

# Hawaii Educator Effectiveness System

## Update on the Department of Education's Educator Effectiveness System

Committee on Human Resource  
Committee on Human Resource  
May 20, 2014  
May 20, 2014

# Feedback Groups

The Department has engaged local educators and national experts to review and discuss the EES with the purpose of ensuring our system fairly assesses the effectiveness of educators.

## STAKEHOLDER FEEDBACK

### TEACHER LEADER WORKGROUP

Explore design improvements. Monitor implementation. Gather feedback from peers. Increase effectiveness of training materials. Promote system of support. *Members: Teachers, Administrators, Complex Area and State Staff.*

## TECHNICAL RECOMMENDATIONS

### TECHNICAL ADVISORY GROUP

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.*

**SUPT**

Final decision maker

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.*

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. *4 HSTA and 4 HIDEOE Members.*

### HIDEOE POLICY GROUP

### HSTA-HIDEOE JOINT COMMITTEE

## DECISION MAKING

## STAKEHOLDER RECOMMENDATIONS



# EES Technical Advisory Group (TAG)

**Purpose:** The group will discuss and provide recommendations on how to define technical standards that focus on ensuring the EES system fairly assesses the effectiveness of educators. The group will provide design recommendations to the Joint Committee on possible EES design modifications for SY 2014-15. Providing input based on a review of:

- Department's existing policies and practices,
- Impact data collected for each of the EES's components, and
- Other state and district policies and practices.

## Members:

**Elena Diaz-Bilello**  
Senior Associate  
National Center for the Improvement of Educational Assessment

**Chris Domaleski**  
Senior Associate  
National Center for the Improvement of Educational Assessment

**Nolan Malone**  
Vice President, Pacific Operations  
McREL International

**Ronn Nozoe**  
Deputy Superintendent  
Hawaii Department of Education

**Tammie Picklesimer**  
EES Project Manager  
Hawaii Department of Education

**Raymond Rodriguez**  
Instruction and Professional Development Specialist  
Hawaii State Teachers Association

**Richard Seder**  
President  
Emergent Policy & Systems, Inc.

**Donald Young, PhD**  
Dean, College of Education  
University of Hawaii at Manoa

**Irene L.A. Pu'uohau**  
Field Services Officer  
Hawaii Government Employees Association

**Suzanne Mulcahy**  
Complex Area  
Superintendent



**Hawaii Educator  
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# TAG Comments/Recommendations

- **General Comments:** TAG members applauded the Department on the overall design of the EES as thoughtfully constructed with broad stakeholder input.
- **Recommendations apply to the 2014-15 school:** TAG did not identify specific issues that would require the Department to immediately and effectively change the design for the current school 2013-14 school year. Some overall recommendations include:
  1. Develop a validation framework
  1. Reconsider the high-stakes nature of EES on new teachers for SY 2013-14
  2. Conduct data analysis during and after the assessment transition to support the continued use of Student Growth Percentile



# HSTA-HI DOE Joint Survey Results

- The objective of the survey was to provide formative information on how BU5 members are experiencing the EES, with an eye toward guiding improvements in preparation for the 2014-15 year.
- A total of 4,280 completed the online survey from February 25 to March 11, 2014 (30% response rate).



# Profile of Respondents

EES Classification	%
Classroom Teacher of Tested Grades and Subjects	43
Classroom Teacher of Non-Tested Grades and Subjects	36
Non-Classroom Teacher (School Level)	17
Non-Classroom Teacher (Non-School Level)	3
None of the above	<1
Type of School	%
Elementary School	50
Middle/Intermediate School	17
High School	24
6 or 7-12 School	2
K-12 School	2
District/State Office	3
Other	1
No response	1
<b>Base:</b>	<b>(4,280)</b>

Years Worked for Hawaii DOE	%
1 to 5 years	20
6 to 10 years	20
11 to 15 years	19
16 to 20 years	15
21 to 25 years	14
More than 25 years	12
No response	1
Current Teacher Status	%
1 <sup>st</sup> Year Probationary Teacher	5
Probationary Teacher other than 1 <sup>st</sup> Year	5
Tenured	86
Other	1
Not sure/Prefer not to answer	3
No response	<1
<b>Base:</b>	<b>(4,280)</b>



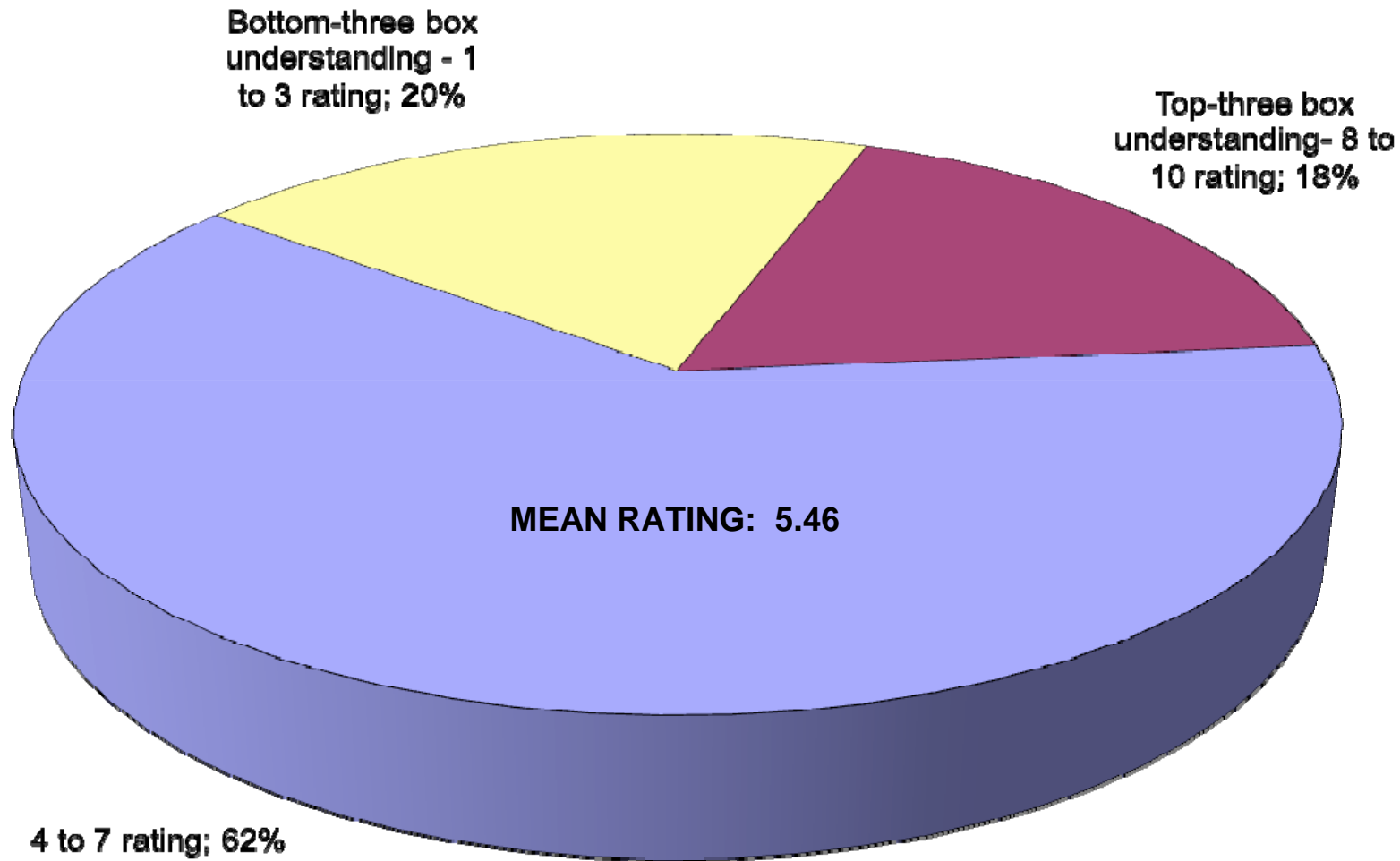
# Profile of Respondents

Complex Area	%
Farrington – Kaiser – Kalani	9
Kaimuki – McKinley - Roosevelt	9
Aiea – Moanalua – Radford	7
Leilehua – Mililani – Waialua	8
Campbell – Kapolei	8
Pearl City – Waipahu	8
Nanakuli – Waianae	5
Castle – Kahuku	5
Kailua – Kalaheo	4
Hilo – Waiakea	5
Kau – Keaau – Pahoa	4
Honokaa – Kealakehe – Kohala – Konawaena	8
Maui – Baldwin – Kekaulike	9
Hana – Lahainaluna – Lanai – Molokai	4
Kauai – Kapaa – Waimea	6
District/State Office	1
No response	2
<b>Base:</b>	<b>(4,280)</b>



# Overall Understanding of the EES

Q: On the scale of 1 to 10 where 10=completely understand and 1=do not understand at all, please indicate your overall level of understanding of the EES.



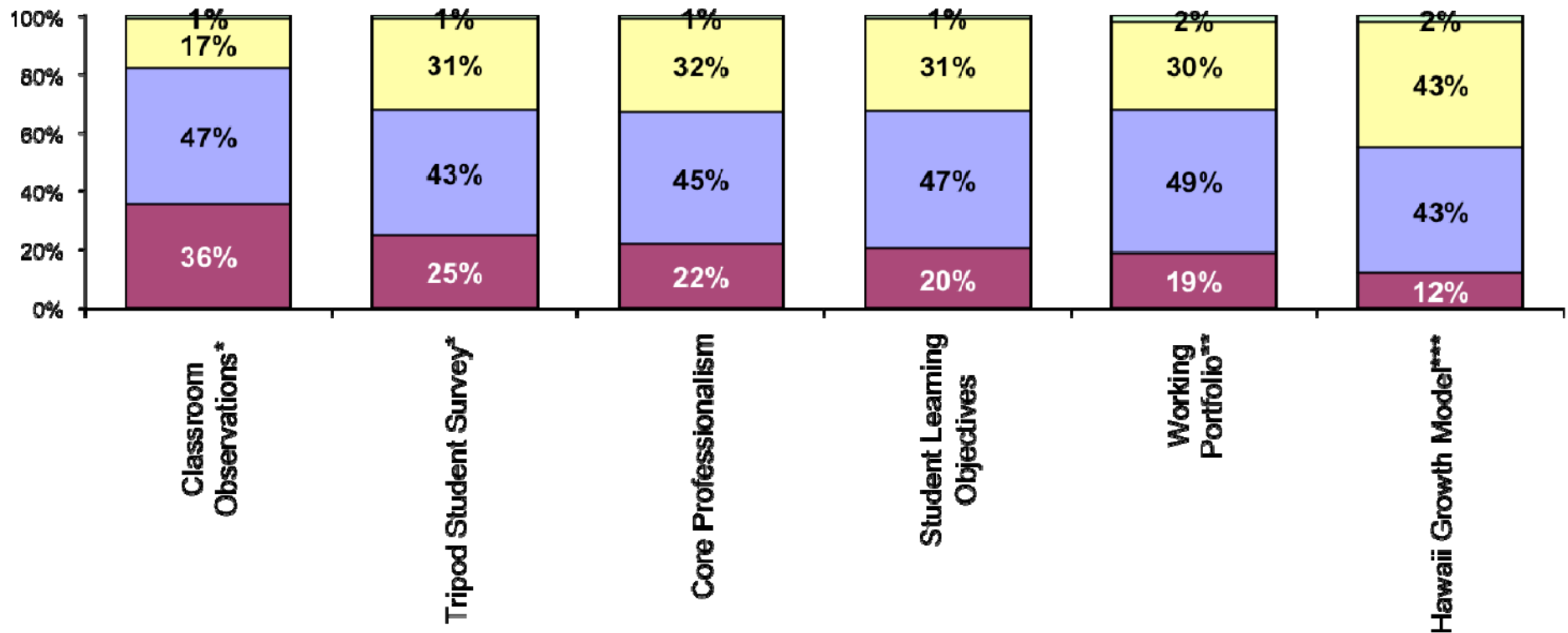
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Base= 4,280



# Understanding the EES Components

Q: On the scale of 1 to 10 where 10=completely understand and 1=do not understand at all, please indicate your overall level of understanding of the measures that comprise the EES categories.



■ Top-three box understanding - 8 to 10 rating 
 ■ 4 to 7 rating 
 ■ Bottom-three box understanding - 1 to 3 rating 
 ■ No response

\* Only classroom teachers were asked to rate this statement

\*\* Only non-classroom teachers were asked to rate this statement

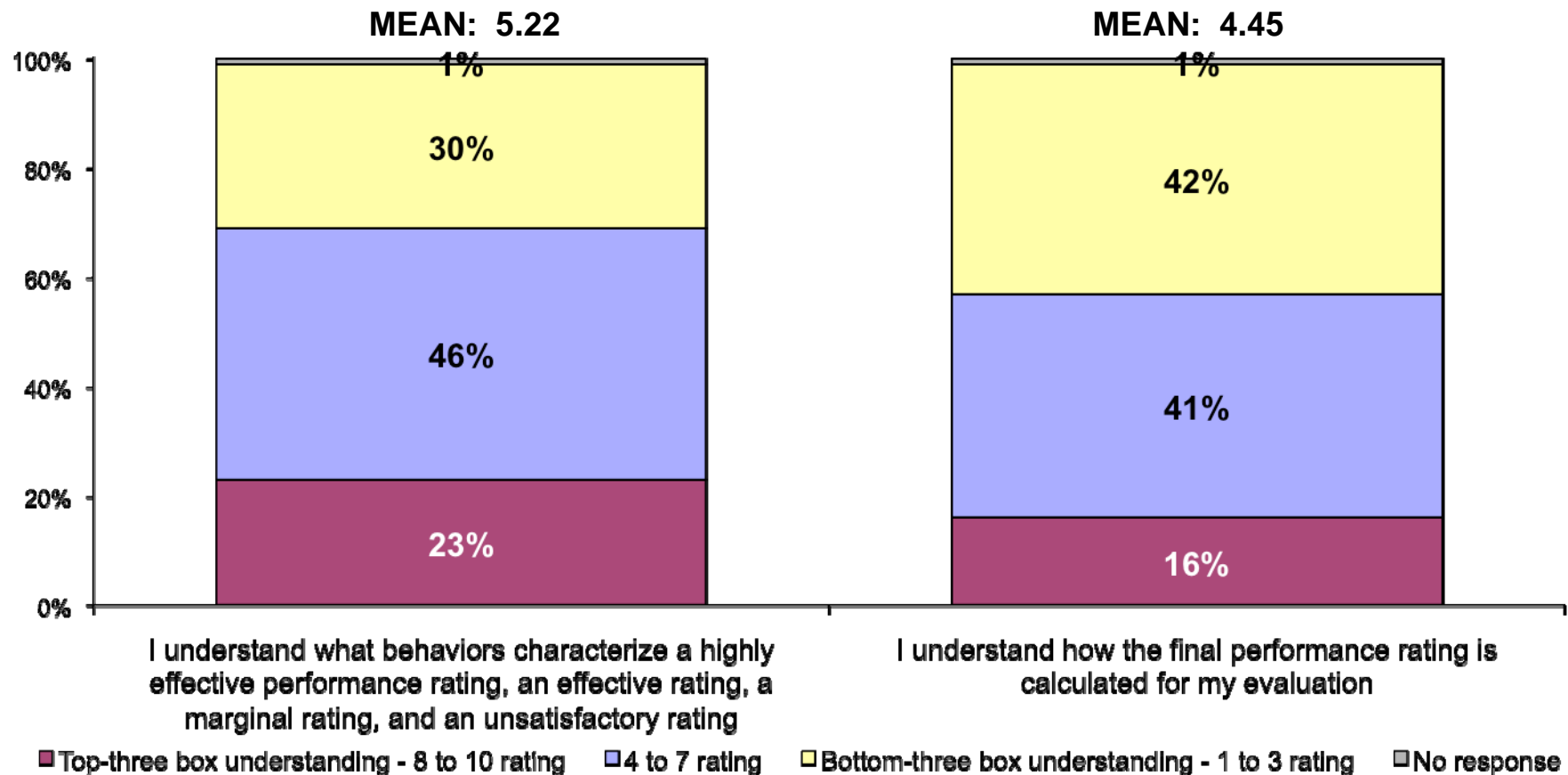
\*\*\* Only classroom teachers and school-level non-classroom teachers were asked to rate this statement  
 Base= 4,280 (3,382 classroom teachers; 878 non-classroom teachers; 4,116 classroom teachers and school-level non-classroom teachers)



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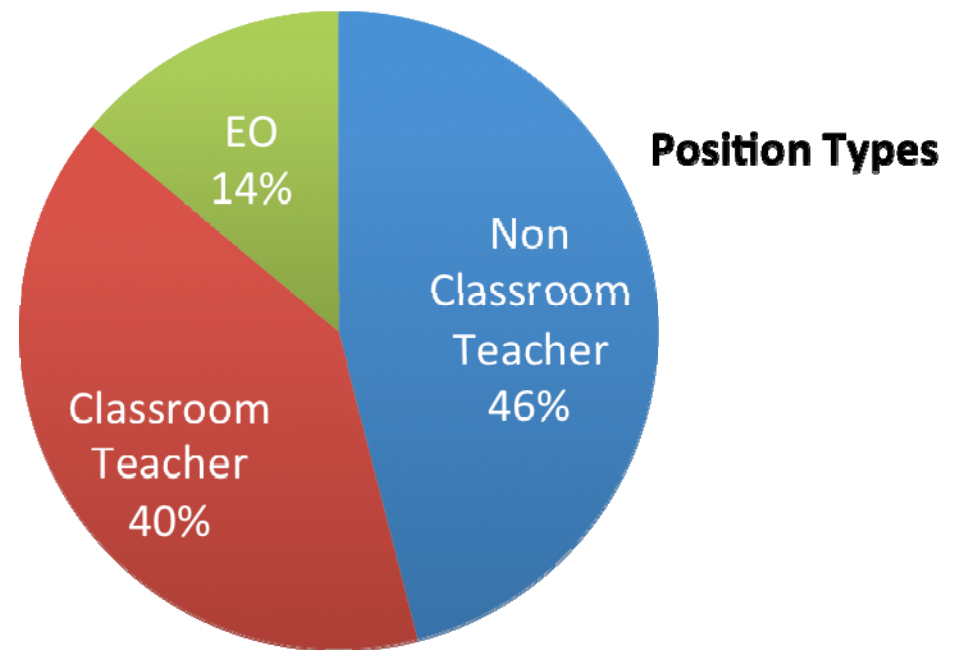
# Understanding the EES Rating

Q: On the scale of 1 to 10 where 10=strongly agree and 1=strongly disagree, please indicate your level of agreement with the statements below.



# Teacher Leader Working Group

- On April 24<sup>th</sup>, 2014 the Hawaii Department of Education, in partnership with HSTA, hosted a face-to-face EES workgroup to discuss improvements to the Educator Effectiveness System (EES).
- Teachers were invited from each of the five different Teacher Leader Workgroup subcommittees and the HSTA EES Advisory Group.
- There were a total of 43 participants, representing each of the complex areas and different types of BU5 assignments.



# Principal Working Group

<b>Gender</b>	<b>Number</b>
Female	23
Male	25
<b>Years of Service</b>	
Frist year	10
2-5 years	14
6 - 10 years	14
11- 15 years	7
16 or more years	3
<b>School Level</b>	
Elementary	26
Middle	11
Elementary/Inter	3
High	8

The purpose of the workgroup was to discuss improvements to the design and implementation of EES. The primary outcomes were:

1. Discuss the current recommendations by the various feedback groups and provide a grassroots perspective on the impact of the potential changes to the Deputy Superintendent.
2. Provide specific recommendations for the various feedback groups to consider and when appropriate, directly to the Deputy Superintendent.



# Principal Working Group

Component	Favorable	Unfavorable	Recommendation
Classroom Observations	<ul style="list-style-type: none"> <li>Classroom observation process has been beneficial and the discussions coming out of this has improved teaching.</li> <li>Meeting with the teachers is valuable and allows the principal to give very specific feedback and coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations are a dog-and-pony show.</li> <li>Too much time to do 2 observations for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate for beginning teachers</li> <li>Differentiate based on performance</li> <li>Make classroom observations unannounced or walkthrough</li> <li>Need to add a “not observed” to the observation scoring</li> </ul>
Core Professionalism	<ul style="list-style-type: none"> <li>I like 4F because it allows the administrator to infuse school direction into teacher responsibility</li> </ul>	<ul style="list-style-type: none"> <li>4F is very vague, PEP-T did a better job of describing how teachers are showing professionalism</li> <li>4F at the component level is too specific and leaves out a lot of other duties, very limited</li> </ul>	<ul style="list-style-type: none"> <li>Bring back PEP-T Duty 4</li> <li>Include all of Domain 4</li> <li>Rate at the Domain level</li> <li>Teachers have the option to choose an area of focus</li> <li>Allow Principals to align Domain 4 with the school’s initiatives and differentiate between teachers base on needs.</li> <li>4F is very limiting</li> </ul>
Tripod Student Survey	<ul style="list-style-type: none"> <li>Zero favorable response recorded</li> </ul>	<ul style="list-style-type: none"> <li>The survey is too long</li> <li>Double negatives in all grade levels is difficult for students to understand</li> </ul>	<ul style="list-style-type: none"> <li>Develop our own survey</li> <li>Eliminate Tripod all together or at least in teacher’s evaluation</li> <li>Establish criterion referenced cut scores</li> <li>Correlate cut scores with student achievement instead of observations.</li> </ul>
Working Portfolio	<ul style="list-style-type: none"> <li>Cover sheet helps the NCT organize and focused</li> </ul>	<ul style="list-style-type: none"> <li>Too many components for NCT</li> <li>Forcing fitting the Danielson components doesn’t make sense</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate</li> <li>Mirror the portfolio process of National Board Certification</li> </ul>

# Principal Working Group

Component	Favorable	Unfavorable	Recommendation
Student Learning Objectives	<ul style="list-style-type: none"> <li>Align nicely to the 6 priority strategies</li> <li>SLOs are an effective measure for growth.</li> <li>SLO process has helped teachers look at their own data.</li> </ul>	<ul style="list-style-type: none"> <li>Schools and teachers had no consistency with the quality of SLOs submitted and approved.</li> <li>Teachers are completing the SLOs because they have to and I'm not sure they are even paying much attention to the process.</li> </ul>	<ul style="list-style-type: none"> <li>SLOs has the greatest potential to provide an accurate picture of the learning that results from teachers' action and should consist of the entire portion of Student Growth and Learning</li> <li>Shift to one high quality SLO for next year.</li> </ul>
Student Growth Percentile	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Burden on testing grade teachers is totally disproportionate compared to non tested grade teachers.</li> <li>Range is too broad, needs to better align with Strive HI.</li> <li>Lag is an issue</li> </ul>	<ul style="list-style-type: none"> <li>SGP should be removed from EES</li> <li>HSA should not be the only assessment used for SGP. Principals should be able to use multiple measures to determine growth</li> </ul>
Overall	<ul style="list-style-type: none"> <li>The intent of EES is great</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in non tested grades have a big advantage over the tested grades.</li> </ul>	<ul style="list-style-type: none"> <li>Determine what is the biggest bag for the buck? We did all this work but didn't produce the results.</li> <li>Strive for a simpler system and streamline the components. Then the focus is more about pathways for improvement.</li> </ul>



# Timeline

