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

SUMMARY

To help students succeed in college and careers, it is imperative that the Hawaii Department of Education (Department) recognize and support all teachers' efforts to be the best they can be for our students and schools. 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. In accordance with Board of Education Policy 2055, the EES is centered on two equally weighted categories – **Teacher Practice** and **Student Learning and Growth**.

For School Year (SY) 2013-14, teachers receive feedback, support, and evaluation on five components:

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

In SY 2013-14, EES was implemented statewide following a two-year pilot with 81 schools. It replaced the Department's former evaluation system, the Professional Evaluation Program for Teachers (PEP-T). There was no question that in the first year of statewide implementation we would learn a lot about ways to improve the system. A review and improvement process was built into the first year of statewide implementation to inform design for SY 2014-15, with feedback from teachers, principals, administrators, technical experts, and Complex Area and state staff (see Page 3).

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.

Based on feedback and lessons learned, the Department is implementing a series of eighteen (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 (which are detailed on Pages 4-6):

- 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. Overall this means about 9,000 fewer classroom observations, reducing observation workload by almost 50 percent.
- 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. Overall this means approximately 11,700 fewer surveys, a 63 percent reduction.
- Reducing, for most teachers, the number of required SLOs from two to one annually. Overall, this means approximately 12,400 fewer required SLOs.

- 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.

These changes 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. It will continue 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 Priority Strategies.

FEEDBACK AND INPUT

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

✓ **Teacher Leader Workgroup (TLW):** Since 2010, the Teacher Leader Workgroup has met regularly to inform EES design and implementation. In 2013, the TLW was expanded to over 118 people from all 15 complex areas; five subcommittees focused on Non-Classroom Teachers (NCT); Student Learning Objectives (SLO); Student Growth Percentile (SGP); Classroom Observations/Core Professionalism; and Student Survey.

✓ **HSTA-HIDOE Joint Committee:** Per the Collective Bargaining Agreement, the HSTA-HIDOE Joint Committee consists of four HSTA and four Department members and provides formal recommendations to the Superintendent.

✓ **EES Technical Advisory Group (TAG):** The TAG is comprised of national, regional, and local experts and provides recommendations on how to define technical standards to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing Department policies and practices, data, and other state and district policies and practices, the TAG provides recommendations to the Joint Committee on possible EES design modifications for SY 2014-15.

Additional feedback was provided through the **Department/HSTA joint survey** of teachers; the 48 principals who participated in the **Principal Workgroup**, and the **Hawaii Government Employees Association's elected Board of Directors for Unit 6.**

Informally, the Department also receives significant feedback through the Complex Areas. The Department bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback, including monthly principals meetings, dedicated trainings, and Complex Area surveys. Feedback was shared with their counterparts from other Complex Areas and the state team, including through monthly statewide leadership meetings.

The recent survey of retired and active principals corroborated the concerns and feedback the Department had already received about EES, in particular the need to reduce the burden of implementing EES to ensure that A) administrators and teachers have the time for high-quality conversations that will truly support improvement, and B) educators have time for the other important priorities and responsibilities on campus and in classrooms.

To provide additional transparency around the work and recommendations from the various feedback groups, the Department has augmented exiting information on its public website with membership lists, meeting information, and recommendation documents.

TEACHER LEADER WORKGROUP

TLW: Explore design improvements. Monitor implementation. Gather feedback from peers. Increase effectiveness of training materials. Promote system of support. TLW Subcommittee meets monthly to focus on one EES component. *Members: 118 Teachers, Administrators, Complex Area and State Staff.*

HSTA-HIDOE JOINT COMMITTEE

JC: Review the design, validity, and reliability of the performance evaluation system for continuous improvement of design and implementation necessary to meet the aspirations detailed within the statement of values. The Joint Committee presented to U.S. DOE Secretary Arne Duncan during his Hawaii visit in March to demonstrate how the members collaborate. *Members: 4 HSTA and 4 HIDOE Members.*

TECHNICAL ADVISORY GROUP

TAG: Review EES outputs. Discuss/provide recommendations on defining technical standards that ensure fairness of educator assessment. Provide design recommendations to the Joint Committee on possible EES design modification for SY2014-15. *Members: National and local experts.*

PRINCIPAL WORKGROUP

PW: In April, the DOE invited all principals to participate in a full-day EES workgroup to discuss potential design and implementation changes. *Members: 48 principals, Deputy Superintendent.*

HIDOE POLICY GROUP

POL: Review policy recommendations from Teacher Leader Workgroup and make decisions. Discuss implementation concerns and provide recommendations to Deputy for next steps. *Members: Deputy Superintendent, Assistant Superintendents, Directors.*

SUPERINTENDENT
Final decisions made JUNE 2014 after formal reports from workgroups are in.

EES CHANGES FOR SY14-15

	Topic	SY13-14	Change	Rationale
Overall	**Differentiation**	All teachers of the same type (classroom teacher, tested grades and subjects, classroom teacher untested grades and subjects, non-classroom teacher school level, non-classroom teacher non-school level) receive same evaluation.	1. Based on performance level, differentiate frequency of evaluation components. (*See chart on page 7*).	• Affirms recommendations of Joint Committee, principals' feedback, and HGEA Unit 6 Board of Directors. • 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. • Differentiation also reduces burden on teachers and administrators and ensures administrators have more time to work with those teachers that need it most.
Teacher Practice	**Tripod Student Survey** *(applies to Classroom Teachers only)*	The Tripod Student Survey was administered twice annually to students in grades K-12. Results from the Tripod Student Survey counted towards 10 percent of classroom teachers' evaluation.	2. Reduce Tripod Student Survey administration from twice to once annually. 3. Eliminate administration of Tripod Student Survey to students in grades K-2 to administer in grades 3 – 12 only. 4. Eliminate demographic questions from survey. 5. Eliminate Tripod Student Survey's independent weight in the evaluation. Instead, results will be provided to teachers and they will reflect on the survey results as part of the evidence for the Core Professionalism component. 6. Redistribute 10 percent weighting previously assigned to Tripod Student Survey results to Classroom Observations and Core Professionalism. *(See page 8)*.	• Affirms recommendations of Joint Committee, principals' feedback, and HGEA Unit 6 Board of Directors. • Reflects educators' professional observation in administering the survey that young children have difficulty understanding the questions and completing the survey. Educators question whether the survey is developmentally appropriate for our youngest students. • The demographic background questions are not relevant to Hawaii and are not used in the evaluation system. Removing these questions streamlines survey length and eliminates troublesome questions. • Reducing administration to once annually and for only grades 3-12 will reduce administrative burden of preparation (completing roster verification) and administration of the survey. • Student perception data be valued and promoted as part of the reflection and improvement process.
	Classroom observations	All classroom teachers received two classroom observations annually (one per semester) using the Charlotte Danielson Framework for Teaching (Framework).	7. Based on performance level from SY2013-14 ratings, differentiate frequency of classroom observations. Highly effective teachers are not required to have an observation; effective teachers are required to have 1 or more; marginal, unsatisfactory, and new teachers are required to have 2 or more. *(See chart on page 7)*.	• Affirms recommendations of Teacher Leader Workgroup, Joint Committee, principals' feedback, and HGEA Unit 6 Board of Directors. • Continue to use the 5 components from the Danielson Framework. • Differentiating observation requirements reduces burden and increases time for administrators to focus on the teachers who most need their support.

	Topic	SY13-14	Change	Rationale
	Core Professionalism (applies to all teachers) (weighted 20%)	Demonstration of Core Professionalism is based Framework component "4F: Showing Professionalism."	8. Core Professionalism will be revised to consist of two parts: a. Demonstration of Core Professionalism will be based on a broader standard within the Charlotte Danielson Framework domain-level "Professional Responsibilities." b. Reflection and action to improve on Tripod Student Survey Results. 9. Change weighting from 15 percent to 20 percent to reflect the shift away from individual Tripod Student Survey percentage. *(See page 8).*	• Moving from component-level to domain-level provides more flexibility to educators and provides a more holistic picture of teachers' responsibilities. • This increased weight of Core Professionalism to 20 percent is the same for teachers in SY13-14 who did not have a Tripod Student Survey score.
	Working Portfolio (applies to Non-Classroom Teachers only) (weighted 30%)	All non-classroom teachers (NCT) provided a working portfolio with artifacts demonstrating competencies based on 5 pre-selected components of the Framework.	10. NCT and administrator may agree to use *either* working portfolio *OR* an observation of an NCT's work with students using Danielson Framework. 11. NCTs whose positions have Hawaii Teacher Standards Board (HTSB)-approved professional standards (e.g., librarians, counselors) and administrators may use the HTSB-approved professional standards in lieu of the CD Framework rubric for NCT's working portfolio. 12. Non-classroom teachers whose positions do not have HTSB-approved professional standards (e.g., curriculum coordinator, tech coordinator, registrar) and administrators will agree on five components from Danielson Framework that best reflect their job responsibilities as standards to be reviewed in working portfolio, instead of pre-set components.	• Affirms recommendations of Teacher Leader Workgroup, Joint Committee, and HGEA Unit 6 Board of Directors. • This provides teachers and administrators more flexibility to ensure job appropriateness and relevance to job duties. • More alignment with relicensing requirements for certain groups of non-classroom teachers. • Administrators do not have to be certified in the HSTB-approved standards to conduct conferences and assign a rating.

	Topic	SY13-14	Change	Rationale
Student Growth and Learning	***Hawaii Growth Model** (applies to Classroom Teachers and Non-Classroom Teachers — school level)* *(Tested Grades & Subjects = 25%)* *(Non Tested Grades & Subjects, School Wide = 5% ELA)*	For teachers of tested grades and subjects, median student growth percentile (SGP) was weighted 25 percent. For teachers of non-tested grades and subjects, the schoolwide median SGP for English language arts was weighted 5 percent. A teacher's final rating was based on percentile ranking of teachers' median SGPs. There was no margin of error in the percentile ranking.	13. Anchor cut scores in criterion (rather than base on percentile ranking of teachers). 14. Factor in margin of error to avoid classification errors (e.g., if margin is 5 and cut-off for "proficient" is 60, then a cut score of 55 will be applied)	• Affirms recommendations of Technical Advisory Group, Teacher Leader Workgroup, Joint Committee, principals' feedback, and HGEA Unit 6 Board of Directors. • The establishment of anchored cut scores instead a percentile ranking provides more clarity and shifts away from a situation where teachers are evaluated on forced curve. • Establishing a margin of error improves defensibility of rating and gives benefit of the doubt to teachers.
	Student Learning Objective (SLO) *(Tested Grades & Subjects = 25%)* *(Non Tested Grades & Subjects = 45%)*	All teachers demonstrated student growth and learning through two SLOs each year. Teachers who did not have an SGP (NCTs not at the school level) used both for the final rating; all other teachers only used one for the final rating. For teachers of tested grades and subjects, SLOs were weighted 25 percent. For teachers of non-tested grades and subjects, SLOs were weighted 45 percent. For NCTs at the school level SLOs were weighted 45 percent. For NCTs not at the school level, SLOs were weighted 50 percent.	15. All teachers complete 1 SLO/SSIO. 16. Non-classroom teachers will have option of using either the Student Learning Objective (SLO) template or a parallel School-System Improvement Objective (SSIO) template. 17. All new teachers' professional growth plans will include a focus on building understanding and capacity around SLOs as part of "learning year." 18. The SLO template has been streamlined.	• Affirms recommendations of Technical Advisory Group, Teacher Leader Workgroup, Joint Committee, principals' feedback, and HGEA Unit 6 Board of Directors. • Reduction to one SLO ensures a focus on quality and fidelity for evaluation purposes. • Permitting non-classroom teachers to use a School-System Improvement Objective provides more flexibility to ensure job appropriateness for those educators whose daily job is focused more on supporting adults. • Streamlining the SLO template reduces burden and increases clarity and utility.

DIFFERENTIATED EVALUATION APPROACH FOR SY 2014-15

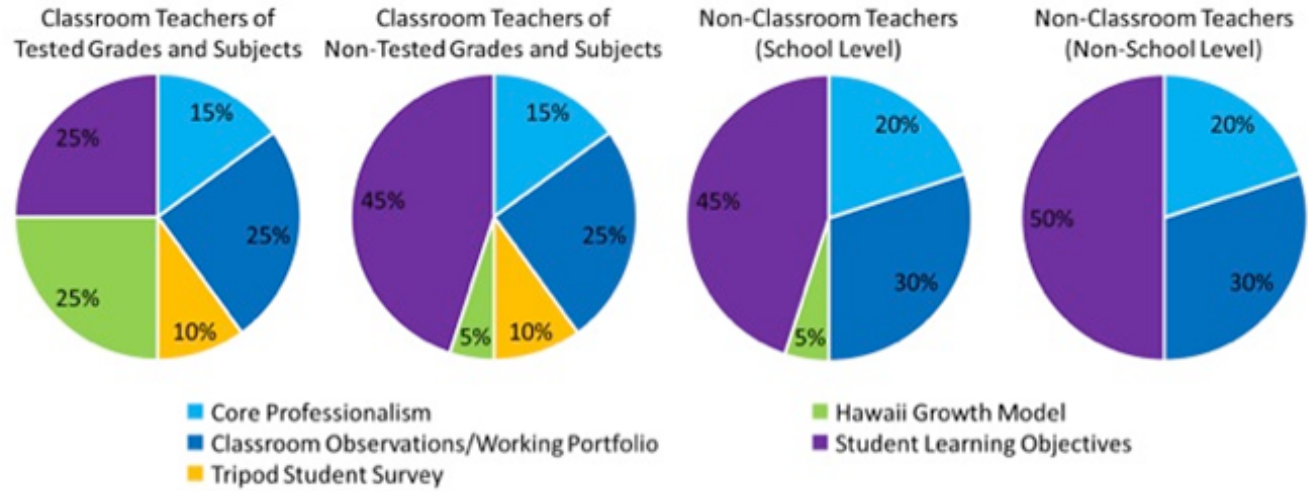|	Teacher Practice		Student Learning and Growth	
CLASSROOM TEACHERS	*Classroom Observation*	*Core Professionalism*	*Hawaii Growth Model*	*Student Learning Objective*
Highly Effective Based on Final Rating in SY2013-14	Teachers "carryover" their overall evaluation rating from the previous year. It is not required that teachers re-complete any of the components. Teachers can request observations for non-evaluative purposes and are expected to participate in SLOs as part of department, grade-level, or data teams as relevant for non-evaluative purposes. Teachers who display documented performance deficiencies may be moved into a regular rating cycle.			
Effective Based on Final Rating in SY2013-14	**1 or more** observations, which may be scheduled at any time during the year	Option to carryover SY2013-14 rating of core professionalism **OR** provide additional evidence for SY2014-15	Median Student Growth Percentile (SGP)	1
Marginal/ Unsatisfactory Based on Final Rating in SY2013-14	**2 or more** observations, with at least one observation in first semester	Evidence will be based on progress on **principal-directed professional** development plan	Median SGP	1
Beginning Teachers	**2 or more** observations, with at least one observation in first semester	Evidence will be based on progress on professional development plan	Not applicable	1 *(Professional development plans will include building capacity around SLOs in this first learning year. New teacher mentors will support this effort.)*
NON-CLASSROOM TEACHERS	*Working Portfolio*	*Core Professionalism*	*Hawaii Growth Model*	*Student Learning Objective (SLO) or School System Improvement Objective (SSIO)*
Highly Effective Based on Final Rating in SY2013-14	Teachers "carryover" their overall evaluation rating from the previous year. It is not required that teachers re-complete any of the components. Teachers can request observations for non-evaluative purposes and are expected to participate in SLOs as part of department, grade-level, or data teams as relevant for non-evaluative purposes. Teachers who display documented performance deficiencies may be moved into a regular rating cycle.			
Effective Based on Final Rating in SY2013-14	Rated on 5 components from Framework[1] or HTSB[2] standards via portfolio or observation.	Option to carryover SY2013-14 rating of core professionalism **OR** provide additional evidence for SY2014-15.	Median SGP (not applicable to non-school level)	1
Marginal/ Unsatisfactory Based on Final Rating in SY2013-14	Rated on 5 components from Framework[1] or HTSB[2] standards via portfolio or observation.	Evidence will be based on progress on **principal-directed** professional development plan.	Median SGP (not applicable to non-school level)	1
Beginning Teachers	Rated on 5 components from Framework[1] or HTSB[2] standards via portfolio or observation.	Evidence will be based on progress on professional development plan	Not applicable	1 *(Professional development plans will include building capacity around SLOs in this first learning year. New teacher mentors will support this effort.)*

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[1] Charlotte Danielson Framework for Teaching
[2] Hawaii Teacher Standards Board

CHANGES TO COMPONENT WEIGHTINGS FOR SY14-15

Weighting of components for School Year 2013-14

Classroom Teachers of Tested Grades and Subjects
- 15%
- 25%
- 10%
- 25%
- 25%

Classroom Teachers of Non-Tested Grades and Subjects
- 15%
- 45%
- 25%
- 5%
- 10%

Non-Classroom Teachers (School Level)
- 20%
- 45%
- 30%
- 5%

Non-Classroom Teachers (Non-School Level)
- 20%
- 50%
- 30%

- ■ Core Professionalism
- ■ Classroom Observations/Working Portfolio
- ■ Tripod Student Survey
- ■ Hawaii Growth Model
- ■ Student Learning Objectives

Weighting of components for School Year 2014-15

Classroom Teachers of Tested Grades and Subjects
- 20%
- 25%
- 30%
- 25%

Classroom Teachers of Non-Tested Grades and Subjects
- 20%
- 45%
- 30%
- 5%

Non-Classroom Teachers (School Level)
- 20%
- 45%
- 30%
- 5%

Beginning/New & Non-Classroom Teachers (Non-School Level)
- 20%
- 50%
- 30%

- ■ Hawaii Growth Model
- ■ Student Learning Objective/School-System Improvement Objective
- ■ Core Professionalism
- ■ Classroom Observations / Working Portfolio