLES	
TEACHER GROUPS TO BE RATED	RATING CYCLE
Probationary, TTAAs, and less than satisfactory	Annually
Tenured, satisfactory teachers at each school	Once in a 5 year cycle
Tenured teacher displaying documented performance deficiency(ies)	Movement to an annual rating cycle

Overall Rating and Individual Duty Rating

- A. The Overall Rating is not an average; rather it is the evaluator's judgment supported with documentation.
- B. Each Duty is viewed and rated as a whole. Indicators are not rated individually, but a single indicator maybe important enough to influence the rating of the Duty.
- C. All ratings of teachers shall be in writing. A teacher shall be given a copy of any class visit or data sheet prepared by the evaluator at least the day before any conference if either party asks for a conference.
- D. Supporting documents must accompany all Overall as well as any individual Duty marginal or unsatisfactory ratings.
- E. To help in determining the Overall Rating, the evaluator must consider and adhere to the following:
 1. If all Duties are rated satisfactory, then the Overall Rating must be satisfactory. The Overall cannot be marginal or unsatisfactory.
 2. If any Duty is rated marginal, then the Overall Rating must be either marginal or satisfactory. The Overall cannot be unsatisfactory.
 3. If any Duty is rated unsatisfactory, then the Overall Rating must be either unsatisfactory or marginal. The Overall cannot be satisfactory.

4. If the Overall Rating is satisfactory, the tenured teacher will be rated every fifth year, unless, the tenured teacher displays documented performance deficiency(ies) and is moved to an annual rating cycle. If the rating is less than satisfactory, the teacher will be on an annual cycle.

OVERALL RATING		
DUTY RATED	OVERALL MUST BE	OVERALL CANNOT BE
Satisfactory for all	Satisfactory	Marginal or unsatisfactory
Marginal for any	Marginal or satisfactory	Unsatisfactory
Unsatisfactory for any	Unsatisfactory or marginal	Satisfactory

Evaluation Process

- A. The evaluator conducts the evaluation process which may include but is not limited to records, documents, interviews, judgment, and observations (scheduled or unscheduled, inside or outside of classroom). The evaluator informs all teachers who are to be rated, that observations will be used for rating purposes.
- B. If supporting materials are requested, (lesson plans, grade books, letters to parents, etc.) the teacher is responsible to provide these materials to the evaluator in a timely manner. The request to the teacher for supporting materials should be documented or noted in the Summary of Conference by the evaluator.
- C. The evaluator must take into consideration the special responsibilities of certificated support personnel who may have assignments that provide support, consultation and/or strategies to implement the indicators for the Duties. For example, SSCs and resource teachers may or may not directly instruct students, but their performance can be rated in terms of how effectively they service, consult, train or use various strategies to ultimately support the development of independent learners.
- D. As appropriate and available, the evaluator may require or provide teachers in need with peer assistance, prescribed coursework or specified professional development activities.
- E. The evaluator meets with and informs the teacher of the ratings for each of the Duties and the Overall Rating. Both the teacher and the evaluator sign and date

the Rating Form. The teacher's signature does not necessarily indicate concurrence with the rating but merely that the teacher is aware of the rating. The teacher is given a completed copy of the Rating Form and the opportunity to attach comments.

- F. All rating forms for satisfactory teachers are maintained at the school/office.
- G. Rating forms for less than satisfactory teachers with all relevant Summary of Conference(s) are submitted to the Personnel Regional Office and to the Personnel Services Branch. Evaluators make and keep a copy for the school file.
- H. The evaluator informs tenured teachers of the opportunity to appeal a less than satisfactory Overall Rating to the Evaluation Appeals Panel. Probationary teachers will use the regular grievance procedure. If the appeal is only for a less than satisfactory rating on an individual Duty, the regular grievance procedure is applied and used by all teachers.

Duty 5

Duty 5 provides an opportunity for the teacher and the evaluator to engage in professional dialogue. The teacher actively contributes to the rating process by determining the topic of reflection, sharing evidence or results, and the way in which the reflection is presented. The reflection on practice engages both teacher and evaluator in continuous efforts to improve.

- A. Duty 5 differs in format from Duties 1-4. The teacher selects the issue and what will be presented and evaluated for Duty 5. It should be emphasized that ongoing, advance preparation, including data or evidence collection, needs to be completed by the teacher prior to the conference on Duty 5. Rating is not based on the form of the presentation but on the content (data/evidence and the reflection on practice).
- B. It is not necessary to complete Duties 1-4 before doing Duty 5. Duty 5 can be done first. A conference is held and there can be more than one meeting to discuss and complete Duty 5.
- C. The teacher is responsible to schedule and complete a Duty 5 conference before April 15. The evaluator may offer a Duty 5 conference sign-up indicating appropriate or available dates. The dates of the conference may begin from the first semester. Failure to schedule, participate in and complete a Duty 5 conference may result in a less than satisfactory rating.

Impact of Overall Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, nonrenewal, etc.) will be based on the Overall Rating.

IMPACT OF OVERALL RATING ON EMPLOYMENT ACTION(S)		
TEACHER	OVERALL RATING	EMPLOYMENT ACTIONS
All	Satisfactory	Continuation of employment
All	Unsatisfactory	Termination of employment
Tenured	Marginal	Continuation of employment Annual evaluation
Probationary	Marginal	Continuation/extension of probation or non-renewal of contract Annual evaluation

PEP-T General Orientation Session Suggested Outline

- A. The evaluator orients all teachers to PEP-T at the beginning of each school year.
- B. All teachers are:
 1. Required to attend the orientation session;
 2. Responsible to familiarize themselves with the PEP-T process, procedures, manual; and,
 3. Responsible to request further information as needed to be fully oriented about PEP-T.
- C. The orientation will include:
 1. Purpose of PEP-T;
 2. Evaluation is continuous for all teachers based on Duties 1-5;
 3. Discussion of rating groups and cycles;

4. Review of Duties 1-5;
 5. Rating instrument and procedures; and,
 6. Evaluation appeal process.
- D. The evaluator answers any questions or concerns teachers may have about PEP-T.

PEP-T Meeting for Teachers Being Rated

- A. Following the general orientation session, the evaluator notifies and meets with teachers who are scheduled to be rated for that school year for further discussion regarding PEP-T and reviews PEP-T timetable and impact of ratings on employment actions.
- B. The evaluator meets with the less than satisfactory tenured, probationary or temporary teachers individually.

PEP-T Forms

Duties of a Teacher

Rating Form

Suggested Checklist for Moving a Tenured Teacher to an Annual Rating Cycle

Summary of Conference

Data Sheet