



# Classroom Teacher Evaluation Manual A Path to Improving Student Achievement

2024-2025

Berrien Springs Public Schools  
Berrien Springs, MI 49103

*Inspiring Each Student to Think, Learn, Achieve and Care  
In a Global Community*

## **Purpose**

Implementing Michigan's educator evaluation law with fidelity is a key strategy in our efforts to help Michigan become a top ten education state and Berrien Springs Public Schools a top achieving district. Excellent educators are essential to improving student outcomes. High quality educator evaluations support both student learning as well as educator well-being. High quality evaluations provide teachers with critical feedback on how they can improve their own practice to impact the lives of students.

## **Legislative Requirements**

- In November 2015 public act 173 was signed into law. This law governs educator evaluations for teachers and administrators. Boards of a school district, Intermediate School District (ISD), or the board of directors of a Public School Academy (PSA) must adopt a rigorous, transparent and fair evaluation system for teachers and administrators as required by Public Act 173. MDE maintains a list of state-approved observation/evaluation tools from which districts may select.
- Michigan Public Acts 224 and 225 were approved in 2023 and became effective on July 1, 2024. These acts modified existing teacher and administrator evaluations including reducing the number of ratings to three, Effective, Developing and Needing Support.
- Legislation requires that student growth and assessment must account for 20% of the annual year-end educator evaluation.
- To view the postings and assurances of this state approved evaluation tool, please [click here](#).

## **Expectations for Berrien Springs Public School Teachers**

- Set and communicate high expectations for all students based on standards and track student progress toward achieving the learning goals and proficiency in the standards. Teachers will differentiate instruction as needed, to enable students to meet the goals.
- Use an increasing variety of effective teaching strategies, resources and technology to facilitate maximum achievement.
- Establish and use effective classroom management strategies and routines.
- Build relationships with students, parents and staff, modeling and expecting responsibility and respect.
- Plan and prepare units of instruction based on appropriate curriculum and standards including lesson plans and information required for observations.
- Demonstrate growth in teaching effectiveness by developing and implementing a plan for professional growth, including accessing targeted, research-based professional development.
- Work cooperatively with staff, students and parents to increase student achievement by using a common language of instruction and implementing best practices developed through learning communities.
- Collect and use data to increase student achievement through locally developed formative and summative assessments, as well as state and national achievement and benchmark assessments.
- Follow district policies and procedures and build student responsibility by expecting adherence to expectations, policies and procedures.
- Participate in and support district and building educational practice initiatives.

## **Evaluation Instrument**

To measure the effectiveness of teachers in Berrien Springs, all teachers will be evaluated annually through the *iObservation* online system, using the [Robert Marzano Focused Teacher Evaluation Model for Teacher Evaluation](#).

More information about the system and the protocol developed by the well-known Dr. Robert Marzano, who has authored and co authored several books based on his meta-analysis of educational research, is available on the [iObservation website](#) and in *Effective Supervision: Supporting the Art and Science of Teaching*. Robert Marzano, Tony Frontier, David Livingston. ASCD, Alexandria, VA. 2011.

## **Training**

- New teachers and administrators are provided an introduction to Berrien Springs Evaluation tools during their onboarding process and during their first year mentoring program.
- District Provided Professional Development (DPPD) needs will be reviewed and training given as needed. All teachers will receive training on the evaluation tool at least every five years.

## **Teacher Evaluation Components**

### **Marzano Focused Teacher Evaluation Model (60% of overall evaluation)**

Four domains and several elements organized under each domain make up the *Robert Marzano Focused Teacher Evaluation Model*

- Standards-Based Planning (15% of Total Score)
  - Average of the following:
    - Planning Standards-Based Lessons/Units
    - Aligning Resources to Standard(s)
    - Planning to Close the Achievement Gap Using Data
- Standards-Based Instruction (15% of Total Score)
  - Average of the following:
    - Identifying Critical Content from the Standard
    - Helping Students Engage in Cognitively Complex Tasks (Elem & MS only)
    - Helping Students Practice Skills, Strategies, and Processes (HS only)
    - One mutually chosen by the teacher and administrator
- Conditions for Learning (15% of Total Score)
  - Average of the following:
    - Using Formative Assessment to Track Progress
    - Using Engagement Strategies
    - Communicating High Expectations for Each Student to Close the Achievement Gap
- Professional Responsibilities (15% of Total Score)
  - Average of the following:
    - Adhering to School and District Policies and Procedures
    - Maintaining Expertise in Content and Pedagogy
    - Promoting Teacher Leadership and Collaboration

### **Student Achievement Data (20% of overall evaluation)**

- Must be based on student growth and assessment data
- Must be based on relevant student performance data
- Disclosure of student growth rating methodology is included in the transparency mitten on the school website.
- Teachers will be provided with individual student growth rating calculations if requested.
- The [Individual course student growth and assessment data table](#) provides the specific growth data used with each teacher position.

### **Growth Plans (20% of overall evaluation)**

#### **Professional Growth Plans (compiled based on evaluation results)**

- [Template to use](#)
- For all tenured teachers
- Developed by teachers, based on district goals and previous evaluation recommendations.
- Input from evaluator
- Approved by evaluator
- Includes action plan to meet the goals and ways of measuring progress
- Evaluator uses PGP, observation and artifacts provided by teacher to determine progress
- Must include goals around alignment to school improvement strategies and/or instructional model
- As part of the final evaluation the evaluator will review progress in meeting the goals and assign a rating.

#### **Individual Development Plans**

- [Template to use](#)
- For probationary teachers
- For tenured teachers who have not been rated as effective
- Developed by administrator in consultation with the teacher
- Goals are based on needs-assessment and previous evaluation (if applicable)
- Includes action plan to meet the goals and ways of measuring progress
- Includes timeline for meeting goals within 180 days or less
- Evaluator uses IDP, observation and artifacts provided by teacher to determine progress
- Must include goals around alignment to school improvement strategies and/or instructional model
- As part of the final evaluation the evaluator will review progress in meeting the goals and assign a rating.

### **Final Rating:**

Teachers will receive ratings in one of four designated areas on components of the evaluation form, however only one of three ratings will be reported to the Michigan Department of Education (MDE).

- Each of the four domains of the Marzano Focused Teacher Evaluation Model along with the student growth data is rated on a scale from 0-4
- The final evaluation score is calculated as the weighted average from each of the four domains, growth plans and student growth data.

<b>MDE Rating</b>	<b>Effective</b>		<b>Developing</b>	<b>Needing Support</b>
<b>Marzano Rating</b>	<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>
Score	3.4 - 4.0	2.8 – 3.3	2.5 – 2.7	Less than 2.5

The ratings will be used to inform decisions about:

- Professional Development
- Personal growth plans (for all tenured teachers)
- Individual Development Plans (for all probationary teachers)
- Termination is required by the district for teachers receiving three consecutive ratings of Developing, Needing Support and/or Ineffective rating (from evaluations prior to 7/1/24).

### **Evaluation Process:**

#### **Probationary Teachers:**

- Must be provided with an annual year-end performance evaluation
- Require at least two classroom observations - one announced and one unannounced
- Require five full school years of probation for new teachers and for teachers who are employed without MI tenure from another district; reduced to 4 years with 3 consecutive effective ratings.
- Must have a mentor assigned in the first year of probation
- All teachers in their first three years of employment new to a classroom setting are assigned a mentor for the first three years
- Required to have an Individual Development Plan
- Required to have a Midterm Progress Report during the probationary period.
- All year end evaluations must include a performance goal for the following year determined collaboratively with the teacher's administrator.
- If a teacher has been rated as effective on 3 consecutive year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher is considered to have successfully completed the probationary period.
- Teachers who received tenure in another Michigan district will serve two years of probationary status.

**Continuing Tenure, Non-Probationary:**

- Must be provided with an annual year-end performance evaluation.
- Require at least two classroom observations - one announced and one unannounced.
- No mentor is required unless a teacher becomes moves to probationary status due to a rating of developing or needing support.
- Need a Professional Growth Plan developed on the results of the evaluation.
- All year end evaluations must include a performance goal for the following year determined collaboratively with the teacher's administrator.
- A teacher rated as Developing or Needing Support on the most recent year end evaluation will be placed on probationary status.
- A teacher rated as Developing or Needing Support on three consecutive annual year-end evaluations will be dismissed.

**Pre-Evaluation Conference**

- May be conducted individually or as a group
- Review iObservation process, Marzano protocol, PGP and IDP process, observations, monitoring and other expectations for evaluation
- Teachers have the opportunity to raise questions

**Pre-Observation Conferences** (required for announced observations)

- May be conducted face-to-face, electronically, or in writing
- Teacher and observer review lesson/unit plan for learning goals and scales, alignment with standards, assessment, instructional strategies, connections with past and future lessons and intended evidence of the evaluation tool element(s)
- Other possible components:
  - Teacher may request a targeted area for which feedback is solicited from the observer
  - Observer may identify a target area and feedback based on the lesson/unit plan

**Announced Observations**

- Must include a review of the teacher's lesson plans
- Must include comments on targeted state/national standards being used in the lesson
- Must include a review of pupil engagement in the lesson
- Need not be for an entire class period, but at least 15 minutes
- Multiple observers are required for a teacher who has received an ineffective or minimally effective most recent final evaluation
- Are supported by iObservation (specific scales and look-fors for each element)
- Principals/observers will do a combination of walk-throughs and observations during the school year. Immediate feedback on the targeted areas is provided through iObservation.
- Are designed to give effective feedback to the teacher

**Walk-Throughs and Informal Observations** -recommend at least 5 - 7 visits

- Need not be announced ahead of time
- Evaluator provides some kind of specific feedback, through iObservation, verbally, or in writing. Teachers have a chance to respond through iObservation, verbally, or in writing.
- Designed as a monitoring process, determining progress toward goals
- Are usually less than a full class period and may be only a few minutes
- Are frequent in nature
- May focus on specific, targeted, look-fors

**Post-Observation Conferences**

- Feedback may be face-to-face in a formal post-observation conference or online through iObservation discussion or email discussions; written feedback must be given to the teachers within 30 calendar days of the observation.
- Are designed for specific feedback and discussions of strengths and weaknesses during the lesson
- Should be done within 24 hours of the observation
- Frequently centers on 2-4 observed strategies
- Discussions on student achievement data, artifacts as they apply

**Final Evaluation and Conference**

- Final evaluation is developed by the evaluator in consultation with the teacher
- The formal evaluation conference is completed by June 1st for tenured and probationary teachers (a mid-year progress report is required for probationary teachers, but is not considered a final evaluation)
- Includes a discussion of artifacts and observations that determined ratings
- Includes student achievement data
- Teacher and evaluator discuss the ratings on the strategies and comments of the observer, feedback on specific areas
- Teacher and evaluator set up goals for IDP/PGP for the following year
- Final evaluation is archived at Central Office, overall district teacher ratings (without names) are included in a district final report which is collected by the state

### Summary of Major Changes to Teacher Evaluation

	SY 2023-2024	SY 2024-2025
End of Year Evaluation Rating	<ul style="list-style-type: none"> <li>• 4 ratings: Highly Effective, Effective, Minimally Effective, Non Effective</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Ratings: Effective, Developing, Needing Support</li> <li>• Previous Highly Effective &amp; Effective now are considered Effective</li> </ul>
Marzano Teacher Tool Ratings	<ul style="list-style-type: none"> <li>• 4 ratings: Beginning, Developing, Applying, Innovating</li> </ul>	<ul style="list-style-type: none"> <li>• No Change to Ratings within the Tool</li> </ul>
Student Growth Data	<ul style="list-style-type: none"> <li>• Must be 40% of evaluation of which 20% must be based on state assessment data for some teachers</li> <li>• Based on student growth and assessment data or SLOs</li> <li>• Data must be kept and reported over a 3 year average</li> </ul>	<ul style="list-style-type: none"> <li>• Must be 20% of evaluation with no state assessment requirement</li> <li>• No requirement for 3 year average</li> </ul>
Evaluation Frequency	<ul style="list-style-type: none"> <li>• Non-probationary teachers rated as highly effective the last 3 most recent consecutive year-end evaluations may be evaluated biennially</li> </ul>	<ul style="list-style-type: none"> <li>• Non-probationary teachers rated as highly effective or effective on the last 3 most recent consecutive year-end evaluations may be evaluated biennially</li> </ul>
Growth Plans	<ul style="list-style-type: none"> <li>• Growth plans required but not considered for final teacher evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Growth plans and goal setting is required as part of the year-end evaluation and measure progress towards meeting the goal</li> <li>• Counts as 20% of the teacher evaluation</li> </ul>
Training	<ul style="list-style-type: none"> <li>• Evaluators are required to be trained on the tool</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluators are required to be trained on the tool</li> <li>• Evaluators must have additional training on rater reliability every 3 years.</li> </ul>



