

2014-15

MANUAL FOR EVALUATORS AND PARTICIPANTS

# Educator Effectiveness System

Learning Targets  
Th: To examine an argument and explore a position on an issue  
Str: To explore clever word play encountered in daily life  
To recognize clever word play in a variety of texts  
To analyze how word play is used to create humor

strateg  
constr  
from a  
texts.





## Message from the Superintendent

I am deeply grateful for the hard work and valuable feedback you have provided throughout our first year of statewide implementation of the Educator Effectiveness System (EES). Our motivation has been to ensure that the EES expresses our values: support for teachers, effective teaching, and student growth. Based on our work together, we have simplified the EES, streamlined the components, and differentiated the professional development supports based on performance. This means that implementing the system will be easier, supports for you and your colleagues will be more specific and relevant to your positions, and the EES will have a greater impact on student learning.

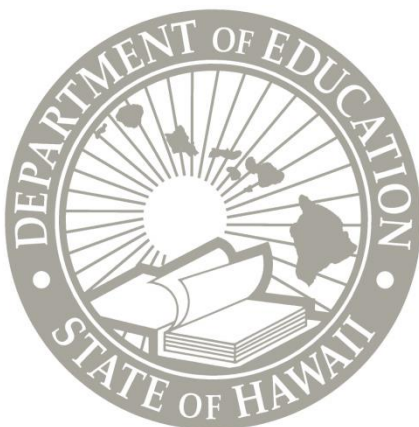
The EES reflects our commitment to your professional growth and ensuring that every child is college- and career-ready. With the EES, teachers can pinpoint areas for growth, leverage their strengths, and work with administrators to access meaningful professional development.

This work challenges all of us to find new and more effective ways to do our jobs, and, I know you share my passion and sense of urgency to see all of our students succeed. The 2014–2015 school year marks the second year of full implementation. However, our work on the EES is not yet finished. The Department will continue to collaborate with educators to further improve the EES. We are very grateful for the work of the Hawaii State Teachers Association-Hawaii State Department of Education Joint Committee and all of the feedback from our principals and teachers on what best practices work in our schools. We will continue to convene feedback groups and a formal review process to enhance the model for the 2015-2016 school year.

We have arrived at this point together – and we continue to move forward together – focused on supporting great teaching and elevating student achievement. Mahalo for your commitment to student achievement, quality teaching, and professional growth.

A handwritten signature in black ink, reading "Kathryn S. Matayoshi".

KATHRYN S. MATAYOSHI  
Superintendent of Education



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# Key Priorities for Refining the Educator Effectiveness System

Since the beginning of the pilot in 2011-2012 Hawaii educators have had a significant voice in revising the Educator Effectiveness System (EES). Whether the feedback came from survey responses, in-person conversations or through complex area leaders, we have weighed every suggestion and have implemented 18 changes for school year 2014-2015.

The following key priorities guided our work for revising the EES:

1. Simplify the system to make it clearer and easier to understand.
2. Streamline components to eliminate redundancies.
3. Ensure administrators have the time to spend with teachers who need and want it by differentiating the process based on their performance.

These changes will serve to improve the quality of the feedback and coaching teachers receive and reduce burden on teachers and administrators.

## Changes to Hawaii’s Educator Effectiveness System

Below is a side-by-side comparison of first (school year 2013-2014) and second year implementation (school year 2014-2015) of Hawaii’s Educator Effectiveness System (EES). While significant changes were made to address the three key priorities for model refinement, the core elements and yearlong process remain the same.

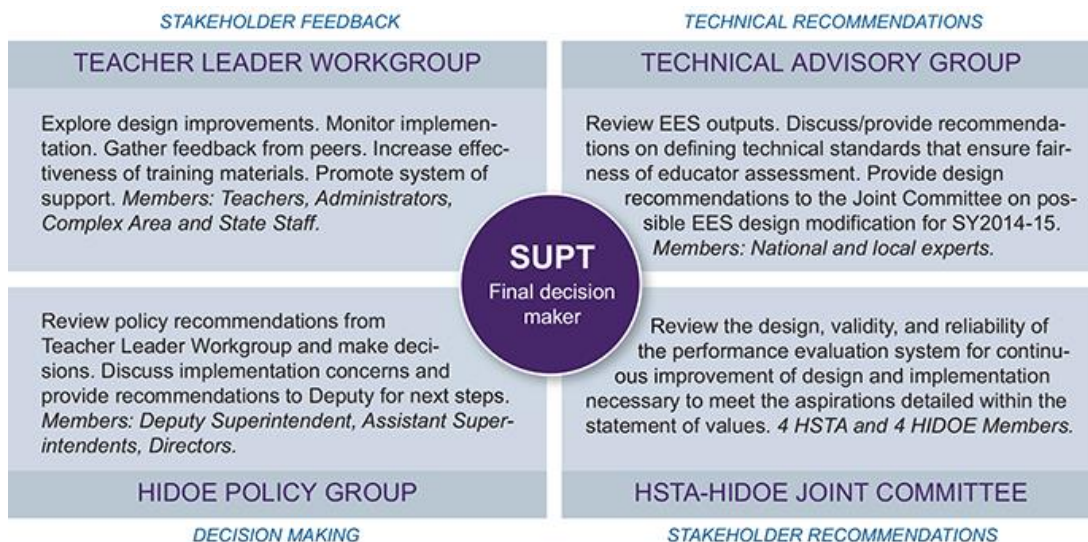
	<i>Topic</i>	<b>School Year 2013-2014</b>	<b>School Year 2014-2015</b>
<b>Overall</b>	<b><i>Differentiation</i></b>	All teachers of the same type (classroom teacher, tested grades and subjects, classroom teacher untested grades and subjects, non-classroom teacher school level, non-classroom teacher non-school level) receive the same evaluation.	1. The frequency of evaluation components will be differentiated based on performance level.
<b>Teacher Practice</b>	<b><i>Tripod Student Survey (applies to classroom teachers only)</i></b>	The Tripod Student Survey was administered twice annually to students in grades K-12.  Results from the Tripod Student Survey accounted for 10 percent of classroom teachers’ evaluation.	2. Reduce Tripod Student Survey administration from twice to once annually. 3. Eliminate administration of Tripod Student Survey to students in grades K-2 . 4. Eliminate demographic questions from survey. 5. Eliminate Tripod Student Survey’s independent weight in the evaluation. Instead, results will be provided to teachers and they will reflect on the survey results as part of the evidence for the Core Professionalism component. 6. The 10 percent weighting previously assigned to Tripod Student Survey results will be redistributed to classroom observations (5 percent) and Core Professionalism (5 percent).

	<b>Topic</b>	<b>School Year 2013-2014</b>	<b>School Year 2014-2015</b>
<b>Student Growth and Learning</b>	<b>Classroom Observations</b>  <i>(weighted 30 percent)</i>	All classroom teachers received two classroom observations annually (one per semester) using the Hawaii Adapted Framework for Teaching.	7. The frequency of classroom observations will be differentiated based on performance levels from School Year 2013-2014. Highly effective teachers are not required to have an observation; effective teachers are required to have one or more; marginal, unsatisfactory, and new teachers are required to have two or more.
	<b>Core Professionalism</b> <i>(applies to all teachers)</i>  <i>(weighted 20 percent)</i>	Demonstration of Core Professionalism is based on Framework component "4F: Showing Professionalism."	8. Core Professionalism will be revised to consist of two parts: a. Demonstration based on a broader standard within the Hawaii Adapted Framework for Teaching Domain-level 4, "Professional Responsibilities." b. Reflection on and action to improve Tripod Student Survey Results.
	<b>Working Portfolio</b> <i>(applies to non-classroom teachers only)</i>  <i>(weighted 30 percent)</i>	All non-classroom teachers (NCTs) provided a working portfolio with artifacts demonstrating competencies based on five pre-selected Framework components.	9. Change weighting from 15 percent to 20 percent to reflect the shift away from an individual Tripod Student Survey percentage.
			10. NCT and administrator may agree to use <i>either</i> working portfolio <i>OR</i> an observation of an NCT's work using Hawaii Adapted Framework for Teaching or Hawaii Teacher Standards Board (HTSB) approved professional standards
			11. NCTs whose positions have Hawaii Teacher Standards Board (HTSB)-approved professional standards (e.g., librarians, counselors) and administrators may use the HTSB-approved professional standards in lieu of the Hawaii Adapted Framework for Teaching rubric for NCT's working portfolio.
			12. NCTs whose positions do not have HTSB-approved professional standards (e.g., curriculum coordinator, tech coordinator, registrar) and administrators will agree on five components from Hawaii Adapted Framework for Teaching that best reflect their job responsibilities as standards to be reviewed in working portfolio or an observation, instead of pre-set components.
	<b>Hawaii Growth Model</b> <i>(applies to classroom teachers and school-level NCTs)</i>  <i>(Tested Grades &amp; Subjects weighted 25 percent)</i>	For teachers of tested grades and subjects, median student growth percentile (SGP) was weighted 25 percent. For teachers of non-tested grades and subjects, the schoolwide median SGP for English language arts was weighted 5 percent.  A teacher's final rating was based on percentile ranking of teachers' median SGPs.	13. Anchor cut scores in criterion (rather than base on percentile ranking of teachers).

Topic	School Year 2013-2014	School Year 2014-2015
(Classroom Teachers of Non-Tested Grades & Subject and School-Level NCTs receive schoolwide Score weighted 5 percent ELA)	There was no margin of error in the percentile ranking.	14. Factor in margin of error to avoid classification errors (e.g., if margin is 5 and cut-off for “proficient” is 60, then a cut score of 55 will be applied).
<b>Student Learning Objective</b>	All teachers demonstrated student growth and learning through two Student Learning Objectives (SLOs) each year. Teachers who did not have an SGP (NCTs not at the school level) used both for the final rating; all other teachers only used one for the final rating.	15. Reduced the number of SLO or SSIO from two annually to one
(Tested Grades & Subjects = 25 percent)		16. NCTs will have the option of using either the SLO template or a parallel SSIO template.
		17. All new teachers’ professional development plans will include a focus on building understanding and capacity around SLOs as part of “learning year.”
(Non-Tested Grades & Subjects = 45 percent)	For teachers of tested grades and subjects, SLOs were weighted 25 percent. For teachers of non-tested grades and subjects, SLOs were weighted 45 percent. For NCTs at the school level SLOs were weighted 45 percent. For NCTs not at the school level, SLOs were weighted 50 percent.	18. Streamlined SLO template.

## Feedback and Input

The Department established several formal mechanisms for gathering feedback to inform improvements to the EES.



Since 2010, the Teacher Leader Workgroup (TLW) met regularly to inform the EES design and implementation.. In 2013, the TLW expanded to over 118 people from all 15 complex areas and five subcommittees. The subcommittees focused their work on non-classroom teachers (NCTs); Student Learning Objectives (SLOs); Student Growth Percentile (SGP); classroom observations/Core Professionalism; and student surveys. This group provided formal recommendations to the Deputy Superintendent and the Joint Committee.

The HSTA-HIDOE Joint Committee of four HSTA and four Department members, provides formal recommendations to the Superintendent. The EES Technical Advisory Group (TAG) is comprised of national, regional, and local experts who provide recommendations to the HSTA-HIDOE Joint Committee to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing Department policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications for school year 2014-2015.

In addition, the Department received feedback via the Department/HSTA joint survey of teachers, the 48 principals who participated in the EES Principal Working Group, and the Hawaii Government Employees Association's elected Board of Directors for Unit 6. Informally, the Department received significant feedback through the complex areas. The Department bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals meetings, dedicated trainings, and complex area surveys.

## Educator Effectiveness System Overview

### Background and Development

The Educator Effectiveness System (EES) is a comprehensive process that replaces the Professional Evaluation Program for Teachers (PEP-T). The EES will better evaluate the performance of teachers in the Department. The Department developed and refined the EES over the course of twelve months of planning and a two-year pilot. The model has been further refined based on data and input collected from stakeholders during statewide implementation in the 2013-2014 school year. Driven by the Department's beliefs about the value and importance of teacher development, the EES provides teachers with constructive feedback and structures of support throughout the school year.

The Hawaii State Board and Department of Education's joint State Strategic Plan laid the groundwork for the EES, and numerous stakeholders have contributed to system enhancements in this second year of implementation. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between administrators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

### Design Values

#### *Nothing matters more than effective teachers.*

Research has shown that highly effective teachers have a greater impact on student achievement than any other school factor.<sup>1</sup> The EES aims to improve student outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

#### *Teachers deserve to be treated like professionals.*

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures, when possible, to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a new performance rating system that celebrates exceptional teachers.

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<sup>1</sup> Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012.

*The Educator Effectiveness System is about growth.*

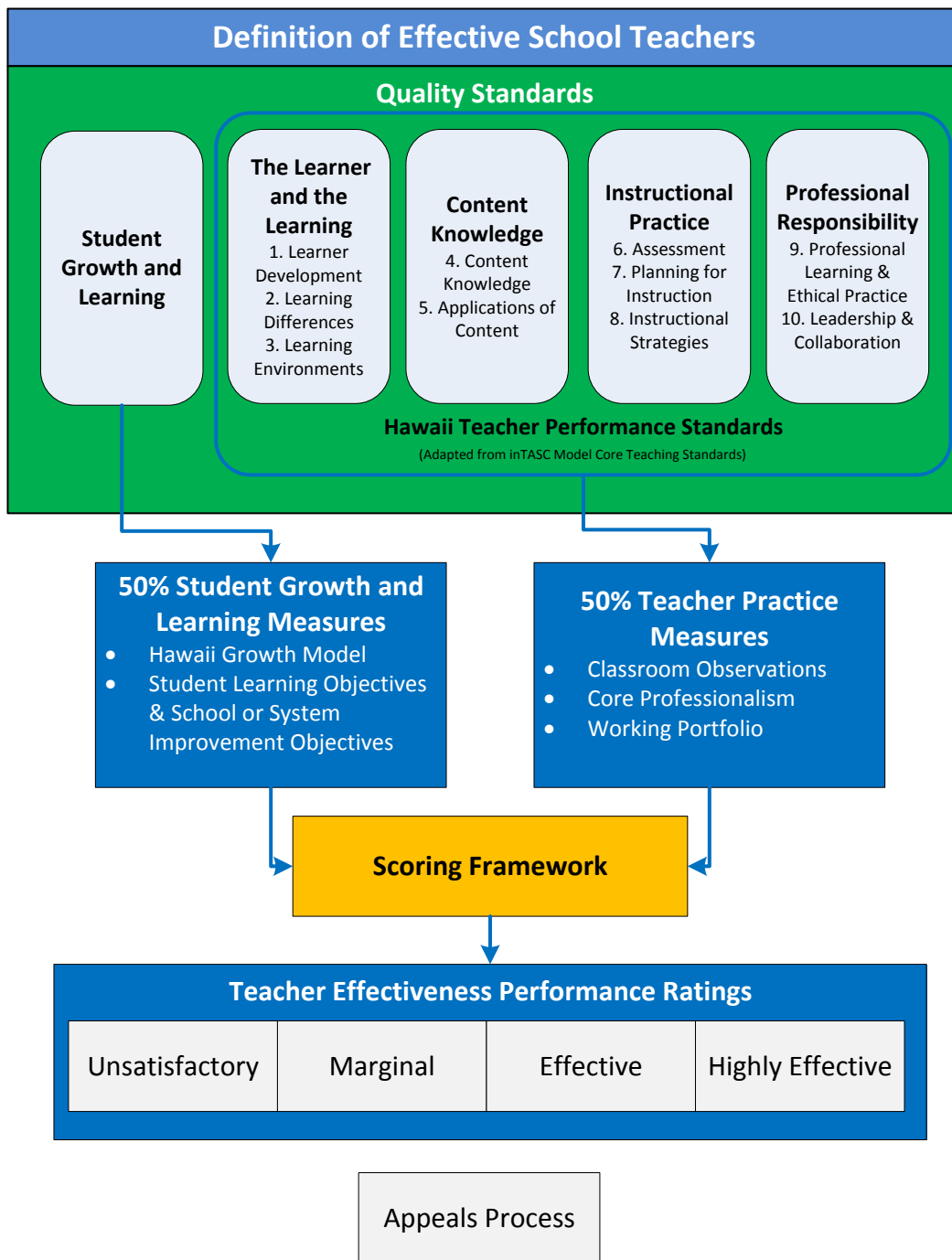
To reach its goals, the Department must invest in its teachers. The EES provides new tools and data to help teachers become more effective. The EES supports teacher development by:

- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides new sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data multiple times throughout the school year.
- **Driving Professional Development** – The EES data will help leaders determine what support teachers need, the best way to allocate resources and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of students and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice and student achievement. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret EES.

### **EES Framework Diagram**

The EES is rooted in the Hawaii Teacher Performance Standards, based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. An overview of the EES is depicted in the graphic below.





\*An expedited evaluation appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the overall evaluation rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-2015 school year, and thereafter.<sup>2</sup>

## Teacher Performance Ratings

Teacher Performance ratings under the EES are:

- **Highly Effective** – Demonstrates excellence in teacher practice and student outcomes.
- **Effective** – Demonstrates effective teacher practice and positive student outcomes.
- **Marginal** – Needs improvement to demonstrate effective teacher practice and positive student outcomes.
- **Unsatisfactory** – Does not show evidence of effective teacher practice and positive student outcomes.

<sup>2</sup> Hawaii State Teachers Association Agreement, July 1, 2013-June 30, 2017, p. 111.

# Teacher Classification

The EES applies to all Bargaining Unit 5 (BU5) employees within the Department. Bargaining Unit 5 employees fall into two broad categories: 1) classroom teachers and 2) non-classroom teachers. The PDE<sup>3</sup> system will apply available data to teachers depending upon classification and job responsibilities.

## Classroom Teachers

Classroom teachers are BU5 employees who plan, deliver and assess instruction for students. Classroom teachers of mathematics and/or English language arts (ELA) classes, in grades 4-8, will complete a roster verification process during the fourth quarter of each school year. This process validates the instructional linkage with students, to be applied to the [Hawaii Growth Model](#) score.

## Non-Classroom Teachers

Non-classroom teachers (NCTs) are BU5 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 either at the school, complex area, or state office. Each non-classroom teacher function is critical to the overall system of supports required for successful student outcomes. NCTs could hold one of the following roles:

- Curriculum Coordinator
- Department Heads/Grade Level Chair
- Literacy/Math Coach
- Registrar
- Resource Teacher
- School Librarian
- School Counselor
- Student Services Coordinator
- Student Activities Coordinator
- Technology Coordinator

Some NCT positions may include instructing students. Those school-level NCTs who regularly deliver instruction for students, in grades 4-8, will complete roster verification in the spring.

## Teachers with Multiple Roles

Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities will work with their administrator to decide which evaluation framework best applies to their position. Teachers who primarily plan, deliver and assess instruction for students should generally be rated as classroom teachers. Teachers who perform these tasks on a limited basis but have other primary job responsibilities should be rated as NCTs.

## EES Measures

The EES is comprised of several measures, organized under two categories: teacher practice and student growth and learning. Hawaii State Board of Education Policy 2055 requires measures of teacher practice to account for 50 percent of a teacher's annual effectiveness rating, with measures of student growth and learning to account for the other 50 percent.

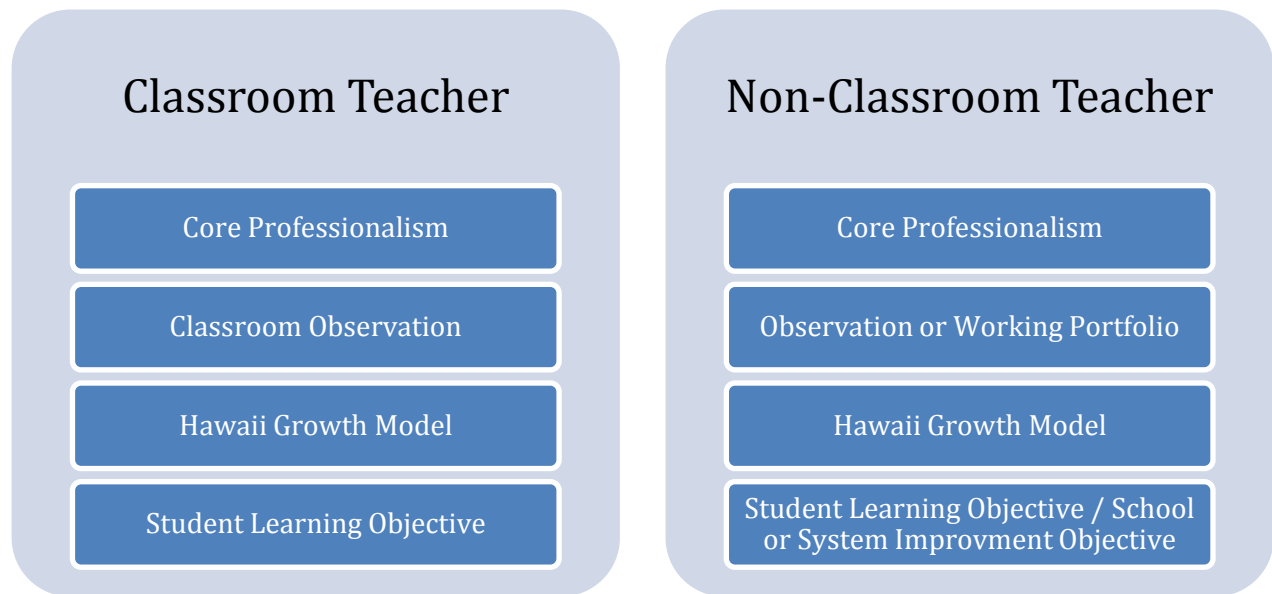
### 50 Percent Teacher Practice

- Classroom Observations
- Core Professionalism
- Working Portfolio (NCTs)

### 50 Percent Student Growth and Learning

- Hawaii Growth Model
- Student Learning Objectives (SLOs)/School or System Improvement Objective (SSIO)

The specific combination and weighting of EES measures used to determine evaluation ratings differ depending on each teacher’s job classification. This is because different data are available for different teaching assignments.



All teachers will develop and maintain an individual [professional development plan](#) that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility.<sup>3</sup> Teachers who have received a prior EES rating below effective will be placed on the Principal Directed Professional Development (PDPD) plan.

## Example Timetable and Implementation Strategies

While many statewide initiatives have fixed dates, the ideal timing of classroom observations and other meetings may vary for each teacher and school. Teachers and administrators should collaborate to complete all EES requirements given the constraints applicable to their school and situation.

<sup>3</sup> Hawaii State Teachers Association Agreement, July 1, 2013-June 30, 2017, p. 109.

## Educator Effectiveness Fall 2014 Timeline

	JULY	AUG	SEPT	OCT	NOV	DEC
<b>Classroom Observation</b> (Classroom Teachers & NCTs)		Attend the <i>Introduction to the Framework for Teaching</i> 8/29*		All teachers attend the <i>Using the Framework for Teaching</i> to examine and improve practice 10/31		Administrators finalize classroom and/or NCT observations by the last day of instruction 12/19
<b>SLO</b> (Classroom Teachers & NCTs)		All teachers attend SLO 2.0 Training by 9/26		Administrators approve first semester or yearlong SLO or SSIO 10/3	Midterm approval of first SLO or SSIO (optional) 11/7	Due date for first semester SLO or SSIO rating in PDE3 12/19
<b>SGP</b> (Classroom Teachers & NCTs)	All teachers attend SY 2014-15 EES Orientation prior to the first day of instruction					
<b>Tripod</b> (Classroom Teachers)	New teachers attend the EES Overview training prior to the first day of instruction					
<b>Core Professionalism</b> (Classroom Teachers & NCTs)					Tripod Survey Window for Single, Green, Red & Yellow Tracks 11/10 – 25	Tripod Survey Window for Blue Track 12/2-15
<b>Working Portfolio</b> (NCTs)						
<b>Roster Verification (RV)</b> (Classroom Teachers)			Tripod RV for Yellow Track 9/2-5	Tripod RV for Single, Blue, Green & Red Tracks 9/15-19		
<b>Professional Development Plan</b>		Submit Principal Directed Professional Development Plan - Due 30 instructional days from the first day of instruction				

\* Required for any teacher who has not yet completed the training

<b>JULY</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>All teachers will attend school year 2014-2015 EES Orientation prior to the first day of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate delivery of EES orientation to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Present information during faculty meetings on an Administrative Directed day.</li> </ul>
<ul style="list-style-type: none"> <li>Beginning teachers and teachers new to the state attend the EES overview training prior to the first day of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers have attended an EES overview training and track attendance in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Use online modules and/or master training materials produced by the State Office.</li> </ul>
<b>AUGUST</b>		
<ul style="list-style-type: none"> <li>Begin gathering student data for Student Learning Objectives (SLOs) and/or School or System Improvement Objectives (SSIO) development.</li> </ul>	<ul style="list-style-type: none"> <li>Provide appropriate supports to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Use data teams, departmental meetings, and faculty meetings to discuss data and goals.</li> <li>Ask data teams, curriculum leads and/or other school leaders to review possible goals.</li> </ul>
<ul style="list-style-type: none"> <li>Single-track beginning teachers and teachers new to the state attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training by 8/29. Multitrack: Yellow and Blue 8/4; Red and Green 8/20.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training, if they have not done so previously, and track attendance in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Use trainers who completed the Train-the-Trainer.</li> <li>Once the training has been conducted, continually reference concepts and vocabulary from the Hawaii Adapted Framework for Teaching when discussing other school initiatives, to make connections and deepen understanding.</li> <li>Use observation information to identify professional development needs.</li> </ul>
<ul style="list-style-type: none"> <li>All single-track teachers attend "SLO 2.0 Training" by 9/26, Multitrack teachers attend by: Yellow 9/2, Blue, Red, and Green 9/17 and are trained to write quality SLOs.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers attend "SLO 2.0 Training" and track attendance in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Plan for training by either a full day session or by four 60-90 minute sessions.</li> <li>Review SLO training resources to ensure training is delivered as intended. Provide time for teachers to work on refining or developing SLO.</li> </ul>
<b>SEPTEMBER</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Complete Tripod roster verification process to identify students who will be surveyed. Yellow Track 9/2-9/5; all other tracks 9/15-9/19.</li> </ul>	<ul style="list-style-type: none"> <li>Oversee Tripod roster verification process and give final approval of submitted rosters.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a school roster verification lead</li> <li>Designate faculty meeting time and provide computers to help teachers complete roster verification.</li> </ul>
<ul style="list-style-type: none"> <li>Work with administrator to complete classroom observation cycle(s) and/or NCT observation(s) depending on previous years' rating.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and begin completing classroom observation cycle(s) and/or NCT observation(s) for teacher rated as unsatisfactory, marginal, or effective (highly effective ratings carryover and effective teachers require 1 or more observations conducted anytime during the school year).</li> </ul>	<ul style="list-style-type: none"> <li>Schedule dates and times for the pre-observation conference, observation, and post-observation conference at the same time.</li> <li>Divide observation responsibilities among administrators if possible.</li> <li>Develop and communicate a clear process for how observations get scheduled, completed, and tracked.</li> <li>Leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking</li> </ul>

**SEPTEMBER CONT.**

Teachers	Administrators	Activities
<ul style="list-style-type: none"> <li>• Work with Principal to develop a PDPD plan for teachers who received a marginal or unsatisfactory rating.</li> </ul>	<ul style="list-style-type: none"> <li>• Review data and begin the PDPD plan for any teacher rated as marginal (plan is due 30 instructional days from the first day of instruction).</li> </ul>	<ul style="list-style-type: none"> <li>• Design Principal Directed Development Plans for any teacher with a marginal rating from the previous year.</li> <li>• Discuss potential areas for growth during EES conferences.</li> <li>• Identify resources to support teachers with improving their professional practice. Supports should align with the area of need.</li> </ul>
<ul style="list-style-type: none"> <li>• NCTs share plan for evidence collection for working portfolios and justify how selected evidence sources provide high quality information about performance toward the Framework components applicable to NCT role or HSTB approved standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the working portfolio beginning conference materials and share what other sources of evidence will be collected to supplement the evidence collected by the teacher, including whether observations will also be conducted by 1/30.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers think of possible sources of evidence for each selected working portfolio component, address the beginning conference questions in PDE<sup>3</sup>, and attach materials to provide the administrator with additional context, as necessary.</li> <li>• Administrator thinks of possible sources of evidence for each working portfolio component, addresses the working portfolio beginning conference questions in PDE<sup>3</sup>, and attaches materials to provide the administrator with additional context as necessary.</li> </ul>

**OCTOBER**

<ul style="list-style-type: none"> <li>• Submit completed 1<sup>st</sup> semester or yearlong SLO or SSIO for approval before 10/3. Multitrack: Yellow and Blue 8/1; Red and Green 8/22.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct initial SLO or SSIO conferences. Approve acceptable SLOs and/or SSIOs for implementation 10/3 (Multi-Track/Wheel/Quarter by the 4<sup>th</sup> week of school).</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage existing collaborative structures (data teams, departments, professional learning communities, etc.) to vet SLOs and receive feedback on SLO drafts.</li> <li>• Structure a process that promotes peer reviews of SLOs before administrator review and approval.</li> </ul>
<ul style="list-style-type: none"> <li>• Attend, Using the Framework for Teaching to Examine and Improve Practice by 10/31. Multi-track schools by 9/26</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers attend Using the Framework for Teaching to Examine and Improve Practice and track attendance in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Review the five focus components and how the steps of the cycle can promote professional learning. Practice recording and sorting evidence in alignment with the focus components. Identify ways that Common Core and the Framework for Teaching support each other.</li> </ul>

**NOVEMBER**

<ul style="list-style-type: none"> <li>• Green, Red, Yellow and Single Track schools administer the Tripod Student Survey for the fall semester (11/10-11/25).</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee the administration of the Tripod Student Survey for the fall semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint a Tripod Student Survey coordinator</li> <li>• Review and discuss survey administration protocols during a faculty meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Schedule 1<sup>st</sup> semester SLO or SSIO midterm check-in (optional) and submit midterm check-in reflection and adjusted expected target record sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Review 1<sup>st</sup> semester SLO and/or SSIO data, collaborate with teacher to modify original targets and approve midterm revisions on PDE<sup>3</sup> by 11/7 (Multi Track/ Wheel/ Quarter by midpoint of instruction term covered by the SLO or SSIO).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers shall collect and organize important interim data related to the SLO or SSIO.</li> <li>• Administrators review any midterm expected target record sheet revisions and reflections submitted and examine all available data to evaluate overall progress.</li> <li>• Teacher and administrator discuss the data collected to gauge the current level of student progress using the midterm check-in reflection form and modify original expected targets.</li> </ul>

**DECEMBER**

<ul style="list-style-type: none"><li>Facilitate first observation cycle for teachers rated as marginal, unsatisfactory, or beginning teachers (2 or more observations are required with at least one observation in first semester).</li></ul>	<ul style="list-style-type: none"><li>Finalize observations cycle requirements for each teacher (based on previous year's effectiveness rating) by the last day of instruction in December.</li></ul>	<ul style="list-style-type: none"><li>Match records of observation completion against PDE<sup>3</sup> to ensure that all observations have been marked as finalized within PDE<sup>3</sup></li></ul>
<ul style="list-style-type: none"><li>Close 1<sup>st</sup> semester SLO implementation by 12/5 (Multi-Track/ Wheel/ Quarter, two weeks prior to the end of the interval).</li><li>Submit first semester SLO or SSIO by 12/19.</li></ul>	<ul style="list-style-type: none"><li>Review first semester SLO or SSIO and provide rating in PDE<sup>3</sup> by 12/19 (Multi Track/Wheel/Quarter by the end of the 1<sup>st</sup> semester).</li></ul>	<ul style="list-style-type: none"><li>Teachers shall collect and complete all final assessment data and any additional information related to expected targets and submit the end-of-term reflection form.</li><li>Administrators facilitate discussion about the data collected and the SLO rating guided by support documents.</li><li>If the SLO or SSIO was not met, discuss future support and relevant professional development opportunities.</li></ul>
<ul style="list-style-type: none"><li>Blue Track administers the Tripod Student Survey (12/2-15).</li></ul>	<ul style="list-style-type: none"><li>Oversee the administration of the Tripod Student Survey.</li></ul>	<ul style="list-style-type: none"><li>Monitor the administration and report any breach in protocol.</li><li>Review and discuss survey administration protocols during a faculty meeting.</li></ul>

## Educator Effectiveness Spring 2015 Timeline

	JAN	FEB	MAR	APR	MAY	PDE <sup>3</sup>
<b>Classroom Observation</b> (Classroom Teachers & NCTs)				Lock and finalize all relevant documentation in PDE <sup>3</sup> 4/24		<u>CLASSROOM OBSERVATION</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report conference dates</li> <li><input type="checkbox"/> Score all 5 components</li> <li><input type="checkbox"/> “Finalize” observation cycle (review teacher reflection, indicate if it is included in final calculation, and then lock.)</li> </ul>
<b>SLO</b> (Classroom Teachers & NCTs)	Midterm approval of yearlong SLO or SSIO (optional) 1/27	Teachers submit completed second semester SLO or SSIO for approval 2/20	Midterm approval of second semester SLO or SSIO (optional) 3/27		Due date for second semester or year long SLO or SSIO rating in PDE <sup>3</sup> 5/15	
<b>SGP</b> (Classroom Teachers & NCTs)						<u>STUDENT LEARNING OBJ.</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report SLO approval date</li> <li><input type="checkbox"/> Report Midterm conference date (if held)</li> <li><input type="checkbox"/> Post conference</li> <li><input type="checkbox"/> Evaluate SLO(s) and determine rating</li> </ul>
<b>Tripod</b> (Classroom Teachers)	Spring Favorability Results 1/15					
<b>Core Professionalism</b> (Classroom Teachers & NCTs)				Complete end of year conference, lock and finalize all relevant documentation in PDE <sup>3</sup> 4/24		<u>CORE PROFESSIONALISM</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set evidence collection date</li> <li><input type="checkbox"/> Score Domain 4</li> </ul>
<b>Working Portfolio</b> (NCTs)				Complete ending conference, lock and finalize all relevant documentation in PDE <sup>3</sup> 4/24		<u>WORKING PORTFOLIO</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report conference date</li> <li><input type="checkbox"/> Score WP</li> </ul>
<b>Roster Verification (RV)</b> (Classroom Teachers)				SGP RV for Single, Blue, Red & Yellow Tracks 3/30–4/17	SGP RV for Green Track 4/20–5/8	
<b>Final Rating</b>				Submit end-of-year reflection for any submitted principal directed professional development and professional development plans 5/8	Principal notifies teacher of less than effective rating by 5/15  Administrator meets with and informs teacher of effectiveness ratings no later than 5/22	<u>FINAL RATING</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Final Ratings in PDE<sup>3</sup></li> </ul>



<b>JANUARY</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Schedule yearlong SLO or SSIO midterm check-in (optional) and submit midterm check-in reflection and adjusted expected target record sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Review yearlong SLO and/or SSIO data, collaborate with teacher to modify original targets and approve midterm revisions on PDE3 by 1/27 (Multi-Track/ Wheel/ Quarter, halfway through the interval).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers shall collect and organize important interim data related to the SLO or SSIO.</li> <li>Administrators review any midterm expected target record sheet revisions and reflections submitted and examine all available data to evaluate overall progress.</li> <li>Teacher and administrator discuss the data collected to gauge the current level of student progress using the midterm check-in reflection form and modify original expected targets.</li> </ul>
<ul style="list-style-type: none"> <li>Work with administrator to schedule and begin completing additional observation cycle(s) and/or NCT observation(s).</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and begin completing additional observation cycle(s) and/or NCT observation(s).</li> </ul>	<ul style="list-style-type: none"> <li>Continue scheduling dates and times for the pre-observation conference, observation and post-observation conference at the same time.</li> <li>Track how many of the 21 hours of contractual professional development time are available for the year.</li> <li>Reserve remaining time to complete pre- and post-observation conferences outside of school hours.</li> <li>Continue to divide observation responsibilities among administrators if possible.</li> <li>Maintain established processes for how observations get scheduled, completed, and tracked.</li> <li>Continue to leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking.</li> </ul>
<ul style="list-style-type: none"> <li>Receive results from the first Tripod Student Survey administration for reflection within Core Professionalism (approximately 1/15).</li> </ul>	<ul style="list-style-type: none"> <li>Receive and review results from the first Tripod Student Survey administration (approximately 1/15).</li> </ul>	<ul style="list-style-type: none"> <li>Share schoolwide survey data during a faculty meeting.</li> <li>Charge data teams with looking at schoolwide survey data and prioritizing actions based on results.</li> <li>Discuss protocols for understanding individual teacher survey results during a faculty or department meeting.</li> </ul>
<b>FEBRUARY</b>		
<ul style="list-style-type: none"> <li>Submit second semester SLO or SSIO for approval.</li> </ul>	<ul style="list-style-type: none"> <li>Review and approve second semester SLOs and/or SSIOs by 2/20 (Multi-Track, Wheel, and Quarter by the 4<sup>th</sup> week).</li> </ul>	<ul style="list-style-type: none"> <li>Leverage existing collaborative structures (data teams, departments, professional learning communities, etc.) to discuss student learning objectives and receive feedback on the drafts.</li> <li>Structure a process that promotes peer reviews of SLOs before the final administrator review and approval.</li> </ul>

<b>MARCH</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Schedule 2<sup>nd</sup> semester SLO or SSIO midterm check-in (optional) and submit midterm check-in reflection and adjusted expected target record sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Review second semester SLO and/or SSIO data, collaborate with teacher to modify original targets and approve midterm revisions on PDE3 by 3/27 (Multi-Track, Wheel, Quarter; halfway through the interval).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers shall collect and organize important interim data related to the SLO or SSIO.</li> <li>Administrators review any midterm expected target record sheet revisions and reflections submitted and examine all available data to evaluate overall progress.</li> <li>Teacher and administrator discuss the data collected to gauge the current level of student progress using the midterm check-in reflection form and modify original expected targets.</li> </ul>
<b>APRIL</b>		
<ul style="list-style-type: none"> <li>Complete roster verification for the Hawaii Growth Model, tracking the enrollment of students in classes of tested grades and subject grades 4-8 using the online tool (3/30-5/6).</li> </ul>	<ul style="list-style-type: none"> <li>Give final approval of submitted rosters for the Hawaii Growth Model.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to appoint the same person to serve as the school roster verification lead.</li> <li>Designate faculty meeting time and provide computers to help teachers complete roster verification.</li> </ul>
<ul style="list-style-type: none"> <li>Close 2<sup>nd</sup> semester SLO or SSIO implementation by 4/24. Multitrack: Yellow and Blue 5/4, Red and Green 5/26.</li> </ul>	<ul style="list-style-type: none"> <li>Review first semester SLO or SSIO and provide rating in PDE<sup>3</sup> by 5/15. Multitrack: Yellow 5/26; Blue, Red, and Green 6/17.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and communicate a clear process for collecting, tracking and reviewing SLOs/SSIO.</li> <li>Use other school administrators to help principals decide the appropriate rating for final SLO/SSIO submissions.</li> </ul>
<ul style="list-style-type: none"> <li>Complete end-of-year reflection for any submitted PDPD plan by 4/24 (Multitrack, Quarter by May 29).</li> </ul>	<ul style="list-style-type: none"> <li>Begin reviewing any submitted reflections and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Use faculty meetings or other established communication channels to remind teachers to complete final growth plan submissions.</li> <li>Have teachers share reflections during post-observation conferences.</li> </ul>
<ul style="list-style-type: none"> <li>Complete additional observation cycle(s) and/or NCT observation(s) by 4/24. Multitrack: Yellow and Blue 5/4; Red and Green 5/26.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize classroom and/or NCT observations for each teacher, complete associated conferences and input ratings into PDE<sup>3</sup> by 4/24.</li> </ul>	<ul style="list-style-type: none"> <li>Match records of observation completion against PDE<sup>3</sup> to ensure that all observations have been marked as finalized within PDE<sup>3</sup></li> </ul>
<ul style="list-style-type: none"> <li>Submit evidence aligned with the Hawaii Adapted Framework for Teaching Domain 4 rubric using the Core Professionalism tool in PDE<sup>3</sup> by 4/24 (Multi-Track, Wheel, Quarter by May 29).</li> </ul>	<ul style="list-style-type: none"> <li>Begin reviewing submitted evidence and assign ratings for each teacher by 4/24 (Multi-Track, Wheel, Quarter by May 29).</li> </ul>	<ul style="list-style-type: none"> <li>Attach meeting minutes of professional collaboration, attendance records from school events or other documents that demonstrate evidence of professionalism.</li> </ul>

<b>APRIL CONT.</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>• NCTs analyze working portfolio evidence against the Framework for Teaching or HTSB professional standards and present evidence to administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate an evidence-based discussion with NCTs about the working portfolio, discuss areas of strength and weakness, the performance level demonstrated for each component, and record analysis and final performance level rating for each component by 4/24.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should participate in analyzing all evidence against the component level rubrics</li> </ul>
<ul style="list-style-type: none"> <li>• Complete end of year conference for Core Professionalism focusing on evidence collected throughout the year and reflection on Tripod scores (if applicable) by 4/24. Multitrack: Yellow 5/18; Blue, Red, and Green 6/9.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Core Professionalism measure based on submitted evidence (ensuring Tripod reflection is present if applicable), complete associated conferences, and input ratings into PDE<sup>3</sup> by 4/24.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators clearly communicate deadlines for submitting Core Professionalism evidence.</li> <li>• Teachers and administrators regularly dialogue about progress made and appropriate evidence to submit.</li> </ul>
<b>MAY</b>		
<ul style="list-style-type: none"> <li>• Complete end-of-term SLO or SSIO conference by 5/15. Multitrack: Yellow 5/26; Blue, Red, and Green 6/17.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide teacher with final SLO or SSIO ratings at end-of-term conference by 5/15. Multitrack: Yellow 5/26; Blue, Red, and Green 6/17.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers shall collect and compile all final assessment data and any additional information related to expected targets and submit the end-of-term reflection form.</li> <li>• Administrators facilitate discussion about the data collected and the SLO rating guided by support documents and, if the SLO or SSIO was not met, discuss future support and relevant professional development opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with administrator to review final ratings for each EES measure and receive a summative rating for the year by 5/15. Multitrack: Yellow 5/26; Blue, Red, and Green 6/17.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with each teacher to review final ratings for each EES measure and share a summative rating for the year by 5/15. Multitrack: Yellow 5/26; Blue, Red, and Green 6/17 (teachers receiving marginal or unsatisfactory ratings must be notified by the principal by the 3<sup>rd</sup> Friday in May, or 3<sup>rd</sup> Friday in June for multi-track schools).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet during teacher planning periods or reserve some of the 21 hours of contractual professional development time available for the year.</li> <li>• Hold quick meetings with each teacher and allow teachers who want more time to request follow-up meetings.</li> <li>• Review how summative ratings are determined in faculty meetings so that this information doesn't have to be reviewed during meetings for each individual teacher.</li> </ul>

# Teacher Practice Measures

## Hawaii Adapted Framework for Teaching

The Framework for Teaching, developed by Charlotte Danielson, is a research-based tool that establishes criteria and expectations for evaluating teacher practice. Based on years of research, it organizes the complex work of teaching into 4 domains, 22 components, and 76 elements. Classroom teachers selected the framework in the first year of the EES pilot after exploring multiple options and concluding it was the most robust tool available. Collaboration with various non-classroom teacher (NCT) groups also led to its adoption for NCTs.

<b>Domain 1: Planning and Preparation</b> 6 Components 23 Elements	<b>Domain 2: The Classroom Environment</b> 5 Components 15 Elements
<b>Domain 4: Professional Responsibilities</b> 6 Components 20 Elements	<b>Domain 3: Instruction</b> 5 Components 18 Elements

The Framework for Teaching guides several EES measures designed to assess teacher practice and is aligned to the InTASC standards. The Core Professionalism measure for all teachers is evaluated using the domain rubric from Domain 4. Component rubrics from the Framework for Teaching are also incorporated into the evaluation of classroom observations for classroom teachers and observations for NCTs. In order to build foundational knowledge, teachers are required to attend the one-day *Introduction to the Framework for Teaching* training prior to engaging in the evaluative process. Teachers should also have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the book's 2007 edition and the component-level rubrics found in the 2013 *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.<sup>4</sup>

## Performance Levels and Scoring

The Framework for Teaching rubrics describe four levels of performance for each element, component, and domain. The levels of performance are:



Within the EES, measures based on the Hawaii Adapted Framework for Teaching evaluate teachers at the component level. After levels of performance are determined using the appropriate component rubrics, the results for each teacher will be quantified using the following point values:

- **Distinguished:** 4 Points
- **Proficient:** 3 Points
- **Basic:** 2 Points
- **Unsatisfactory:** 0 Points

<sup>4</sup> ASCD first published *Enhancing Professional Practice: A Framework for Teaching* in 1996. In 2007, Charlotte Danielson released a second edition to include clarifications to language as well as additional frameworks for specialist positions. In 2009, the Framework for Teaching was selected for inclusion in the Measures of Effective Teaching (MET) study funded by the Bill and Melinda Gates Foundation. Inclusion in this large study led to the publication of the 2011 edition of *The Framework for Teaching Evaluation Instrument*, which was created to help observers make accurate and consistent judgments using component rubrics that summarized essential information previously detailed at the element level. These component rubrics were further updated in 2013 to reflect the instructional implications of the Common Core State Standards (CCSS). Revisions to the Framework for Teaching reflect Charlotte Danielson's commitment to continually improve the clarity of its rubrics by improving wording and providing stronger examples. Despite these minor modifications, the overall architecture of the Framework has remained the same. Danielson has asserted that none of the recent revisions would alter performance level assessments based on prior versions.

## Core Professionalism

Dedicated teachers make numerous contributions to their schools and always conduct themselves appropriately in and out of the classroom. Core Professionalism encompasses the wide range of responsibilities and activities a teacher handles that are critical to students and schools. Teachers demonstrate professionalism in the manner that they serve and lead others.

### Indicators: Framework for Teaching Domain 4 and Tripod Student Survey

Core Professionalism consists of two parts: (1) Framework for Teaching, Domain 4, and (2) reflection and action to improve on Tripod Student Survey results.

#### *Framework for Teaching Domain 4 (Professional Responsibilities)*

The criteria and expectations for Core Professionalism are articulated in the Framework for Teaching within the Domain 4 rubric. The domain level rubric provides more flexibility to educators and provides a more holistic picture of teachers' responsibilities. The components that make up Domain 4 include:

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Teachers require different types of feedback, support and opportunities to grow as professionals. Evidence collection should be differentiated to provide flexibility and options that reflect each teacher's job responsibilities and support school, complex area and state priorities. Evidence collection should focus on quality not quantity. School administrators and teachers have a conversation at the beginning of the year to clarify expectations and provide examples of evidence sources specific to their school context. Examples of potential sources of evidence can include, but are not limited to:

Component	Sample Evidence
4a: Reflecting on Teaching/Practice	Classroom Teacher: Tripod reflection and action, observation reflection, SLO reflection, professional growth plan Non-Classroom Teacher: Reflection in working portfolio, professional growth plan, program improvements
4b: Maintaining Accurate Records	Classroom Teacher: Records of student work, attendance, grades, field trip forms, media release consent forms Non-Classroom Teacher: Master scheduling, inventory, library catalogs, purchase orders, budgets
4c: Communicating with Families/Communities	Classroom Teacher: Newsletters, Back-to-School night, parent conferences, tips for helping students with homework Non-Classroom Teacher: Outreach to larger community about school events, registration, reading nights
4d: Participating in the Professional Community	Classroom Teacher and Non-Classroom Teachers: Participating in school events, contributing to department meetings and data teams, forming relationships across departments
4e: Growing and Developing Professionally	Classroom Teacher and Non-Classroom Teacher: Leading workshops, taking university coursework, professional development plan, participates in professional organizations
4f: Showing Professionalism	Classroom Teacher and Non-Classroom Teacher: Advocating for students, and compliance with school and complex area regulations

### **Tripod Student Survey**

Tripod Student Surveys use a suite of indicators that capture students’ academic and social behaviors, goals, beliefs and feelings on a Likert scale. Tripod teacher reports show the percent of favorable responses for multiple questions using the seven indicators of teaching practice known as the 7Cs. The components that make up the Tripod Student Survey include the 7Cs described below:

- Care: “Your success and wellbeing really matter to me in a serious way.”
- Control: “Our class is orderly, on task and respectful, with learning as our first priority.”
- Challenge: “I insist upon rigor—understanding, not just memorization—and your best effort.”
- Clarify: “I have multiple good explanations; when you are confused I will help you understand.”
- Captivate: “I make lessons intellectually relevant and stimulating because they are important.”
- Confer: “You must talk with me to help me understand your ideas and support your learning.”
- Consolidate: “I summarize lessons and check for understanding to make learning coherent.”

### **Tripod Results**

Four to five weeks after all schools have completed and submitted surveys for processing, Cambridge Education will deliver detailed favorability score reports through password-protected, confidential emails to complex area superintendents, administrators, and teachers. These reports show distributions that reveal the percentage of favorable responses for each item in each of the 7C constructs. The percentage of favorable responses per question within a 7C category is then averaged to produce a favorability percentage for each of the 7C indicators. Finally, the percentage of favorable responses for each of the 7Cs is averaged to produce a composite favorability percentage.

Teachers will receive favorability score reports if they have at least five valid student participants with a minimum of five responses for each item in each of the 7Cs constructs survey level and survey administration period. This is to protect student identities and ensure teachers have enough responses to make inferences about the way their students perceive their classroom experience. While most classroom teachers will survey only one class, teachers who teach very small classes may combine classes during the rostering period and survey multiple classes if necessary to reach this minimum. Teachers with a class spanning multiple survey levels will administer the lowest grade level survey for their whole class roster.

Teachers will also receive Tripod scaled scores through PDE<sup>3</sup> also known as Normal Curve Equivalent scores or NCEs as an added facet for reflection. Scaling Tripod scores places teachers’ scores on a scale that ranges from 1-99 at equal intervals with a value given to each response, favorable or not, for all the scores within that survey type (upper elementary or secondary).

The Tripod 7Cs favorability reports both reinforce and provide additional color to the observable components of the Hawaii Adapted Framework for Teaching. Parallels between the two measures offer a high degree of specificity for teachers reflecting on their strengths and areas of growth. These parallels are illustrated in the following table:

<b>Tripod 7 Cs</b>	<b>Danielson Component</b>
Captivate	2b, 3b, 3c
Care	2b, 2d, 3b
Challenge	2b, 3b 3c
Clarify	3b, 3c, 3d
Confer	2b, 3b, 3c, 3d
Consolidate	2b,3b, 3c, 3d
Control	2b, 2c, 2d

### **Process and Requirements: Domain 4**

Throughout the school year, teachers are responsible to engage in professional activities that positively contribute to the school culture. Teachers may submit evidence that align to Domain 4 in the Framework for

Teaching to demonstrate their professionalism. Evidence reflects a sampling of professional practice throughout the year.

Administrators may also contribute to the pool of evidence (e.g. attendance for various meetings, following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. At the beginning of the school year, teachers and administrators should meet to clarify expectations regarding evidence collections with the focus on quality over quantity to reduce the burden of evidence collection. Administrators rate Core Professionalism holistically using the Domain 4 rubric and are responsible for clearly communicating deadlines and clarifying expectations for submissions of Core Professionalism evidence.

## Process and Requirements: Tripod Student Survey

Each classroom teacher has at least one class surveyed during the fall semester. Principals are responsible for designating a [roster verification](#) (RV) lead as well as a Tripod survey coordinator to assist with the administration of the survey. The RV lead works closely with teachers to ensure student rosters used to order Tripod surveys are accurate. The Tripod survey coordinator is responsible for ensuring that the survey guidelines and procedures are communicated and followed.

Targeted surveys and procedures have been developed for upper elementary (grades 3-5) and secondary students (grades 6-12). Surveys have been translated into 14 of the most common foreign languages in the state and will be administered to English language learner (ELL) students based on their level of English proficiency. The following students will not participate in the survey:

- Students with an individualized education program (IEP) specifying that they take the Alternate Hawaii State Assessment (HSA-Alt)
- New students who have been with the teacher being surveyed for less than four weeks
- Students for whom parental declinations were received

Teachers will only complete the roster verification process for Tripod and have students fill out the survey, if they are responsible for delivering classroom instruction and monitoring student progress, in grades 3-12. Teachers meeting these criteria will roster even if their previous year's rating exempts them from certain EES measures. Most classroom teachers, regardless of effectiveness rating, will administer the survey in the fall. Teachers who are exempt from administering the survey include:

- a) Those who primarily serve students with significant disabilities who participate in the HSA-Alt;
- b) Short-term substitute teachers or substitutes who will not be at the school when survey results are released;
- c) Educational assistants;
- d) Student-teachers;
- e) Part-time teachers who are not certified; and
- f) Visiting lecturers.

Moving the Tripod Student Survey into Core Professionalism provides an opportunity for classroom teachers and administrators to engage in professional dialogue about the results. The teacher actively contributes to the overall Domain 4 rating process by determining the area of focus for reflection, sharing evidence or results, and deciding the way in which the reflection is presented. The reflection on practice engages both teacher and administrator in continuous efforts to improve on Tripod Student Survey results. The following is the process for reflection:

- a) Teacher selects the area of focus aligned with one or more of the 7Cs and what will be presented and evaluated during the ending conference. It should be emphasized that ongoing advance preparation, including data or evidence collection, needs to be completed by the teacher prior to the ending conference.

- b) Teacher and administrator may use the [Tripod 7Cs Unpacking Protocol: Actionable Student Feedback Promoting Excellence in Teaching and Learning](#) guidance document as a starting point.
- c) Administrator will include the teacher's reflection into the overall Core Professionalism rating as one source of evidence.

## Rating Calculation

Core Professionalism is viewed and rated as a whole. Indicators (components within Domain 4 and Tripod reflection and action) are not rated individually. However, a single indicator may be important enough to influence the final Core Professionalism rating. Core Professionalism is not an average between Domain 4 and Tripod; rather it is the evaluator's judgment supported within documentation. Ratings assigned by an administrator are converted to a numerical rating using the performance level scoring scale previously described.

## Core Professionalism in Context

At the beginning of the year, an elementary school faculty spends time reading through the component descriptions for Domain 4 within Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. After brainstorming ideas for sources of evidence, the teacher completes a self-assessment and determines areas of focus for the evidence collection. While the teacher and administrator are meeting about SLOs, they set aside some time to check in about Core Professionalism on an individual level to avoid redundant evidence collection. For example, a teacher's performance in maintaining accurate records may already be documented in systems such as eSIS or eCSSS and may not require duplicate documentation on PDE<sup>3</sup>. Throughout the year, the teacher collected samples of evidence that were a natural harvest of his work.

When the teacher received the Tripod Student Survey favorability report early in the spring semester he reflects on which of the 7cs had the highest favorable responses, Challenge, and which was his lowest, Care. He decides to focus on improving the way he communicates Care to students. He decides to visit a class that got high scores for Care and document some of the strategies he saw in action. He decides to take a professional development course about creating stronger classroom culture and then he tries new approaches to reach out to students individually. By answering the reflection questions about the Tripod score in PDE<sup>3</sup>, the teacher summarizes his experience, the specific strategies and resources employed throughout the year, and the impact that was documented with his students.

The teacher meets with the school administrator at the end of the year and discusses the evidence aligned to Domain 4, demonstrating the completion of professional responsibilities and his effort spent on integrating new methods and strategies in the classroom, based on the Tripod results. The administrator has been collecting evidence throughout the year as well, including specific contributions the teacher made in faculty meetings and schoolwide functions. The teacher and administrator discuss the evidence they have collected and the administrator assigns a rating in PDE<sup>3</sup> based on the Domain 4 rubric.

## Classroom Observations

For classroom teachers, observations and conferencing are critical to understanding and developing teacher practice. Formal observations are a collaborative process between teachers and administrators.

### Indicators

There are ten observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES classroom observation process.

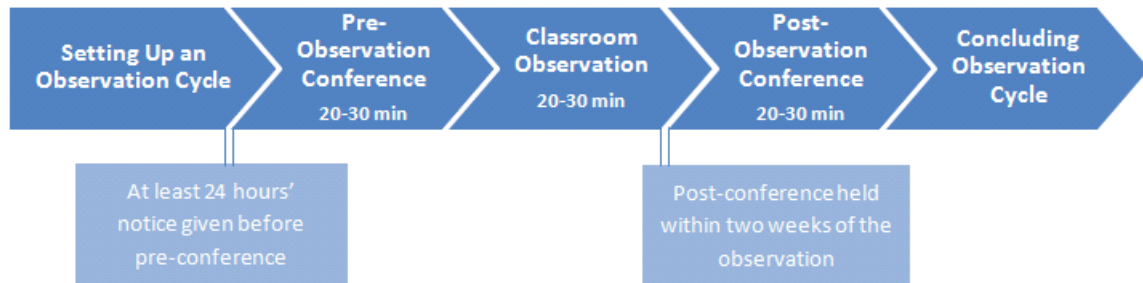


### Framework for Teaching Observation Components

- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning

## Process and Requirements

The observation cycle consists of five steps (outlined below) and must be conducted by the same observer. The number of observations depends on the previous year's performance rating.



*Note: The observation typically lasts 30 minutes, but should last as long as it takes to observe the lesson discussed during the pre-observation conference.*

Teacher and administrator should give as much notice as possible, if cancellation is necessary. A new cycle is necessary when the rescheduled observation is covering a new lesson. An Educational Officer, certified by the Department, must conduct observations. Post-observation conference occurs within a two-week period after the classroom observation. However, if scheduled school breaks and/or unforeseeable scheduling conflicts occur, then the conference needs to be scheduled as soon as possible.

### Setting Up an Observation Cycle

The expectation is the administrator and teacher schedule dates and times for the entire observation cycle. The administrator may select the most appropriate dates and times, if the teacher and administrator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher.

## Observation Cycle Responsibilities

### Setting Up an Observation Cycle

- **Observer:** The goal is to work together with the teacher to establish mutually agreed upon conference dates and times, format of the pre-conference, and necessary information that will be provided during the pre-observation conference. Dates must be documented in PDE<sup>3</sup>.
- **Alternatives:** Administrator may select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time. In this situation a minimum of 24-hour notice must be provided to the teacher.
- **Teacher:** Address the pre-conference questions in PDE<sup>3</sup> and attach relevant lesson materials to provide context for the upcoming lesson (lesson plan, worksheet, assessment, etc.). An alternate set of questions or format may be used with administrator approval.

### 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.
- **Observer:** Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson. Meet with the teacher face-to-face to ask questions rooted in the rubric and discuss what you will be looking for as evidence of learning.
- **Alternative:** Pre-observation conference may occur through email, Webex, PDE<sup>3</sup> and/or other electronic formats. In situations where the teacher and administrator do not agree on the format, the pre-observation conference will default to face-to-face.
- **Teacher:** Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics. If desired, ask observer to collect specific data (e.g., "Can you track how many times I call on the boys compared to the girls in my class?").

### Classroom Observation

- The purpose of the classroom observation is to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the lesson discussed. After the observation, both teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric.
- **Observer:** 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. After the observation, share the evidence with the teacher.
- **Teacher:** Carry out the lesson discussed. Collect additional artifacts, such as student work samples, to bring to the post-observation conference.

### Post-Observation Conference

- The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning. Post-observation conferences must occur face-to-face. Administrators must provide a copy of the observation notes to the teacher at least a day prior to the post-observation conference.
- **Observer:** Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching. Discuss areas of strength and weakness and the performance level demonstrated for each component. Record the main points of the collaborative analysis in PDE<sup>3</sup> and select the most appropriate performance rating.
- **Teacher:** Participate in collaborative analysis about how evidence corresponds to component rubrics. If applicable, submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the scheduled observation.

### Concluding Observation Cycle

- **Teacher:** Log in to PDE<sup>3</sup> and complete the Teacher Post-Observation Conference Summary form. Use form to reflect on the observation, the post-observation conference, strengths and weaknesses identified, and next steps. Document any concerns or additional information regarding the observation cycle.
- **Observer:** Review the Teacher Post-Observation Conference Summary form after the teacher completes it. Add additional comments as needed. Finalize the observation cycle in PDE<sup>3</sup> after the teacher has had a reasonable amount of time to reflect on the observation and feedback.

## Rating Calculation

During the post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components (2b, 2d, 3b, 3c, and 3d). After all formal classroom observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale previously described. The final classroom observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.

## Classroom Observations in Context

In September, a high school Biology teacher begins working with the school administrator to identify a time and date for the pre-observation conference. Once the conference date and time is set, the administrator enters the date in PDE<sup>3</sup>. The teacher completes the pre-conference questions and/or uploads a lesson plan to provide context for the administrator and what she might see during the observation. The administrator reviews the pre-conference questions and/or lesson materials before the meeting. During the meeting, the administrator asks questions rooted in the rubric while the teacher shares the lesson objectives as well as class characteristics (class size, student characteristics, results from previous assessments, etc.).

During the observation, the administrator circulates the room, has non-distracting conversations with students about what they are learning, and records objective evidence about what is seen and heard. The teacher keeps artifacts from the lesson – student work samples, feedback on performance, and grades recorded on the assignment – to bring to the post-observation conference. The administrator shares notes with the teacher and the teacher sorts the evidence in alignment with the five focus components.

The post-observation conference takes place within two weeks of the observation. The administrator facilitates an evidence-based conversation about what transpired during the lesson. The teacher provides assessment scores and student artifacts from the lesson. The teacher and administrator discuss the ratings per component after comparing the evidence against the Hawaii Framework for Teaching rubric.

After the conference, the teacher completes the Teacher Post-Observation Conference Summary form in PDE<sup>3</sup>. The form is used to reflect on the observation, the post-observation discussion, strengths and weaknesses that were identified, and next steps. The administrator reviews the Teacher Post-Observation Conference Summary form after the teacher completes it. After the teacher has had a reasonable amount of time to reflect on the observation and feedback, the administrator finalizes the observation cycle in PDE<sup>3</sup>.

## Observations for NCTs

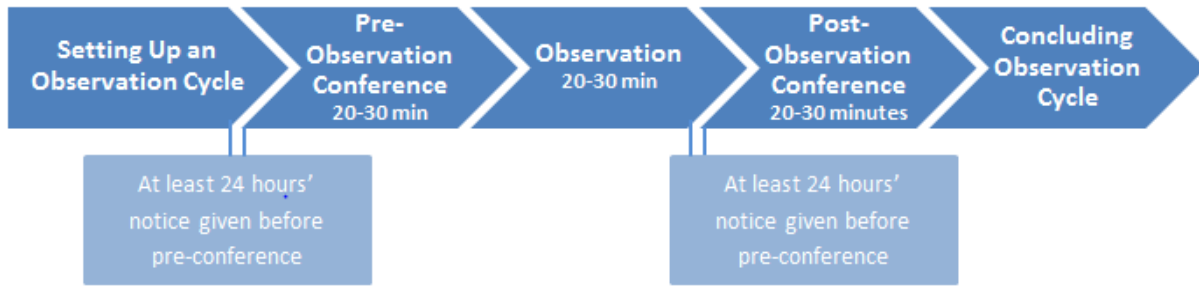
NCTs, in collaboration with their evaluators, will have the option to participate in formal observations in place of the working portfolio. In this situation, NCTs will follow a similar protocol and number of formal observations required as classroom teachers. NCTs may be observed using the 2013 Framework for Teaching Evaluation Instrument or approved Hawaii Teacher Standards Board (HTSB) professional standards (e.g., librarians, counselors). An Educational Officer must conduct formal observations.

## Indicators

The NCT and administrator collaborate to identify the five most appropriate components for observations from the 2013 edition of The Framework for Teaching Evaluation Instrument (Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc.) or approved HTSB professional standards. The components selected should be conducive to an observation (such as the Danielson framework Domains 2 and 3) and not duplicate the components for the Core Professionalism.

## Process and Requirements

The observation cycle consists of the five steps outlined below and must be conducted by the same observer. The number of observations depends on the previous year's performance rating.



*Note: The lengths of the conferences in the timeline above are suggestions, and conferences may be longer depending upon the context.*

**Setting Up an Observation Cycle**

The expectation is the administrator and NCT work together to schedule dates and times for the entire observation cycle. The administrator may select the most appropriate dates and times, if the NCT and administrator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the NCT.

## Observation Cycle Responsibilities

### Setting Up an Observation Cycle

- **Observer:** Select dates for the observation cycle. Record the dates in PDE<sup>3</sup>. If desired, add additional questions to the pre-conference questions listed for the NCT to consider.
- **NCT:** Address the pre-conference questions in PDE<sup>3</sup>. Attach relevant information to provide context for the upcoming activity/event/lesson (agenda, expected objectives, background, attendees, lesson plan, etc.).

### Pre-Observation Conference

- **Observer:** Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson. Ask questions rooted in the rubric to discuss what you will be looking for as evidence of learning.
- **NCT:** Share objectives and activities along with helpful information that will assist the observer, such as attendees. If desired, ask observer to collect specific data (e.g., "Can you track how many times I call on the boys compared to the girls in my class?").

### Observation

- **Observer:** Collect objective evidence noting the actions of attendees. Speak with attendees to gather additional evidence about their understanding of the NCT's presentation/facilitation. After the observation, share the evidence with the NCT.
- **NCT:** Carry out the activity discussed. Collect additional artifacts, such as post assessments, evaluations, finished products, etc..., to bring to the post-observation conference.
- **Both:** After the observation, match evidence with Framework components and analyze how the evidence aligns with applicable rubrics.

### Post-Observation Conference

- **Observer:** Facilitate an evidence-based discussion rooted in the rubric. Discuss areas of strength and weakness and the performance level demonstrated for each component. Record the main points of the collaborative analysis in PDE<sup>3</sup>.
- **NCT:** Participate in collaborative analysis about how evidence corresponds to component rubrics. Present any additional artifacts collected.

### Concluding Observation Cycle

- **Observer:** Review the Teacher Post-Observation Conference Summary form after the NCT completes it. Add additional comments as needed. Finalize the observation cycle in PDE<sup>3</sup>.
- **NCT:** Log in to PDE<sup>3</sup> and complete the Teacher Post-Observation Conference Summary form. Use form to reflect on the observation, the post-observation conference, strengths and weaknesses identified, and next steps.

## Rating Calculation

During the post-observation conference, the observer assigns a final performance level rating for each of the five components. After all the observation cycles are complete, the individual component ratings for each cycle will be averaged and quantified using the performance level scoring scale previously described. The final observation rating will be a number from zero to four that is produced by averaging the scores from all ten component ratings.

## Observations for NCTs in Context

A middle school counselor, who teaches a regular course on social and emotional health to a group of students, discusses with her administrator the appropriateness of conducting an observation instead of collecting artifacts for a working portfolio. The counselor and administrator agree that the following five components from the Framework for Teaching for Counselors will be observed:

- 2a: Creating an environment of respect and rapport.
- 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.
- 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of student needs.
- 3c: Using counseling techniques in individual and classroom programs.
- 3e: Demonstrating flexibility and responsiveness.

The counselor and administrator schedule the dates and times for the pre/post conferences and observation. The counselor completes the pre-observation questions (or an alternative format agreed upon by the teacher and administrator) to provide the administrator context for the observation. During the observation, the administrator records objective evidence about what was seen and heard.

The post-observation conference takes place on the agreed-upon date and time and the administrator facilitates an evidence-based conversation about what transpired during the observation. The teacher and administrator agree upon the ratings per component after comparing the evidence against the Hawaii Framework for Teaching rubric. The counselor's observation rating is the average of the scores from all component ratings across all observations.

## Working Portfolio

NCTs, in collaboration with their administrator, will have the option to complete a working portfolio in place of formal observations. A working portfolio is a purposeful, ongoing collection of evidence that shows progress or achievement. Working portfolios are vehicles for purposefully collecting and presenting evidence of meeting performance expectations articulated by the Framework for Teaching. The Hawaii Teacher Standards Board approved professional standards for librarians and school counselors will be aligned to the Framework for Teaching components. Working portfolios are not collections of miscellaneous pieces of information.

## Indicators

All NCTs will work with their administrators to select five components from either: (1) 2013 Danielson Framework or (2) Hawaii Teacher Standards Board (HTSB) approved professional standards (e.g., librarians, counselors). Regardless of the framework, the five components or standards should reflect the teacher's primary job responsibilities. The administrator may select the most appropriate components if the NCT and administrator cannot agree.

## Process and Requirements

NCTs completing a working portfolio use the following process:



*Note: The lengths of the conferences in the timeline above are suggestions. Conferences may be longer, depending upon the context.*

### **Beginning Conference**

The review of possible components for the working portfolio may begin prior to the Beginning Conference notification as long as the NCT's roles and responsibilities are confirmed. The five components are selected and approved by the end of the Beginning Conference. The selection of the five components is a collaborative process between the administrator and NCT, which should begin in September.

Non-Classroom Teacher	Administrator/Evaluator
<b>Responsibilities Prior to Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Download the appropriate working portfolio framework and rubric in preparation for the beginning conference.</li> <li>Complete the beginning conference questions identify the proposed framework, components, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule the beginning conference date and time with the NCT.</li> <li>Clarify the NCT's roles and responsibilities.</li> <li>Forward the NCT the beginning conference questions.</li> </ul>
<b>Responsibilities During the Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Confirm expected work responsibilities with administrator.</li> <li>Discuss the proposed components, sharing possible sources of evidence for each.</li> <li>Review and discuss other responses as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the expectations for the work the NCT will be responsible for throughout the year.</li> <li>Review responses to the beginning conference questions and the proposed components.</li> <li>Discuss potential sources of evidence and set clear expectations for evidence collection using working portfolio rubrics.</li> </ul>
<b>Responsibilities After the Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Begin implementing strategies to gather evidence for each component.</li> <li>Document evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize the beginning conference step in PDE<sup>3</sup></li> </ul>

### **Progress Check Conference**

NCTs or evaluators can schedule a progress check conference to review working portfolio progress if desired. In situations where NCT work priorities and responsibilities have changed, a progress check conference is required to change the type of component and evidence collected. When revising the original plan in this way, the NCT and administrator should be prepared to discuss the strategies initially used to show evidence and explain why a revision is necessary. Due to the nature of many NCT roles, changes to the type of evidence required may occur at any time during the year.

Non-Classroom Teacher	Administrator/Evaluator
<b>Responsibilities Prior to Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Schedule progress check conference with evaluator.</li> <li>Prepare to share collected evidence to demonstrate progress or justification for revisions to the components or type of evidence collected.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm conference date.</li> </ul>
<b>Responsibilities During the Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Share evidence collected and receive feedback as appropriate.</li> <li>Repeat beginning conference process for any revisions to the components or type of evidence collected.</li> </ul>	<ul style="list-style-type: none"> <li>Review progress and provide feedback as appropriate.</li> <li>Repeat beginning conference process for any revisions to the components or type of evidence collected.</li> <li>Ensure changes are reflected in PDE<sup>3</sup></li> </ul>
<b>Responsibilities After the Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Continue to collect evidence and implement appropriate strategies to meet working portfolio requirements.</li> <li>Document collected evidence in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Document conference date on PDE<sup>3</sup></li> <li>Document collected evidence in PDE<sup>3</sup></li> </ul>

### Ending Conference

The final step of the working portfolio process is the ending conference. This is where the NCT and administrator discuss the results of the working portfolio to determine a final rating for each component. Ending conferences should typically be held in May.

Non-classroom Teacher	Administrator/Evaluator
<b>Responsibilities Prior to Ending Conference</b>	
<ul style="list-style-type: none"> <li>Schedule progress check conference with administrator.</li> <li>Prepare to share collected evidence to demonstrate progress or justification for revisions to the type of evidence collected.</li> <li>Prepare the working portfolio for administrator's review by finalizing and organizing evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule ending conference date and time with the NCT.</li> </ul>
<b>Responsibilities During the Ending Conference</b>	
<ul style="list-style-type: none"> <li>Share evidence collected and receive feedback, as appropriate.</li> <li>Reflect on areas of improvement required to reach higher performance levels</li> </ul>	<ul style="list-style-type: none"> <li>Review evidence collected based on the component's rubric.</li> <li>Discuss areas of improvement required to reach higher performance levels.</li> <li>Determine ratings for each component.</li> </ul>
<b>Responsibilities After the Ending Conference</b>	
<ul style="list-style-type: none"> <li>Complete the final comments in PDE<sup>3</sup> to reflect on the ending conference.</li> </ul>	<ul style="list-style-type: none"> <li>Review and respond to the NCT's reflection as necessary in PDE<sup>3</sup></li> <li>Document conference date and rating in PDE<sup>3</sup></li> </ul>

### Rating Calculation

During the ending conference, the administrator assigns a final performance level rating for each of the components incorporated into the working portfolio. The individual component ratings will then be quantified using the performance level scoring scale previously described. The final working portfolio rating will be a number from zero to four that is produced by averaging the scores from all component ratings.



## Working Portfolio in Context

A middle school counselor decides to select five components from the Danielson School Counselor Framework, which will be aligned to the HTSB School Counselor Performance standards. Based on her expected roles and responsibilities and in response to the beginning conference questions, the counselor identifies the proposed five components and the evidence planned for each. In review of the counselor's response, the administrator may recommend other components for discussion. During the beginning conference, the counselor and administrator discuss and finalize the five components that will be used and the evidence reflective of high levels of performance for each component. During the year, the counselor will collect and document evidence for each component. The administrator may also collect and document evidence, as appropriate. During the year, the counselor is assigned a comprehensive school-wide project, requiring a significant change to some of her roles and responsibilities, resulting in two of the five initial components being no longer applicable to her additional responsibilities. The counselor requests a progress check conference to discuss the selection of two new components and evidence reflective of her additional responsibilities. At the end of the year, the administrator will notify the NCT of the ending conference date. The NCT shall prepare her working portfolio, which maintains the actual evidence for each component, for sharing at the ending conference. At the ending conference, the administrator assigns a rating for each of the components, which are then averaged to produce a final working portfolio rating.

Another example is a complex area level resource teacher who selects components 2a, 2c, 2d, 3c, and 3e in collaboration with the complex area evaluator during the beginning conference. The resource teacher collects evidence during the first semester. However, because of mid-year changes in programming and school support, the resource teacher's role changes. This triggers a progress check conference in which the complex area evaluator and resource teacher decide to keep the same components (2a, 2c, 2d, 3c, and 3e), but collect different artifacts based on the updates to the position. Both the original and updated evidence are discussed in the ending conference, and the evaluator assigns a performance rating for each of the components (2a, 2c, 2d, 3c, and 3e). The ratings which are averaged to produce a working portfolio final rating.

# Student Growth and Learning Measures

## Hawaii Growth Model

### Overview

Student growth percentile (SGP) scores from the Hawaii Growth Model make up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. The Hawaii Growth Model calculates SGP scores using a statistically robust approach pioneered by the Colorado Department of Education. This method of measuring and monitoring student growth was selected based on a thorough analysis of possible approaches. The Department has been calculating and analyzing SGPs using Hawaii State Assessment (HSA) data since the 2007-2008 school year. The Hawaii Growth Model will be applied to the Smarter Balanced Assessment this year to produce SGP scores.

The EES uses growth rather than proficiency to measure educators' contributions to student learning because proficiency measures are driven by prior preparation, and become increasingly so over time. SGP scores indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

### Indicators

The Hawaii Growth Model is a normative model that ranks each student's Hawaii State Assessment – Bridge scores within a content area against students with similar score histories. The SGP score resulting from this analysis helps to determine how much a student has progressed within a given year compared to other

students with a similar scoring history. The score is communicated in the following way: if a student attained a SGP of 60 for math, that would mean the student scored higher than 60% of similar students taking the same test.

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students and are calculated by finding the midpoint SGP value for all the students in a specific group. For the Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because they are less susceptible to being skewed by outliers.

## Requirements

The following describes the requirements for teachers to receive a Median Growth Percentile (MGP) or schoolwide English language arts (ELA) MGP that is factored into their evaluation:

- English language arts and mathematics classroom teachers instructing in grades 4-8 last year will have a teacher level MGP (25 percent of final evaluation rating) included as part of their evaluation.
- Teachers that did not teach ELA or mathematics last school year will be evaluated using the schoolwide ELA MGP (5 percent of final evaluation rating).
- Teachers new to the Department will not have a MGP or schoolwide ELA MGP factored into their evaluations. The student growth and learning portion of their evaluation is based on one SLO.
- A SGP will be generated only if the student has a minimum of two consecutive years (of different grade level) of state assessment scale scores available in the given subject area. SGP is not produced for students who repeat a grade. Students included in a teacher level MGP are determined based on the spring roster verification process.

## Process

During the fourth quarter of the school year, ELA and mathematics teachers in grades 4-8 will complete a roster verification process for students in those classes. The process will measure individual student enrollment in ELA and mathematics classes over the course of the year guided by inclusion rules for each month (enrollment for 10 or more school days). Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

## Rating Calculation

Growth calculations are performed shortly after Hawaii State Assessment – Bridge scores are validated and finalized in the summer. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year. Classroom teachers with ELA and mathematics classes in grades 4-8 will be evaluated using teacher MGPs and teachers without individual MGPs will be evaluated using the school's ELA MGPs. New teachers and other teachers without prior year placements will not receive MGP scores.

### *Teacher Level MGPs*

MGPs for individual teachers will be computed for teachers of tested content areas in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter. Within the EES, MGPs will only be utilized for evaluation if the growth data is based on the performance of at least 20 individual SGP scores. If a teacher has less than 20 individual SGP scores linked to him/her across all grades and subjects he/she teaches for any given year, the pool of SGP scores from that year will be combined with the pool of students from the prior year to form a larger group that will be used to calculate an individual teacher MGP. If that group still does not contain 20 individual SGP scores, student SGP scores linked to a teacher will be combined over the previous three years to calculate an individual teacher

MGP. Teachers lacking 20 individual SGP scores linked to them over the prior three school years will be classified as non-tested grade and subject teachers and given a school MGP score.

### **Final EES Growth Score Determination**

Hawaii Growth Model ratings of 1-4 for teachers with an available teacher MGP are based on the scoring bands described below. The bands are based on the belief that effective teachers provide a year's worth of learning to the majority of their students. Teachers meeting this standard are considered effective, those doing more are considered highly effective, and those not meeting this standard are not. A SGP of 50 can be considered a year's worth of growth, and this value plus a small cushion provide the anchor to the cut scores.

<b>EES Rating</b>	<b>Corresponding Range</b>
1	≤30
2	>30 and <40
3	40 – 60
4	>60

Hawaii Growth Model ratings of 1-4 for schoolwide ELA MGPs are based on the following scoring bands.

<b>EES Rating</b>	<b>Corresponding Range</b>
1	≤39
2	>39 and <44
3	44-57
4	>57

## **Hawaii Growth Model in Context**

A fifth-grade classroom teacher provides both ELA and mathematics instruction. In April, the teacher verifies the class roster, validating the timeline of enrollment for each student that has come into and withdrawn from the class. Students' ELA and mathematics growth percentiles will be attributed to the teacher and weighted based on the length of the period of enrollment. The teacher's median growth percentile (MGP) – the middle value of the students' growth percentiles for both ELA and mathematics in that classroom -- will be weighted according to the verified roster attribution. The MGP will be converted into a 1-4 rating according to the scoring range for each numeric rating. Classroom teachers of tested grades and subjects will receive their 1-4 Hawaii Growth Model score at 25% of their overall summative EES rating through PDE3 at the end of the school year along with the SGP scores for their incoming students at the beginning of the following school year (if they teach ELA or mathematics in grades 4-8).

Another example of the Hawaii Growth Model in context applies to a school registrar in a high school. This employee would be considered a school-level NCT whose schoolwide MGP for ELA would be weighted at 5% of the evaluation score. A first-year registrar with no prior BU5 position would not have the schoolwide MGP for ELA included in his/her rating, and, instead, use one SLO for the entire student growth and learning component of the EES rating.

## **Student Learning Objectives & School or System Improvement Objectives**

### **Overview**

Student Learning Objectives (SLOs) apply to all teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite student, teachers, and administrators in ongoing efforts to improve student achievement. The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for NCTs.

Teachers engage in the design and implementation of SLOs as they prioritize curricular goals, gather and analyze data to determine student readiness levels, and support individual learner needs. The SLO process promotes meaningful conversations between teachers and administrators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for educators to document the impact they make on students.

For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific; measurable; informed by initial readiness evidence; aligned to state standards or national standards; and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year. Schoolwide focus areas may be integrated into SLOs through the instructional strategies component.

NCTs who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The administrator and teacher should work together to determine if a SLO or SSIO is most appropriate. However, the administrator may select the most appropriate format, if the teacher and administrator cannot agree. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring, and rich dialogue. An SSIO is comprised of four elements: a goal, expected target(s), evidence and success criteria, and strategies.

## Indicators

SLOs, which are comprised of goals, assessments, targets, and strategies, address one class period or subject area. An important aspect of developing quality SLOs is the attention to the rigor in the Hawaii Common Core and the expectations of a graduate. The SLO learning goal established for the length of the instructional interval is connected to a set of meaningful standards. Thus, teachers are encouraged to support learning at the highest Depth of Knowledge level (DoK). SLOs must be set minimally at a DoK level 2 for pre-kindergarten to second-grade and DoK level 3 for third-grade to twelfth-grade levels.

SLOs for classroom teachers and NCTs follow a parallel structure but have modified requirements to account for the fact that NCTs may not be directly responsible for student outcomes. NCTs who do not have access to students or student data can use the SSIO template and process to set strategic goals aligned to school, complex area, or state priorities. These targets should support the operational work and services performed by NCTs to schools, educators, students, parents, etc.

## Goals

Explaining the goal with enough specificity allows for a rigorous SLO, which is the foundation that the other three parts of the SLO are built on. If done well, then everything built around it will be stable and strong.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
<b>Learning goals are:</b>	<b>Goals are:</b>	<b>Goals are:</b>
<ul style="list-style-type: none"> <li>• A description of what students will be able to do at the end of the instructional term</li> <li>• Based on the intended standards and curriculum that are being taught and learned</li> <li>• As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• A description of what will be accomplished at the end of the instructional term</li> <li>• Based on the professional standards, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• A description of what will be achieved at the end of the year or semester</li> <li>• Based on the professional standards, as appropriate</li> <li>• Connected to student outcomes, whenever possible</li> <li>• Impact on non-classroom teacher knowledge, skills, behavior, and/or reflective of school, complex, or state systems and processes</li> </ul>

### Assessments

Assessments are used to support and measure the SLO goal, not vice versa.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
<b>Assessments should be:</b>	<b>Assessments should be:</b>	<b>Evidence &amp; Success Criteria should be:</b>
<ul style="list-style-type: none"> <li>Standards-based</li> <li>Designed to best measure the knowledge and skills found in the learning goal</li> <li>Accompanied by clear criteria or rubrics to determine student learning from the assessment</li> <li>High quality measures used to evaluate the degree to which students achieved the developed learning goal</li> </ul>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Designed to best measure the intended outcomes identified in the goal</li> <li>Accompanied by clear criteria or rubrics to determine progress or obtainment of the goal from the assessment</li> <li>High quality measures used to evaluate the degree to which the goal was achieved</li> </ul>	<ul style="list-style-type: none"> <li>Designed to best measure the outcome of the expected target</li> <li>Accompanied by clear criteria or rubrics to define progress or qualities of the evidence</li> <li>Based on high-quality measures that evaluate the degree to which the expected target was achieved</li> </ul>

### Targets

Expected targets are aligned to prioritized standards, initiatives, and/or best practices. They are determined by initial evidence in relation to the learning goal or goals. For classroom teachers, expected targets should encompass all students within the selected content area (elementary teachers) or period. Targets for various performance level groups should be rigorous and appropriate for the developmental range of the students.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
<b>Expected targets:</b>	<b>Expected targets:</b>	<b>Targets should be:</b>
<ul style="list-style-type: none"> <li>Should identify the expected outcome for individual students by the end of the instructional interval</li> <li>May differ for different levels of readiness</li> <li>Consist of three key components (readiness level, expectation, and end result)</li> </ul>	<ul style="list-style-type: none"> <li>Should identify the expected outcome by the end of the instructional interval</li> <li>May differ for different goal focus areas</li> <li>Consist of two key components (starting point and end result)</li> </ul>	<ul style="list-style-type: none"> <li>SMART: Specific, Measurable, Attainable, Relevant and Time-bound</li> <li>Described with data sources for identifying baseline, progress, and end point</li> </ul>

### Strategies

The strategies used may vary throughout the course of the time period covered as teachers make adjustments based on the needs of their students and offices.

Classroom Teachers	Non-Classroom Teachers	SSIO for Non-Classroom Teachers
<b>Instructional strategies are:</b>	<b>Strategies are:</b>	<b>Strategies are:</b>
<ul style="list-style-type: none"> <li>Appropriate and evidence based</li> <li>Comprehensive in addressing all learner needs</li> <li>Specific to different aspects of the learning goal</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and evidence based</li> <li>Comprehensive in addressing all prioritized needs</li> <li>Specific to different aspects of the learning goal</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and evidence-based</li> <li>Address all aspects associated with the goal and expected target</li> <li>Adaptable in meeting the goal and expected target</li> </ul>

## Process and Requirements

The SLO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers with Hawaii Growth Model scores must complete one SLO by the end of the year. Teachers without Hawaii Growth Model scores will also complete one SLO or SSIO. All NCTs will have the option of using either the Student Learning Objective (SLO) template or a parallel School or System Improvement Objective (SSIO) template. The following chart details both processes.



Both classroom teachers and NCTs engage in a series of conferences as they complete their SLOs. The overall process is identical for both classroom and non classroom teachers. These documents will provide detailed guidance beyond the overview provided in this manual.

### *Beginning-of-Term Conference*

For individual teachers, the SLO process begins with the prioritized goals and collection of initial evidence. Only approved, SLOs of acceptable quality shall be implemented. Teachers have the start of the interval to determine their SLO focus, collect initial evidence of student readiness levels, determine expected targets, choose assessments, and identify instructional strategies (e.g. In early August, begin writing SLO for a yearlong or first semester goal and submit the completed SLO for approval near the end of September.) Evaluators shall approve or request revisions shortly thereafter (one to two weeks).

Teacher	Administrator
<b>Responsibilities Prior to Beginning-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>Determine prioritized curricular needs for setting goals, choosing assessments, determining expected targets, and instructional strategies.</li> <li>Collect evidence on starting points by reviewing initial readiness evidence.</li> <li>Complete the SLO or SSIO planning document, expected target record sheet and template for the chosen course or area of focus and submit to administrator prior to conference.</li> </ul>	<ul style="list-style-type: none"> <li>Determine areas of priority aligned to school needs.</li> <li>Ensure SLO or SSIO processes and expectations are implemented.</li> <li>Review the teacher's initial evidence and SLO or SSIO.</li> <li>Set schedule for beginning-of-term conference.</li> </ul>

**Responsibilities During the Beginning-of-Term Conference**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Discuss the SLO or SSIO submitted and share rationale for the targets using the prepared SLO or SSIO documents and Rubric for Rating the Quality of SLOs.</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitate discussion about the submitted SLO or SSIO planning document and template using the Rubric for Rating the Quality of SLO and record sheet.</li> <li>• Review the submitted documents and indicate approval in PDE<sup>3</sup>. All components of the SLO must be acceptable for approval.</li> <li>• Establish next steps and due dates for any required changes.</li> </ul> |
|---|--|

**Responsibilities After the Beginning-of-Term Conference**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Submit any requested revisions by specified due dates.</li> <li>• Implement appropriate strategies to meet the approved SLO or SSIO goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>• Review any requested revisions submitted.</li> <li>• Input the initial conference date.</li> <li>• Monitor and support teachers with implementation and addressing student needs.</li> </ul> |
|--|---|

**Midterm Check-In (Optional)**

If necessary, a teacher may schedule a midterm check-in to review the progress made with an administrator. One reason a teacher may wish to schedule a midterm check-in is to make adjustments based on supporting data. If goals are too low or high, teachers can request to change the expected targets to better align with the collected data. Expected targets may also be adjusted, if there are significant changes in the student population being measured by classroom teachers or the job function performed by NCTs. Note that midterm check-ins are optional and can occur at any given time before the mid-point of the instructional term covered by the SLO. After the mid-point of the instructional term, the SLO must be considered final and revisions are no longer permissible. New students and exiting students after the midterm check-in will not be included in the expected target results.

Teacher	Administrator
<b>Responsibilities Prior to Midterm Check-in</b>	
<ul style="list-style-type: none"> <li>• Schedule a midterm check-in with administrator if necessary.</li> <li>• Collect and organize important interim data related to the SLO or SSIO.</li> <li>• Submit the midterm check-in reflection and adjusted expected target record sheet if revisions are requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Review any midterm check-in reflections and expected target record sheets submitted and examine all available data to evaluate overall progress.</li> </ul>
<b>Responsibilities During the Midterm Check-in</b>	
<ul style="list-style-type: none"> <li>• Discuss the data collected to gauge the current level of student progress using the midterm check-in reflection form.</li> <li>• Collaborate with the administrator to develop and modify original expected targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the data collected to gauge the current level of progress using the midterm check-in reflection form.</li> <li>• Collaborate with teacher to develop and modify original targets.</li> <li>• Review any proposed changes to the SLO or SSIO and determine whether to grant approval for the revision request.</li> <li>• Approve midterm revisions on PDE<sup>3</sup></li> </ul>
<b>Responsibilities After the Midterm Check-in</b>	
<ul style="list-style-type: none"> <li>• Continue to collect data, refine practices, and reflect on performance in working toward meeting expected targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Input midterm check-in conference date and upload approved expected target revisions in PDE<sup>3</sup></li> <li>• Monitor and support teachers with implementation and addressing student needs.</li> </ul>

### End-of-Term Conference

The final step of the SLO or SSIO process is the end-of-term conference. A final rating will be assigned at this time.

Teacher	Administrator
<b>Responsibilities Prior to End-of-Term Conference</b>	
<ul style="list-style-type: none"><li>• Collect, compile, and analyze all final assessment data and any additional information related to expected targets.</li><li>• Submit the completed end-of-term reflection form.</li></ul>	<ul style="list-style-type: none"><li>• Schedule an end-of-term conference with teacher.</li><li>• Review the SLO or SSIO template, accompanying evidence, and end-of-term reflection form.</li></ul>
<b>Responsibilities During the End-of-Term Conference</b>	
<ul style="list-style-type: none"><li>• Discuss the data collected and the SLO or SSIO rating guided by support documents.</li></ul>	<ul style="list-style-type: none"><li>• Facilitate discussion about the data collected and the SLO rating guided by support documents.</li><li>• Determine a final SLO or SSIO rating.</li><li>• If the SLO or SSIO was not met, discuss future support, and relevant professional development opportunities.</li></ul>
<b>Responsibilities After the End-of-Term Conference</b>	
<ul style="list-style-type: none"><li>• Use reflection data to determine next steps.</li></ul>	<ul style="list-style-type: none"><li>• Input the end-of-term conference date in PDE<sup>3</sup></li><li>• Submit documentation of final SLO rating to in PDE<sup>3</sup></li></ul>

### Special Considerations

Teachers who teach students in an alternative learning setting, both on or off-campus (e.g. Storefront, Kapolei Complex Alternative Center, Hale O' Ulu), may consider non-classroom teacher options. The teacher and administrator work together to determine if SLOs or SSIO are most appropriate. If the teacher and administrator cannot agree, the administrator may select the most appropriate focus. In cases where the applicability of the type of SLO is in question, consider the following guiding questions:

- Is the teacher responsible for instructing a group of students?
- Does the teacher have a consistent group of students within an interval of instruction (at least a quarter)?
- Does the teacher have adequate contact time on instructional minutes for a group of students?

If the replies to the above question are “no,” then the teacher and administrator may consider setting goals related to job responsibilities (non-classroom teachers).

In cases where teachers have a very small class size (e.g. less than ten) that addresses drastically individualized student needs (e.g. medically fragile), teachers and administrators have options to consider depending on the context of the class:

- Create different SLOs for each student, upload one in PDE<sup>3</sup>, and keep the rest electronically or by hard copy. SLOs may integrate Individualized Education Plan 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 expected targets will vary for each student.

### Rating Calculation

During the end-of-term conference, the administrator assigns a final rating for each SLO or SSIO. Incomplete SLOs or SSIO will result in zero points. Some possible reasons for an incomplete SLO or SSIO may include failure to revise the SLO or SSIO to meet the acceptable indicators of quality or not completing an SLO or SSIO.



Teachers who have incomplete SLOs or SSIOs due to an approved leave or change in positions midterm will not be penalized.

## SLO & SSIO Rubric

Highly Effective	Effective	Developing	Ineffective
<b>Classroom Teachers with Five or More Students</b>			
At least 90-100 percent of students met or exceeded expected target.	At least 75-89 percent of students met or exceeded expected target.	At least 60-74 percent of students met or exceeded expected target.	Fewer than 60 percent of students met or exceeded expected target.
<b>Classroom Teachers with Four or Fewer Students and those who have individual goals for all students.</b>			
Based on individual growth outcomes, all students exceeded expected targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.
<b>Non-Classroom Teachers: Student or Teacher Objective</b>			
Assessment measures indicate that the expected target was met or exceeded 90-100 percent of the time.	Assessment measures indicate that the expected target was met or exceeded 75-89 percent of the time.	Assessment measures indicate that the expected target was met or exceeded 60-74 percent of the time.	Assessment measures indicate that the expected target was met or exceeded less than 60 percent of the time.
<b>Non-Classroom Teachers: School or System Improvement Objective</b>			
At least 90-100 percent of the teacher-generated success indicators were met.	At least 75-89 percent of the teacher-generated success indicators were met.	At least 60-74 percent of the teacher-generated success indicators were met.	Fewer than 60 percent of the teacher-generated success indicators were met

After SLO or SSIO ratings are determined, the results for each teacher will be quantified using the following point values:

- **Highly Effective:** 4 Points
- **Effective:** 3 Points
- **Developing:** 2 Points
- **Ineffective:** 1 Point
- **Incomplete:** 0 Points

## SLOs in Context

An elementary school physical education (PE) teacher chooses to write a yearlong SLO. At the beginning of the school year, the PE teacher starts the SLO process by reviewing the EES manual, SLO Technical Guidance and Planning Document, SLO template, and Rubric for Rating the Quality of the SLO. Before writing the learning goal, the PE teacher collaborates with both colleagues and the school administrators about the school's yearly goals. The teacher works with her professional learning community to complete planning information and Learning Goal Review Checklist (found in the Technical Guidance and Planning Document) to construct a meaningful learning goal. The team agrees that the goal is: (1) major academic learning of the content, (2) in line with the schoolwide and/or classroom needs, (3) at a rigorous and appropriate Depth of Knowledge level, and (4) appropriate for the allotted timeframe.

The next step of the planning process involves the creation of an assessment plan by choosing and/or creating assessments that will adequately cover the content and target the depth of knowledge levels. The teacher spends time describing each assessment instrument, rubric, and/or scoring guide that will be used to

measure student progress in relation to the SLO learning goal. Agreements are made regarding how assessment measures will be combined to determine proficiency levels (e.g. given three performance assessments, an overall “exceeding proficiency” means that students will demonstrate “exceeding proficiency” on at least two of the three assessments. Students falling at the “proficient” level will be proficient on all three assessments. One assessment may be above proficient. A “developing proficiency” means that students will demonstrate proficiency on some assessments but not on all three. “Well-below proficiency” will mean students are well below on all assessments.) Additionally, the teacher identifies how often both formal and informal assessments would be administered to gauge progress toward the learning goal. After reviewing or developing the assessments, the teacher evaluates the strength of the assessments planned using the Quality Assessment Criteria outlined in the SLO Technical Guidance and Planning Document, making improvements where necessary.

The next step is to determine the expected outcomes or targets by the end of the instructional period for the entire chosen class. The teacher identifies multiple initial data sources that are meaningful and important to the learning goal. Initial data may include past information (e.g. previous year’s grades, conversations with past teachers, attendance, test scores), present information (e.g. pre-test, student work and observations, surveys, pre-requisite skill checklist), and past cohort information (e.g. based on similar performance groups in the past, students with the same readiness levels were able to demonstrate proficiency by the end of instruction). Based on the initial evidences available, the teacher identifies readiness levels for each student. By determining readiness levels, the teacher can then set data-informed expected targets for each student in the class on a SLO record sheet.

The last step in the planning process is identifying the instructional strategies commensurate to the learning goal and targets. The teacher first identifies the key strategies planned, specific to the learning goal (e.g. peer feedback on body positioning and follow through). Going further, the teacher also specifically describes differentiation methods for instructional delivery in order to meet students’ specific learning needs (e.g. for students not ready for the interval-guided practice).

The teacher then submits the SLO for approval. Once the teacher has submitted the SLO, a meeting time and day is established with the school administrator for the beginning-of-term conference. In preparation for the meeting, the teacher organizes samples of planned assessments with accompanying rubric or scoring guide, collects evidence of student readiness data in relation to the identified goal, and completes the record sheet to be presented. The administrator uses the Rubric for Rating the Quality of SLOs, SLO template, and record sheet to evaluate the quality of the SLO and prepare comments for the beginning-of-term conference. In the meeting, the administrator points out certain areas of the SLO that could be strengthened, as well as areas of high quality. The teacher resubmits the SLO with the changes specified by the administrator. Once approved, the SLO may be implemented.

Over the course of the year, the teacher collaboratively collects student artifacts and tracks student progress on assessments, in relation to the SLO goal. At the midpoint of the interval, the teacher identifies whether to request a midterm check-in meeting in order to modify the SLO targets that are based on the data available. Since the students are making expected progress, the teacher decides not to meet at mid-year, and keep the targets that were established.

In April, the administrator and teacher schedule the end-of-term conference. In preparation for the meeting, the teacher collects all final assessment data as well as other pieces of evidence that demonstrate the student’s’ progress towards the SLO learning goal. A final percentage rating is compiled by counting all the students that have met the expected targets, dividing that number by the total number of students in the class and multiplying by 100 (e.g. 18 students met or exceeded the goal, divided by 20 total students in the class and multiplied by 100 equals 90 percent. A percentage rating between 90- 100 percent is a highly effective rating). The SLO reflection questions are completed and submitted. The administrator also reviews the SLO and evidence submitted to prepare for the meeting. The administrator asks specific questions about the evidence and the progress demonstrated in the data. Based on the teacher’s explanation and the data

presented, the administrator uses the SLO rating rubric to identify the final rating. After, the administrator inputs the end-of-term conference date in PDE<sup>3</sup> and documents the final SLO rating in PDE<sup>3</sup>.

# Determining Summative Performance Ratings

## Differentiated Cycles

The differentiated process reflects the belief that teachers at different performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals. The EES applies a differentiated cycle of evaluation measures and support model based on teachers' scores from the previous year to help administrators manage time to coach and observe, and for teachers to prepare and reflect.

Specifically, classroom teachers and NCTs rated highly effective carryover their overall evaluation rating from the previous year. Classroom teachers and NCTs can request observations for non-evaluative purposes. However, a documented performance issue in either teacher practice or student growth and learning shall be the basis for an administrator to schedule an observation (or conference for NCTs) to determine if the teacher should be placed on an annual rating cycle.

Classroom teachers and NCTs rated effective require one or more observations during the year and have the option to carryover school year 2013-2014 rating of Core Professionalism or provide additional evidence for school year 2014-2015. A documented performance issue in either teacher practice or student growth and learning for classroom teachers and NCTs rated effective shall be the basis for an administrator to schedule an observation and/or a conference to determine if the teacher should complete the Core Professionalism measure. All documented deficiencies must be submitted to the Office of Human Resources by December so that the teacher has notice to collect sufficient evidence for the 2nd semester. The differentiation scenarios are described in the following table:

	Teacher Practice		Student Learning and Growth	
CLASSROOM TEACHERS	Classroom Observation	Core Professionalism	Hawaii Growth Model	Student Learning Objective
<b>Highly Effective</b> Based on Final Rating in School year 2013-2014	Teachers “carryover” their overall evaluation rating from the previous year. Teachers are not required to re-complete any of the components. Teachers can request observations for non-evaluative purposes and are expected to participate in SLOs as part of department, grade-level or data teams as relevant for non-evaluative purposes. Teachers who display documented performance deficiencies may be moved into a regular rating cycle.			
<b>Effective</b> Based on Final Rating in School year 2013-2014	<b>1 or more</b> observations, which may be scheduled at any time during the year	Option to carryover school year 2013-2014 rating of Core Professionalism <b>OR</b> provide additional evidence for school year 2014-2015	Median Student Growth Percentile (SGP)	<b>1</b>
<b>Marginal/Unsatisfactory</b> Based on Final Rating in School year 2013-2014	<b>2 or more</b> observations, with at least one observation in first semester	Evidence will be based on progress on <b>Principal Directed Professional</b> Development plan	Median SGP	<b>1</b>
<b>Beginning Teachers</b>	<b>2 or more</b> observations, with at least one observation in first semester	Evidence will be based on progress on professional development plan	Not applicable	<b>1</b> <i>(Professional development plans will include building capacity around SLOs in this first learning year. New teacher mentors will support this effort.)</i>
NON-CLASSROOM TEACHERS	Working Portfolio	Core Professionalism	Hawaii Growth Model	Student Learning Objective (SLO) / School or System Improvement Objective (SSIO)
<b>Highly Effective</b> Based on Final Rating in School year 2013-2014	Teachers “carryover” their overall evaluation rating from the previous year. Teachers are not required to re-complete any of the components. Teachers can request observations for non-evaluative purposes and are expected to participate in SLOs as part of department, grade-level or data teams as relevant for non-evaluative purposes. Teachers who display documented performance deficiencies may be moved into a regular rating cycle.			
<b>Effective</b> Based on Final Rating in School Year 2013-2014	Rated on 5 components from Framework <sup>5</sup> or HTSB <sup>6</sup> standards via portfolio or observation.	Option to carryover school year 2013-2014 rating of Core Professionalism <b>OR</b> provide additional evidence for school year 2014-2015.	Median SGP (not applicable to non-school level)	<b>1</b>
<b>Marginal/Unsatisfactory</b> Based on Final Rating in School year 2013-2014	Rated on 5 components from Framework <sup>1</sup> or HTSB <sup>2</sup> standards via portfolio or observation.	Progress on <b>Principal-Directed Professional Development Plan</b> is a piece of evidence to support the overall Core Professionalism rating	Median SGP (not applicable to non-school level)	<b>1</b>
<b>Beginning Teachers</b>	Rated on 5 components from Framework <sup>1</sup> or HTSB <sup>2</sup> standards via portfolio or observation.	Progress on professional development plan is a piece of evidence to support the overall Core Professionalism rating	Not applicable	<b>1</b> <i>(Professional development plans will include building capacity around SLOs in this first learning year. New teacher mentors will support this effort.)</i>

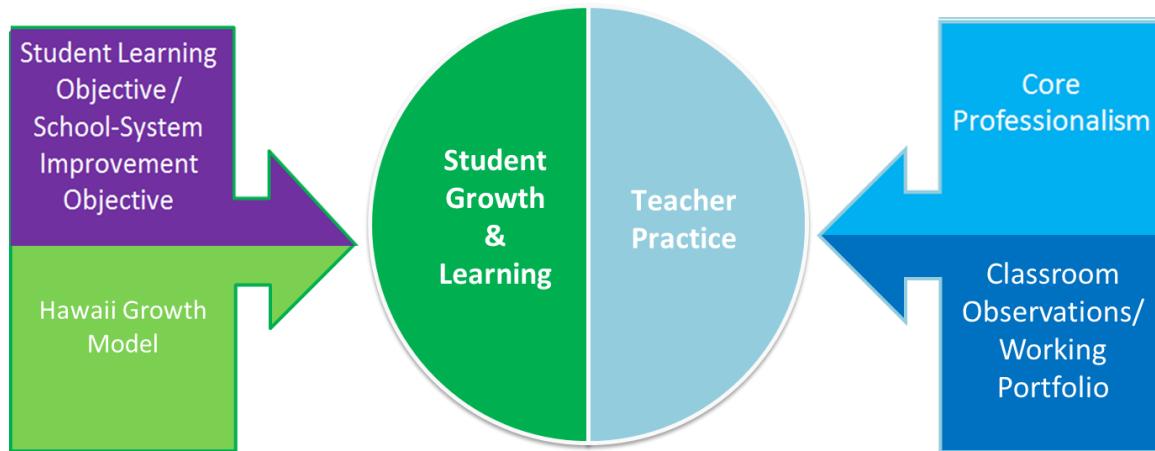
<sup>5</sup> Hawaii Adapted Framework for Teaching

<sup>6</sup> Hawaii Teacher Standards Board

# Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE<sup>3</sup>, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher’s classification and the data available from that evaluation year.

## EES Framework Measures



## EES Measures Applied to Teacher Role(s)

Student Growth & Learning	Teacher Practice
<p><i>Teacher MGP Available:</i></p> <p>1 SLO or SSIO (25%)</p> <p>Teacher MGP (25%)</p>	
<p><i>No Teacher MGP Available, Schoolwide ELA MGP Available:</i></p> <p>1 SLO or SSIO (45%)</p> <p>School-wide MGP (5%)</p>	<p>Core Professionalism with Tripod Reflection (20%)</p> <p>Observations or Working Portfolio (30%)</p>
<p><i>No Teacher MGP Available, No Schoolwide ELA MGP Available:</i></p> <p>1 SLO or SSIO (50%)</p>	

■ Hawaii Growth Model  
■ Student Learning Objective / School or System Improvement Objective

■ Core Professionalism  
■ Observations/Working Portfolio

### Student Growth and Learning

Once teachers have a score for teacher practice and student growth and learning, this value is rounded to the nearest whole number. Each teacher’s overall effectiveness rating can then be determined by matching the teacher’s rating on student growth and learning with the teacher’s rating on teacher practice using the matrix shown.

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

## Professional Development Plan

Self-reflection is the true mark of a professional. Pursuant to the contract, “all teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility.” The Department’s professional development plan tool on PDE<sup>3</sup> allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

## Principal Directed Professional Development Plan

The EES provides a wealth of information for teachers and administrators detailing strengths and areas for growth in performance. Principals use this plan to provide targeted support to teachers who received a marginal rating on the EES. The Principal Directed Professional Development (PDPD) plan focuses on two areas specifically related to EES, student outcomes and teacher practice. The principal or designee may place a teacher on a PDPD plan to address performance concerns at any time throughout the school year. Triggers for placing a teacher on a PDPD include but are not limited to; observations, poor quality SLOs, low Tripod scores, and poor student outcomes. The principal may choose to develop the plan with teacher input. It must be designed within 30 instructional days from the first day of instruction or notification of documented performance concerns. Progress on the plan maybe used as a piece of evidence to support the overall rating.

## Special Cases

### Teachers with Missing Data

Teachers missing data for an EES measure will have an EES rating calculated from available data. If data for entire EES measures are missing, teacher ratings will incorporate available measures.

### Appeals

An expedited evaluation appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the overall evaluation rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-2015 school year, and thereafter.<sup>7</sup>

<sup>7</sup> Hawaii State Teachers Association Agreement, July 1, 2013-June 30, 2017, p. 111.

# Appendix

## Key Terms

### **Beginning Teacher**

A beginning teacher is any BU5 member in the first year of the initial appointment.

### **Educator Evaluation System (EES)**

The new evaluation system for BU5 members employed as teachers within the Department.

### **Hawaii State Assessment (HSA)**

Within the context of this manual, HSA is used to reference the statewide test administered to measure proficiency in reading and mathematics up to the 2013-2014 school year and English language arts and mathematics starting in the 2014-2015 school year, after the implementation of assessments from the Smarter Balance Assessment Consortium.

### **Median Growth Percentile (MGP)**

An aggregate measure calculated by finding the median score for a group of SGP scores.

### **Newly Hired Teachers:**

A newly hired teacher is any BU5 member in the first year of teaching in Hawaii. For the purpose of differentiated cycles, these teachers will follow the Beginning Teachers column on page 41.

### **Non-Classroom Teacher (NCTs)**

A BU5 employee within the Department who does not teach any class or is not primarily responsible for planning, delivering and assessing instruction for students.

### **Professional Evaluation Program for Teachers (PEP-T)**

The teacher evaluation system used within the Department before the EES.

### **Roster Verification**

A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) to help schools build rosters for their teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

Roster verification administrations involve a) school teams and administrators preparing the system, b) classroom teachers verifying student roster data, and c) school administrators approving the data at two points in the 2014-2015 school year. All classroom teachers in grades 3-12 who are responsible for delivering instruction and assigning or collaborating in the assignment of grades or monitoring student progress will verify rosters during the designated Tripod roster verification window. Only teachers who are responsible for delivering instruction for mathematics and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

### **Smarter Balanced Assessment Consortium (SBAC)**

The Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness.<sup>8</sup> HSA will be replaced by Smarter Balanced assessments in the 2014-2015 school year.

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<sup>8</sup> <http://www.smarterbalanced.org/about/>

## Strive HI Performance System

A new school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

## Recommended Resources

### Overall EES

#### Complex Area Support Team

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

#### EES Intranet (<https://intranet.hawaiipublicschools.org/sixstrategies/ees>)

The Intranet is an internal website for Department teachers and administrators with videos, presentations, reference documents, frequently asked questions and other communications materials.

#### 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: 7:30 A.M. - 3:30 P.M.

Days: Monday-Friday, except state and federal holidays, Teacher DLWOP days, and the winter break period

## Hawaii Adapted Framework for Teaching

### *Enhancing Professional Practice: A Framework for Teaching*

The foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

### *Hawaii Adapted Framework for Teaching*

This rubric combines the element level rubrics for each component along with the component level rubrics from the 2013 Framework for Teaching Evaluation Instrument. Instead of displaying the entire rubric, this has been adapted to only display the focus components of Hawaii's Educator Effectiveness System.

### *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.

### *You Don't Have to be Bad to Get Better*

A book written by a senior Danielson Group member about the attributes of strong instructional leaders. The author explores how leaders are able to develop, support, and sustain quality teaching in any school environment. School leaders at all levels will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.