



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

OFFICE OF THE SUPERINTENDENT

May 17, 2016

TO: The Honorable Brian De Lima  
Chairperson, Human Resources Committee

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Committee Action on Board Policy 203.4 Teacher Performance Evaluation**

1. RECOMMENDATION

The Department of Education (Department) recommends the Board of Education (Board) revise Board Policy 203.4 ("Teacher Performance Evaluation") as marked on the attached copy.

2. RECOMMENDED EFFECTIVE DATE

Immediately upon approval.

3. DISCUSSION

a. Conditions leading to the recommendation

The Department and the Hawaii State Teachers Association (HSTA) agreed to implement a new teacher evaluation system, the Educator Effectiveness System (EES), in the 2013-2017 Collective Bargaining Agreement (CBA) as an innovation to improve teaching and student learning. The EES is the implementation of Board Policy 203.4 which currently reflects the federal requirements from the No Child Left Behind Act of 2001.

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). In relevant part, enactment of this law leaves teacher evaluations solely in the hands of the states and does not require student

performance on standardized assessments to be linked to teacher performance.

The Department's recommended changes to the Board Policy are to provide flexibility to the Department, consistent with input received from multiple stakeholder groups, and to delete statewide assessment as a mandatory component of teacher evaluations. These changes would align Policy 203.4 to ESSA, thereby providing a consistent framework for the administration of the EES in School Year (SY) 16-17 and beyond.

The Department has made changes in the past three years to improve the EES in response to teacher and administrators' feedback and its analysis of the EES tools and processes. The EES review process has included input from a Teacher Leader Workgroup, Technical Advisory Group, Principals' Roundtable and the HSTA-Department Joint Committee which was agreed upon in the CBA. Based on this year's input and three school years of review and improvement, the Department anticipates taking action to further improve the EES for SY16-17, as follows:

- Remove student test scores as a requirement of the evaluation
- Simplify the teacher observation (Danielson) process
- Simplify the student learning objective (SLO) process
- Adopt protocols within the Teacher Practice component to limit the final rating to no more than 'marginal' if a teacher is rated 'unsatisfactory' in the observation/working portfolio or core professionalism

The first identified anticipated change for SY16-17 (e.g. removal of student test scores) would be subject to the Board's approval of the recommended policy change and successful negotiations with the HSTA. Other anticipated EES changes may be subject to consultation with the HSTA and Hawaii Government Employees Association (HGEA). Should the Board not approve the recommended changes to Board Policy 203.4 or, alternatively, take action to revise the Policy in other respects, the Department will review and reconsider its anticipated proposed changes to the EES for SY16-17.

b. Previous actions of the Board on the same or similar matters

Board Policy 2055 was established effective April 17, 2012 to address both teacher and principal evaluations. In April 2015, that policy was separated into two policies, one of which covered principal evaluations and the other of which covered teacher evaluations and was renumbered as Policy No. 203.4 ("Teacher Performance Evaluation Policy"). The Department now seeks amendments to Policy No. 203.4.

c. Other policies affected

None.

d. Arguments in support of the recommendation

The proposed Policy changes are consistent with the ESSA requirements. Although ESSA is not effective until July 1, 2017, the earlier alignment of the Board Policy with ESSA provides the Department the opportunity to implement mutually desired improvements to the EES for SY16-17. This is important, among other reasons, to align the EES requirements for SY16-17 and SY17-18, during which two-year period all teachers will be evaluated under the same protocols.

The proposed changes would maintain the integrity of the performance evaluation while streamlining the evaluation tool. They are consistent with the recommendations of the HSTA-Department Joint Committee and the consultation with principals and teacher leaders.

e. Arguments against the recommendation

None.

f. Other agencies or departments of the State of Hawaii involved in the action

None.

g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

The Department will negotiate and/or consult with the affected unions, HSTA and HGEA, as applicable. As noted above, the Policy changes are consistent with the direction set by the HSTA-Department Joint Committee and other stakeholder groups.

h. Educational implications

The recommended Policy changes will support teachers by permitting the Department to further refine the EES to focus on evaluation measures upon which teachers can improve their practice, thereby improving student achievement.

i. Financial implications

None.

4. OTHER SUPPLEMENTARY RECOMMENDATIONS

N/A

KSM:BAK:je  
Attachment

- c: Deputy Superintendent
- Office of Strategy, Innovation and Performance
- Office of Human Resources
- Office of Curriculum, Instruction and Student Support

## **POLICY 203.4**

### **TEACHER PERFORMANCE EVALUATION POLICY**

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

#### **GENERAL**

The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and

unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.

The evaluation system must consist of multiple measures and shall have two major components, each of which counts towards at least ~~[50]~~ 40 percent of the evaluation rating:

- **Teacher Practice:** The measurements of teacher practice may include but are not limited to classroom observations, stakeholder surveys, and evidence of reflective practice.
- **Student Learning and Growth:** The measurements of students' academic learning and growth ~~must consist of multiple measures to~~ may include but are not limited to statewide assessment and other relevant student learning objectives.

**Rationale:** The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

Approved: 04/17/12, 04/07/15

# Board Policy 203.4, Teacher Performance Evaluation

*Board of Education Human Resources Committee Meeting  
May 17, 2016*



HAWAII STATE DEPARTMENT OF EDUCATION

[HawaiiPublicSchools.org](http://HawaiiPublicSchools.org)



# Rationale for teacher performance evaluation

Board Policy 203.4 (Approved 4/17/12; 4/7/15)

The most critical factor in a student's success is an **effective teacher**, and the most critical factor in a school's success is an effective principal.

**Recruiting, training and retaining outstanding teachers** and principals make a considerable difference in long-term outcomes for students.

To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals **comprehensive and superior feedback on their performance.**





# Development of Educator Effectiveness System (EES)

**YEAR 1: 2011-12**

Planning design,  
Early testing

18 schools  
(Zones of  
School  
Innovation)

**YEAR 2: 2012-13**

Revising design,  
Expanded testing

79 schools

**YEAR 3:  
2013-14**

STATEWIDE  
PILOT

Finalize design

All HIDEO  
schools

**YEAR 4:  
2014-15**

FULL  
IMPLEMENTATION

All HIDEO  
schools

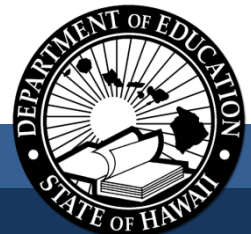
**YEAR 5:  
2015-16**

Transition to  
differentiated  
evaluation

All HIDEO  
schools

**FOCUS ON PROFESSIONAL GROWTH**

- Effective, tenured teachers: “Streamlined Evaluation”
- Probationary or marginal teachers: “Enhanced Evaluation”



# Development of Educator Effectiveness System (EES)

YEAR 6: 2016-17

Ongoing Implementation and Improvement

All schools

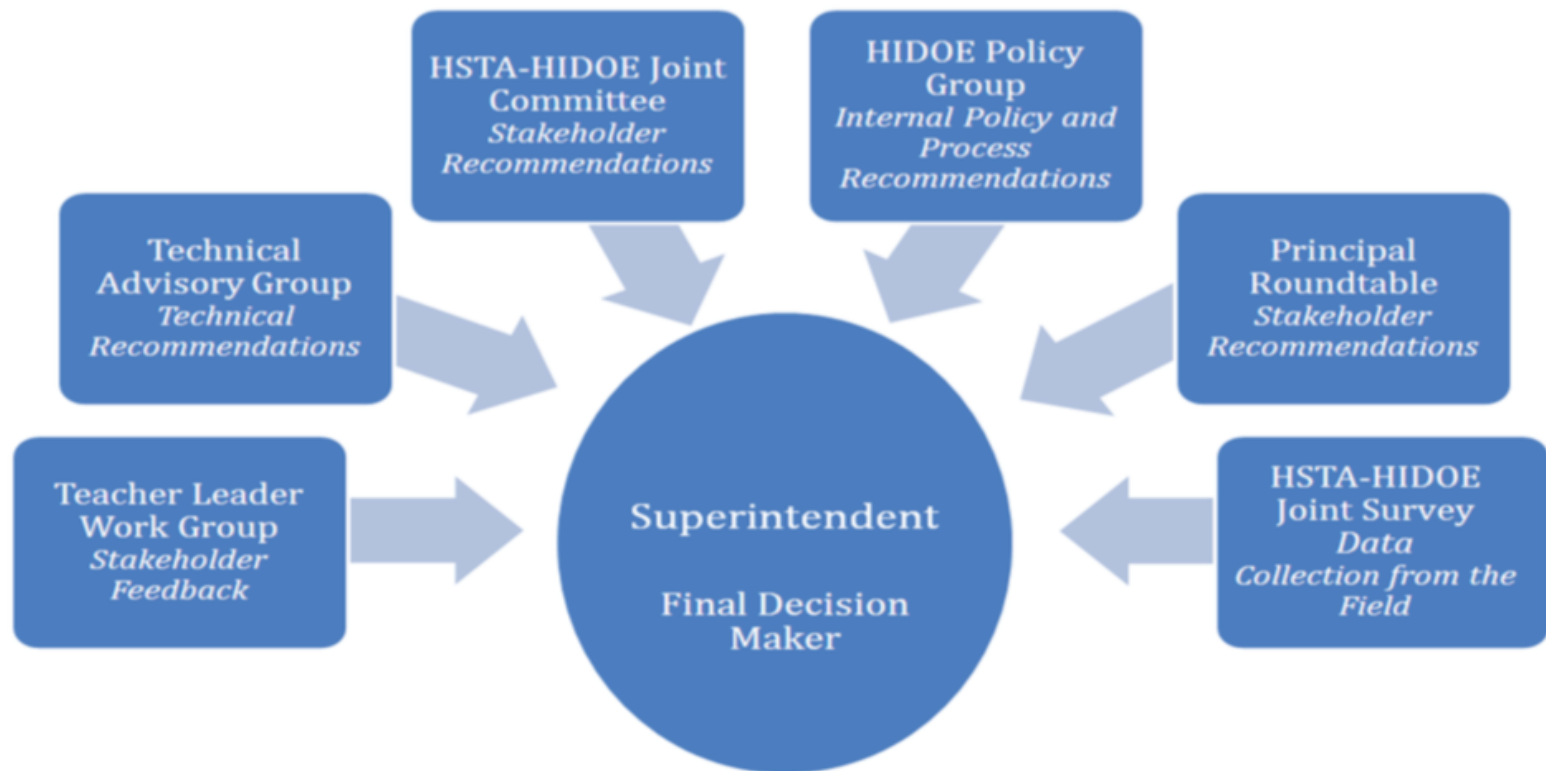
- **Effective, tenured teachers:** Alternating Streamlined Evaluation and “Standard Evaluation”
- **Probationary or marginal teachers:** Annual Enhanced Evaluation

Details provided in EES manual:

<http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/home.aspx>



# EES improvements based on feedback and analysis



# Proposed EES changes for 2016-17 implementation

Subject to Board approval of revisions to Policy 203.4 and collective bargaining

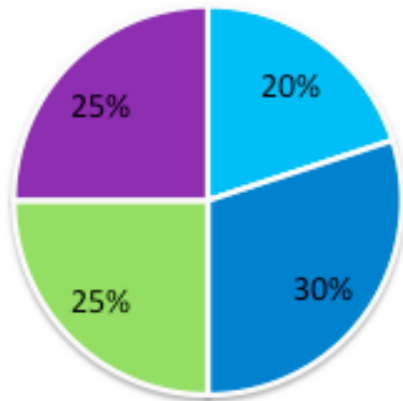
- Maintain **student learning and growth** as a significant component but **remove Student Growth Percentile** (based on student test scores) as a weighted measure
- Include Student Growth Percentile as a required point of reflection and professional inquiry as part of **Core Professionalism**
- Further **simplify** processes for documenting **Student Learning Objectives** (SLOs) and classroom observations
- Establish process so that data further reviewed or leads to different business rule when evidence for a teacher's practice component is rated at the lowest level(s)



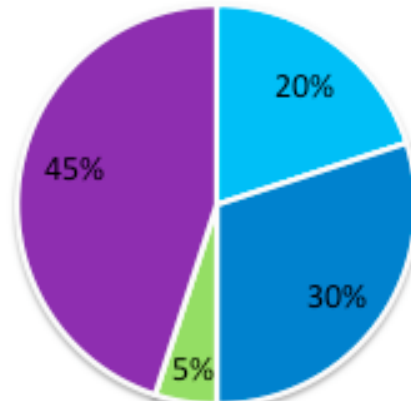
# Implications of proposed changes for evaluation ratings

Subject to Board approval of revisions to Policy 203.4 and collective bargaining

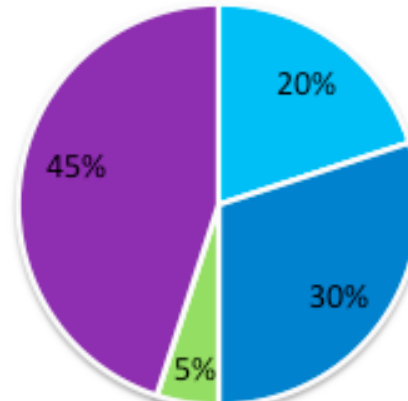
Classroom Teachers of Tested Grades and Subjects



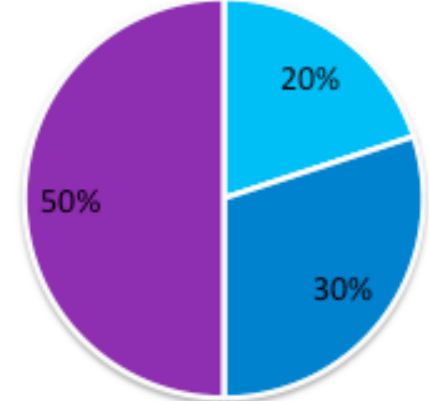
Classroom Teachers of Non-Tested Grades and Subjects



Non-Classroom Teachers (School Level)



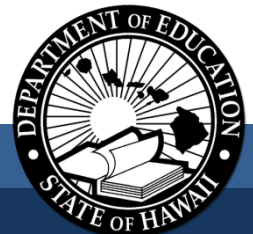
Beginning/New & Non-Classroom Teachers (Non-School Level)



■ Hawaii Growth Model  
■ Student Learning Objective /School - System Improvement Objective

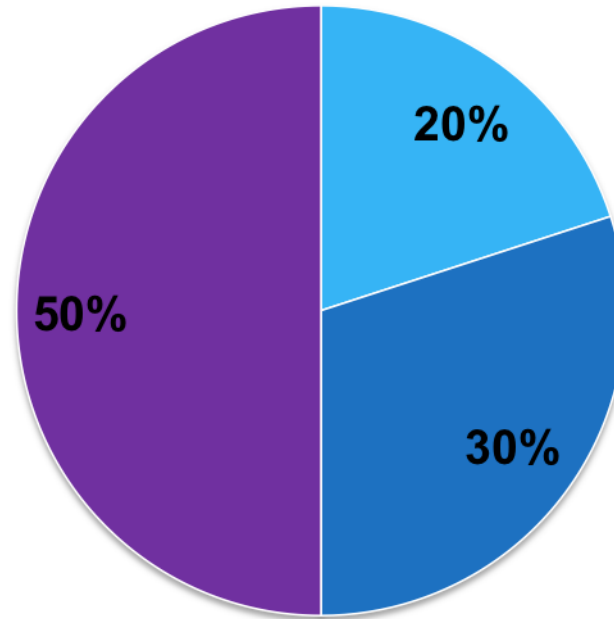
■ Core Professionalism  
■ Classroom Observations/Working Portfolio

As of 2015-16





# Implications of proposed changes for evaluation ratings

Subject to Board approval of revisions to Policy 203.4 and collective bargaining

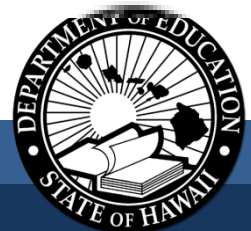


**All Bargaining Unit 5 Members**  
(e.g. Teachers, Librarians, Counselors, Registrars, Resource Teachers)

 Hawaii Growth Model  
 Student Learning Objective / School - System Improvement Objective

 Core Professionalism  
 Classroom Observations/Working Portfolio

Beginning 2016-17



# HIDOE recommendation to revise Policy 203.4

To enable proposed changes for 2016-17 and allow for future flexibility

- **Remove student test scores** as a required measure of student learning and growth
- Provide **additional flexibility in weighting** of Student Learning and Growth and Teacher Practice components of evaluation
- Edit for clarity and consistency



# HIDOE recommendation to revise Policy 203.4

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The evaluation system must consist of multiple measures and shall have two major components, each of which counts towards at least 40 [50] percent of the evaluation rating:

- Teacher Practice: The measurements of teacher practice may include but are not limited to classroom observations, stakeholder surveys, and evidence of reflective practice.
- Student Learning and Growth: The measurements of students' academic learning and growth [~~must consist of multiple measures to~~] may include but are not limited to statewide assessment and other relevant student learning objectives.





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Home > Teaching And Learning > Educator Effectiveness > Educator Effectiveness System

### Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive evaluation system that sets clear expectations for effective teaching, provides educators with quality feedback and support to improve their effectiveness with students, and informs professional development.

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### Contact Information

EES Help Desk

Phone: 808-586-4072

Email:



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