



## Improving Hawaii's Educator Effectiveness System for School Year 2014-15

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**Q: What is the Educator Effectiveness System?**

**A:** In collaboration with educators, the Department developed the Educator Effectiveness System (EES), a comprehensive evaluation system that sets clear expectations for effective teaching, provides educators with quality feedback and support, and informs professional development. The Department devoted extraordinary resources to develop the EES, which was designed with best practices in mind. At its core, the EES is designed to help teachers succeed, thereby elevating their profession, and ultimately, public education in Hawaii.

**Q: When did the EES begin?**

**A:** The EES replaced the Department's former evaluation system, the Professional Evaluation Program for Teachers (PEP-T). The EES went through a two-year pilot, beginning with 18 schools in the 2011-12 school year, then expanded to 63 more schools for a total of 81 in the school year 2012-13.

**Q: What does it mean when EES went "statewide" this past school year?**

**A:** The recently completed school year, 2013-14, was specifically designed to be a year in which teachers and administrators would have full implementation of all the EES' components. ***It's helpful to remember that results from the pilots AND the School Year 2013-14 do not count on personnel records.***

**Q: Why is the Department announcing changes to the EES?**

**A:** It was expected that the first year of statewide implementation would teach us ways to improve the system. A review and improvement process was built into the first year of statewide implementation.

**Q: How did the Department receive feedback specifically for changes to the EES?**

**A:** In alignment with Board policy and the Hawaii State Teachers Association (HSTA) and State of Hawaii collective bargaining agreement, a Joint Committee for the HSTA and the DOE was developed specifically to review the EES. This Joint Committee began meeting in the Fall of 2013, and includes teachers, principals, administrators, technical experts and Complex Area and state staff. The Committee forwarded its final proposed changes to DOE Superintendent Kathryn Matayoshi on Friday, June 6.

**Q: What was the feedback received about EES?**

**A:** **The lessons learned from SY2013-14 were significant.** The feedback teachers receive from the EES are most valuable when educators have the time and bandwidth to execute them with quality. The principles behind SLOs are most helpful when embedded in and aligned with instructional practices and supports. However, in many cases, the effort and workload required to implement the components for evaluation purposes hurt the quality of feedback and coaching, and restricted educators' ability to carry out other responsibilities. Teachers at different performance levels deserve and require different types of feedback, support and opportunities to grow as professionals. The EES system implemented in SY 2013-14 is too complicated in some areas and too one-size-fits-all in others. Certain components need to be adjusted to provide more flexibility and options to reflect different teachers' job duties. And the system of support for all educators needs to be improved.

**Q: What are the changes?**

**A:** Based on feedback and lessons learned, the Department is implementing 18 changes for SY2014-15. These changes are designed to **SIMPLIFY** the system to make it clearer and easier to understand, **STREAMLINE** its components to eliminate redundancies, and **DIFFERENTIATE** the approach for teachers based on performance and need to ensure administrators can spend more time with teachers who need and want it most. These changes will serve to **improve the quality** of the feedback and coaching teachers receive and **reduce burden** on teachers and administrators.

**Among the changes for SY2014-15:**

- Differentiating the number of required classroom observations based on need from twice annually to 0 for highly effective teachers; 1 or more for effective teachers, and 2 or more for marginal, unsatisfactory, or beginning teachers.
- Providing the approximately 1,800 teachers rated highly effective in SY13-14 the option to carryover their rating.
- Reducing the administration of the Tripod Student Survey from twice to once annually, eliminating the survey for grades K-2, and eliminating the demographic questions from the survey.
- Reducing, for most teachers, the number of required SLOs from two to one annually.
- Removing the student survey as an independent component with a stand-alone rating and embedding it as subcomponent under Core Professionalism.
- Providing flexibility within Working Portfolio and SLOs, particularly for non-classroom teachers, to reflect job duties.
- Improving SGP to replace a percentile ranking of teachers with anchors in criterion and building in a margin of error.

For SY 2014-15, teachers will receive feedback, support, and evaluation on four components:

1. **Classroom Observations**, using the *Charlotte Danielson Framework for Teaching* for classroom teachers, or **Working Portfolios** for non-classroom teachers
2. **Core Professionalism**, using the *Tripod Student Survey* and *Charlotte Danielson Framework for Teaching*
3. **Student Growth**, using Student Growth Percentiles (SGP) from the *Hawaii Growth Model*
4. **Student Learning Objectives** (SLOs) for classroom teachers, focused on learning goals aligned with the Hawaii Common Core and integrating the data team process to monitor student progress, or **School-System Improvement Objectives** (SSIO) for non-classroom teachers.

A full list of the changes can be seen at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).

**Q: How will the changes reduce burden on educators?**

**A:** The changes are designed to balance a reduction of burden while maintaining the core components of the EES that provide teachers with meaningful feedback.

By differentiating the frequency for teachers at different performance levels, and eliminating some requirements, approximately:

- 1,800 teachers rated highly effective are not required to be re-evaluated, but will carryover last year's rating.
- 9,000 fewer classroom observations, reducing observation workload by almost 50 percent.
- 11,700 fewer surveys, a 63 percent reduction.
- 12,400 fewer required SLOs.

With less time spent administered these extra requirements, *administrators and teachers will have more time to dedicate to implementing the remaining requirements with quality*, and other priorities in the classroom and on campus.

***The Department is looking at ways to further reduce burden, including through the technology used to collect, store, and report EES information.***

**Q: Are there more changes to come?**

**A:** The changes announced on June 12 are a first step in improving EES to make it the most valuable and least burdensome tool it can be. The Department will continue to collaborate with educators to further improve EES, including by continuing to convene feedback groups and plans a formal review and feedback process for mid-year SY2014-15.

Some areas of future improvement include a possible cycling of evaluations; reducing the weight of the SGP; and improvements to the methods and technology used to collect, store, and report information. The Department is also exploring improvements to simplify, streamline, and differentiate the implementation of the other 6 Priority Strategies.

**Q: Were educators consulted on these changes?**

**A:** Yes. In addition to the regular, informal feedback received by educators on a daily basis, the Department received educator feedback (which is documented on the Department's website) through several formal and information channels, including:

- The **Teacher Leader Workgroup (TLW)**: Over 118 educators from all 15 complex areas working in five subcommittees focused on Non-Classroom Teachers (NCT); Student Learning Objectives (SLO); Student Growth Percentile (SGP); Classroom Observations/Core Professionalism; and Student Survey.
- The **HSTA-HIDOE Joint Committee**, contractually-obligated group of four HSTA and four Department members and provides formal recommendations to the Superintendent.
- The **EES Technical Advisory Group (TAG)**, a group of national, regional, and local experts that provides recommendations on how to define technical standards to ensure EES fairly assesses the effectiveness of educators.
- **Department/HSTA joint survey** of teachers
- **Principal EES Workgroup** which included 48 principals
- The **Hawaii Government Employees Association's elected Board of Directors for Unit 6 provided feedback on the Joint Committees recommendations**
- **Informal feedback through the** Complex Area Superintendents and their dedicated EES Educational Officers.
- **Recent survey of retired and active principals**