

2015-16

MANUAL FOR EVALUATORS AND PARTICIPANTS

Educator Effectiveness System





Message from the Superintendent

As we enter the third year of statewide implementation of the Educator Effectiveness System (EES), I congratulate you on the work you've done to enhance professional practice and student instruction to support the success of our keiki. On behalf of the Hawaii State Department of Education (HIDOE), thank you.

Input from teachers, administrators and other stakeholders led to a streamlined EES and differentiated supports based on performance for School Year 2014-15. Those efforts were well received by the field, as revealed in our EES Joint Survey with the Hawaii State Teachers Association (HSTA). (See bit.ly/DOEHSTAEES15.) Overall understanding of the EES improved across the board, nearly doubling those who have high understanding and cutting those who understand it poorly in half, according to the Ward Research survey. A majority indicated that setting learning goals and monitoring progress are important for improving teaching practice. We are very encouraged by this progress and will continue to make improvements.

Year Three 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.

The Department will continue to collaborate with educators and administrators to further improve the EES and refine the model for the 2016-17 school year. 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.

A handwritten signature in black ink, which appears to read "Kathryn S. Matayoshi". The signature is fluid and cursive.

KATHRYN S. MATAYOSHI
Superintendent of Education

Table of Contents

Message from the Superintendent	i
Key Priorities for Implementing the Educator Effectiveness System	1
Design Values	1
Supporting the Evaluation Process.....	2
Teacher Classification	3
Classroom Teachers.....	3
Non-Classroom Teachers.....	3
Teachers with Multiple Roles	3
EES Measures	3
Differentiating EES to Meet Teachers’ Needs	5
Annual Comprehensive Evaluations.....	6
Professional Development Plans.....	7
Evaluation Conferences.....	8
Supporting Teachers with Documented Deficiencies	9
EES Training for All Teachers	10
EES Overview Trainings for Teachers New to EES	10
Implementation Deadlines	11
Teacher Practice Measures	13
Core Professionalism and Tripod Student Survey Reflection.....	13
Observations	16
Working Portfolio	19
Student Growth and Learning	24
Student Learning Objective and School or System Improvement Objective	24
Hawaii Growth Model	28
Final Effectiveness Rating	32
Impact of Final Rating on Employment Action(s).....	33
Expedited Appeals Process.....	33
Appendix	34
A. Key Terms.....	34
B. Recommended Resources	36
C. Stakeholder Input Groups	37
D. 2015-16 Tripod Student Survey Calendar	38
E. 2015-16 SGP Calendar	38
F. Comprehensive Evaluation Tracks for 2015-16.....	39
G. EES Summary of Conference Form	42
H. Teacher Evaluation Expedited Appeals Form - Instructions	44
I. Teacher Expedited Appeals Form.....	48

Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process that evaluates the performance of teachers in the Hawaii State Department of Education to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of 12 months of planning and a two-year pilot. The model has been further refined based on data and input collected from stakeholders during statewide implementation in the 2013-14 and 2014-15 school years. 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.

Design Values

Nothing matters more than effective teachers

Research has shown that highly effective teachers have a greater impact on student achievement than any other school factor. 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 leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of 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.

Supporting the Evaluation Process

Committed to the design values, the Department recognizes the importance of partnering with stakeholders to continuously monitor and improve the process.

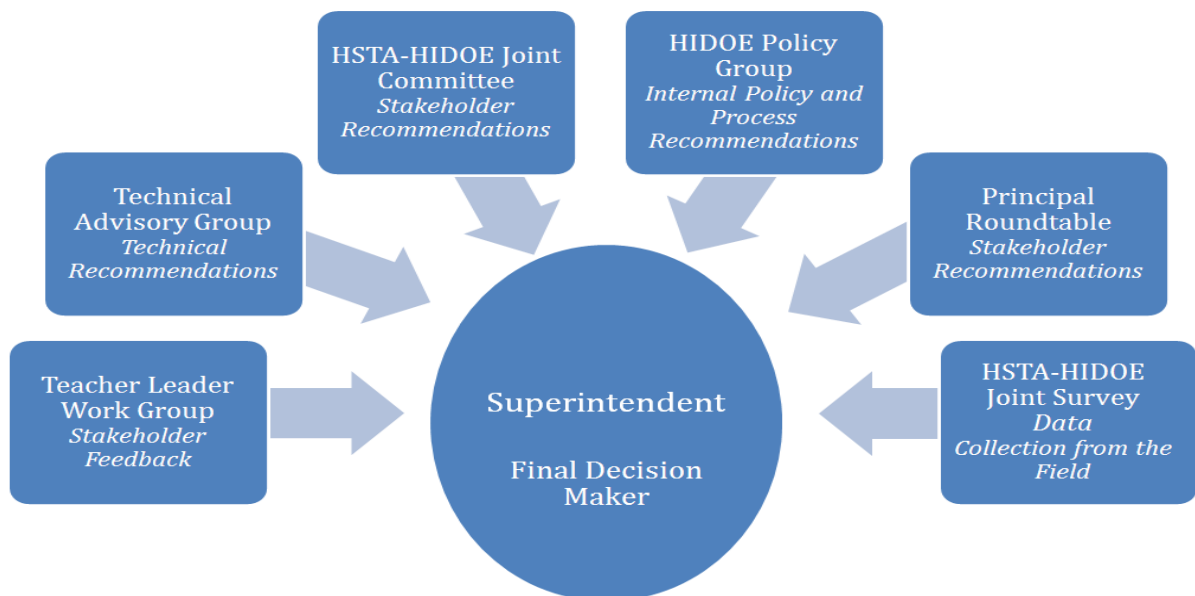
State Leads will:

- monitor the fidelity of the implementation of the evaluation process statewide;
- support the schools and complexes in successfully implementing and understanding the evaluation process;
- refine the EES based on data from the field, state initiatives, and feedback from educators;
- coordinate stakeholder engagement opportunities to gather and synthesize input;
- provide procedural safeguards such as the appeals process.

Complex Areas will:

- train staff and closely monitor implementation of EES in their individual schools, analyze data collected, and evaluate their own needs;
- address teachers' concerns and answer questions to help clarify instructions;
- contribute to shaping and refining the EES process to better meet the needs of teachers and students;
- target professional development needs to impact teacher effectiveness.

Input and Feedback



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

Since the beginning of the pilot in 2011-12 Hawaii educators have had a significant voice in revising the EES. The feedback has come in a variety of forms including survey responses and in-person conversations with both teachers and administrators. Continuous improvement has been based on feedback received from various stakeholders, including the Teacher Leader Workgroup, Technical Advisory Group, HSTA-HIDOE Joint Committee, HIDOE Policy Group, Principal Roundtable, Complex Area Superintendents, and the HSTA-HIDOE Joint Survey.

Feedback and input from educators are critical to informing the ongoing implementation of the EES. For more details on the ways in which the Department collects input, please refer to Appendix C: Stakeholder Input Groups.

Teacher Classification

The EES applies to all Bargaining Unit 5 (BU5) employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers and 2) Non-Classroom Teachers. The PDE³ system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either Classroom Teacher or Non-Classroom Teacher.

Classroom Teachers

Classroom teachers [CTs] are BU5 employees who plan, deliver and assess instruction for students.

Non-Classroom Teachers

Non-classroom teachers (NCTs) are BU5 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community either at a school, complex area, or state office. Each NCT function is critical to the overall system of supports required for successful student outcomes. Examples of NCT roles include curriculum coordinator, literacy 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

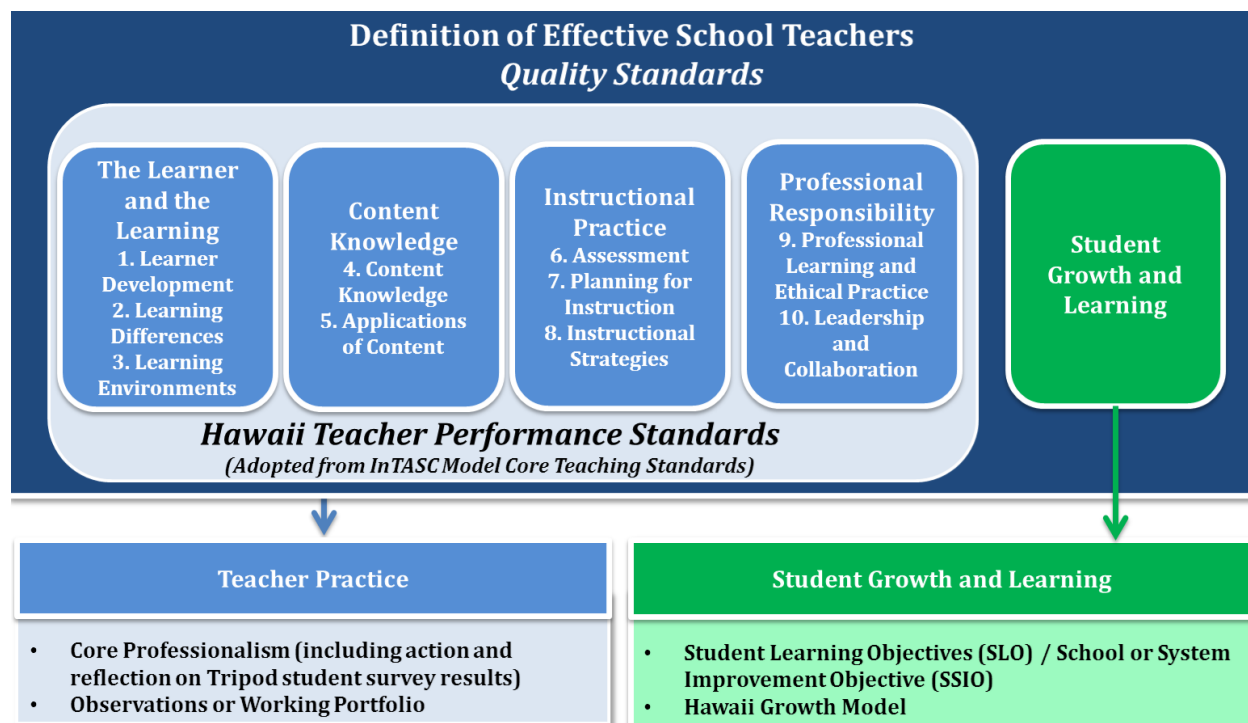
Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to work with their evaluator to decide which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. Teachers who perform these tasks on a limited basis but have other primary job responsibilities should be classified as NCTs. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on their evaluation.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The EES measures are organized under two categories:

1. Teacher Practice
2. Student Growth and Learning

Hawaii State Board of Education Policy 2055 requires measures of Teacher Practice to account for 50 percent of a teacher’s annual effectiveness rating, with measures of Student Growth and Learning to account for the other 50 percent.



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

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.

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

PDE³ will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Differentiating EES to Meet Teachers' Needs

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

Non-tenured teachers and teachers rated as less than Effective

Teachers rated this way in the previous year's evaluation participate in an Enhanced Comprehensive Evaluation.

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

Teachers rated this way participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. During the year in which tenured teachers participate in a Streamlined Evaluation, their previous year's final rating can 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, finishing the former PEP-T evaluation, or other special circumstances).

Annual Comprehensive Evaluations

		Comprehensive Evaluations		
		Enhanced	Standard	Streamlined
		<ul style="list-style-type: none"> Any Overall Marginal Rating Teacher Any Non-Tenured Teacher regardless of previous year rating 	<ul style="list-style-type: none"> Tenured teacher with NO EES Rating from previous year 	<ul style="list-style-type: none"> Tenured teacher with Overall Effective or Overall Highly Effective Rating
Teacher Practice	Core Professionalism	Domain 4, and reflection and action on student survey results	Domain, 4 and reflection and action on student survey results	Reflection on student survey results during IPDP conference.
	Observation -OR- Working Portfolio	Two or more formal observations, or a Working Portfolio for Non-Classroom Teachers	One or more formal observations, or a Working Portfolio for Non-Classroom Teachers	Not required in PDE ^{3*}
Student Growth and Learning	Student Learning Objectives -OR- School or System Improvement Objectives	One SLO or SSIO	One SLO or SSIO	Not required in PDE ^{3*}
	Hawaii Growth Model	Teacher MGP or Schoolwide MGP if available	Teacher MGP or Schoolwide MGP if available	Reflection on MGP results during IPDP conference
Final Rating		New rating received	New rating received	Rating of Effective or better carried over from prior year

** 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 walkthroughs, which are all part of school improvement processes. However, documentation of SLOs/SSIOs and formal observations in PDE³ is not required for Streamlined Evaluation. See Appendix F: Comprehensive Evaluation Tracks 2015-16*

While a minimum of one observation will be required in the year of a Standard Evaluation, educators are encouraged to engage in multiple observation cycles to improve practice and determine an accurate picture of what is truly happening in the classroom. Administrators can approve or deny additional requests by teachers to conduct additional observations.

If a teacher participating in a Streamlined Evaluation demonstrates a documented performance deficiency (including, but not limited to concerning results in student surveys, Hawaii Growth Model, practices aligned with the Framework for Teaching, or their professional development plan), their administrator can move them to a Standard Evaluation immediately. Streamlined Evaluation does not mean a year off from evaluation.

In determining a final rating for a given year, nothing shall preclude HDOE from using information and data from the previous year. For example, a teacher’s professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for Core Professionalism the following year.

Schedule for Transitioning to Differentiated Comprehensive Evaluations

Non-tenured teachers and teachers rated as less than Effective will participate in an Enhanced Comprehensive Evaluation annually.

Tenured teachers who achieved a rating of Effective or better in the prior year’s evaluation will participate in a Standard Comprehensive Evaluation and a Streamlined Comprehensive Evaluation in alternating years.

OHR will publish additional specifics on the transition schedule for teachers who are tenured and received a rating of Effective or better in 2014-15, but it will generally follow the chart below. For 2015-16, these teachers will all participate in the Streamlined Evaluation.

Example Transition Chart : Tenured Teachers with Effective or Better EES Rating in 2014-15

	2015-16	2016-17	2017-18
“Group A”	Streamlined evaluation	Standard evaluation	Streamlined evaluation
“Group B”	Streamlined evaluation	Streamlined evaluation	Standard evaluation

Professional Development Plans

All teachers will develop and maintain a Professional Development Plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility. The plan can include a varied amount of conferences with an administrator depending on the type of plan.

For teachers rated as Effective or better: A teacher’s Individual Professional Development Plan (IPDP) can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. The plan should be based on data such as the teacher’s past performance, student survey results, Hawaii Growth Model results, school goals, self-assessments of strengths and weaknesses, practices aligned with the Framework for Teaching, and any other sources of professional data. Examples of IPDPs could include the Highly Qualified Professional Development Plan, the Induction and Mentoring Growth Plan, or school-designed PD plan, among others.

Teachers will bring their IPDP to their Beginning-of-the-Year conference with their evaluator for discussion and approval. A Progress Check Conference can offer a formal opportunity to make any needed adjustments to the plan if necessary or establish an intervention plan if concerns arise. In addition to supporting quality reflective professional practice and improvement, the IPDP and related conferences can be used to validate the “carried over” rating or trigger intervention.

For teachers rated as less than Effective: In this case the development of the plan will be led by the principal or evaluator. This Principal Directed Professional Development Plan (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.

Example Timeline of Professional Development Plans

	By end of 1 st Quarter Beginning Conference	By 1 st week of 2 nd Semester Progress Check (optional)	By middle of 4 th Quarter Ending Conference
Individual Professional Development Plan (IPDP)	<ul style="list-style-type: none"> Identify how the plan will be documented Review data Identify area(s) for targeted growth and learning Plan should be approved by the end of the first quarter 	<ul style="list-style-type: none"> Implement the plan and document the impact on teacher practice and/or student learning Deficiencies can trigger an intervention 	<ul style="list-style-type: none"> Completion of the plan is a matter of professional responsibility Submit evidence for completion before Ending Conference Discuss results and next steps of professional growth at Ending Conference
Principal Directed Professional Development Plan (PDPDP)	<ul style="list-style-type: none"> Identify which template will be used Use previous EES data to identify area(s) of targeted growth and learning as directed by evaluator Plan must be approved within 30 instructional days from the start of the school year (Single track schools: 9/10) 	<ul style="list-style-type: none"> Progress Check conference suggested to be completed by the first week of January but the principal may need to increase frequency of review based on individual teacher needs 	<ul style="list-style-type: none"> Teacher submits evidence for completion of plan prior to Ending Conference Progress on plan is used as evidence in the Core Professionalism measure Discuss results and next steps of professional growth at Ending Conference

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, Progress Check Conference, 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, Working Portfolio, Observation schedule, and SLO/SSIO plan as applicable. It is recommended to hold Beginning Conferences before the end of the first quarter.

Progress Check 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 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 an SLO, progress on a Working Portfolio, 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 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.

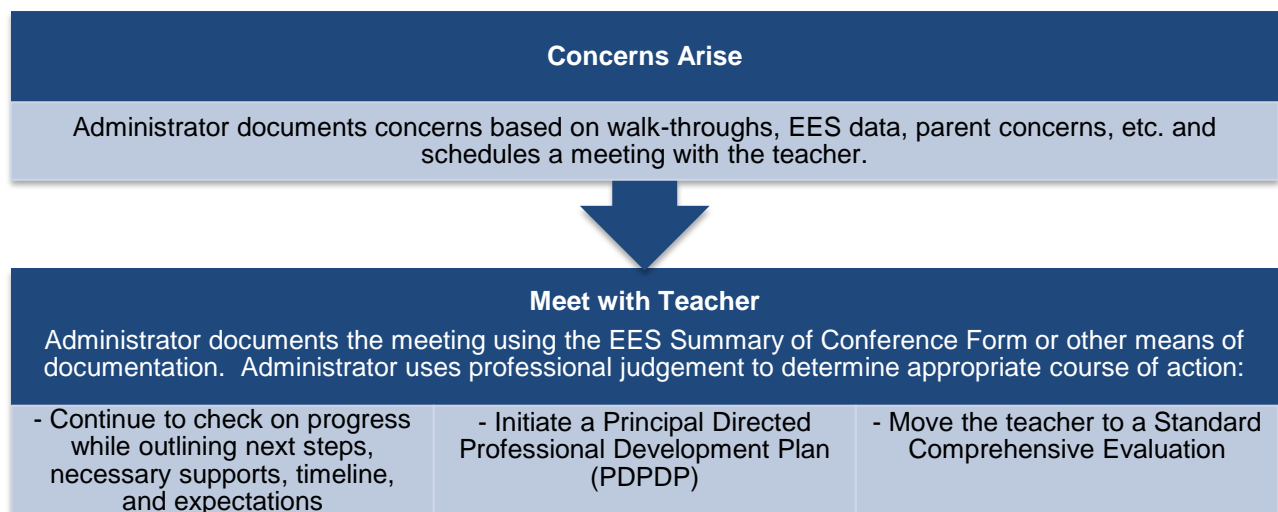
Supporting Teachers with Documented Deficiencies

The differentiated evaluation measures, which are based on a teachers’ prior effectiveness rating, reflect the belief that teachers at different performance levels deserve and require different types of feedback and support. However, in some cases, teachers may demonstrate documented deficiencies that can trigger an intervention for more support. Triggers for initiating an intervention can include, but are not limited to, observations, poor quality SLOs, low Tripod scores, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise and schedule a meeting with the teacher to discuss next steps.

One way to trigger more support is to initiate a Principal Directed Professional Development Plan that outlines supports and goals for improving a teacher practice. If a PDPDP is triggered in the middle of the school year, the plan needs to be approved within 30 days of being initiated. The placement of a teacher on a PDPDP should be documented in the Summary of Conference form. See Appendix G: EES Summary of Conference Form.

If a teacher participating in a Streamlined Evaluation demonstrates a documented deficiency, the administrator has the option to move them to a Standard Evaluation immediately. The final date to trigger a teacher to a Standard Comprehensive Evaluation will be the 23rd day of the Second Semester (Feb. 8, 2016).

The administrator should use their professional judgment to assess whether to initiate a PDPDP, a Standard Comprehensive Evaluation, or continue to check on the progress of the teacher while outlining next steps and expectations. The meeting and resulting decision should be documented using the Summary of Conference form. See Appendix G: EES Summary of Conference Form.



EES Training for All Teachers

Attendance for all required training sessions must be recorded in PDE³. Training and support should not be limited to the overviews, but rather ongoing and targeted to support individual needs.

All teachers must participate in an EES Orientation annually.

Topic	Provider	Purpose and Outcomes	Due Date
EES Orientation for SY2015-16	Administrator (or State Office Director)	Watch the EES Orientation Video and provide an overview of the performance evaluation system. Inform teachers about access to the tools, process, performance criteria, guidance manual, 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*

**With late-hires, training should be conducted as soon as possible, and prior to the teacher's engagement in evaluation components.*

EES Overview Trainings for Teachers New to EES

New participants of the EES must participate in the following basic training requirements.

Topic	Provider	Purpose and Outcomes	Due Dates
EES Teacher Practice Overview: Intro to the Framework for Classroom Observations/ Working Portfolios, Core Professionalism, and Tripod Student Surveys	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: <ul style="list-style-type: none"> • How the framework may enhance teaching and learning and support teachers' professional growth • Themes within the levels of performance and the focus components 	8/31 or prior to the teacher's first classroom observation
EES Student Growth and Learning Overview: Hawaii Growth Model and Writing Quality SLO/ SSIO	School level or Complex Area trainer	Provide teachers a basic understanding of the components within Student Growth and Learning, including but not limited to: <ul style="list-style-type: none"> • A meaningful learning goal; • An aligned assessment plan; • Rigorous expected targets; • Evidence-based, specific, and differentiated instructional strategies • Understanding Hawaii Growth Model 	8/31 or prior to the Beginning of Term approval date for SLOs/SSIOs

Implementation Deadlines

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences will vary for each teacher and each school. Teachers and evaluators should collaborate to complete all EES requirements given the constraints applicable to their school and situation. The deadlines shown here are for single-track schools. Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines. The contact list is available on the HDOE Intranet's EES site.

Deadline	Component	July
7/29 (or prior to the first day of instruction)	Training	EES Orientation SY2015-16 Training for all teachers during Admin Day
Deadline	Component	August
8/31 (or prior to starting EES evaluation)	Training	Overview Trainings for Teachers New to the Educator Effectiveness System
9/15-9/25	Tripod RV	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2015-16 Tripod Student Survey Calendar)
Deadline	Component	September
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
9/10 (30 instructional days from the 1 st day of school)	PDPDP	Evaluators approve PDPDP for 2014-15 Less than Effective
Deadline	Component	October
10/2 or last day of 1 st Quarter	SGP, IPDP, Core Professionalism, IPDP Working Portfolio SLO/SSIO	Discuss applicable MGP scores during IPDP and Core Professionalism Beginning Conferences Teachers complete development of IPDP Working Portfolio Beginning Conference completed Evaluators approve Year-long SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve MidTerm First Semester SLO/SSIO (if applicable) in PDE ³
Deadline	Component	November
11/9-11/20	Tripod	Tripod Survey Window (see more details in Appendix D: 2015-16 Tripod Student Survey Calendar)

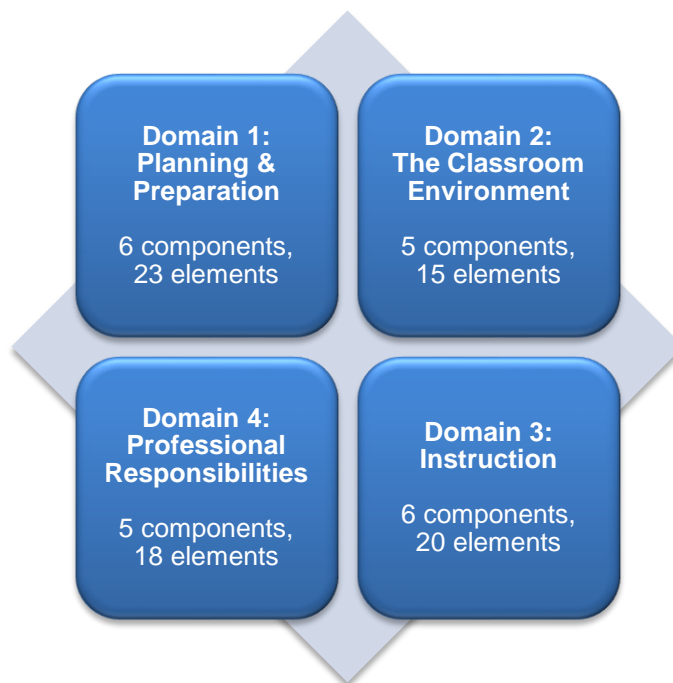
Deadline	Component	December
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18 or day following end of Semester 1	SLO/SSIO Observations	Evaluators finalize First Semester rating for observations and First Semester SLO/SSIO End-of-Term rating in PDE ³
Deadline	Component	January
1/26	SLO/SSIO	Evaluators approve MidTerm Year-long SLO/SSIO in PDE ³
Deadline	Component	February
2/8	EES Track	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
Deadline	Component	March
3/24	SLO/SSIO	Evaluators approve MidTerm Second Semester SLO/SSIO in PDE ³
Deadline	Component	April
4/11-5/6	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See more details in Appendix E: 2015-16 SGP Calendar
Deadline	Component	May
5/6	Obs, WP, CP SLO/SSIO IPDP, PDPDP	Second Semester observations completed. Teachers close implementation for Working Portfolio, Core Professionalism, and 2 nd Semester or Year-long SLO/SSIO Teachers submit end-of-year reflection for PDPDP or IPDP
5/10	Obs, WP, SLO/SSIO, CP, IPDP, PDPDP	All Ending Conferences completed
5/20 (Single and Y tracks) 6/17 (R/B/G tracks)	Final Ratings for ALL COMPONENTS	Evaluators finalize and lock all relevant components in PDE ³ , including SLO/SSIO End-of-Term ratings, Observation ratings, Working Portfolio ratings, Core Professionalism ratings, and Final EES ratings. Teachers receiving Marginal or Unsatisfactory ratings must be notified by the principal by the 3rd Friday in May, 5/20 (for Single and Y tracks), or 3rd Friday in June, 6/17 (for Blue, Red, and Green tracks).

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Teacher Practice Measures

The EES measures are organized into two halves: Teacher Practice measures and the Student Growth and Learning measures.

The Teacher Practice measures are based on The Framework for Teaching developed by Charlotte Danielson, which organizes the complex work of teaching into 4 domains, 22 components, and 76 elements.



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 should have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the book's 2007 edition and the component-level rubrics found in the 2013 *The Framework for Teaching Evaluation Instrument* were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism and Tripod Student Survey Reflection

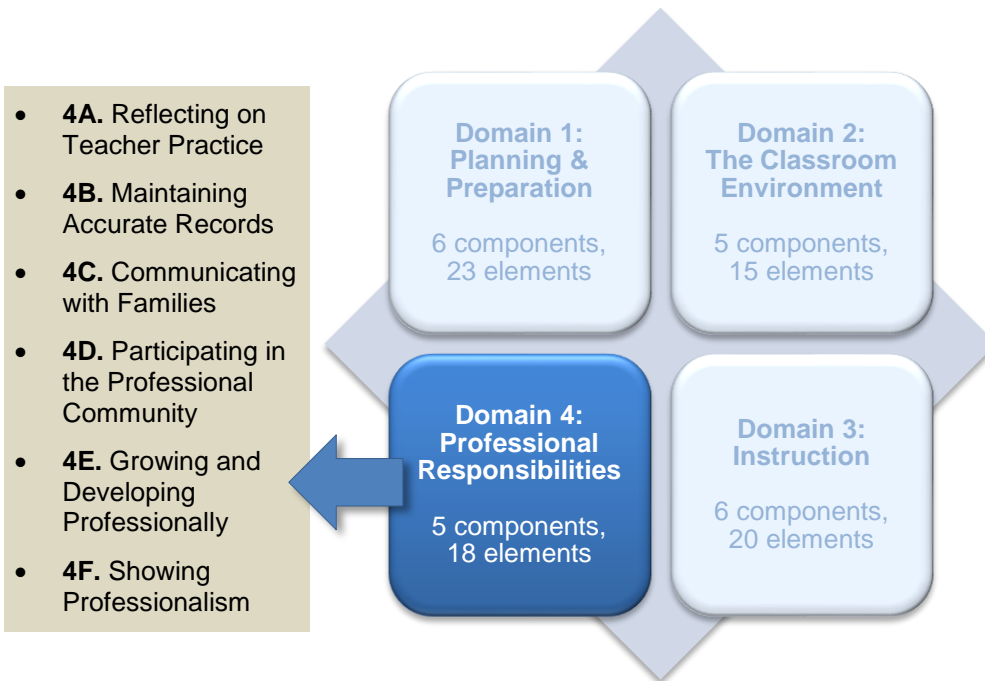
Core Professionalism encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to the school culture.

Indicators for Core Professionalism

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

1. Domain 4 of the Framework

The criteria and expectations for Core Professionalism are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The domain level rubric provides more of a holistic picture of teachers' professional responsibilities.



2. 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. Teachers will verify one of their classes in grades 3-12 with a minimum of five students to be administered the survey during the roster verification process. Teachers who teach very small classes may need to survey multiple classes to reach this minimum. The survey instrument uses a suite of indicators that capture students' academic and social behaviors, as well as goals, beliefs and feelings on a Likert scale. The constructs are organized into the 7Cs described below. The 7Cs reinforce and provide additional information about teacher practice aligned with the Framework for Teaching.

Tripod 7 Cs	Example Indicators	Framework for Teaching Alignment
Captivate	<i>"I make lessons intellectually relevant and stimulating because they are important."</i>	2b, 3b, 3c
Care	<i>"Your success and well-being really matter to me in a serious way."</i>	2b, 2d, 3b
Challenge	<i>"I insist upon rigor—understanding, not just memorization—and your best effort."</i>	2b, 3b 3c
Clarify	<i>"I have multiple good explanations; when you are confused I will help you understand."</i>	3b, 3c, 3d
Confer	<i>"You must talk with me to help me understand your ideas and support your learning."</i>	2b, 3b, 3c, 3d
Consolidate	<i>"I summarize lessons and check for understanding to make learning coherent."</i>	2b, 3b, 3c, 3d
Control	<i>"Our class is orderly, on task and respectful, with learning as our first priority."</i>	2b, 2c, 2d

Process and Requirements

Teachers require different types of feedback, support and opportunities to grow as professionals, therefore the Core Professionalism process is expected to be individualized for each teacher. A Beginning-of-the-Year conference between the evaluator and teachers can help to clarify expectations and provide examples of evidence sources specific to individual schools or office contexts. Teachers should collect quality evidence

over the course of the year that demonstrates their performance in alignment with the various components of Domain 4.

The evidence collected should be focused on quality over quantity, and should reflect a sampling of professional practice throughout the year. Evidence collection should be *differentiated* to provide flexibility and options that reflect each teacher’s job responsibilities while supporting school, complex area and state priorities. The teacher and the evaluator can use the self-assessment sheet to determine a focus for evidence collection depending on the teacher’s individual areas of strengths and areas that indicate a need for growth.

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 Core Professionalism evidence deadlines and clarifying expectations to their teachers.

Understanding Tripod Results

Tripod Student Survey results can be used as an opportunity for classroom teachers and evaluators to engage in professional dialogue about continuous efforts to improve teacher practice. The results from the Tripod Student Survey are shared with teachers in two primary formats: (1) a Favorability Report and (2) a Normal Curve Equivalent (NCE) score.

Favorability Report

After the survey results are processed, teachers will receive a favorability report through an email link sent directly from the vendor with instructions for online access. A minimum of five valid completed surveys is necessary to generate a report. To understand the Favorability Report it is essential to understand that when the students complete the surveys they mark one of five response options for each item.

The favorability percentage is the percentage of favorable responses to any 7C’s item within that construct. Neutral or unfavorable responses are not included in the percentage calculation. The percentage of favorable responses for each of the 7Cs is averaged to produce a Composite Favorability Percentage.

Normal Curve Equivalent (NCE) Score

Teachers will receive a Tripod scaled score through PDE³, also known as the Normal Curve Equivalent (NCE) score. The NCE score is an added facet for teacher reflection. All responses, not just the favorable responses are used to create the NCE score. The NCE score communicates how a set of results compared to other results from the same survey level across the state on a standardized metric from 1- 99.

Reflecting and Taking Action on Tripod Results

Once the teacher receives both a Favorability Report to understand how their students responded in alignment with the 7Cs, as well as their NCE score to understand how their scores compared relative to the typical responses within that grade span, the teacher should spend time reflecting on those results. Teachers are asked to identify one or more of the 7Cs as an area of focus and select a course of action to improve practice in alignment with that focus area. The teacher will present their evidence of reflection and action as one source of evidence for the Core Professionalism measure.

Key Deadlines for Core Professionalism

Key Deadlines		
9/15-9/25	Tripod RV	Teachers in grades 3-12 verify rosters for Tripod Student Survey administration (see Appendix D: 2015-16 Tripod Student Survey Calendar)
10/2	Core Professionalism	Beginning Conferences completed for all teachers

11/9-11/20	Tripod	Tripod Survey Window (See Appendix D: 2015-16 Tripod Student Survey Calendar)
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
5/10	Core Professionalism	Ending Conference completed
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Core Professionalism in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Core Professionalism

Core Professionalism 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. A single indicator may be important enough to influence the final Core Professionalism rating.

The level of performance assigned by an evaluator on the rubric is quantified using the following ratings:



Additional Resources for Core Professionalism

Login to the HDOE Intranet EES website's Core Professionalism link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESCP> for the following resources:

- Core Professionalism Overview
- Hawaii Adapted Framework for Teaching Core Professionalism Domain 4 Rubric
- Core Professionalism Training
- Tripod Administration Resources
- Unpacking Tripod Results
- Additional Resources for Roster Verification

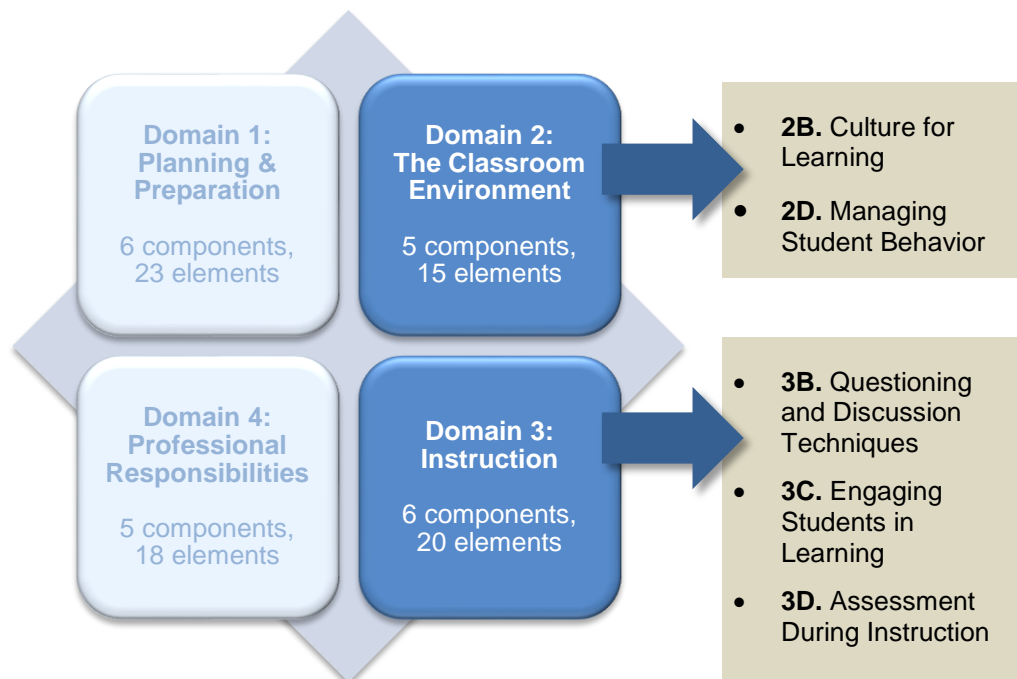


Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice.

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. HDOE has 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.



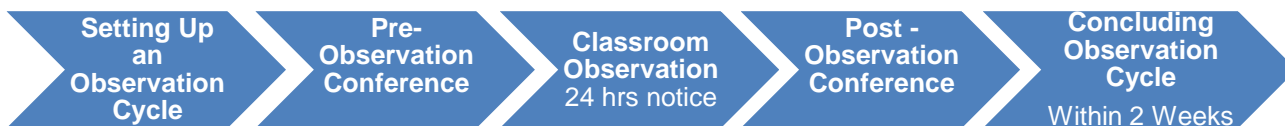
Indicators for Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the Working Portfolio. 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, Domain 2 and Domain 3.

Process and Requirements for Observations

The observation cycle consists of five key steps, which must be completed by the same observer. The lengths of conferences and observations will vary depending on the context.

Sample Observation Cycle:



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. In this situation, a minimum of a 24-hour notice must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice as possible. A new cycle will be necessary if the rescheduled observation is covering a new lesson.

Observers must be Educational Officers certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observation cycles beyond the minimal observation requirement based on their professional judgment. If a teacher would like to request additional observations, the evaluator can approve or deny additional requests by the teacher to conduct additional observations. The following table shows the Classroom Observation Process,

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
	<ul style="list-style-type: none"> Address the pre-conference questions in PDE³ and attach relevant lesson materials to provide context for the upcoming lesson Use an alternate set of questions or format with administrator approval. 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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?"). 	<ul style="list-style-type: none"> Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson Meet with the teacher face-to-face to ask questions rooted in the rubric and to discuss what will be used as evidence of learning.
Classroom Observation	The purpose of the classroom observation is to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the lesson discussed. After the observation, both teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Carry out the lesson discussed Collect additional artifacts, such as student work samples, to bring to the post-observation conference. 	<ul style="list-style-type: none"> 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 Share the evidence with the teacher, after the observation.
Post Observation Conference	The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning. Post-observation conferences must occur face-to-face. Administrators must provide a copy of the observation notes to the teacher at least a day prior to the post-observation conference.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> 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 schedule observation. 	<ul style="list-style-type: none"> 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 PDE³ and select the most appropriate performance rating.
Concluding Observation Cycle	The purpose of concluding the observation cycle is to finalize and reflect.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Log in to PDE³ 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. 	<ul style="list-style-type: none"> Review the Teacher Post-Observation Conference Summary form after the teacher completes it Add additional comments as needed Finalize the observation cycle in PDE³ after the teacher has had a reasonable amount of time to reflect on the observation and feedback.

Key Deadlines for Observations

Key Deadlines		
12/18	Observations	Evaluators finalize First Semester Observation ratings (<i>when a teacher is participating in more than one observation cycle, the first observation cycle should be completed in the first semester to allow time for teacher growth in response to feedback.</i>)
5/6	Observations	Second Semester Observations completed. (<i>Late hires and other special circumstances might require both to be completed in the same semester.</i>)
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Classroom Observation Cycles in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components. 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.



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:

- Framework for Teaching Smart Card
- Hawaii Adapted Framework for Rubrics
- Overview Training
- Observation Process Videos



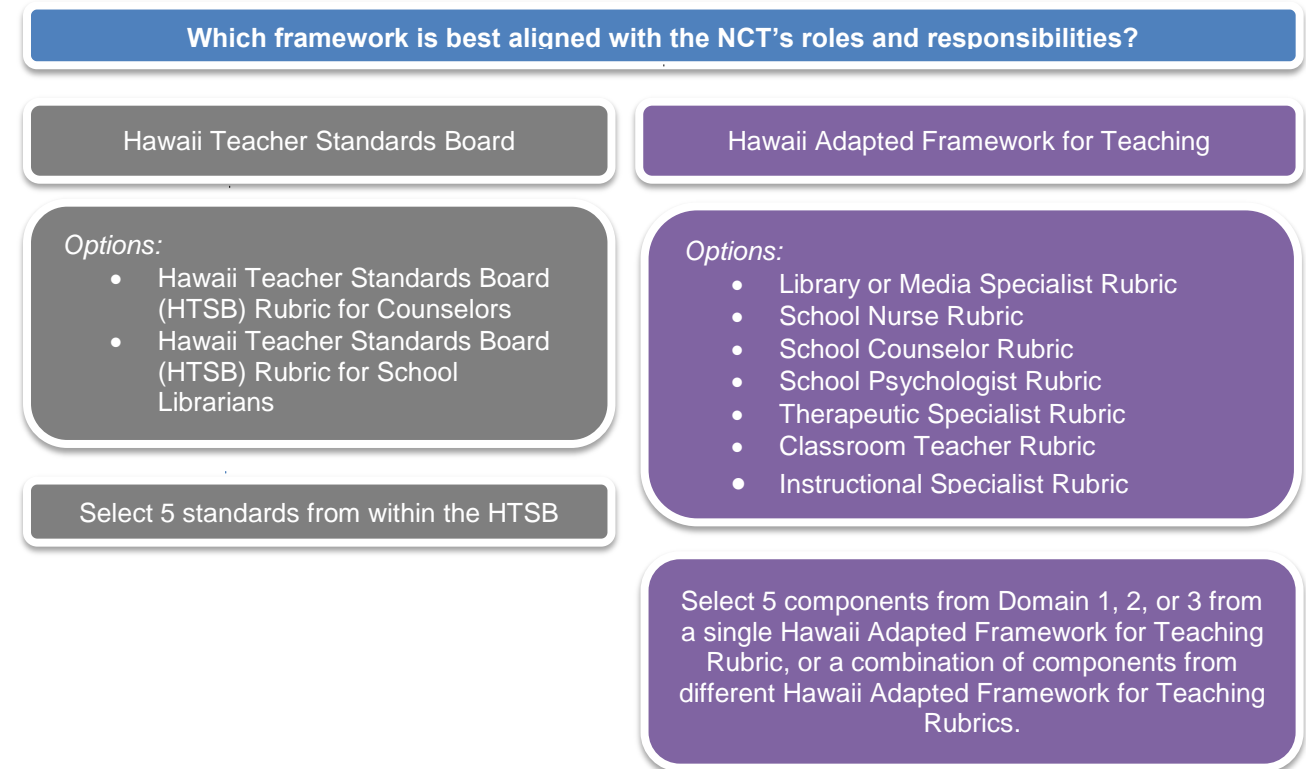
Working Portfolio

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a Working Portfolio (WP) in place of Observations. 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 agreed upon by the evaluator.

Indicators for Working Portfolios

NCTs should work with their evaluators to first select either the *Hawaii Adapted Framework for Teaching* or the HTSB-approved professional standards for Librarians and Counselors. NCTs are recommended to choose the framework that best aligns to their job roles and responsibilities. Use of multiple frameworks is not recommended unless the NCT has multiple job responsibilities that are not captured by a single framework. 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.

Decision Making Chart for Selecting Working Portfolio Components:



Process and Requirements for Working Portfolio

Working Portfolio Process		
Beginning Conference Complete by the end of the 1st Quarter. If NCT assumes position after 1 st 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
	<ul style="list-style-type: none"> In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDEOE intranet site (see Additional Resources), complete the Beginning Conference questions in PDE³, and identify the proposed framework, components, and sources of evidence. 	<ul style="list-style-type: none"> In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the beginning conference questions. Document approved framework and components for evidence collection on PDE³. Document date of Beginning Conference in PDE³.
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
	<ul style="list-style-type: none"> Implement strategies to gather multiple types of evidence for each component. Document evidence in PDE³ or use the Evidence Submission Form to document hard copy evidence. 	<ul style="list-style-type: none"> If needed, collect supplemental evidence and share with the teacher.
Progress Check Conference (Optional)	The purpose of the optional Progress Check 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
	<ul style="list-style-type: none"> Conference with evaluator as needed. Share evidence/justification for revisions. 	<ul style="list-style-type: none"> Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE³.
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the Working Portfolio and discuss areas of strength, identified areas for growth, and next steps.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> 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 PDE³ is used, submit descriptions online. Explain evidence alignment to rubric. 	<ul style="list-style-type: none"> Schedule conference date and time with NCT and document in PDE³. Review the evidence collected prior to the Ending Conference. Document Evidence and Ending Conference Collaborative Analysis steps in PDE³ 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
	<ul style="list-style-type: none"> Respond to the Ending Conference Summary prompts within PDE³. 	<ul style="list-style-type: none"> Review and respond to the NCT's reflection, as necessary, in PDE³. Lock rating in PDE³.

Framework and Component Selection Criteria

The selection of a Framework and five components should be based on the criteria below:

- **Reflective of the NCT's primary role and responsibilities**
Although many components or standards in a framework are important, selection of components or standards should reflect significant work required to successfully accomplish the NCT's primary responsibilities.
- **Measureable by multiple types of evidence**
NCT's performance for each component and standard can be captured by more than one type of evidence.
- **Reflect variety**
The components may be derived from Domains 1, 2 and/or 3. Do not include Domain 4 because it is captured in Core Professionalism. Librarians and Counselors using HTSB approved Professional Standards are to select five standards from the framework.

Evidence Selection Criteria

The selection of evidence is based on the following criteria:

- **Clearly connected to one or more of the components**
The evidence reflects the results of at least one of the selected components. (The Danielson Group has suggested that all evidence has a component of "best fit" and might be used as evidence for up to two components.)
- **Use of multiple types of evidence**
It is best practice to provide more than one type of evidence to support the NCT's performance for each component.
- **Evidence demonstrates the typical practice of the NCT**
Evidence of performance is captured over the course of the year and not just in an isolated instance.
- **Quality versus Quantity**
Purposely select evidences of high quality aligned to the component as compared to an overabundance of mediocre-quality evidences to yield the best evaluation result.

Observations as a type of evidence for the Working Portfolio

The evaluator and NCT may choose to supplement the WP with observation data of the NCT. These observations:

- Are not formal observation cycles since the evaluator merely chooses to supplement the WP evidence, not replace it.
- Do not require a formal pre- or post- observation conference.
- Require 24-hour notice prior to the observation.
- Require feedback provided to the NCT within two weeks.
- May include verbatim scripting of comments, statements of observed behavior, numeric information, and/or descriptions of the environment.

Key Deadlines for Working Portfolio

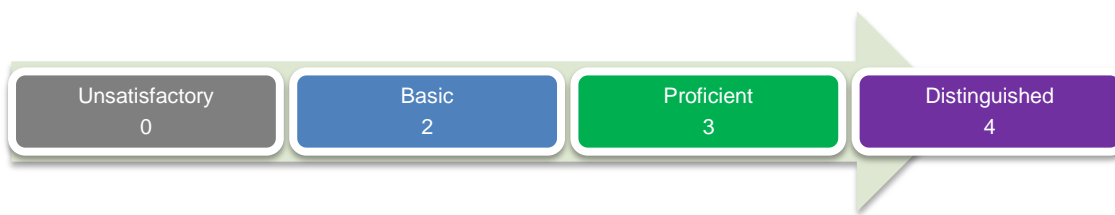
Working Portfolio Key Deadlines		
10/2	Working Portfolio	Working Portfolio Beginning Conferences completed by the end of 1 st Quarter. If NCT assumes position after 1 st Quarter, conduct Beginning Conference as soon as possible.
5/6	Working Portfolio	Teachers close implementation of Working Portfolio
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Working Portfolios in PDE ³ .

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

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 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 0 to 4 that is produced by averaging the scores from all five-component ratings.



Additional Resources for Working Portfolios

Login to the HODOE Intranet EES website's Working Portfolio link:

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

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



Student Growth and Learning

Student Learning Objective and School or System Improvement Objective

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

The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for non classroom teachers (NCTs). All classroom teachers (CTs) must complete an SLO. An NCT may complete an SLO or an SSIO. An NCT who works directly with students or teachers on acquiring new or improved learning should complete an SLO. An NCT who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The evaluator and teacher collaborate to determine if an SLO or SSIO is most appropriate. However, if an agreement cannot be reached, the evaluator may select the most appropriate process. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring of school/school systems, and having rich dialogue with teachers and evaluators.

Indicators for SLOs and SSIOs

An SLO/SSIO is comprised of four key components, outlined in the template and in the Rubric for Rating the Quality of SLO/SSIO.

1. **Learning Goal:** In an SLO, a Learning Goal is a description of what a student should know or be able to do at the end of the instructional term, based on the appropriate instructional standards and curriculum. In an SSIO, the Learning Goal will be based on the appropriate professional standards and will describe what is to be achieved by the end of the semester/year.
2. **Assessments:** In an SLO, the Assessment(s) should be a standards-based, high quality measure using clear criteria or rubrics to evaluate student achievement. In an SSIO, the assessment should be based on high quality measures using clear criteria or rubrics to evaluate the degree to which the expected target was achieved.
3. **Expected Targets:** Expected Targets should identify the expected outcome by the end of the term. CTs will document the readiness level, expectations, and end result for individual students on the Expected Target Record Sheet. NCTs will document the starting point and end results. In an SSIO, targets should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound) and described with data sources for identifying baseline, progress, and end point.
4. **Instructional Strategies:** In an SLO, Instructional Strategies are appropriate and evidence-based, comprehensive in addressing all learner needs, and specific to different aspects of the Learning Goal.

Process and Requirements for SLOs and SSIOs

The SLO/SSIO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers must complete one SLO/SSIO for approval and implementation. Failure to complete an SLO/SSIO shall result in a “0” rating. ONLY an approved SLO/SSIO shall be implemented. All NCTs will have the option of using either an SLO template or a parallel SSIO template. The following chart details both processes.

SLO/SSIO Process		
Writing the SLO/SSIO	The purpose of writing the SLO/SSIO is to identify prioritized needs for instructional planning, progress monitoring and rigorous goal setting that impact student growth.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Reference the SLO/SSIO Technical Guidance and Planning Document. Determine priority curricular area for setting Learning Goal, choosing Assessments, determining Expected Targets and Instructional Strategies. Use baseline data to determine readiness level. Develop teacher-generated success indicators for SSIOs. Submit the SLO (with the Expected Target Record Sheet) or SSIO for approval. 	<ul style="list-style-type: none"> Ensure SLO/SSIO processes and expectations are implemented by teachers in preparation for the approval deadline. Assist teachers in collecting data, analyzing it, and identifying priority area(s). Set schedule for Beginning-of-Term Conference. Review submitted SLO with the Expected Target Record Sheet, or SSIO.
Beginning of Term Conference	The purpose of the Beginning of Term Conference is to review and discuss the SLO/SSIO as submitted.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share rationale for the Expected Targets using the prepared SLO/SSIO documents and the Rubric for Rating the Quality of SLO/SSIO. 	<ul style="list-style-type: none"> Facilitate discussion using the Rubric for Rating the Quality of SLO/SSIO and provide feedback. Establish next steps and due dates for any required changes. Document Beginning of Term Conference in PDE³.
SLO/SSIO Approval All components must be acceptable for approval Only Approved SLOs may be implemented Incomplete SLOs will result in zero ratings		
Implement and progress monitor SLO/SSIO	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement appropriate strategies of the approved SLO/SSIO. Monitor student learning and progress towards goal. Collect and organize data. If adjustments to SLO/SSIO and Expected Target Record Sheet is needed: <ul style="list-style-type: none"> schedule a Middle-of-Term Conference with the evaluator resubmit SLO with Expected Target Record Sheet or SSIO for approval. (i.e. include new students and exited students). 	<ul style="list-style-type: none"> Monitor and support teachers during implementation. If necessary collaborate with teacher to schedule a Middle-of-Term Conference. Review any requested revisions on the submitted SLO with the Expected Target Record Sheet, or SSIO.
Middle of Term Conference (if applicable)	The purpose of the optional Middle of Term Conference is to discuss changes to the original SLO/SSIO due to extenuating circumstances, new/exited students, and the data collected to gauge the current level of progress for the SLO/SSIO.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Collaborate with evaluator to make adjustments to the SLO/SSIO. Make necessary adjustments for approval. 	<ul style="list-style-type: none"> Collaborate with teacher to review and make adjustments to the SLO/SSIO. Approve the SLO/SSIO revisions. Document Middle-of-Term Conference in PDE³.

SLO/SSIO Middle-of-Term Approval		
All components must be acceptable for approval Only Approved SLOs may be implemented		
Compile and reflect on Outcomes	Teacher	Evaluator
	<ul style="list-style-type: none"> Continue to implement appropriate strategies, refine practice, and reflect on performance. Collect, compile and analyze assessment data and target information. Complete End-of-Term reflection questions. Submit final evidence including record sheet and reflection along with other supporting documents. 	<ul style="list-style-type: none"> Monitor and support teachers with implementation. Schedule End-of-Term Conference with teacher. Review SLO/SSIO, Expected Targets Record Sheet, End-of-Term reflection questions and any supporting documents.
End of Term Conference	The purpose of the End-of-Term Conference is to discuss the data collected, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Discuss the data collected using the SLO/SSIO Rubric for Rating the Quality of SLO/SSIO. Reflect on practice to determine next steps. 	<ul style="list-style-type: none"> Facilitate discussion about the data, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric. Document End-of-Term Conference in PDE³. Lock rating in PDE³.

Special Considerations

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

- Is the teacher responsible for instructing a group of students?
- Does the teacher have a consistent group of students within an interval of instruction (at least a quarter)?
- Does the teacher have adequate contact time or instructional minutes for a group of students?
- If the replies to the above questions are “no,” then the teacher and evaluator may consider setting goals related to job responsibilities (NCT). Under special consideration, certain provisions may be added to cover teachers who have students that are intellectually disabled, medically fragile, or non-verbal.
- In cases where teachers have a very small class size (e.g. less than 10) that addresses drastically individualized student needs (e.g. medically fragile), teachers and evaluators have options to consider depending on the context of the class:
 - Create different SLOs for each student, upload one in PDE³, and keep the rest electronically or as a hard copy. SLOs may integrate Individualized Education Plan goals and objectives.
 - Create a common Learning Goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes. The Expected Targets will vary for each student.

Key Deadlines for SLOs and SSIOs

Semester 1 SLO/SSIO Key Deadlines		
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve Middle-of-Term First Semester SLO/SSIO in PDE ³
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18	Final Rating	Evaluators finalize First Semester SLO/SSIOs End of Term rating in PDE ³

Semester 2 SLO/SSIO Key Deadlines		
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
3/24	SLO/SSIO	Evaluators approve Middle-of-Term Second Semester SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Second Semester SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Second Semester SLOs/SSIOs in PDE ³

Year-long SLO/SSIO Key Deadlines		
10/2	SLO/SSIO	Evaluators approve Year-long SLO/SSIO in PDE ³
1/26	SLO/SSIO	Evaluators approve Middle-of-Term Year-long SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Yearlong SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Year-long SLOs/SSIOs in PDE ³

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

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 the acceptable indicators of quality, or not completing an SLO/SSIO. Teachers who have an incomplete SLO/SSIO due to an approved leave or a change in position in the middle of the year will not be penalized.

SLO/SSIO ratings are quantified as follows:

Highly Effective: 4

Effective: 3

Developing: 2

Ineffective: 1

Incomplete: 0

Additional Resources for SLOs and SSIOs

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

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

- SLO and SSIO Overview including Frequently Asked Questions (FAQs)
- SLO and SSIO Rubrics
- CT and NCT Training Resources
- SLO Calibration Module
- CT and NCT Documents
- Teacher Evidence Submission Form
- SLO Supporting Resources
- Acceptable Quality Sample Bank



Hawaii Growth Model

The Hawaii Growth Model makes up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. In the 2014-15 school year Hawaii transitioned to the Smarter Balanced Assessment (SBA) for calculating Student Growth Percentile (SGP) scores. Teacher Median Growth Percentile (MGP) and School wide English Language Arts (ELA) MGP will be posted in PDE³ during the Fall Semester. Because of the timing for scoring the SBA and calculating SGP results, the scores are incorporated into EES one year after they are calculated. The 2014-15 SBA results will be used in a teacher's 2015-16 EES.

Indicators for the Hawaii Growth Model

Student Growth Percentile (SGP)

Student Growth Percentile (SGP) indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

The Hawaii Growth Model 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. An SGP will be generated only if the student has a minimum of two state assessment scale scores from consecutive grade levels in the given subject area. SGPs are not produced for students who repeat a grade, skip a grade, or take alternative assessments.

Median Growth Percentile (MGP)

Median growth percentiles (MGPs) are 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 Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because medians are less affected by outliers.

Process and Procedures for the Hawaii Growth Model

All school-level teachers will receive a student growth score from the Hawaii Growth Model. Teachers in grade 4-8 English Language Arts (ELA) and Math will receive a Teacher MGP that accounts for 25% of their rating, while the rest of school level teachers will receive a School-wide ELA MGP that accounts for 5% of their rating.

The School wide ELA MGP is used because all educators support student literacy and language development. The School wide ELA MGP only takes students at the school for a full school year and plots them on the line. Then the middle student growth percentile is selected for the School wide ELA MGP.

Roster Verification for Student Growth

The roster verification process will measure individual student enrollment in ELA and math classes over the course of the year guided by inclusion rules for each month (students must be enrolled for 10 or more school days). Weighting is applied to the amount of time students are roster verified for.

Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

If a teacher provides and assesses direct instruction in ELA and Math, then they need to verify and submit two different rosters, one roster for each content area.

Teachers in Grades 4-8 ELA and Math – Teacher MGP

- Teacher MGPs will be computed for teachers of ELA and Math in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter.
- A minimum of 20 SGPs is required to calculate an MGP.
- If a teacher does not have 20 SGPs within one school year, the SGPs can be pooled utilizing up to two prior years of SGP scores. Pooling to meet the minimum SGP count of 20 will begin in SY 2015-16, utilizing 2014-15 results.
- Weighting is applied if a student has multiple teachers contributing to his/her SGP. Each teacher gets credit for the student's outcome depending on how long the student was with each teacher and how many teachers the student had contributing to his/her outcome.

Teachers Not in Grades 4-8 ELA and Math – School wide ELA MGP

- School level teachers in all other assignments, including non-classroom teachers at school-level, will receive a School wide ELA MGP as 5% of their final evaluation rating. It is not possible to calculate a Teacher MGP for teachers outside of grades 4-8 ELA and Math.
- School wide MGPs follow the conventions from the Strive HI Performance System, the state's school accountability system.
- Students must be at the school for one full academic year to be included in the school-wide ELA MGP.
- Teachers do not have to participate in the Roster Verification process for the School wide ELA MGP.
- Teachers must be active employees for at least two quarters to receive a School wide ELA MGP.

Key Deadlines for the Hawaii Growth Model

Key Deadlines		
10/2	SGP	Discuss applicable MGP scores during Beginning Conferences
4/11-6/1	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See details in Appendix E: 2015-16 SGP Calendar.

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for the Hawaii Growth Model

Growth calculations are performed shortly after state assessment scores are validated and finalized. Teacher MGPs are calculated in the fall. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year.

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

EES Rating	Teacher MGP Range
1	1 - 30
2	31 - 39
3	40 - 60
4	61 - 99

Hawaii Growth Model ratings of 1-4 for teachers with an available Schoolwide ELA MGPs are based on the following scoring bands described below.

EES Rating	Schoolwide ELA MGP Range
1	1 - 39
2	40 - 43
3	44 - 57
4	58 - 99

Teachers without prior year's growth data will not have a Teacher MGP or School wide ELA MGP factored into their evaluations.

Additional Resources

- **SchoolView**

SchoolView is a visualization tool that displays student growth percentiles 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. The public has access to school and district summaries at <http://growthmodel.hawaiipublicschools.org/> while teachers see specific student scores based on roster verification from the previous spring. Teachers can log in to SchoolView through the DOE’s single sign-on (<https://www.doesso.k12.hi.us>) to access class data and individual student histories.



- **Longitudinal Data System (LDS)**

The Longitudinal Data System (<https://staff.hawaiidoe.net/lds>) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the DOE’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.

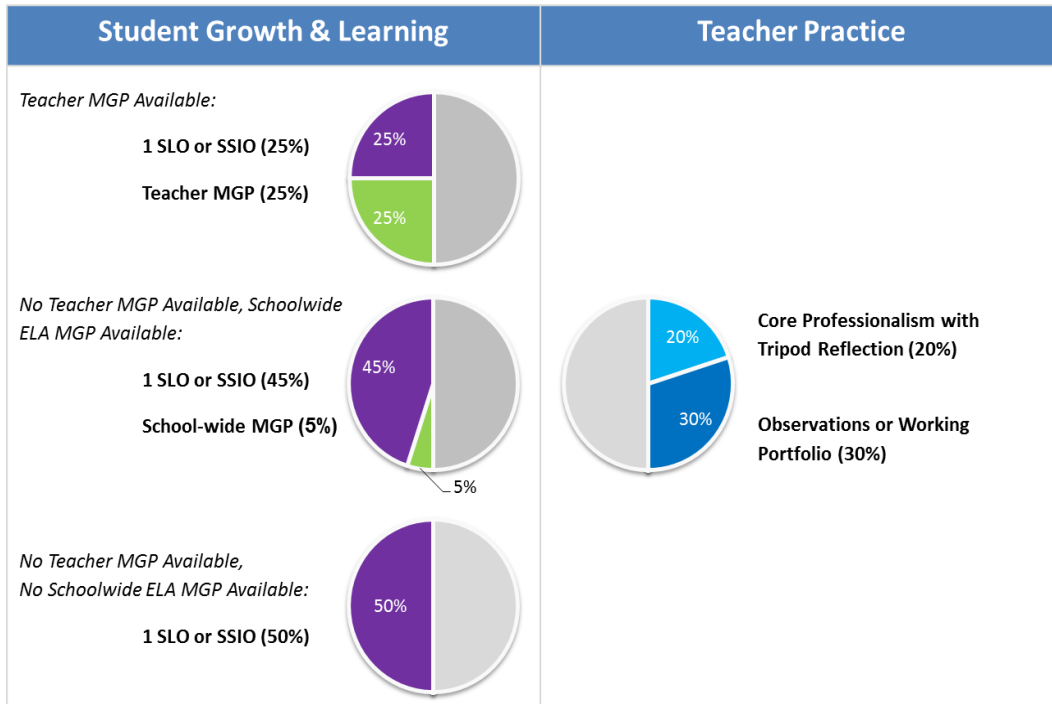
- **HIDOE Intranet EES Page:**

- Login to the HIDOE Intranet EES website’s Hawaii Growth Model link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM> for the following resources:
 - Frequently Asked Questions (FAQs)
 - Technical documents
 - “Measuring and Calculating Student Growth” - Prezi Presentation
 - Growth Model website tutorial: Tutorial for the public level views of the Hawaii Growth Model Website to look at school wide scores.
 - Growth Model tutorial for private level views: Tutorial for the Private Level Views of the Hawaii Growth Model Website to look at individual student.
- Login to the HIDOE Intranet EES website’s Roster Verification link: <https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx> for the following resources:
 - Student Growth RV
 - Roster Verification Steps: SGP

Final Effectiveness Rating

A teacher's Final Effectiveness Rating is based on combined ratings from the two measures of Student Growth and Learning and the Teacher Practice.

The Teacher Practice Rating and Student Growth and Learning Rating are determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year. Ultimately the ratings for Teacher Practice and Student Growth and Learning will be combined into one Final Effectiveness Rating. Within PDE³, 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.



Once teachers have a rating for Teacher Practice and Student Growth and Learning, this value is rounded to the nearest whole number. Each teacher's Final Effectiveness Rating can then be determined by matching the teacher's rating on Student Growth and Learning with the teacher's rating on Teacher Practice using the matrix shown.

Student Growth and Learning				Teacher Practice	
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	

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 School Year 2015-2016 EES Final Rating on Employment Actions and Pay Increase			
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S) for School Year 2016-17	PAY INCREASE for SY 2016-17
<ul style="list-style-type: none"> All 	Effective/ Highly Effective	Continuation of employment	Eligible
<ul style="list-style-type: none"> Tenured Probationary first annual rating Temporary Teaching Assignment Agreement 	Marginal	Continuation of employment. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary second annual rating Temporary Teaching Assignment Agreement 	Marginal SY2015-16 with prior Effective rating in SY2014-15	Extension of probation. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary 2nd Annual Rating 	Marginal SY2015-16 with prior Marginal rating in SY2014-15.	Non-renewal of employment	Not Applicable
<ul style="list-style-type: none"> All 	Unsatisfactory	Termination of employment	Not Applicable

Expedited Appeals Process

An Expedited Appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the final effectiveness rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-15 school year, and thereafter. Expedited Appeals forms and instructions are posted in Appendix H: Teacher Evaluation Expedited Appeals Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HDOE Intranet and accessing the OHR Forms Library at <https://intranet.hawaiipublicschools.org/offices/ohr/>:



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

Appendix

A. Key Terms

Classroom Teacher (CT)

A Bargaining Unit 5 (BU5) employee within the Department who plans, delivers and assesses instruction for students.

Educator Evaluation 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, Frequently Asked Questions 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 collaboratively developed based on a review of data including, but not limited to, results in student surveys, Hawaii Growth Model, 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.

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.

PDE³ (<https://pde3.k12.hi.us>)

PDE³ stands for Professional Development Experiences that Educate and Empower. PDE³ 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 (<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) to help schools build rosters for teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

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

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.

School wide ELA MGP

The median of all student growth percentiles achieved in English Language Arts across a school.

Smarter Balanced Assessment (SBA)

The Smarter Balanced Assessment (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.

State Assessment

Up until 2013-14 this was the Hawaii State Assessment (HSA), which measured proficiency in reading and mathematics relative to the Hawaii Content Performance Standards. Beginning in 2014-15, the State Assessments became the Smarter Balanced Assessment (SBA) which measures proficiency in English language arts and literacy and mathematics relative to the Hawaii Common Core Standards.

Strive HI Performance System

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

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 English Language Arts 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 median growth percentile summarizing the complete set of student growth scores, both English Language Arts and mathematics, linked to an individual teacher.

Tripod Student Survey (Tripod)

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 HDOE Intranet EES website.

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. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Hawaii Adapted Framework for Teaching

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

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

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

Talk About Teaching! Leading Professional Conversations

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

You Don't Have to be Bad to Get Better

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

C. Stakeholder Input Groups

Since the inception of the EES, 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 school year 2014-2015, the TLW expanded to over 50 people from all 15 complex areas. This group provided formal 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 provides 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 HIDOE policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications for school year 2014-15.

HSTA-HIDOE Joint Survey

In addition, HIDOE 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, HIDOE received significant feedback through the complex areas. HIDOE bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals' meetings, dedicated trainings, and complex area surveys.

D. 2015-16 Tripod Student Survey Calendar

	OITS	SBT	OITS	Teachers	Administrators	State	State	Schools	OHR/TNL/CE
RV Track	Data Snapshot	School Setup	Soft Delete	Teacher RV	Review & Approve	Data Quality Check	Send Data to vendor	Survey Window	Teacher Favorability and NCE Reports & Scores Available
Yellow	8/20	8/24-28	8/28 4:00 p.m.	8/31-9/4	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Red, Green, & Single Track	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Blue	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	12/1-11	2/25/16

E. 2015-16 SGP Calendar

	OITS	SBT	OITS	Teachers	School Administrators	State Office	State Office	Schools	Schools
	Data Snapshot	School Setup	Soft Delete	Teacher Roster Verification	Review and Approve	Data Quality Check	Send Data to Vendor	Survey Window	Results
Single, Yellow, and Blue Track Schools	3/22/2016	4/1 – 4/8		4/11 – 4/29	5/2 – 5/6*	5/9 – 5/13	6/8		2016 Fall Semester
Red Track Schools	3/22/2016	4/1 – 4/8		4/14 – 4/20 and 5/11 – 5/24	5/25 – 6/1	6/2 – 6/7	6/8		2016 Fall Semester
Green Track Schools	3/22/2016	4/1 – 4/8		5/2 – 5/20	5/23 – 5/27	5/31 – 6/6	6/8		2016 Fall Semester

* This date could be extended to May 10 for Yellow and Blue track schools depending on the impact of school-specific student activities.

F. Comprehensive Evaluation Tracks for 2015-16

ENHANCED CYCLE Classroom Teacher (CT)	
Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observations	CT will complete two or more formal, full cycle observation (once in fall semester and once in spring semester).
Student Learning Objective (SLO)	CT will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for their 2015-16 MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> CT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> CT will complete an IPDP.
Final Rating	CT will receive a new rating.

ENHANCED CYCLE Non Classroom Teacher (NCT)	
Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observations	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations If selecting observations in lieu of a working portfolio, two or more formal, full cycle observations are required.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	NCT will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> NCT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> NCT will complete an IPDP.
Final Rating	NCT will receive a new rating.

STANDARD CYCLE Classroom Teacher (CT)

Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observation(s)	CT will complete one or more formal, full cycle observations.
Student Learning Objective	Teacher will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive a new rating.

STANDARD CYCLE Non Classroom Teacher (NCT)

Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observation(s)	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations. If selecting observations in lieu of a working portfolio, one formal observation is required
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Teacher will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	Teacher will complete an IPDP.
Final Rating	Teacher will receive a new rating.

STREAMLINED CYCLE Classroom Teacher (CT)*

Core Professionalism	CT will verify roster for Tripod Student Survey and reflect on Student Survey results during the IPDP conference.
Classroom Observation	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Student Learning Objective	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, reflect on results during the IPDP conference, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive the rating of Effective or better carried over from prior year.

- *If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

STREAMLINED CYCLE Non Classroom Teachers (NCT) *

Core Professionalism	NCT will reflect on school wide data Tripod and Hawaii Growth Model results during the IPDP conference.
Working Portfolio OR Observation(s)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	NCT will complete an IPDP
Final Rating	NCT will receive the rating of Effective or better carried over from prior year

- **If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

G. EES Summary of Conference Form



EDUCATOR EFFECTIVENESS SYSTEM (EES) SUMMARY OF CONFERENCE

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

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)

H. Teacher Evaluation Expedited Appeals Form - Instructions



Teacher Evaluation Expedited Appeal Process Instructions

DOE OHR 500-007Ins

Last Revised: 04/29/2015

Former DOE Form(s): N/A

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

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 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.

(Page 1 of 4)

Step 4 - 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 5 - 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.

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 pages #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 pages #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 – 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.



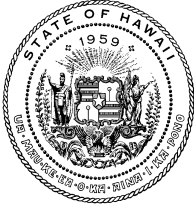
STEP 5 – Arbitration (if HSTA approves)

- 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 OHR 500-007 to your district's Certificated PRO and Complex Area Superintendent.

<p>Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816</p>	Farrington-Kaiser-Kalani
	Kaimuki-McKinley-Roosevelt
<p>Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819</p>	Aiea-Moanalua-Radford
	Leilehua-Mililani-Waialua
<p>Leeward District 601 Kamokila Blvd. Kapolei, HI 96707</p>	Campbell-Kapolei
	Pearl City-Waipahu
	Nanakuli-Waianae
<p>Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744</p>	Castle-Kahuku
	Kailua-Kalaheo
<p>Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720</p>	Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740
<p>Maui District 54 High St., 4th Floor Wailuku, HI 96793</p>	Baldwin-Kekaulike-Maui
	Hana-Lahainaluna-Lanai-Molokai
<p>Kauai District 3060 Eiwa St. Lihue, HI 96766</p>	Kapaa-Kauai-Waimea

I. Teacher Expedited Appeals Form



TEACHER EVALUATION EXPEDITED APPEALS FORM

DOE OHR 500-007

Last Revised: 04/29/2015

Former DOE Forms: N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management 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: <input type="checkbox"/> Classroom <input type="checkbox"/> Non-Classroom						
<p>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.</p> <p>My reason for submission of appeal is (check all that apply):</p> <p><input type="checkbox"/> Evaluation procedures were not properly applied and administered (complete page #2-3):</p> <p><input type="checkbox"/> Insufficient documentation to support the evaluation rating (complete page #4):</p> <p>Attached you will find documentation to support this appeal. This documentation must include copies of your summative rating, along with:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%; padding: 5px;">Basis for appeal</th> <th style="width: 40%; padding: 5px;">Evaluation procedures were not properly applied and administered (page #2)</th> <th style="width: 40%; padding: 5px;">Insufficient documentation to support the evaluation rating (pages #3-4)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Documentation Required</td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> 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. </td> </tr> </tbody> </table>			Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)	Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> 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.
Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)						
Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> 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

(Page 1 of 4)

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 resolving the issue.

Check if more pages are attached.

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):

Hawaii Growth Model		
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 resolving the issue.

Check if more pages attached.