



Quantifying Participant Experiences and Opinions Regarding the Hawaii Educator Effectiveness System (EES)

--- Executive Summary from an Online Survey among State of Hawaii Bargaining Unit 5 Employees ---

The following are key findings from an online survey sent to all N=14,343 State of Hawaii Bargaining Unit 5 (BU5) employees by the HSTA/DOE Joint Committee. 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 school year.

A total of n=4,280 BU5 employees completed the online survey from February 25 to March 11, 2014, which represents a 30% response rate. Feedback occurred roughly at the midway point of the first year of statewide implementation. Maximum sampling error for a sample of n=4,280 is +/- 1.3%.

Understanding the EES Design

- One in five respondents indicated high levels of understanding of the EES (18% rating ‘top-three’ box or 8-10 where 10=completely understand) while a comparable proportion indicated low levels of understanding of the EES (20% rating ‘bottom-three’ box or 1-3 where 1=do not understand at all).
- Based on top-three box ratings, more respondents understand *Classroom Observations* (36%) and fewer understand the *Hawaii Growth Model* (12%).
- Not surprisingly, respondents who indicated high levels of understanding the EES overall were also more likely to indicate high levels of understanding of the separate measures comprising the EES.

	‘Top-three’ box or 8-10 rating	‘Bottom-three’ box or 1-3 rating
Classroom Observations	36%	17%
Tripod Student Survey	25%	31%
Core Professionalism	22%	32%
Student Learning Objectives	20%	31%
Working Portfolio	19%	30%
Hawaii Growth Model	12%	43%

Understanding the EES Ratings

- Approximately one in four respondents indicated strong agreement that they *understand what behaviors characterize a highly effective performance rating, an effective rating, a marginal rating, and an unsatisfactory rating* (23% rating ‘top-three’ box or 8-10 where 10=strongly agree). A smaller proportion (16%) indicated strong agreement that they *understand how their final performance rating is calculated for their evaluation*.

Effectiveness of the EES Resources

- Respondents were asked how effective specific resources were in bettering their understanding of the EES. Among those who utilized the resources, *other* resources or resources not specified in the survey were reportedly the most effective (28% rating ‘top-three’ box or 8-10 where 10=very effective). These *other* resources include colleagues/other teachers, school-level administrators, district trainings, HSTA meetings, independent research, and hands-on experience or practice. *School-led training* was the second most effective (21%), followed by *mentor teacher* (19%).

Applying the EES Information

- One in five respondents indicated strong agreement (‘top-three’ box or 8-10 rating where 10=strongly agree) that they have *applied the EES information towards improving their professional practice* (18%), their *instructional practice* (18%), and *toward improving student growth and learning* (18%).

Specific Concerns

- More than two-fifths of respondents indicated strong agreement that *bias will factor into the classroom observations* (43%). Additionally, while 29% of respondents indicated strong agreement that *the observer conducting the classroom observations will be knowledgeable of the Danielson framework and fair*, 35% indicated strong disagreement ('bottom-three' box rating or 1-3 where 1=strongly disagree).
- Similarly, with regard to SLO ratings, a greater proportion of respondents indicated strong disagreement (40%) that *administrators will be data driven and objective when assigning SLO ratings* than indicated strong agreement (19%).
- One in ten respondents indicated strong agreement that the *working portfolio requirement accurately reflects their professional responsibilities* (10%), compared to one-half who indicated strong disagreement (51%).
- Only 6% of respondents indicated strong agreement that their *students will put thought and effort into their Tripod Student Survey answers*, compared to 64% who indicated strong disagreement.

Suggestions to Improve Performance/Understanding

- When asked for suggestions or comments as to what else can be done to improve their performance or understanding of the EES, respondents, overall, asked for more time, better/more specific examples (including video examples of what is deemed "distinguished"), and better/more constructive feedback and guidelines. Representative verbatim comments are shown below.

More time to prepare

"Time to plan, work on lesson plans, prepare for lesson, etc. To prepare for the observations and conferences took so much time that I had little time to plan my daily lessons."

"Time to complete working portfolio. There is no time given to do a working portfolio, the guidelines are so vague on what is wanted and if we do not provide what the state/administrator wants to see then we are not deemed proficient?"

Better/more specific examples

"Specific examples of what qualifies for each of the rubrics. Like to see actual demonstrations with explanations of why that lesson is scored the way it is."

"Give me an exact model. Tell me what you want. My VPs keep telling me that they do not understand the system, our trainers who come from the DOE, our outside provider, have no idea what we are doing. So I re-wrote mine 7 times."

Better/more constructive feedback and guidelines

"Feedback indicating what practices were successful, which areas could be improved, strategies on how to improve."

"Constructive feedback. Being told 'Distinguished is pretty much unattainable' is NOT encouraging. Why is it on the rubric if we can't reach it?"