DEPARTMENT OF EDUCATION · STATE OF HAWAII

2016-17

MANUAL FOR EVALUATORS AND PARTICIPANTS

Educator Effectiveness System

Message from the Superintendent

As we enter the fourth year of statewide implementation of the Educator Effectiveness System (EES), mahalo for the work you've done to enhance professional practice and student instruction to support the success of our keiki.

Each year, the Hawaii Department of Education (HIDOE) works with educators statewide to improve and refine the EES to better develop teacher practices. This year, various elements of the EES will be modified based on your valuable feedback, including a streamlining of measures to increase flexibility in data collection at the school level. We are encouraged and will continue to make adjustments based on your appreciated input.

Year four offers an opportunity to reflect on our work and focus on professional growth. As you know, teaching is much more than imparting knowledge about subjects. Great teaching ignites curiosity, creativity, and discovery. Looking at our teaching practices from various perspectives can only help improve our ability to connect with students, and inspire them to apply their knowledge and overcome challenges. We are committed to enhancing the profession and supporting teachers to innovate in their instructional practices.

HIDOE will continue to collaborate with educators and administrators to further improve the EES and refine the model in upcoming school years. We are grateful for the work of the HSTA-HIDOE Joint Committee and the feedback from our principals and teachers. Mahalo for your commitment to student achievement, quality teaching, and professional growth.
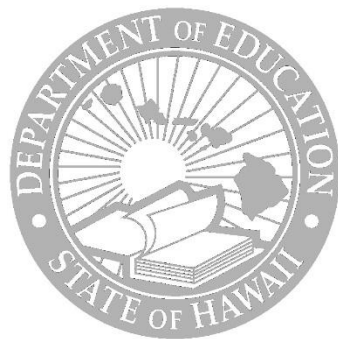
KATHRYN S. MATAYOSHI
Superintendent of Education

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Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process to evaluate teachers' performance in the Hawaii State Department of Education (Department) to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of a one-year planning period and two-year pilot. The system has been further refined based on data and input collected from stakeholders during statewide implementation starting in School Year (SY) 2013-2014 and periodic refinement through SY2015-2016. Driven by the Department's beliefs about the value and importance of continuous improvement, the EES provides teachers with constructive feedback and structures of support throughout the school year.

Teachers cannot opt out of EES. It is required of all teachers based on the Bargaining Unit 5 (BU5) contract and evaluates teachers for a particular school year, irrespective of future plans the teacher may have regarding separating from the Department later in the school year or after the school year is over.

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 factor. The EES aims to improve student and system 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 performance rating system that enhances effective instructional practices.

The Educator Effectiveness System is about growth

To reach its goals, the Department must invest in its teachers. The EES provides tools and data to help teachers become 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/system improvement. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.

Providing Feedback

The EES provides 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 evaluators 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 student and system outcomes 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, student achievement, school improvement, and system change. 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.

Teacher Classification

The EES applies to all BU5 employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers (CT) and 2) Non-Classroom Teachers (NCT). The Professional Development Educate, Empower, Excel (PDE[3]) system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either CT or NCT. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on the teacher's evaluation. The Summary of Conference (SOC) form in Appendix G may be used to document this meeting.

Classroom Teachers

CTs are BU5 employees who plan, deliver, and assess instruction for students.

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 a school, complex area, or state office. Examples of NCT roles include curriculum coordinator, academic coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to mutually determine, with their evaluator, which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess

instruction for students should generally be classified as CTs. If the teacher and evaluator cannot agree on the teacher's classification, the evaluator's determination is the one that will take precedent.

EES Measures

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

Student Growth and Learning	Teacher Practice
• Student Learning Objective (SLO)/School or System Improvement Objective (SSIO)	• Core Professionalism (CP) including action and reflection on Tripod Student Survey and Hawaii Growth Model (MGP) results • Observation(s) or Working Portfolio (WP)

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

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

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

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

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

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

The PDE[3] system will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Differentiating EES to Meet Teachers' Needs

The EES applies differentiated evaluation measures and supports based on teachers' final effectiveness rating from the previous year (when available) to help administrators manage time to coach and observe, and for teachers to prepare and reflect. 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. All teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walk-throughs, which are all part of school improvement processes.

Every teacher will receive an annual performance rating based on a Comprehensive Evaluation. Teachers will generally fall into one of the following categories:

Non-tenured teachers and teachers rated as Less than Effective

All non-tenured teachers shall participate in an Enhanced Evaluation. Any teacher rated Less than Effective in the prior year's evaluation shall also participate in an Enhanced Evaluation.

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

Beginning with SY2016-2017, tenured teachers rated Effective or better shall participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. The type of evaluation will depend on their prior year's final effectiveness rating and the last digit of their Social Security Number (SSN) (see Annual Comprehensive Evaluations table and Transition Schedule diagram). During the year in which tenured teachers participate in a Streamlined Evaluation, their prior year's final rating shall be carried over. If a tenured teacher does not have a final EES rating from the previous year, the teacher will participate in a Standard Evaluation (i.e. teachers that were on leave or other special circumstances).

Annual Comprehensive Evaluations for SY2016-2017

		Comprehensive Evaluations		
		Enhanced	**Standard**	**Streamlined**
		• **Any teacher** who received an **Overall Marginal or Unsatisfactory EES rating** in the prior school year • Any **Non-Tenured teachers** regardless of their overall rating in the prior school year	• **Tenured teachers** with **no EES rating** from the prior school year or **Tenured teachers** who received an **Overall Effective or Highly Effective EES rating** in the prior school year and **whose SSN ends in an odd number**	• **Tenured** teachers who received an **Overall Effective or Highly Effective EES rating** in the prior school year and **whose SSN ends in an even number***
Teacher Practice	**CP**	Domain 4 evidence, and reflection on student survey and MGP results (teacher or school-wide score, as applicable)	Domain 4 evidence, and reflection on student survey and MGP results (teacher or school-wide score, as applicable)	Reflection on student survey and MGP results (teacher or school-wide score, as applicable), not rated
Teacher Practice	**Observation** -OR- **WP**	Two or more formal observations, or a WP for NCT	One or more formal observations, or a WP for NCT	Not required or rated*
Student Growth and Learning	**SLO** -OR- **SSIO**	One SLO or SSIO	One SLO or SSIO	Not required or rated*
	Final Rating	New rating received	New rating received	Rating carried over from prior year

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

Transition Schedule Diagram for Tenured Teachers in SY2016-2017

Group A Tenured Teachers *(SSN ends w/odd number)*	→	**SY2016-2017** Standard Track
Group B Tenured Teachers *(SSN ends w/even number)*	→	**SY2016-2017** Streamlined Track
Less Than Effective Tenured Teachers	→	**SY2016-2017** Enhanced Track
***Other Tenured Teachers** *(Not on an evaluation track the previous year; last digit of SSN is not a factor)*	→	**SY2016-2017** Standard Track
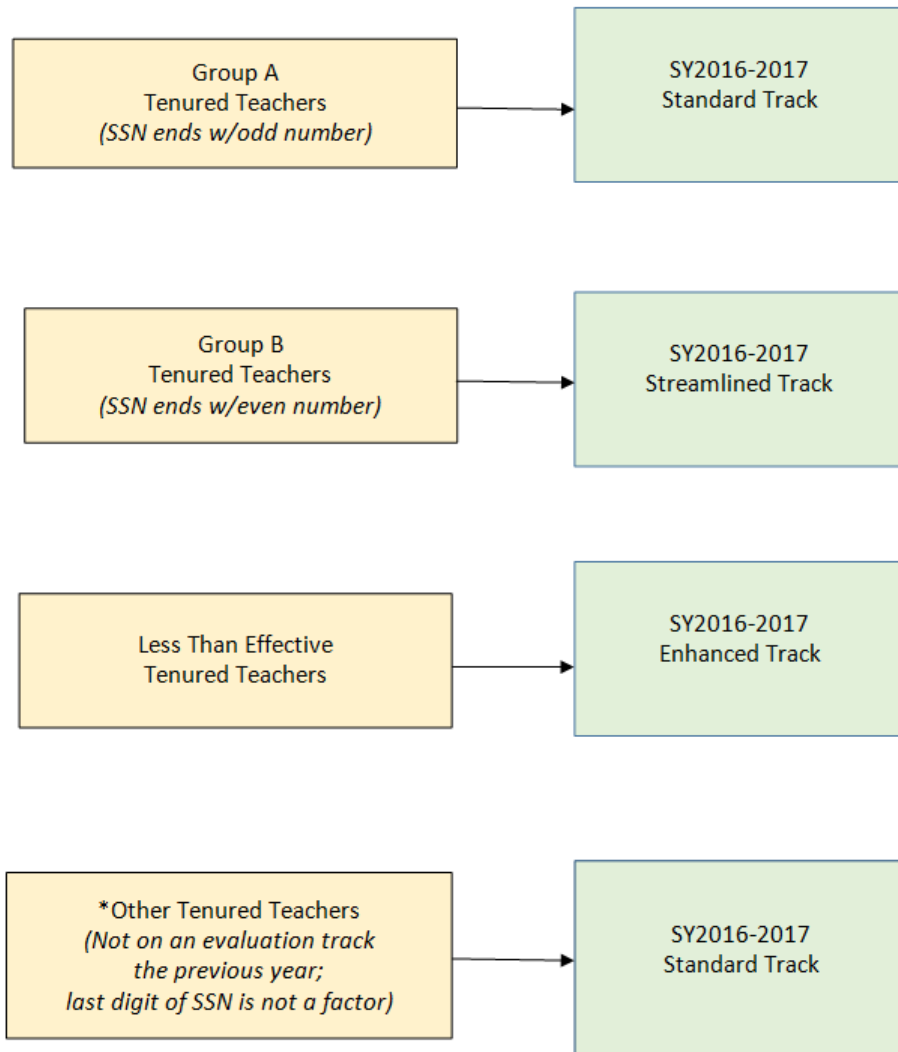
Evaluation Conferences

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

Beginning Conference

This is a collaborative discussion about the teacher's past performance and plan for the year ahead. It is recommended that the topics of conversation include a teacher's professional development plan, Core Professionalism, Observation schedule, Working Portfolio (WP), and SLO/SSIO plan, as applicable. Holding the Beginning Conference before the end of the first quarter is recommended.

Mid-Year Conference (optional)

If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. New sources of information about the teacher's practice such as Tripod Student Survey results, walk-through data, Hawaii Growth Model (HGM) data, or a change in the teacher's role could trigger a need to meet. Topics could also include the impact of new students on a SLO, progress on a WP, or a needed adjustment to a teacher's professional development plan. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference

Teacher and evaluator review the summative feedback and the documentation that should support all ratings (component and overall) for Teacher Practice and Student Growth and Learning at the Ending Conference. Progress made with the teacher's professional development plan should be discussed along with the teacher's final effectiveness rating for the school year. Best practice would be to upload this documentation into PDE[3].

Overview Training for Teachers New to EES

In addition to the annual EES Orientation, teachers new to the EES must participate in the following basic training requirements:

Topic	Provider	Purpose and Outcomes	Due Dates
Teacher Practice: • Introduction to the Framework for Teaching • Overview of procedures for Classroom Observations/ WP, CP (including Tripod Student Survey and HGM reflections)	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the observation protocol	Provide teachers with a basic understanding of the components within teacher practice including, but not limited to: ● How the framework may enhance teaching, learning, and support teachers' professional growth ● Themes within the levels of performance and the focus components	August 31 or prior to the teacher's first classroom observation

Topic	Provider	Purpose and Outcomes	Due Date*
Student Growth and Learning Overview: Quality Instruction via SLO for beginning teachers	School level, complex area, or state office staff, as applicable	Provide teachers a basic understanding of the components within Student Growth and Learning including, but not limited to: • A meaningful learning goal • An aligned assessment plan • Rigorous Expected Targets evidence-based, specific, and differentiated instructional strategies	August 31 or prior to the beginning term approval date for SLOs/SSIOs *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and prior to the teacher's engagement in applicable evaluation components*

Orientation Training for all Teachers

Attendance for all required training sessions must be recorded in PDE[3]. Training and support should not be limited to the overviews; it should be ongoing and targeted to support individual needs.

All teachers must participate in a EES Orientation annually.

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

Refresher Training for Returning Teachers on Enhanced or Standard Track

In addition to the annual EES Orientation, returning teachers who are on Standard or Enhanced Evaluation tracks must participate in the following refresher training:

Topic	Provider	Purpose and Outcomes	Due Date
Teacher Practice and Student Growth and Learning measures for SY2016-2017	School level, complex area, or state office staff, as applicable	Build teachers' knowledge, understanding, and awareness of performance evaluation system	August 31 or prior to the first formal observation and beginning-of-term approval date for SLOs/SSIOs

Refresher Training for Principals and other Evaluators

Topic	Provider	Purpose and Outcomes	Due Date
Educational Officers (EOs) SY2016-2017 EES Training	For Principals and returning Vice Principals (VPs): Complex area trainer For non-school level EOs who supervise teachers: Complex area trainer, or state office trainer, as applicable For new VPs and Certification for School Leader Interns: Processional Development & Educational Research Institute also known as PDERI	Purpose: Enhance EOs' knowledge, understanding, and skills to administer the EES for teachers' performance evaluation and professional growth. This includes the Danielson Observation, WP, CP (including Trip Student Survey, HGM, and Professional Development Plan reflections), and SLO/SSIO Directed Outcome: EOs will administer an evaluation that is collaborative, transparent, objective, and provides ongoing support; and is geared at the individual teacher's needs	Prior to the end of the first semester

Supporting Teachers with Documented Deficiency

In influencing interventions for a given year, nothing shall preclude an administrator from using information and data from the previous year. (e.g., a teacher's professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for CP the following year.)

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

A Streamlined Evaluation does not mean a year off from evaluation. If a teacher who is participating in a Streamlined Evaluation demonstrates a documented performance deficiency, an EES Summary of Conference (SOC, see Appendix G) to address the issue may suffice. If not, the administrator has three options:

1. Provide additional support(s),
2. Put the teacher on a Principal Directed Professional Development Plan (PDPDP), or
3. Put the teacher on a Standard Evaluation. (If this option is selected, the final date to make this change is the 23rd teacher workday of the second semester, see Implementation Timeline.)

The options available to an administrator for a teacher on a Standard Evaluation who demonstrates a performance deficiency includes only the first two options above.

Triggers for initiating an intervention due to documented performance deficiencies (contingent on the teacher's current evaluation track) include, but are not limited to observations, poor SLO/SSIO implementation, low Tripod Student Survey results, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise, contact their EES Complex Area Lead for guidance, and schedule a meeting with the teacher to discuss next steps and expectations.

One way to trigger more support is for the evaluator to initiate the development of a PDPDP. This plan should outline supports and goals for improving a teacher's practice. If a PDPDP is triggered during the school year based on performance deficiencies arising that year, the plan must be approved within 30 calendar days of being initiated. If the 30th day falls on a weekend, intersession, or other scheduled break in the school calendar, the PDPDP should be approved no later than the second teacher's workday after the break. The placement of a teacher on a PDPDP may be documented on the EES SOC form.

The following diagram summarizes the processes described in this section of the manual:

Concerns Arise
Administrator documents concerns based on walk-throughs, EES data, parent concerns, etc. and schedules a meeting with the teacher

Administrator meets with teacher and documents the meeting using the EES SOC form and applies professional judgement to determine using one or more of the following courses of action:

Continue to check on progress while outlining next steps, necessary supports, timeline, and expectations	and/or	Initiate a PDPDP	and/or	Move the teacher onto a Standard Evaluation cycle

Implementation Timelines
(Timelines for Multi-Track Schools is located in Appendix F)

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences varies for each teacher and school. Teachers and evaluators should collaborate to complete EES requirements given the constraints applicable to their school and situation. The deadlines shown here are administrative deadlines. Evaluators may require evidence submission prior to dates listed to allow for feedback and revisions.

If a teacher and evaluator want to extend these timelines for a specific situation, it requires coordination with the EES Complex Area Lead (for the evaluator) and the Hawaii State Teachers Association (HSTA) UniServ Director (for the teacher). The EES Lead and HSTA UniServ Director will coordinate with the State EES Lead and HSTA Negotiations Specialist, respectively. Extension to due dates shall occur only when there is agreement between the State EES Lead and HSTA's Negotiations Specialist. If there is no agreement, the timeline in this manual shall be followed.

Deadline	Component	July
7/29 (or prior to the first day of instruction)	**Training**	EES Orientation SY2016-2017 training for all teachers during Administrative Day

Deadline	Component	August
8/31 (or prior to starting EES evaluation)	**Training**	Overview trainings for teachers new to the EES

Deadline	Component	September
9/6	**SLO/SSIO**	Evaluators approve First Semester SLO/SSIO in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating)*
9/9 - 9/15	**Tripod Student Survey Roster Verification (RV)**	Teachers in grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-2017 Tripod Student Survey Calendar)
9/13	**PDPDP**	Evaluator-led PDPDP developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year

Deadline	Component	October
10/7	**WP, CP, Individual Professional Development Plan (IPDP)**	Beginning Conference is completed; address the following topics: WP, CP, and IPDP
	SLO/SSIO	Evaluators approve year-long SLO/SSIO in PDE[3]
	SLO/SSIO	Evaluators approve mid-term first semester SLO/SSIO in PDE[3]
10/28		

Deadline	Component	November
11/14 – 11/29	**Tripod Student Survey**	Tripod Student Survey window

Deadline	Component	December
12/7	**SLO/SSIO**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	January
1/9 or second day after return from Winter Break	**SLO/SSIO Observations**	Evaluators finalize first semester observations ratings, first semester end-of-term rating in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating)*
1/27	**SLO/SSIO**	Evaluators approve mid-term year-long SLO/SSIO in PDE[3]

Deadline	Component	February
2/10	**EES Track**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/10	**SLO/SSIO**	Evaluators approve second semester SLO/SSIO
2/24	**Tripod Student Survey**	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement

Deadline	Component	March
3/31	**SLO/SSIO**	Evaluators approve mid-term second semester SLO/SSIO in PDE[3]

Deadline	Component	April
4/4 – 4/24	**Student Growth Percentile (SGP) RV**	Teachers in grades 4-8 English Language Arts (ELA) and math complete RV for the HGM

Deadline	Component	May
5/5	**Observations, WP, CP, SLO/SSIO**	Second semester observations completed; teachers close implementation for WP, CP, and second semester, year-long SLO/SSIO
	IPDP, PDPDP, MGP, Tripod Student Survey	Teachers submit End-of-Year Reflection for IPDP, PDPDP, MGP, and Tripod Student Survey, as applicable
5/5 – 5/19	**Observations, WP, SLO/SSIO, CP, IPDP, PDPDP**	Complete all ending conferences within this two-week period; especially for teachers rated Less than Effective
	Final Rating for all Components	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO End-of-Term Ratings, Observation ratings, WP ratings, CP ratings, and Final EES Ratings; all teachers and administrators should sign and date the summary tab in PDE[3] to acknowledge the final effectiveness rating for SY2016-2017 (**The principal must notify teachers who will receive a final effectiveness rating of Marginal or Unsatisfactory by 5/19**)

Teacher Practice Measures

Teacher practice is based on Core Professionalism and Observation/Working Portfolio.

Core
Professionalism (20%)

20%

30%

Observation(s) or
Working Portfolio (30%)
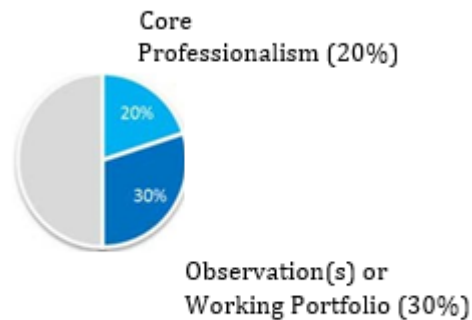
The Teacher Practice Measures of the EES draw upon different Domains and Components of the Danielson Framework for Teaching depending on the purpose of the measure and the teacher classification. Teachers have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the 2007 edition and the component-level rubrics found in the 2013 edition of *The Framework for Teaching Evaluation Instrument* were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism

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

Indicators for Core Professionalism

Domain 4 Evidence
The criteria and expectations for CP are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The Domain Level Rubric provides a more holistic picture of a teacher's professional responsibilities.

- 4A. Reflecting on Teacher Practice
- 4B. Maintaining Accurate Records
- 4C. Communicating with Families
- 4D. Participating in the Professional Community
- 4E. Growing and Developing Professionally
- 4F. Showing Professionalism

Reflection and action to improve on Tripod Student Survey results

The Tripod Student Survey collects student perspectives about teaching and learning pertaining to a specific classroom. More information about the Tripod Student Survey is available in the Additional Resources on the HIDOE Intranet.

Teachers will reflect upon their individual or school level Tripod Student Survey results and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Reflection on Hawaii Growth Model results

The HGM is a normative model that ranks each student's state assessment score within a content area against students with similar score histories (academic peers). The SGP 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. MGPs are then used to summarize the growth performance for groups of students. MGPs are calculated by finding the midpoint SGP value for all the students in a specific group. For the HGM, groups of students are defined as either a classroom or an entire school. More information on the HGM is available in the Additional Resources on the HIDOE Intranet EES website.

Teachers will reflect on HGM results and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Reflection on Professional Development Plans

Teachers will reflect on progress of their professional development plans and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

Professional Development Plans
(Appendix VI, Item 5e of the Collective Bargaining Agreement [CBA])

All teachers will develop and maintain a professional development plan that identifies areas for targeted growth and learning. There are two types of professional development plans.

1. **IPDP:** A teacher's IPDP can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. Examples of IPDPs could include the Highly Qualified professional development plan, the Induction and Mentoring Growth Plan, or school-designed professional development plan, among others. Teachers will discuss the contents of their plan with their evaluator by the end of the first quarter. Completion of the plan itself and the learning opportunities within the plan are considered a matter of professional responsibility. Teachers may include their IPDP reflection as evidence within CP.

2. **PDPDP:** A PDPDP will apply to:
   a. Teachers who received a Less than Effective rating for the previous school year. The principal/evaluator will lead the development of this plan. The PDPDP must be approved within 30 instructional days from the start of the school year. The plan should

include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

b. Teachers who have demonstrated documented deficiencies. Principals/evaluators can place a teacher on a PDPDP at any time during the school year (see the *Supporting Teachers with Documented Deficiencies* section of this manual for more information).

Process and Requirements for Core Professionalism

- Principal/Administrator reviews the CP expectations with the teacher based on the CP rubric prior to the end of the first quarter of the school year through a mutually agreed upon meeting (individually or with a group of teachers)
- Teacher and evaluator collect CP evidence (including Tripod Student Survey and HGM results' reflections) throughout the school year
- At an Ending Conference, evaluator reviews the evidence with the teacher and assigns a CP rating
- If the teacher does not participate in this or any other component of the EES in a timely manner or at all, the evaluator should address this through the SOC process
  1. The principal should issue a directive requiring the teacher to follow through by a specific deadline; and identify the possible consequence(s) if the teacher does not follow through
  2. If the teacher does not comply within that time, the evaluator will rate the teacher as Unsatisfactory for the affected component and may also use this as evidence in CP

Rating Calculation for Core Professionalism

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

CP ratings may be quantified by using the following Domain 4 rubric:

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

| Unsatisfactory 0 | Basic 2 | Proficient 3 | Distinguished 4 |

Additional Resources for Core Professionalism

Login to the HIDOE Intranet EES website's CP link:

https://intranet.hawaiipublicschools.org/sixstrategies/EESCP for the following

resources:

> ➤ CP Overview
> ➤ Hawaii Adapted Framework for Teaching CP Domain 4 Rubric
> ➤ CP Training
> ➤ Tripod Student Survey Administration Resources
> ➤ Unpacking Tripod Student Survey Results
> ➤ Additional Resources for RV
> ➤ Profile of an Effective Teacher (de facto position description for teacher positions)

Hawaii Growth Model - SchoolView

> ➤ SchoolView is a visualization tool that displays SGPs for math and reading from the state assessment. Users are provided different levels of access to student, school, and complex area data based on permissions in the Department's Longitudinal Data System (LDS). The public has access to school and district summaries at http://growthmodel.hawaiipublicschools.org/ while teachers see specific student scores based on RV from the previous spring. Teachers can log in to SchoolView through the HIDOE's single sign-on (https://www.doesso.k12.hi.us) to access class data and individual student histories.

Hawaii Growth Model - Longitudinal Data System

> ➤ The LDS link (https://lds.k12.hi.us/Dashboard) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the HIDOE's single sign-on. Student growth trends of current students can be located by teachers and administrators on the LDS and triangulated with other data sources such as attendance records. Summaries of school-wide data are available on LDS, including the percentage of students that are catching up and keeping up with expected growth targets school wide.

Hawaii Growth Model - HIDOE Intranet EES Page

> ➤ Login to the HIDOE Intranet EES website's HGM link: https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM for the following resources:
>   - ■ Technical documents
>   - ■ "Measuring and Calculating Student Growth" - Prezi Presentation
>   - ■ Growth Model website tutorial: Tutorial for the public level views of the HGM website to look at school wide scores
>   - ■ Growth Model tutorial for private level views: Tutorial for the private level views of the HGM website to look at individual student
> ➤ Login to the HIDOE Intranet EES website's RV link: https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx for the following resources:
>   - ■ Student Growth RV
>   - ■ RV Steps: SGP

Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice. The observation cycle consist of three key steps, which should be completed by the same observer. Best practice is for the cycle to be completed within two weeks. The observations are based on Charlotte Danielson's Framework for Teaching. The Department decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities.

The *Hawaii Adapted Framework for Teaching Rubrics* will be used to guide evidence collection and evaluations of these focus components. The lengths of conferences and observations will vary depending on the context.

The expectation is that the evaluator and teacher work together to schedule dates and times for the entire observation cycle. The evaluator may select the most appropriate dates and times if the teacher and evaluator cannot agree.

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

While a minimum of one observation is required for Standard Evaluations and two for Enhanced Evaluations, educators are encouraged to engage in more observations to provide feedback, improve practice, and determine an accurate picture of what is truly happening in the classroom.

Indicators for Classroom Teacher Observations

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

> ➢ 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 Instruction

Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the WP. The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the *Hawaii Adapted Framework for Teaching* rubrics that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework,

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Domain 2, and Domain 3. If a NCT is on an Enhanced Evaluation track, two formal observations are required.

Process and Requirements for Observations

Best Practice Classroom Observation Process		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format of the pre-conference and necessary information that will be provided for the entire observation cycle; dates must be documented in PDE[3]	
	Teacher	**Evaluator**
	● *(The pre-conference questions or their alternate are optional, unless the administrator requires this as a matter of practice at the school)* ● Address the pre-conference questions or submit relevant lesson materials to provide context for the upcoming lesson ● Use an alternate set of questions or format with administrator approval	● May select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time ● Provide a minimum of a 24-hour notice to the teacher
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; pre-observation conference may occur through email, WebEx, PDE[3], 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	**Evaluator**
	● Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics ● Ask observer to collect specific data, if desired (e.g., "Can you track how many times I call on the boys compared to the girls in my class?")	● 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 and discuss what will be used as evidence of learning
Classroom Observation	The purpose of the 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 discussed lesson; after the observation, the teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric	
	Teacher	**Evaluator**
	● Carry out the lesson discussed ● Collect additional artifacts, such as student work samples, to bring to the post-observation conference	● 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
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 shall be scheduled for face-to-face interactions; administrators must provide a copy of the evidence/observation notes to the teacher at least one day prior to the post-observation conference	
	Teacher	**Evaluator**
	● Participate in collaborative analysis about how evidence corresponds to component rubrics ● Submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the scheduled observation ● *(The observation reflection questions or their alternate are optional, unless the administrator requires this as a matter of practice at the school)*	● Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching ● Discuss areas of strength and weakness and performance level demonstrated for each component ● Record main points of collaborative analysis in PDE[3] and select the most appropriate performance rating

Concluding Observation Cycle	Observation concludes with the teacher's reflection and the administrator finalizing the documentation	
	Teacher	**Evaluator**
	• Log in to PDE^3 and complete the Teacher Post-Observation Conference Summary form • Use form to reflect on the observation, the post-observation conference, identify strengths and weaknesses, and next steps • Document any concerns or additional information	• Review the Teacher Post-Observation Conference Summary form upon completion by the teacher • Add additional comments as needed • Finalize the observation cycle in PDE^3 after the teacher has had a reasonable amount of time to reflect on the observation and feedback

A notice of at least 24 hours must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice to one another as possible. A new cycle will be necessary if the rescheduled observation covers a new lesson.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating by using rubrics for each of the applicable Framework for Teaching components. An Unsatisfactory rating in the observation component as a whole shall require an additional observation. This additional observation need not be done by a different EO, but it is permissible. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.

Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4

Additional Resources for Observations

Login to the HIDOE intranet EES website's Classroom Observations link:
https://intranet.hawaiipublicschools.org/sixstrategies/EESCO for the following resources:

➢ Hawaii Adapted Framework for Teaching Rubrics with Indicators
➢ Framework for Teaching Smart Card
➢ Sample Conference Questions
➢ Observation Process Videos

Working Portfolio

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

Indicators for Working Portfolios

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

Chart for Selecting Working Portfolio Components

Which framework is best aligned with the NCT's roles and responsibilities?

Hawaii Teacher Standards Board

Options:
- Hawaii Teacher Standards Board (HTSB) Rubric for Counselors
- Hawaii Teacher Standards Board (HTSB) Rubric for School Librarians

Select 5 standards from within the HTSB

Hawaii Adapted Framework for Teaching

Options:
- Library or Media Specialist Rubric
- School Nurse Rubric
- School Counselor Rubric
- School Psychologist Rubric
- Therapeutic Specialist Rubric
- Classroom Teacher Rubric
- Instructional Specialist Rubric

Select 5 components from Domain 1, 2, or 3 from a single Hawaii Adapted Framework for Teaching Rubric, or a combination of components from different Hawaii Adapted Framework for Teaching Rubrics.

Process and Requirements for Working Portfolios

	Sample Working Portfolio Process	
Beginning Conference Complete by the end of the first quarter (if NCT assumes position after first quarter, conduct Beginning Conference as soon as possible)	The purpose of the Beginning Conference is to select and approve the five components in a collaborative process between the evaluator and NCT, confirm that the rubric and components meet the Framework and Component Selection Criteria, and discuss and set clear expectations for what types and sources of evidence will be considered high quality and in alignment with the Evidence Selection Criteria	
	Teacher	Evaluator
	• In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDOE intranet site (see Additional Resources), complete the Beginning Conference questions, *(Completing the Beginning Conference questions is optional unless the administrator requires this as a practice at the school or office)* and identify the proposed framework, components, and sources of evidence	• In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the Beginning Conference questions *(Completing the Beginning Conference questions is optional unless the administrator requires this as a practice at the school or office)* • Document approved framework and components for evidence collection on PDE[3] • Document date of Beginning Conference in PDE[3]
Evidence Collection	The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year	
	Teacher	Evaluator
	• Implement strategies to gather multiple types of evidence for each component • Use the Evidence Submission form to document hard copy evidence	• If needed, collect supplemental evidence and share with the teacher
Mid-Year Conference (Optional)	The purpose of the optional Mid-Year Conference is to review the progress made, verify if revisions are necessary, and repeat Beginning Conference process for any revisions to the components or types of evidence collected	
	Teacher	Evaluator
	• Conference with evaluator as needed • Share evidence/justification for revisions	• Review progress and provide feedback • Document conference, ensure changes are reflected and approved in PDE[3]
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the WP and discuss areas of strength, identified areas for growth, and next steps	
	Teacher	Evaluator
	• Organize and submit evidence for evaluator's review prior to the Ending Conference • If physical evidences are used, attach the Teacher Evidence Submission forms; if PDE[3] is used, submit descriptions online • Explain evidence alignment to rubric	• Schedule conference date and time with NCT and document in PDE[3] • Review the evidence collected prior to the Ending Conference • Document Evidence and Ending Conference Collaborative Analysis steps in PDE[3] as appropriate • Determine ratings for each component
Final Summary	The purpose of the Final Summary is to document reflections of the WP process within the Ending Conference Summary in PDE[3]	
	Teacher	Evaluator
	• Respond to the Ending Conference Summary prompts within PDE[3]	• Review and respond to the NCT's reflection, as necessary, in PDE[3] • Lock rating in PDE[3]

Rating Calculation for Working Portfolio

The levels of performance described by the various rubrics are: Unsatisfactory, Basic, Proficient, and Distinguished.

During the Ending Conference, the evaluator assigns a performance level rating using agreed upon rubrics for each of the applicable components incorporated into the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from zero to four that is produced by averaging the scores from all five-component ratings.

| Unsatisfactory 0 | Basic 2 | Proficient 3 | Distinguished 4 |

Additional Resources for Working Portfolios

Login to the HIDOE Intranet EES website's WP link:

https://intranet.hawaiipublicschools.org/sixstrategies/EESWP for the following resources:

➢ Frequently Asked Questions (FAQs)
➢ Hawaii Adapted Framework for Teaching Rubrics
➢ HTSB Professional Standards for School Librarians and School Counselors
➢ Help Document on Formatting an Individualized Rubric
➢ Teacher Evidence Submission Form
➢ Overview PowerPoint
➢ WP Beginning Conference Questions

Student Growth and Learning Measures

Student Learning Objective (SLO) and School or System Improvement Objective (SSIO)

Student Growth & Learning

One SLO or SSIO (50%)   50%

SLOs are carefully planned long-range goals that are based on standards and developed by teachers. Specific and measurable targets are set from initial student readiness evidence.

SLOs reflect the most important desired learning outcomes specific to the course or subject and grade for the semester, mid-semester, quarter (for applicable secondary teachers), or year. CTs are required to develop one complete SLO for approval and implementation during the year of their Standard or Enhanced Evaluation.

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

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

Special Considerations

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

Mid-year Assignment Changes
If a teacher changes roles mid-year, the teacher and administration can work together on a new SLO/SSIO within appropriate approval deadlines.

Preschool Teachers
Teachers of preschool students should use SLOs instead of SSIOs.

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

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

The Four Components for SLOs and SSIOs

Learning Goal

SLO	A description of what a student should know and be able to do at the end of the instructional term based on the appropriate instructional standards and curriculum
SSIO	A description of what the teacher will achieve or contribute to school-wide systems and performance by the end of the instructional term based on appropriate professional standards

Assessment(s)

SLO	Standards-based, high quality measure(s) using clear criteria or rubrics to evaluate student achievement
SSIO	High quality measure(s) using clear criteria or rubrics to evaluate the degree to which the Expected Target(s) was achieved

Expected Target(s)

SLO	A target based on the student's readiness level describing anticipated outcomes for each individual student
SSIO	A target that includes the starting point and anticipated end results using the Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goal format

Instructional Strategies

SLO	A description of appropriate and evidence-based strategies that will be used to address all students' needs and are specific to the learning goal
SSIO	A description of the appropriate strategies that will lead to the Expected Target(s)

SLO/SSIO Requirement

Schools may use existing documents that support teaching and learning for the SLOs and SSIOs if the documentation addresses all four components of the SLO/SSIO. The SLO templates provided are optional. It is acceptable for schools to create their own version of the SLO template as long as it applies to the context of their system and the four components of the SLO/SSIO. Teachers and evaluators must agree on the format, rating rubric, and supporting documentation prior to the Beginning-of-Term Conference. If an agreement cannot be reached, the evaluator will determine the format and where the SLO/SSIO will be documented. Only approved SLOs/SSIOs shall be implemented, measured, and used in the evaluation. The following information highlights both processes:

*Best Practice: SLO Process (optional actions are identified by an *)*

Step 1: Create the SLO
Time frame: Prior to the Beginning-of-Term Conference

Teacher	Evaluator
Determine the priority curricular area for the SLO	Clarify SLO processes and expectations prior to approval deadline
Administer baseline data assessment to determine readiness levels	Assist teachers in planning for data collection, analysis, and identification of priority areas
Align assessment(s) and determine Expected Target(s) and instructional strategies based on student's needs	Set schedule for Beginning-of-Term Conference
Describe how the assessment results will be finalized and/or combined	Review SLO submissions
Submit SLO and gather supporting documents for Beginning-of-Term Conference	

Step 2: SLO Approval Process
Time frame: Beginning-of-Term Conference

Teacher	Evaluator
Share SLO and supporting documents with evaluator	Facilitate discussion using the *SLO Criteria Sheet*
Explain rationale for Expected Target(s) based on student's readiness data	Provide relevant feedback
	Establish next steps and due dates for required changes
	If SLO is approved, document the approval in PDE[3]; keep a copy of the approved SLO
	If the SLO does not meet criteria, collaborate with the teacher until an acceptable SLO is provided or the deadline for SLO approval passes

Step 3: Implementation and Progress Monitoring
Time frame: Throughout the Quarter/Semester/School Year (term interval)**

Teacher	Evaluator
Implement appropriate strategies of the approved SLO	Monitor and support teachers during the implementation phase
Monitor student learning and progress towards the learning goal	*Schedule Mid-Term Conference
Collect and organize assessment data	
*Determine if a mid-term adjustment is warranted based on: ➢ New/exited students; ➢ Extenuating circumstances that have impacted administration of assessments; or ➢ The assessment data indicates Expected Target(s) are not aligned	
*Request mid-term conference, if needed	

**If applicable at the secondary school level

*Optional Step: Mid-Term Conference

Teacher	Evaluator
*Collaborate with the evaluator to make appropriate adjustments to SLO assessment(s) and Expected Target(s)	*Collaborate with teacher to review and make appropriate adjustments to SLO assessment(s) and Expected Target(s)
*Plan to discuss the *Mid-Term Reflection* questions; make necessary adjustment and submit revised SLO for approval	If SLO revisions are approved, document the approval in PDE3; keep a copy of the revised SLO If the SLO revision does not meet criteria, collaborate with the teacher until an acceptable SLO is provided or the deadline for SLO revision passes

Step 4: Compilation of Outcomes
Time frame: Prior to End-of-Term Conference

Teacher	Evaluator
Collect, compile, and analyze assessment data and Expected Target(s) information	Schedule End-of-Term Conference
*Prepare to discuss *SLO Results and Reflection Tool*	Review SLO evidence, reflection, and supporting documents
Submit final evidence, including: ➤ Reflection ➤ Supporting documentation	

Step 5: End-of-Term Conference

Teacher	Evaluator
*Discuss the data using the *SLO Criteria Sheet, SLO Results and Reflection Tool,* and *Rating Rubric*	*Facilitate the discussion about the data, supporting documents, and end results based on the *SLO Results and Reflection Tool* and *Rating Rubric*
Reflect on outcomes and practice	Document the End-of-Term Conference and rating in PDE[3]

*Best Practice: SSIO Process (optional actions are identified by an *)*
Step 1: Create the SSIO
Time frame: Prior to the Beginning-of-Term Conference

NCT	Evaluator
Determine the priority area for the school, complex, or office	Clarify SSIO processes and expectations prior to approval deadline
Collect data or provide rationale on the importance of this learning goal	Assist NCTs in planning for data collection, analysis, and identification of priority areas
Align data to learning goal and determine Expected Target(s) and strategies based on student's needs or the organization's needs, as applicable	Schedule the Beginning-of-Term Conference
Submit SSIO and gather supporting documents for Beginning-of-Term Conference	Review SSIO submission

Step 2: SSIO Approval Process
Time frame: Beginning-of-Term Conference

Teacher	Evaluator
Share SSIO components with evaluator	Facilitate discussion using the *SSIO Criteria Sheet*
Explain rationale for Expected Target(s)	Provide relevant feedback
	Establish next steps and due dates for required changes
	If SSIO is approved, document the approval in PDE[3]; keep a copy of the approved SSIO
	If the SSIO does not meet criteria, collaborate with the NCT until an acceptable SSIO is provided or the deadline for SSIO approval passes

Step 3: Implementation and Progress Monitoring
Time frame: Throughout the Quarter**/Semester/School Year (term interval)

Teacher	Evaluator
Implement appropriate strategies of the approved SSIO	Monitor and support NCT during the implementation phase
Monitor progress towards the goal	*Schedule Mid-Term Conference
Collect and organize assessment data	
*Determine if a mid-term adjustment is warranted based on extenuating circumstances; request Mid-Term Conference, if needed	

**If applicable at the secondary school level

Optional Step: Mid-Term Conference

Teacher	Evaluator
*Collaborate with the evaluator to make appropriate adjustments to SSIO assessment(s) and Expected Target	*Collaborate with teacher to review and make appropriate adjustments to SSIO assessment(s) and Expected Target
*Plan to discuss the *NCT Mid-Term Reflection* questions; make necessary adjustment and submit revised SSIO for approval	If SSIO revisions are approved, document the approval in PDE[3]; keep a copy of the revised SSIO If the SSIO revision does not meet criteria, collaborate with the teacher until an acceptable SSIO is provided or the deadline for SSIO revision passes

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Step 4: Compilation of Outcomes
Time frame: Prior to End-of-Term Conference

Teacher	Evaluator
Collect, compile, and analyze assessment data and Expected Target information	Schedule End-of-Term Conference
*Prepare to discuss *NCT Results and Reflection Tool*	Review SSIO evidence, reflection, and supporting documents
Submit final evidence, including: ➢ Reflection ➢ Supporting documentation	

Step 5: End-of-Term Conference

Teacher	Evaluator
*Discuss the data using the *SSIO Criteria Sheet, SSIO Results and Reflection Tool,* and *Rating Rubric*	*Facilitate the discussion about the data, supporting documents, and end results based on the *SSIO Results and Reflection Tool* and *Rating Rubric*
Reflect on outcomes and practice	Document the End-of-Term Conference and rating in PDE[3]

Rating Calculation for SLOs and SSIOs

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

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

SLO/SSIO ratings are quantified through the use of the following rubrics:

SLO Rating Rubrics

Rating Rubric for teachers using individual student targets			
4	**3**	**2**	**1**
90-100% of students met or exceeded Expected Target	75-89% of students met or exceeded Expected Target	60-74% of students met or exceeded Expected Target	Fewer than 60% of students met or exceeded Expected Target

Rating Rubric for teachers using a percentage goal for the class			
4	**3**	**2**	**1**
Exceeded the Expected Target	Met the Expected Target	Partially met the Expected Target	No progress

Rating for teachers using IEP or for individual student targets of a class size less than five			
4	**3**	**2**	**1**
All students met the Expected Target and some exceeded the target based on individual growth outcomes	All students met the Expected Target based on individual growth outcomes	One or more students met or exceeded the Expected Target based on individual growth outcomes	No students met the Expected Target based on individual growth outcomes

SSIO Rating Rubrics

4	**3**	**2**	**1**
Met 90-100% of Expected Target	Met 75-89% of Expected Target	Met 60-74% of Expected Target	Met less than 60% of Expected Target

The following Rating Rubric should be used for evaluating results assessed by a NCT developed rubric as opposed to a percentage based target			
4	**3**	**2**	**1**
Exceeded the target set in the rubric	Met the target set in the rubric	Did not meet the target as set in the rubric	Did not meet the target as set in the rubric due to inadequate implementation

Student Learning Objective (SLO) Criteria Sheet

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

Learning Goal *What will students know and be able to do, based on the appropriate standards, at the end of the instructional interval?*	**Assessment(s)** *What evidence will be used to measure attainment of the Learning Goal?*
☐ The Learning Goal is aligned to standards/benchmarks and thoroughly describes what students will know, understand, and be able to do by the end of the instructional interval ☐ The Learning Goal reflects a complexity level of Depth of Knowledge (DoK) 3 or higher for grades 3 to 12, or DoK 2 or higher for grades pre-K to 2	☐ Assessment(s) align to the Learning Goal ☐ Scoring guides or rubrics provide clear criteria for differentiating student performance levels ☐ There is a clear explanation of how the assessment results will be finalized and/or combined
Expected Target(s) *What are the expected outcomes by the end of the instructional interval?*	**Instructional Strategies** *What strategies will be used to reach my goal?*
☐ There are multiple sources of initial evidence used to determine where students currently are in relationship to the Learning Goal ☐ The Expected Target(s) are specific, measurable, rigorous, and attainable	☐ The instructional strategies are appropriate, evidence-based, and specifically address the Learning Goal ☐ Instructional strategies address all learners

School or System Improvement Objective (SSIO) Criteria Sheet

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

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

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Additional Resources for SLOs and SSIOs

Login to the HIDOE intranet EES website's SLO/SSIO link:

https://intranet.hawaiipublicschools.org/sixstrategies/EESSLO/Pages/Developing-SLOs.aspx

for additional resources, such as:

➢ SLO and SSIO Overview including FAQs
➢ SLO and SSIO Criteria
➢ CT and NCT Training Resources
➢ CT and NCT Documents
➢ SLO Supporting Resources
➢ Acceptable Quality Sample Bank

Final Effectiveness Rating

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

The Student Growth and Learning rating and Teacher Practice rating are determined by calculating a weighted average, based on weightings for each EES measure.

Student Growth & Learning	Teacher Practice

Core Professionalism (20%)

SLO or SSIO (50%)   50%   20%

30%   Observation(s) or Working Portfolio (30%)
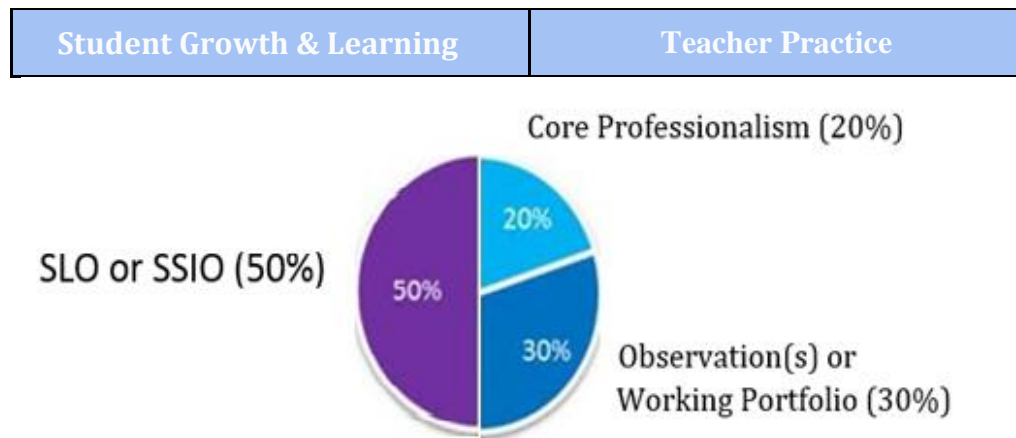
An exception to the weighted measures shall occur if a teacher earns an Unsatisfactory rating in either the Observation or CP components of teacher practice.

An overall observation rating will be determined by calculating the average of all observation scores. If the overall observation rating is Unsatisfactory, the teacher practice rating shall be Unsatisfactory. If the overall observation rating is Marginal or above, the weighted measure of teacher practice shall apply.

If a teacher earns an Unsatisfactory CP rating, the overall teacher practice rating shall be Unsatisfactory.

Once teachers have a rating for student growth and learning and teacher practice, the teacher's final effectiveness rating can then be determined using the matrix shown below.

Student Growth and Learning

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

Teacher Practice

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

Impact of Final Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, non-renewal, etc.) are based on the Final Rating.

Impact of SY2016-2017 EES Final Rating on Employment Actions		
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S)
● **All**	Effective/ Highly Effective	Continuation of employment
● **Tenured** ● **Probationary first Annual Rating** ● **Temporary Teaching Assignment Agreement**	Marginal	Continuation of employment
● **Probationary second Annual Rating** ● **Temporary Teaching Assignment Agreement**	Marginal SY2016-2017 with prior Effective+ rating in SY2015-2016	Extension of probation
● **Probationary second Annual Rating**	Marginal SY2016-2017 with prior Marginal rating in SY2015-2016	Non-renewal of employment
● **Tenured** ● **Non-Tenured (Probationary or TTAA)**	Unsatisfactory	Termination of employment Non-renewal of employment

Expedited Appeal Process for Tenured Teachers

An Expedited Appeal procedure for tenured teachers rated as 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 final effectiveness rating of Marginal. This appeals process is in place for evaluation ratings from SY2014-2015 through SY2016-2017. Expedited Appeal instructions and forms are posted in Appendix H: Teacher Evaluation Expedited Appeal Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HIDOE Intranet and accessing the OHR Forms Library at:

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Forms/List View.aspx

- Teacher Evaluation Expedited Appeal Form-Instructions:
  https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20 Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf

- Teacher Evaluation Expedited Appeal Form:
  https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation %20Expedited%20Appeals%20Form.pdf

Appendix

A. Key Terms

Classroom Teacher (CT)
A BU5 employee within the Department who plans, delivers and assesses instruction for students.

Educator Effectiveness System (EES)
The evaluation system for BU5 members employed as teachers within the Department.

HIDOE Intranet (https://intranet.hawaiipublicschools.org/sixstrategies/ees)

The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to videos, presentations, reference documents, FAQs, and other communications materials.

Individual Professional Development Plan (IPDP)
A professional development plan developed by all teachers rated as Effective or better. The plan will be developed based on a review of data including, but not limited to, results in student surveys, HGM, and practices aligned with the Framework for Teaching. In addition to supporting quality reflective professional practice and improvement, the IPDP and the conferences with the administrator about the plan can be used to validate the "carried over" rating or trigger intervention(s).

Median Growth Percentile (MGP)
An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCT)
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.

Principal Directed Professional Development Plan (PDPDP)
A professional development plan for teachers rated Less than Effective. The PDPDP will be directed by the principal or evaluator.

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

*Roster Verification (RV) (*https://rostersonline.k12.hi.us*)*
A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) <or Infinite Campus District Edition (ICDE), eSIS' upcoming replacement> to help schools build rosters for teachers to verify. While the same online tool is used for Tripod Student Survey and HGM,

the two RV administrations are unique due to the type of information used by each metric. RV 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 a school year.

All CTs 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 Student Survey RV window. Only teachers who are responsible for both providing and assessing direct instruction for math and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

School or System Improvement Objective (SSIO)
SSIOs provide the opportunity for non-classroom teachers to set targets for school or system improvement; plan for prioritized needs or focus area of the school, complex, or state; focus on areas of need within the scope of the individual role and responsibilities; backward plan for a successful outcome of reaching the goal; align to professional standards when applicable; and reflect on outcomes based on data.

Schoolwide ELA MGP

The median of all SGPs achieved in ELA across a school.

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

Strive HI Performance System
Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013.

Student Growth Percentile (SGP)
A rank from 1 to 99 relative to students with similar achievement histories.

Student Learning Objective (SLO)
SLOs provide the opportunity for teachers to set an academic goal for specific students; plan for the most important learning of the year (or semester); determine specific and measurable learning targets based on initial evidence of student readiness levels; align goals to Common Core, state, or national standards, as well as any other school or complex priorities; use data to monitor student learning, differentiate instruction based on student needs; and compile, organize, rate, and reflect on outcomes.

Teacher ELA MGP
The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 ELA classes.

Teacher Math MGP
The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 math classes.

Teacher Median Growth Percentile (MGP)
The MGP summarizing the complete set of student growth scores, both ELA and math, linked to an individual teacher.

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

B. Recommended Resources

Complex Area Support Team
Each complex area will have at least one lead educator who will serve as the EES facilitator and trainer. A list of these contacts is available on the HIDOE Intranet EES website.
https://intranet.hawaiipublicschools.org/sixstrategies/ees/Lists/Key%20Contacts

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 and the winter break period

Hawaii Adapted Framework for Teaching
Enhancing Professional Practice: A Framework for Teaching
This is 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. There are also 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 EES.

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 senior Danielson Group member's book 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 will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.

c. Stakeholder Input Groups & Survey

Since EES' inception, many educators and community leaders have given input to help design the EES and to make the EES stronger each year of implementation. Some of the important stakeholder groups who have influenced this work are:

Teacher Leader Workgroup: Since 2010, the Teacher Leader Workgroup (TLW) has met regularly to inform the EES design and implementation. In SY2015-2016, each complex area and the HSTA were invited to send one CT and one NCT to this workgroup. In addition, the Office of Curriculum, Instruction and Student Support and the Office of Human Resources were invited to send one NCT each to this forum. The TLW met in subgroups of CT and NCT teachers during the second semester and provided recommendations to the Deputy Superintendent and the Joint Committee.

HSTA-HIDOE Joint Committee: The HSTA-HIDOE Joint Committee of four HSTA and four Department members provide formal recommendations to the Superintendent.

Technical Advisory Group: 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 through SY2015-2016.

HSTA-HIDOE Joint Survey: In addition, the Department received feedback via the HSTA-HIDOE 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.

Hawaii's Educators: Informally, the Department received significant feedback through the complex areas. The Department bolstered Complex Area Superintendents' (CAS) capacity to support schools and obtain feedback with the investment of a dedicated EES EO or another EO per complex area who provided targeted support for EES-related matters on behalf of the CAS.

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.

D. 2016-2017 Tripod Student Survey Calendar

Track	OITS Data Snapshot	SBT School Set Up	OITS Soft Delete	Teachers Teacher RV	Administrators Review & Approve	State Data Quality Check	State Send Data to Vendor	Schools Survey Window	OHR/TNL/ SVS Report/ Scores
Yellow	8/5/2016	8/10-16/2016	8/16/2016	8/29-9/2/2016	9/6/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Blue	8/5/2016	8/10-16/2016	8/16/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	12/2-14/2016	2/24/2017
Regular	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Red	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017
Green	8/30/2016	9/1-8/2016	9/8/2016	9/9-15/2016	9/16/2016	9/19-23/2016	9/23/2016	11/14-29/2016	2/24/2017

E. 2016-2017 SGP Calendar

	OITS Data Snapshot	SBT School Setup	OITS Soft Delete	Teachers Teacher Roster Verification	School Administrators Review and Approve	State Office Data Quality Check	State Office Send Data to Vendor	Schools Survey Window	Schools Results
Single, Yellow, and Blue Tracks	3/7	3/15 - 3/31	n/a	4/4 - 4/24	4/26 - 5/8	5/9 - 5/15	6/9	n/a	2017 Fall Semester
Red Track	3/7	3/15 - 3/31	n/a	4/4 - 4/24	5/22 - 6/2	6/5 - 6/9	6/9	n/a	2017 Fall Semester
Green Track	3/7	3/15 - 3/23	n/a	5/1 - 5/18	5/22 - 6/2	6/5 - 6/9	6/9	n/a	2017 Fall Semester

F. **Multi-Track Schools Implementation Timelines**

Deadline	Component	Track	July
7/7 (or prior to the first day of instruction)	**Training**	**All**	EES Orientation SY2016-17 Training for all teachers during Administrative Day

Deadline	Component	Track	August
8/11	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve first semester SLO/SSIO in PDE³ *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
8/12 (or prior to starting EES evaluation)	**Training**	**Blue, Yellow**	Overview Trainings for teachers new to the EES
8/18	**PDPDP**	**Yellow**	Evaluator-led PDPDPs developed and approved for teachers with Less than Effective rating in the prior school year
8/29 - 9/2	**Tripod Student Survey RV**	**Yellow**	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-17 Tripod Student Survey Calendar)

Deadline	Component	Track	September
9/1	**SLO/SSIO**	**Green, Red**	Evaluators approve first semester SLO/SSIO in PDE³ *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
9/2	**Training**	**Green, Red**	Overview trainings for teachers new to the EES
9/8	**CP, WP, IPDP** **SLO/SSIO**	**Yellow** **Yellow**	Beginning Conference is completed; address CP, WP, and IPDP Evaluators approve year-long SLO/SSIO
9/9	**PDPDP**	**Green, Red**	Evaluator-led PDPDPs developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year
9/9 - 9/15	**Tripod Student Survey RV**	**Blue, Green, Red**	Teachers in grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2016-2017 Tripod Student Survey Calendar)
9/12	**PDPDP**	**Blue**	Evaluator-led PDPDPs developed and approved for teachers who received a Less than Effective final effectiveness rating in the prior school year
9/28	**CP, WP, IPDP**	**Blue, Green, Red**	Beginning Conference is completed; address CP, WP, and IPDP
9/28	**SLO/SSIO**	**Blue, Green, Red**	Evaluators approve year-long SLO/SSIO

Deadline	Component	Track	October
10/20	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve first semester Mid-Term SLO/SSIO

Deadline	Component	Track	November
11/10	**SLO/SSIO**	**Green, Red**	Evaluators approve first semester Mid-Term SLO/SSIO
11/14 - 11/29	**Tripod Student Survey**	**Green, Red, Yellow**	Tripod Student Survey Window
11/30	**SLO/SSIO**	**Yellow**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	Track	December
12/2 - 12/14	**Tripod Student Survey**	**Blue**	Tripod Student Survey Window
12/20	**SLO/SSIO**	**Green, Blue, Red**	Teachers close implementation of first semester SLO/SSIO

Deadline	Component	Track	January
1/23	**Observation, SLO/SSIO**	**Blue, Red, Yellow**	Evaluators finalize first semester observation ratings and first semester SLO/SSIO End-of-Term rating in PDE[3], and approve Mid-Term year-long SLO/SSIO. *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*
1/31	**Observations**	**Green**	Evaluators finalize first semester observation ratings in PDE[3] *(Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: Approval, mid-term, data collection, and end-of-term rating)*

Deadline	Component	Track	February
2/10	**EES Track**	**Blue, Yellow**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/10	**SLO/SSIO**	**Green**	Evaluators finalize first semester SLO/SSIO End-of-Term rating in PDE[3] and approve Mid-Term year-long SLO/SSIO
2/14	**SLO/SSIO**	**Blue, Yellow**	Evaluators approve second semester SLO/SSIO
2/24	**Tripod Student Survey**	**All**	Teachers receive results for Tripod Student Survey, review the results, reflect on the results, and select actions for improvement
2/28	**EES Track**	**Red (Holomua only)**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation

Deadline	Component	Track	March
3/1	**EES Track**	**Red (Kapolei Middle & Mililani Middle only)**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
3/3	**EES Track**	**Green**	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
3/6	**SLO/SSIO**	**Green, Red**	Evaluators approve second semester SLO/SSIO

Deadline	Component	Track	April
4/4 - 4/24	**SGP RV**	**Blue, Red, Yellow**	Teachers in grades 4-8 ELA and math complete RV for the HGM; see more details in Appendix E: 2016-2017 SGP Calendar
4/13	**SLO/SSIO**	**Red**	Teachers close implementation of second semester SLO/SSIO
4/18	**SLO/SSIO**	**Blue, Yellow**	Teachers close implementation of second semester SLO/SSIO

Deadline	Component	Track	May
5/1 - 5/8	**SGP RV**	**Green**	Teachers in Grades 4-8 ELA and math complete RV for HGM; see more details in Appendix E: 2016-2017 SGP Calendar
5/5	**Observations, WP, SLO/SSIO**	**Yellow**	Second semester observations completed; teachers close implementation for WP, CP, second semester/year-long SLO/SSIO
	SLO/SSIO	**Green**	Evaluators Mid-Term approval of second semester SLO (Optional, if teacher requested)
	IPDP, PDPDP, MGP, Tripod Student Survey	**Yellow**	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP (as applicable)

Deadline	Component	Track	(Month)
5/16	**SLO/SSIO**	**Blue**	Teachers close implementation of second semester and year-long SLO/SSIO
5/16	**Observations, WP, CP, SLO/SSIO**	**Blue**	Second semester observations completed; teachers close implementation for WP, CP, and second semester or year-long SLO/SSIO
5/16	**IPDP, PDPDP, MGP, Tripod Student Survey**	**Blue**	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP, and Tripod Student Survey (as applicable)
5/19	**Finalize ratings for all components**	**Yellow**	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO second semester/year-long ratings, Observation ratings, WP ratings, CP ratings, and final EES ratings; all teachers and administrators should esign and date the Summary tab in PDE[3] to acknowledge the Final Effectiveness Rating for SY2016-2017 **The principal must notify teachers who will receive a final effectiveness rating of Marginal or Unsatisfactory by 5/19 (for yellow track only)**
Deadline	Component	Track	June
6/2	**Observations, WP, CP, SLO/SSIO**	**Green, Red**	Second Semester observations completed; teachers close implementation for WP, CP, and second semester or year-long SLO/SSIO
6/2	**IPDP, PDPDP, MGP, Tripod Student Survey**	**Green, Red**	Teachers submit end-of-year reflection for IPDP, PDPDP, MGP, and Tripod Student Survey (as applicable)
6/2 - 6/16	**Observations, WP, SLO/SSIO, CP, IPDP, PDPDP**	**Green, Red**	Complete all ending conferences within this two week period; especially for teachers rated Less than Effective
6/7 - 6/16	**Observations, WP, SLO/SSIO, CP, IPDP, PDPDP**	**Blue**	Complete all ending conferences within these dates; especially for teachers rated Less than Effective
6/16	**Finalize Ratings for All Components**	**Blue, Green, Red**	Evaluators finalize and lock all relevant components in PDE[3], including SLO/SSIO End-of-Term ratings, Observation ratings, WP ratings, CP ratings, and final EES ratings; all teachers and administrators should esign and date the Summary tab in PDE[3] to acknowledge the final effectiveness rating for SY2016-2017 **The principal must notify teachers who will receive a final effectiveness rating of Less than Effective by 6/16 (Blue, Green, and Red tracks only)**

G. Comprehensive Evaluation Tracks for 2016-2017

Enhanced Track	Classroom Teachers
CP	Document Domain 4 evidence, verify roster for administration of the Tripod Student Survey and HGM Teacher MGP scored grades and content, and include reflection on results of the latter two; the Teacher MGP and School-wide MGP scores will be from SY2015-2016
Classroom Observations	Complete two or more formal, full cycle observations (ideally, one in each semester)
SLO	Complete one SLO
PDPDP or IPDP	CTs with Less than Effective rating in SY2015-2016 will complete a PDPDP Non-Tenured teachers with Effective/Highly Effective and newly hired Non-Tenured teachers will complete an IPDP
Final Rating	CT will receive a new rating

Enhanced Track	Non-Classroom Teachers
CP	Document Domain 4 evidence; school level NCTs will receive the School-wide ELA MGP score from SY2015-2016 to reflect upon
WP or Classroom Observations	Complete a WP using components from the Framework for Teacher or other approved HTSB standards or elect to do observations instead If selecting observations in lieu of a WP, two or more formal, full cycle observations (ideally, one in each semester) are required
SLO or SSIO	Complete one SLO or SSIO
IPDP or PDPDP	Non-Tenured teachers with Effective/Highly Effective and newly hired Non-Tenured teachers will complete an IPDP NCTs with Less than Effective rating in SY2015-2016 will complete a PDPDP
Final Rating	NCT will receive a new rating

Standard Track	Classroom Teachers
CP	Document Domain 4 evidence; school level CTs will verify roster for SY2016-2017 administration of the Tripod Student Survey and HGM Teacher MGP scored grades and content, and include reflection on results; for the HGM, the reflection will be based on MGP results from SY2015-2016
Classroom Observation(s)	Complete at least one formal, full cycle observations
SLO	Complete one SLO
IPDP	Complete an IPDP
Final Rating	CT will receive a new rating

Standard Track	Non-Classroom Teachers
CP	Document Domain 4 evidence; school level NCTs will receive the School-wide ELA MGP score from SY2015-2016 to reflect upon
WP or Classroom Observations	Complete a WP using components from the Framework for Teacher or other approved HTSB standards or elect to do observations instead If selecting observations in lieu of a WP, at least one more formal, full cycle observation is required
SLO or SSIO	Complete one SLO or SSIO
IPDP	Complete an IPDP
Final Rating	NCT will receive a new rating

Streamlined Track*	Classroom Teachers
CP	School level CTs will verify roster for SY2016-2017 administration of the Tripod Student Survey HGM Teacher MGP scored grades and content, and include reflection on the results; for the HGM, the reflection will be based on MGP results from SY2015-2016
Classroom Observation(s)	Not required, but CT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
SLO	Not required, but CT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
IPDP	Complete an IPDP
Final Rating	Final Rating will be carried over from SY2015-2016

Streamlined Track*	Non-Classroom Teachers
CP	Reflect on school-wide data Tripod Student Survey results and SY2015-2016 school-wide ELA MGP score
WP Or Classroom Observations	Not required, but NCT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
SLO or SSIO	Not required, but NCT is expected to continue setting up learning objectives, engage in the data team process, implement best practices and participate in walkthroughs, which are all part of the school improvement process
IPDP	Complete an IPDP
Final Rating	Final Rating will be carried over from SY2015-2016

*If a teacher on Streamlined track demonstrates documented deficiencies in SY2016-2017, the administrator may place them on a Standard Evaluation track no later than 2/10/2017 for single, blue, and yellow tracks, 2/28/2017 for red track at Holomua Elementary only; 3/1/2017 for red track at Kapolei Middle and Mililani Middle only, or 3/3/2017 for green track only.

H. EES Summary of Conference Form

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/EES%20Summary%20of%20Conference%20Form.pdf

<table>
<tr><td></td><td>EDUCATOR EFFECTIVENESS SYSTEM (EES)
SUMMARY OF CONFERENCE</td><td>DOE OHR 500-006
Last Revised: 04/02/2015
Former DOE Form(s): N/A
DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804</td></tr>
</table>

DATE: _____
MM/DD/YYYY

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

Teacher School/Office: _____

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

Evaluator Position: _____

Evaluator School/Office: _____

Evaluator Signature: _____

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

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

CONFERENCE PARTICIPANTS: _____

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

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

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

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component rating of the component(s) identified in Part I and/or disciplinary action.

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

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

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

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee   *(Page 2 of 2)*

I. Teacher Evaluation Expedited Appeals Form- Instructions

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf

Teacher Evaluation Expedited Appeal Process -
Instructions

Pursuant to the Hawaii State Teachers Association (HSTA) collective bargaining agreement, Appendix VII- Expedited Appeals Process, beginning in school year 2014-15, the purpose is to:

1. review the case to determine if the evaluation procedures were properly applied and administered, and

2. review the case to determine if there is sufficient documentation to support the evaluation rating. The panel may consider additional evidence, as it deems appropriate.

Hawaii Department of Education (DOE) tenured teachers who are rated marginal have two bases for the appeal of their overall annual evaluation rating under the Educator Evaluation System (EES). The first basis is if a teacher believes that the correct and appropriate evaluation procedures were not properly applied and administered. The second basis is if a teacher believes that there is insufficient documentation to support the annual rating. The section below will describe the process for teachers.

Steps in the Teacher Evaluation Expedited Appeals Process

If you are a tenured DOE teacher receiving an overall marginal rating and you believe the evaluation procedures were not properly applied and administered, or that there is insufficient documentation, then you must take the following steps:

Step 1 - Complete the Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 and indicate whether (a) procedures were not properly applied and administered, and/or (b) whether there was insufficient documentation to support evaluation rating.

Step 2 - Identify if "procedural violation" and/or "insufficient documentation."
For procedural violations: Document the procedural errors in detail:
- What procedure was violated? (i.e. EES Manual, page___).
- Violations committed by whom?
- When violation occurred?
- Explain any steps you took to remedy the issue or engage your administrator in resolving the issue.

For insufficient documentation: Describe in detail why the documentation is insufficient to support the marginal rating:
- What evidence/documentation is in dispute?
- Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and as briefly as possible.
- Any steps you took to remedy the issue or engage your administrator in resolving the issue.

Compile any other evidence to support your appeal (e.g., statements from colleagues, emails and/or memos to or from your administrator).

Step 3 - Submit completed Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 to your respective Complex Area Superintendent (CAS) with a copy to District Certificated Personnel Regional Officer (PRO). Contact info on pages #4-5.

Form must be submitted no later than fifteen (15) calendar days after receipt of Marginal annual evaluation rating, unless extended by mutual agreement between the Department and Association. If the 15th calendar day falls on a Saturday, Sunday, or State Holiday, the form may be submitted by the next working day.

Electronic copy may be submitted via Lotus Notes by submission due date, however, a signed hard-copy must follow via mail or inter-office courier.

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Step 4 - The PRO will coordinate with the Complex Area EES Educational Officer (EO) or the EO who has implementation, monitoring, and support responsibility for EES.

- The EES EO will review the appeal to determine its merits.
- This includes consulting with the evaluator/administrator to determine if there is anything correctable as the local school or office to alleviate the need for an appeal.
- If the problem is fixed, the evaluator/administrator will notify the teacher and the PRO of the fix.
- The EES EO will ensure PDE² is updated and the PRO will return an annotated copy of the Expedited Appeal form to the teacher with an annotation that the appeals hearing request is cancelled since the grounds for the appeal no longer exist.
- If the reason for the appeal still exists after the review, the PRO will forward the Expedited Appeals form to OHR EES Section.

Step 5 - Appeals Panel Review Hearing.

- Teacher shall be notified of hearing date, time, and place.
- 4-member panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions to the Panel (however, advanced preparation may be provided by an Association or Department representative, respectively).
- It takes three (3) panel members to reverse the rating (i.e., uphold the appeal).
- Panel shall deliberate and render a decision no later than fifteen (15) calendar days after the date of hearing. If the 15th day falls on a Saturday, Sunday, or State Holiday, the decision may be rendered on the next working day.

Step 6 - Arbitration (subject to the Association's approval).

- Should the panel not uphold the appeal, ONLY the Association (and not the individual teacher) may appeal the panel's decision to arbitration within ten (10) calendar days after receipt of the panel's decision.
- The Association or Department may not present different allegations, facts, evidence or arguments in arbitration than those presented to the panel.

These steps are outlined in the attached flow chart - Steps in Expedited Appeals Process.

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Steps in Expedited Appeals Process
(for Tenured Teachers rated as Marginal)

Step 1- Complete Form
Complete Appeals form, and indicate:
- Procedures not properly applied or administered; and/or
- Insufficient documentation to support evaluation rating.

STEP 2 – Procedural Violations (complete page #1-2)
Document the procedural errors in detail.
- What procedure was violated (i.e. EES Manual, page __, etc.)
- Violations by whom?
- When occurred?
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 2 – Insufficient Documentation (complete page #1, 3-4)
Describe in detail why the documentation is insufficient to support the marginal rating.
- What evidence/documentation is in dispute? Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and succinctly as possible.
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 3 – Submit to CAS with copy to PRO
(the form and evidence/documentation).
Form 500-007 must be submitted no later than fifteen (15) calendar days after receipt of annual evaluation rating, unless extended by mutual agreement between DOE and HSTA.

STEP 4 - PRO will coordinate with Complex Area EES EO to assess the situation.
- EES EO will review the appeal to determine its merits.
- This includes consulting with the evaluator/administrator to determine if there is anything correctable at the school or office level to alleviate the need for an appeal.
- If the problem is fixed, the evaluator/adminstrator will notify the teacher and the PRO of the fix.
- The EES EO will ensure PDE^3 is updated and the PRO will return an annotated copy of the Expedited Appeals form to the teacher with an annotation that the appeals hearing request is cancelled since grounds for the appeal no longer exists.
- If the reason for the appeal still exists after the review, the PRO will forward the Expedited Appeals form to the OHR EES Section.
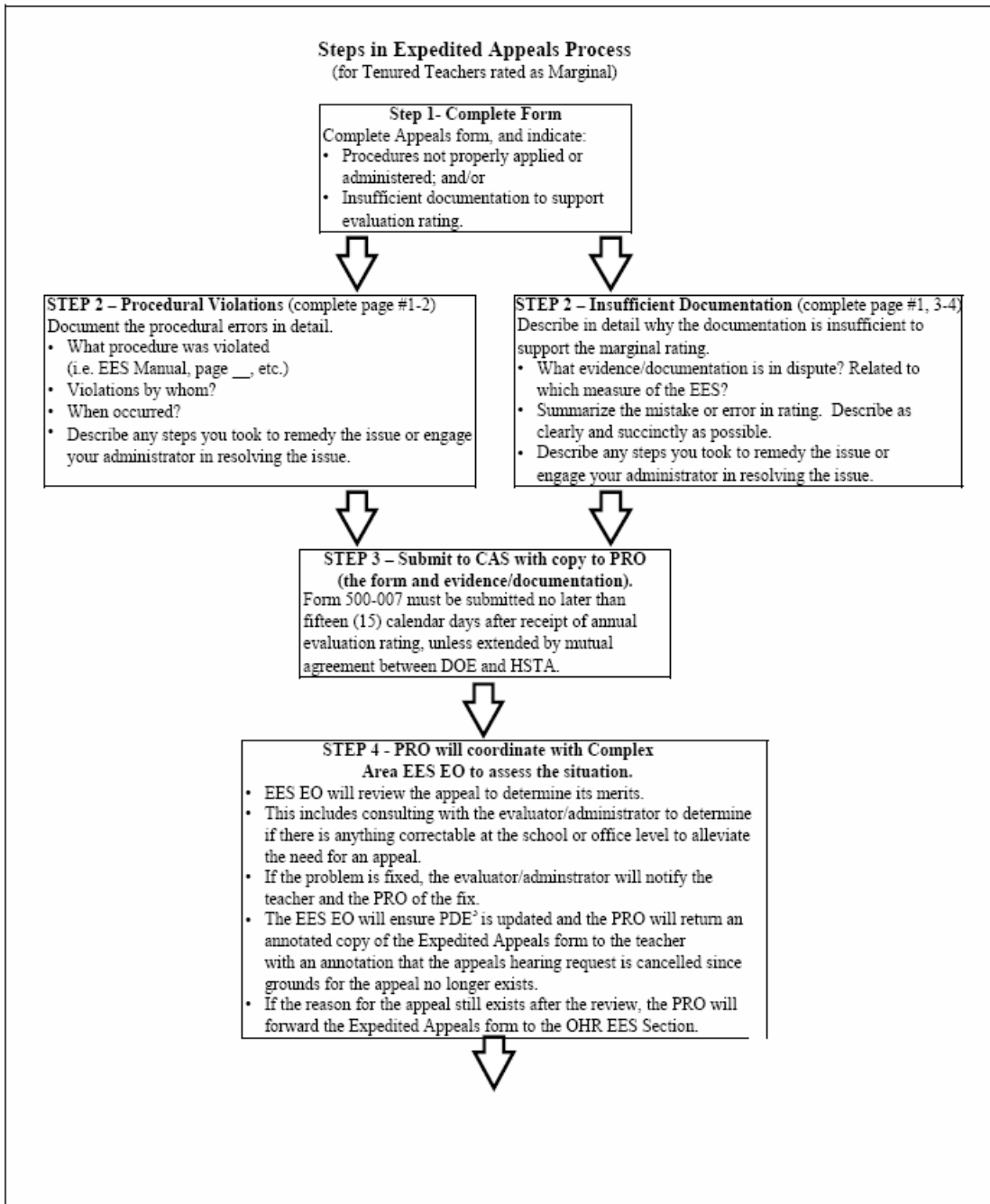
(Page 3 of 5)

STEP 5 – Appeals Panel Review Hearing
- Teacher shall be notified of hearing date, time, and place.
- 4-member Panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions (with assistance from HSTA or DOE, respectively.)
- It takes 3 panel members to uphold the appeal.
- Panel shall deliberate and render decision within fifteen (15) calendar days after hearing.

STEP 6 – Arbitration (if HSTA approves)
- Should the panel not uphold the appeal, ONLY the HSTA (not the individual teacher) may take the panel's decision to arbitration, with 10 calendar day notice given to DOE after the panel's decision.
- The parties may not present different allegations, facts, evidence or arguments in arbitration than those presented to appeal panel.

Send Form DOE OHR 500-007 to:

Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816 Certificated PRO	CAS, Farrington-Kaiser-Kalani CAS, Kaimuki-McKinley-Roosevelt
Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819 Certificated PRO	CAS, Aiea-Moanalua-Radford CAS, Leilehua-Mililani-Waialua
Leeward District 601 Kamokila Blvd. Kapolei, HI 96707 Certificated PRO	CAS, Campbell-Kapolei CAS, Pearl City-Waipahu CAS, Nanakuli- Waianae
Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744 Certificated PRO	CAS, Castle-Kahuku CAS, Kailua-Kalaheo
Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720 Certificated PRO	CAS Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	CAS, Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	CAS, Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740

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Maui District 54 High St., 4th Floor Wailuku, HI 96793 Certificated PRO	CAS, Baldwin-Kekaulike-Maui CAS, Hana-Lahainaluna-Lanai-Molokai	**DOE OHR 500-007**Ins *Last Revised: 06/30/2016* Former DOE Form(s): N/A
Kauai District 3060 Eiwa St. Lihue, HI 96766 PRO	CAS, Kapaa-Kauai-Waimea	
State Offices Send to: OHR EES Section 650 Iwilei Rd., Suite 300 Honolulu, HI 96714	Office of the Superintendent Asst. Supt., OCISS Asst. Supt., OHR Asst. Supt., OITS Asst. Supt., OSIP	

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J. Teacher Evaluation Expedited Appeals Form

https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form_enabled.pdf

DOE OHR 500-007
Last Revised: 06/30/2016
Former DOE Forms: N/A

TEACHER EVALUATION EXPEDITED APPEALS FORM

DEPARTMENT OF EDUCATION
Office of Human Resources
Educator Effectiveness Section
P.O. Box 2360 Honolulu, HI 96804

EMPLOYEE INFORMATION

Name: _____ Employee ID: _____

Last   First   M.I.

(Employee ID# can be located on the front of the DOE ID Badge)

Address: _____

Phone: _____ Email: _____

School/Work Location: _____ Teacher Classification: ☐ Classroom ☐ Non-Classroom

I have received an annual overall rating of "Marginal" and I wish to appeal my rating. Pursuant to the collective bargaining agreement (CBA, Appendix VII), I have two grounds upon which I can file an appeal: 1) if the evaluation procedures were not properly applied and administered in accordance with the EES Manual, and/or 2) if there is not sufficient documentation to support the evaluation rating.

My reason for submission of appeal is (check all that apply):

☐ Evaluation procedures were not properly applied and administered (complete page #2-3):

☐ Insufficient documentation to support the evaluation rating (complete page #4):

Attached you will find documentation to support this appeal.   This documentation must include copies of your summative rating, along with:

Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (page #3-4)
Documentation Required	• What procedure as articulated in the EES Manual was violeted? Include the page number(s). • By whom? • When? • Describe any steps you took to remedy the issue or engage your administrator in resloving the issue.	• What evidence/documentation is in dispute? Related to which measure of the EES? • Summarize the mistake or error in rating. Describe clearly and as briefly as possible. • Describe any steps you took to remedy the issue or engage administrator in resolving the issue.

Teacher Signature: _____ Date: _____

MM/DD/YYYY

Office use only

Received by: _____ Date: _____

MM/DD/YYYY

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

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Evaluation Procedures were not properly applied and administered:

1. What procedure as articulated in the EES Manual was violated? Include the page number(s), summary of citation, and by whom/when.

Page #s of EES Manual	Procedural Violation(s) Cited	By Whom/When

2. Please note any steps you took to remedy the issue or engage your administrator in resloving the issue.

☐ Check if more pages are attached.

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 2 of 4)

Insufficient documentation to support the evaluation rating:

1. Which measure of the EES is in dispute and what evidence/documentation do you have? Summarize the mistake or error in rating. Describe clearly and as briefly as possible.

EES Measure in Dispute	Evidence/Documentation	Provide Summary of Mistake or Error in Rating
Classroom Observation(s)		
Core Professionalism		
Working Portfolio or Formal Observation(s) (NCTs)		

☐ Check if more pages are attached.

Insufficient documentation to support the evaluation rating (continued):

Student Learning Objective or School/System Improvement Objective (NCTs)		

2. Please note any steps you took to remedy the issue or engage your administrator in resloving the issue.

☐ Check if more pages attached.