



Teacher Evaluation Manual  
A Path to Improving Student Achievement  
2022-2023

Berrien Springs Public Schools  
Berrien Springs, MI 49103

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

Berrien Springs Teacher Evaluation  
*Dr. Robert Marzano Focused Model for Teacher Evaluation* through *iObservation*  
Use of Student Achievement Data  
2022-2023

**1. 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.

**2. 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.
- Legislation requires that student growth and assessment must account for 40% of the annual year-end educator evaluation. For teachers of grades and content areas measured by state assessment with student growth data available for use, 50% of the student growth portion of evaluations (20% of the total evaluation) must be determined by state assessment student growth data. For the 22-23 educator evaluation cycle, available state assessment student growth data include growth metrics based on the spring 2019, 2021, and 2022 state assessment results.
- To view the postings and assurances of this state approved evaluation tool, please [click here](#).

**3. 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.

**4. 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.

**5. Marzano Focused Teacher Evaluation Model:**

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)
  - Planning Standards-Based Lessons/Units: 50% of domain
  - Two remaining elements are weighted equally: 50% of domain or 25% each
- Standards-Based Instruction (15% of Total Score)
  - Identifying Critical Content from the Standards: 37% of domain
  - Nine remaining elements are weighted equally: 63% of domain or 7% each
- Conditions for Learning (15% of Total Score)
  - Using Formative Assessment to Track Progress: 25% of domain
  - Using Engagement Strategies: 25% of domain
  - 5 remaining elements are weighted equally: 50% of domain or 10% each
- Professional Responsibilities (15% of Total Score)
  - All three are weighted equally within the domain

**6. Training for Berrien Springs Public Schools**

- New teachers and administrators are provided an introduction to Berrien Springs Evaluation tool 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.

**7. Evaluation Process:**

The process meets the requirements for Michigan, including the tenets outlined in 2011 House Bills 4525, 4627, 4628, and 1248, 1248a, 1249, 1249a of the Revised School Code.

**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.
- Need midterm progress reports and final evaluations each year.
- Must have a mentor or coach in the first three years of probation or if the rating was minimally effective or ineffective in the last annual evaluation.
- Require an Individual Development Plan for probationary teachers.
- Must have effective or highly effective ratings on the three most recent performance evaluations to be granted tenure.
- May be granted tenure if the teacher has been rated as highly effective on three consecutive year end evaluations and has completed at least four years of employment.

- Must be given notice at least 15 days before the end of the school year (June 30) if his/her services will be discontinued.

**Continuing Tenure:**

- Must be provided with an annual year-end performance evaluation including a minimum of one announced observation.
- Need a Professional Growth Plan developed on the results of the evaluation.
- Requires an Individual Development Plan for a teacher who has received a rating of ineffective or minimally effective. Progress toward the goals must be documented within a specific time period, not to exceed 180 days.
- Requires a Midterm Progress Report with an additional observation for a teacher who has received a rating of ineffective or minimally effective.
- Requires a mentor or coach if the rating was ineffective or minimally effective.
- Must be evaluated by multiple observers if the rating was ineffective or minimally effective.
- A teacher rated ineffective on three consecutive annual year-end evaluations will be dismissed.
- Must be given notice at least 30 days before the end of the school year (June 30) if his/her services will be discontinued.

Probationary and tenured teachers who received an ineffective or minimally effective rating shall receive a mid year progress report by the end of the first semester.

**8. Final Rating:** Teachers will receive a final rating in one of four designated areas.

- 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 and the student growth data.

Highly Effective	Effective	Minimally Effective	Ineffective
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
  - Individual, small group
  - Building, District
  - Content specific
- Personal growth plans (for all tenured teachers)
- Individual Development Plans (for all non-tenured teachers and tenured teachers in need of improvement)
- Teacher retention, promotion and termination. (For teachers receiving a third rating as ineffective, the teacher shall be released from employment by the district.)

**9. Student Achievement Data**

If student growth and assessment data is available, a teacher’s annual year-end evaluation must be based on the most recent three consecutive school years. If such data is not available for a teacher for at least three years, the year-end evaluation must be based on all student growth and assessment data that is available for that teacher.

## **10. Professional Growth Plans and Individual Development Plans:**

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

- [Template to use](#)
- For all tenured teachers
- Developed by teacher, 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
- May include building, department or grade level goals, as well as specific goals for the person
- Are part of the final evaluation

### **Individual Development Plans**

- [Template to use](#)
- For non-tenured teachers
- For tenured teachers who have been evaluated as minimally effective or ineffective
- For tenured teachers as needed
- Developed by administrator in consultation with the teacher before school year
- 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
- May include building, department or grade level goals, as well as specific goals for the person
- Assessment of progress on goals is part of the final evaluation

## **11. Observations, Evaluation, Conferences**

### **Pre-Evaluation Conference** (required)

- 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 target for feedback from the observer
  - Observer may identify a target 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
- 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 indicator)
- 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 5 (tenured) & 7 (probationary) 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 expected after observation or walk-through)

- Feedback may be face-to-face in a formal post-observation conference or online through iObservation discussion or email discussions
- 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** (required)

- Final evaluation is developed by the evaluator in consultation with the teacher
- The formal evaluation conference is completed by June 1st for tenured and non-tenured teachers (a mid-year progress report is required for non-tenured 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 Professional Growth Plans 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

For further information, contact Steve Spenner, Assistant Superintendent of Instruction, Berrien Springs Public Schools, 269-471-2891, [sspenner@homeoftheshamrocks.org](mailto:sspenner@homeoftheshamrocks.org).