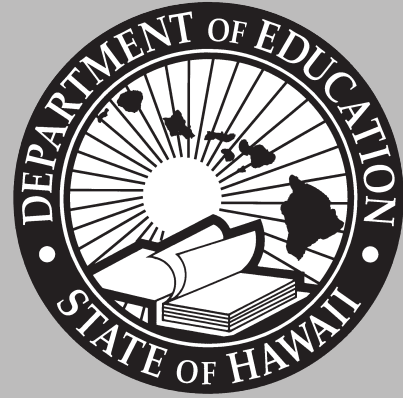


# Professional Evaluation Program for Teachers *(PEP-T)*



*Manual for Evaluators  
and Participants*





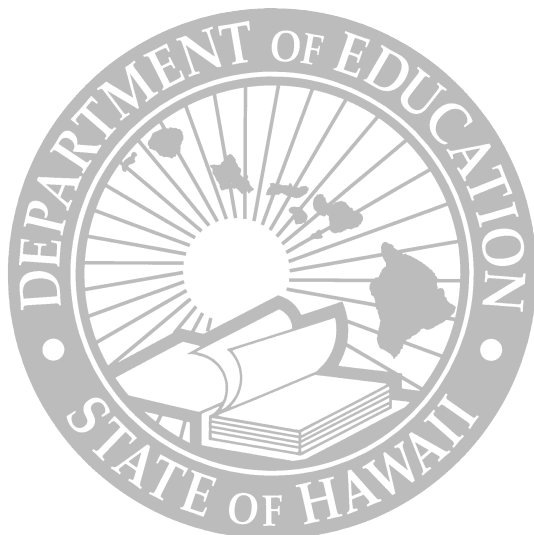


## MESSAGE FROM THE SUPERINTENDENT

The Professional Evaluation Program for Teachers (PEP-T) provides the Hawaii State Department of Education with a means to assess teacher performance and ensure that educators who serve our students meet state teacher standards. The PEP-T was created by the Department in collaboration with the Hawaii State Teachers Association.

As the Department begins to implement its planned educational reforms, we will continue to work with our teachers to find better ways to improve teacher effectiveness and student learning. Teacher effectiveness is a critical element in student achievement and success. The Duties of a Teacher in the PEP-T focuses on the learner and the development of independent students who are self-responsible, literate, competent thinkers, and problem-solvers. Additionally, the Duties incorporate the skills, knowledge, dispositions, and conduct expected of all teachers in our public schools, and the standards set by the Hawaii Teacher Standards Board.

Mahalo for participating in the PEP-T and for your personal commitment to student achievement, quality teaching, professionalism, and accountability.



A handwritten signature in cursive script, reading "Kathryn S. Matayoshi".

KATHRYN S. MATAYOSHI  
Superintendent of Education



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# PROFESSIONAL EVALUATION PROGRAM FOR TEACHERS (PEP-T)

## Introduction

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

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

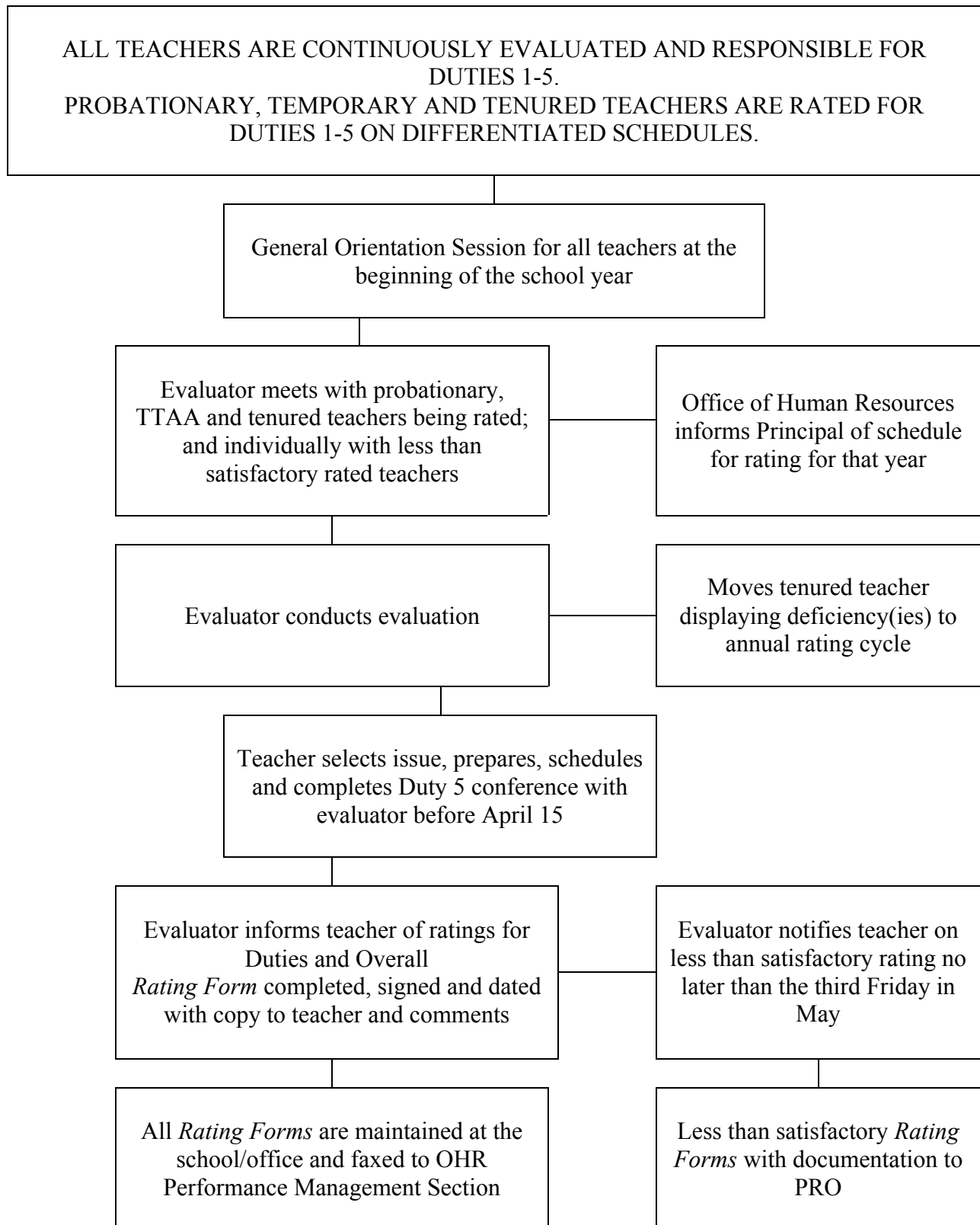
The PEP-T provides a rating which indicates whether or not a teacher satisfactorily meets the Duties of a Teacher. Evaluators may review records, observe or collect data on teacher performance to the duties at any time; however, in order to issue a rating, the teacher must be scheduled for rating during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

The PEP-T process:

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

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

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





## PEP-T Timetable

TIME/PERIOD	WHO	DOES WHAT
Before school begins	Office of Human Resources, Performance Management Section	Determines schedule for rating of tenured, satisfactory teachers over the 5 year cycle  Informs principal of schedule
Beginning of school year	Principal/Evaluator	Orients all teachers on PEP-T  Meets with each teacher individually being rated for further discussion regarding PEP-T, including Duty 5
During the school year	Principal/Evaluator	Conducts evaluation for teachers scheduled to be rated  If needed, documents performance deficiency(ies), meets with, and places tenured teacher into annual rating cycle
Before April 15	Teacher being rated	Schedules and completes Duty 5 conference with evaluator
No later than the third Friday in May	Principal/Evaluator	Notifies teacher of less than satisfactory rating
By end of school year	Principal/Evaluator	Meets with and informs teacher of satisfactory rating  Completes rating form and disseminates form to teacher and school file  All rating forms to OHR and submits less than satisfactory rating forms and documents to PRO

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

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

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

### **Duties of a Teacher**

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

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

### **Ratings**

The ratings are:

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

## Rating Groups and Cycles

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

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

- A. Probationary teachers, TTAAs, and less than satisfactory teachers will be rated annually.
- B. Tenured, satisfactory teachers shall be evaluated once in a five-year cycle based on the last digit of their social security number.
- C. The evaluator may modify the five year cycle at any time to permit rating for that school year for a tenured teacher displaying documented performance deficiency(ies).
  1. A documented performance deficiency(ies) in any of Duties 1-4 or any of these Duties in combination with Duty 5 shall be the basis for movement of a tenured teacher to an annual rating cycle. Duty 5 cannot be the sole basis for the movement to an annual rating cycle.
  2. A conference to discuss the performance deficiency(ies) and the improvement to be made shall be held. A Summary of Conference is completed.
  3. If adequate improvement does not result, then the evaluator places the teacher into the annual rating cycle by completing the “Suggested Checklist for Moving a Tenured Teacher to an Annual Rating Cycle.” A Summary of Conference must be completed. Copies of the completed Checklist and the Summary of Conference are given to the teacher and copies are submitted to the respective Personnel Regional Officer.

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

D. For teachers returning from leaves:

1. A teachers who transfers or returns from a long-term leave, shall be considered satisfactory if their last rating was satisfactory. If the returning teacher's last rating was less than satisfactory, the teacher will be rated annually.
2. If the teacher is on leave for the rating year, then the teacher will be rated upon return.

## **Overall Rating and Individual Duty Rating**

- A. The Overall Rating is not an average; rather it is the evaluator's judgment supported with documentation.
- B. Each Duty is viewed and rated as a whole. Indicators are not rated individually, but a single indicator maybe important enough to influence the rating of the Duty.
- C. All ratings of teachers shall be in writing. A teacher shall be given a copy of any class visit or data sheet prepared by the evaluator at least the day before any conference if either party asks for a conference.
- D. Supporting documents must accompany all Overall as well as any individual Duty which is rated marginal or unsatisfactory. The intent of this requirement is to disclose to teachers the supporting documents which form the basis for the rating prior to a final rating being issued. The evaluator shall endeavor to provide all supporting documents by the third Friday of May.

For marginal or unsatisfactory ratings, if the evaluator fails to provide all supporting documents within forty-eight (48) hours after the Overall Rating is issued, the teacher shall receive a satisfactory rating by default.

- E. To help in determining the Overall Rating, the evaluator must consider and adhere to the following (see 12/14/09 LOU, page 25):
  1. If all Duties are rated satisfactory, then the Overall Rating must be satisfactory.
  2. If all Duties are rated marginal, then the Overall Rating must be marginal.
  3. If all Duties are rated unsatisfactory, then the Overall Rating must be unsatisfactory.
  4. If any Duty is rated unsatisfactory, then the Overall Rating must be either marginal or unsatisfactory. If there is any variation of ratings for any Duty (satisfactory, marginal or unsatisfactory), then the Overall Rating is determined at the discretion of the evaluator's judgment supported with documentation.
  5. If the Overall Rating is satisfactory, the tenured teacher will be rated every fifth year, unless the tenured teacher displays a documented performance deficiency(ies) and is moved to an annual rating cycle. If the rating is less than satisfactory, the teacher will be on an annual cycle.

## Impact of Overall Rating on Employment Action(s)

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

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

## Evaluation Process

- A. The evaluator conducts the evaluation process which may include but is not limited to records, documents, interviews, judgment, and scheduled observations. There shall not be any unscheduled/unannounced observations for the purpose of PEP-T. (See 12/14/09 LOU, page 27) Teachers are to be notified at least 24 hours prior to a scheduled observation. The evaluator informs all teachers who are to be rated, that observations will be used for rating purposes.
- B. If supporting materials are requested, (lesson plans, grade books, letters to parents, etc.) the teacher is responsible to provide these materials to the evaluator in a timely manner. The request to the teacher for supporting materials should be documented or noted in the Summary of Conference by the evaluator.
- C. The evaluator must take into consideration the special responsibilities of certificated support personnel who may have assignments that provide support, consultation and/or strategies to implement the indicators for the Duties. For example, SSCs and resource teachers may or may not directly instruct students, but their performance can be rated in terms of how effectively they service, consult, train or use various strategies to ultimately support the development of self-responsible learners.
- D. As appropriate and available, the evaluator may require or provide teachers in need with peer assistance, prescribed coursework or specified professional development activities. The cost of any prescribed coursework or professional development activities shall be borne by the Employer and shall not be used for reclassification.
- E. The evaluator meets with and informs the teacher of the ratings for each of the Duties and the Overall Rating. Both the teacher and the evaluator sign and date the Rating Form. The teacher's signature does not necessarily indicate concurrence with the rating but merely that the teacher is aware of the rating. The teacher is given a completed copy of the Rating Form and the opportunity to attach comments.
- F. A teacher initially hired for the second semester shall not be marked less than satisfactory if there is insufficient time to conduct an evaluation and/or for the teacher's performance to improve. The evaluation cycle will be extended into the next full semester of the next school year if the teacher is rehired.
- G. All rating forms are maintained at the school/office and copies faxed to OHR, Performance Management Section (808) 586-3419.
- H. Teachers rated less than satisfactory must be notified no later than the third Friday in May with the rating form and all relevant Summary of Conference(s) submitted to the Personnel Regional Office. Evaluators make and keep a copy for the school file.

## Duty 5

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

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

<b>RATING GROUPS AND YEARS</b>						
<b>GROUP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>LAST DIGIT OF SOCIAL SECURITY NUMBER</b>	2 & 7	3 & 8	4 & 9	5 & 0	6 & 1	PROBATIONARY TTAA MARGINAL PERFORMANCE DEFICIENCY  <b>ANNUAL RATING</b>
<b>YEARS TO BE RATED</b>	2012-13	2013-14	2009-10	2010-11	2011-12	

## **PEP-T General Orientation Session Suggested Outline**

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

## **PEP-T Meeting for Teachers Being Rated**

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



## **Appendix: PEP-T Forms**

Duties of a Teacher

Rating Form

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

Summary of Conference

Data Sheet



**DUTY 1 DESIGNS AND IMPLEMENTS EFFECTIVE STRATEGIES TO DEVELOP SELF-RESPONSIBLE/INDEPENDENT LEARNERS**

Uses a range of strategies to develop/support students' mastery of the basic skills, processes and concepts contained in the Hawaii Content and Performance Standards.

Engages students in connecting learning to prior experiences and every day life.

Promotes students' intrinsic motivation by providing meaningful and progressively challenging, developmentally appropriate learning experiences that enable student success.

Provides learning experiences to include, but not limited to: self-exploration, expressing interests, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects.

Engages students in active, hands-on, creative problem-based learning.

Provides opportunities for students to use current technology, access resources and use information to solve problems.

Engages students in complex thinking.

Engages students in integrated or interdisciplinary learning experiences.

Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.

Builds students' ability to work collaboratively with others.

Adapts instruction/support to students' differences in development, learning styles, strengths and needs.

Provides opportunities for students to apply and practice what is learned.

Varies instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs.

Models and promotes clear oral and written expression using standard English or a target language as appropriate.

Provides and maintains the appropriate program/services for each subject or area of responsibility as identified by the Department and school.

Develops and implements plans to meet learning objectives for each subject or area of responsibility including plans for substitutes.

## **DUTY 2 CREATES AND MAINTAINS A POSITIVE AND SAFE LEARNING ENVIRONMENT**

Encourages and models a caring attitude, promotes positive inter-personal relationships, and communicates effectively with students and others.

Plans and implements effective classroom, school and other management practices.

Fosters student self-control, self-discipline and responsibility to others.

Models and promotes empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students.

Demonstrates skill when managing student behavior, intervening and resolving discipline problems.

Develops students' social skills, leadership and civic responsibility.

Maintains a safe, orderly environment conducive to learning.

Complies with requirements for the safety and supervision of students inside and outside the classroom.

## **DUTY 3 USES ASSESSMENT DATA**

Uses student assessment data to guide changes in instruction and practice and to improve student learning.

Defines and communicates expectations to students and families.

Applies appropriate multiple assessment tools and strategies which address the Hawaii Content and Performance Standards to evaluate and promote the continuous intellectual, social, physical and emotional development of the learner.

Involves students in developing assessment standards and criteria.

Evaluates students' performances and products in an objective, fair and timely manner.

Maintains complete and accurate student records and communicates students' progress to students, parents and colleagues.

#### **DUTY 4 DEMONSTRATES PROFESSIONALISM**

Models the desired general learner outcomes and behaviors, i.e. self-responsibility, working well with others, complex thinking and problem-solving, and producing quality performance and work.

Demonstrates competencies and implements current knowledge and research in classroom instruction or area of responsibility.

Participates responsibly in school improvement initiatives.

Provides and accepts evaluative feedback in a professional manner.

Pursues relevant opportunities to grow professionally.

Works collaboratively with other professionals and staff.

Establishes open and active lines of communication with parents and other members of the school's community, as appropriate.

Participates in partnerships with parents and other members of the school's community to support student learning and school-related activities.

Demonstrates the ability to fully perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow through on commitments.

Models honesty, fairness, ethical conduct and respect for individuals.

Prepares reports and maintains records required by the State/District and school administration.

Complies with policies, standards, rules, regulations, legislation and procedures related to students and to certificated personnel.

#### **DUTY 5 REFLECTS ON PRACTICE**

Reflects on performance to improve practices and behaviors to advance student achievement.

Each teacher addresses the following in their reflection:

1. What do you see as your most challenging, current issue related to your students' progress/learning? (For Support Personnel: What do you see as your most challenging, current issue related to students' progress/learning?)
2. What actions did you take? Over the course of the year, provide more than one example.
3. What is your analysis of what happened as you made adjustments? Present your data/evidence of student results after modifications/changes were made.
4. Discuss your new understandings and changes in your practice which will enhance student achievement/progress toward meeting student standards.

The forms found on pages 17 - 23 can be found on the website:

<http://165.248.6.166/data/sp/forms/searchresults.asp>

(click on “Human Resources” and in the list view scroll down to Performance Management Section).

Before using these forms, please be sure to review the Instructions for Fillable PDF Forms for Performance Evaluations memo located here:

<http://sp.k12.hi.us/pdf/FillablePDFFormInstructions.pdf>

If you encounter any problems with the use or submission of these forms electronically, *please don't hesitate to call the Performance Management Section for immediate assistance: (808) 586-3642.*



# PROFESSIONAL EVALUATION PROGRAM FOR TEACHERS (PEP-T) RATING FORM

**DOE OHR 500-001**

*Last Revised: 01/01/2011*  
Former DOE Form(s): N/A

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

## I. EMPLOYEE INFORMATION

Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
Last First M.I. (Employee ID# can be located on the front of the DOE ID Badge)

School: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

## II. SUMMARY OF RATING FOR EACH DUTY

**S=SATISFACTORY**

**M=MARGINAL**

**U=UNSATISFACTORY**

Duty 1	Designs and Implements Effective Strategies to Develop Self-Responsible/Independent Learners	<input type="checkbox"/> S	<input type="checkbox"/> M	<input type="checkbox"/> U
Duty 2	Creates and Maintains a Positive and Safe Learning Environment	<input type="checkbox"/> S	<input type="checkbox"/> M	<input type="checkbox"/> U
Duty 3	Uses Assessment Data	<input type="checkbox"/> S	<input type="checkbox"/> M	<input type="checkbox"/> U
Duty 4	Demonstrates Professionalism	<input type="checkbox"/> S	<input type="checkbox"/> M	<input type="checkbox"/> U
Duty 5	Reflects on Practice	<input type="checkbox"/> S	<input type="checkbox"/> M	<input type="checkbox"/> U

## III. OVERALL RATING OF TEACHER PERFORMANCE

DESCRIPTION: DEMONSTRATES PROFESSIONAL COMMITMENT TO STUDENTS AND ACHIEVEMENT IN DEVELOPING SELF-RESPONSIBLE, INDEPENDENT LEADERS WHO HAVE THE SKILLS AND DISPOSITIONS TO ACHIEVE AND SUCCEED IN SOCIETY.

PLEASE CHECK ONE:

SATISFACTORY

MARGINAL

UNSATISFACTORY

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
MM/DD/YYYY

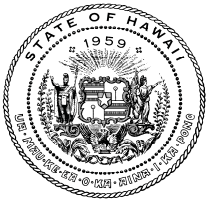
Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely that the teacher is aware of rating. Comments, if any, of teacher and/or evaluator may be attached on a separate sheet.







# SUGGESTED CHECKLIST FOR MOVING A TENURED TEACHER TO AN ANNUAL RATING CYCLE

DOE OHR 500-001(a)

Last Revised: 01/01/2011

Former DOE Forms: N/A

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

## I. EMPLOYEE INFORMATION

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Last First M.I.

School: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

## II. SUGGESTED CHECKLIST FOR MOVING A TENURED TEACHER TO AN ANNUAL RATING CYCLE

At any time when there are documented performance deficiency(ies), the evaluator may move a tenured teacher to an annual rating cycle according to the following suggested Checklist.

1. Conference with the teacher to verify documented performance deficiency(ies) in any of Duties 1-4 or any of these Duties in combination with Duty 5. This shall be the basis for movement of a tenured teacher to an annual rating cycle.
2. Orient the teacher to PEP-T and the movement of a tenured teacher to an annual rating cycle which means a rating will be generated for the current year. Inform the teacher that if performance does not improve, a less than satisfactory rating may be issued and may result in the teacher being rated again the next school year. If a satisfactory rating is issued, the teacher will not be placed in a rating cycle the following year.
3. Inform the teacher that observations, interviews and documentation will be used for rating purposes.
4. Complete and attach a Summary of Conference specifying performance deficiency(ies).
5. Distribute Checklist and the Summary of Conference to the Personnel Regional Office, school and teacher.

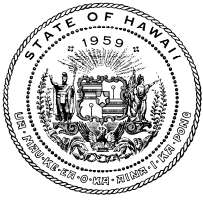
THIS TEACHER HAS BEEN PROPERLY MOVED TO AN ANNUAL RATING CYCLE

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MM/DD/YYYY

Comments, if any, of teacher and/or evaluator may be attached on a separate sheet.





# PROFESSIONAL EVALUATION PROGRAM FOR TEACHERS (PEP-T) SUMMARY OF CONFERENCE

DOE OHR 500-001(b)

Last Revised: 01/01/2011  
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 Duty(ies) and indicators, subject matter, observations and deficiency(ies) discussed, concerns of both parties.

**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 aforementioned directive(s) which may result in a less than satisfactory rating and/or disciplinary action.

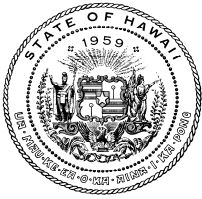
If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments, if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by \_\_\_\_\_.

(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



# PROFESSIONAL EVALUATION PROGRAM FOR TEACHERS (PEP-T) DATA SHEET

DOE OHR 500-001(c)

Last Revised: 01/01/2011

Former DOE Form(s): N/A

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

Submit copy to teacher twenty-four (24) hours before the conference on the evaluation/rating process. Retain original for school file.

Teacher: \_\_\_\_\_ Position: \_\_\_\_\_  
Last First M.I.

School: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
MM/DD/YYYY

Evaluator Signature: \_\_\_\_\_ Position: \_\_\_\_\_

Check box to indicate how evaluation/rating was conducted:

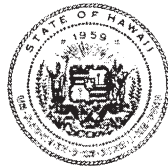
Records  Documents  Interviews  Judgment  Observations

Comments:

Acknowledgement of receipt of copy of report

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
MM/DD/YYYY





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

OFFICE OF THE SUPERINTENDENT

December 14, 2009

Mr. Dwight Takeno  
Interim Executive Director  
Hawaii State Teachers Association  
1200 Ala Kapuna Street  
Honolulu, Hawaii 96819

Dear Mr. Takeno:

RE: LETTER OF UNDERSTANDING FOR HSTA (CLARIFICATION OF  
PERFORMANCE EVALUATION PROGRAM FOR TEACHERS OVERALL RATING  
AND INDIVIDUAL DUTY RATING)

This Letter of Understanding is entered into on the date of this document, by and between the Hawaii State Teachers Association (hereinafter referred to as the Association) and the Department of Education, State of Hawaii (hereinafter referred to as the Department). The conditions of the letter of understanding were created in a meeting between the Association and the Department on October 20, 2009.

The Association and the Department desire to support the efforts in meaningful and effective performance evaluations and overall ratings of all teachers. Therefore, parties have agreed that the Overall Rating and Individual Duty Rating, page 6, Section E, and the Overall Rating Chart, page 7, Professional Evaluation Program for Teachers (PEP-T) Manual, will be clarified as follows:

If all Duties are rated satisfactory, then the Overall Rating must be satisfactory.

If all Duties are rated marginal, then the Overall Rating must be marginal.

If all Duties are rated unsatisfactory, then the Overall Rating must be unsatisfactory.

If any Duty is rated unsatisfactory, then the Overall Rating must be either marginal or unsatisfactory. If there is any variation of ratings for any Duty (satisfactory, marginal or unsatisfactory), then the Overall Rating is determined at the discretion of the evaluator's judgment supported with documentation.





Mr. Dwight Takeno  
December 14, 2009  
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Furthermore, the intent of Overall Rating and Individual Duty Rating, page 6, Section D. is to disclose to teachers the supporting documents which form the basis for the rating prior to a final rating being given. Therefore, it is understood that Article VIII – Teacher Performance, M. requires “When a teacher is rated as marginal or unsatisfactory, the final notification must be no later than the third Friday of May.” The Employer shall endeavor to provide all supporting documents by this date. Should the Employer fail to provide all supporting documents within forty-eight (48) hours after this date, the teacher shall receive a satisfactory rating by default.

The parties have further agreed that the Evaluation Process, page 8, Section A, PEP-T Manual, will be clarified as follows:

It is expressly understood that there shall not be any unscheduled/unannounced observations for the purpose of a PEP-T. Observations for PEP-T purposes shall continue to be in accordance with Article VIII – Teacher Performance, Section C, where at least twenty-four (24) hours prior notice is provided to the teacher.

Very truly yours,



Patricia Hamamoto  
Superintendent

PH:TP:sp

UNDERSTOOD AND AGREED:



Patricia Hamamoto  
Superintendent  
Department of Education



Dwight Takeno  
Interim Executive Director  
Hawaii State Teachers Association

