

Certified Educator Performance Evaluation and Student Growth & Assessment Data Rubric



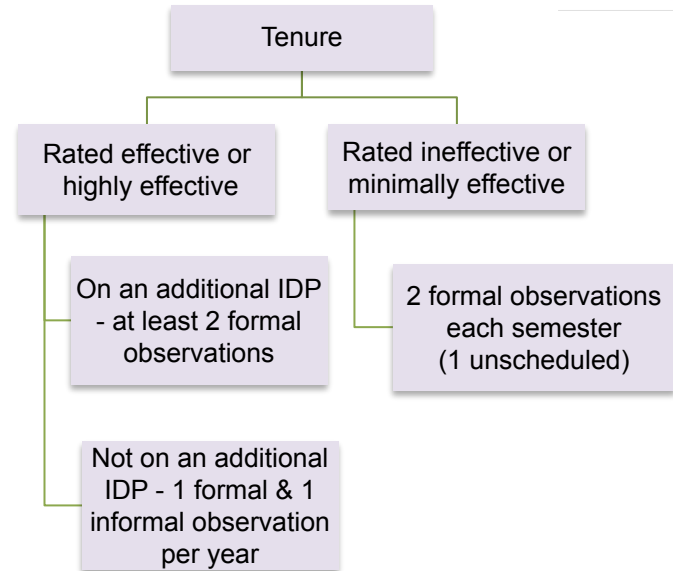
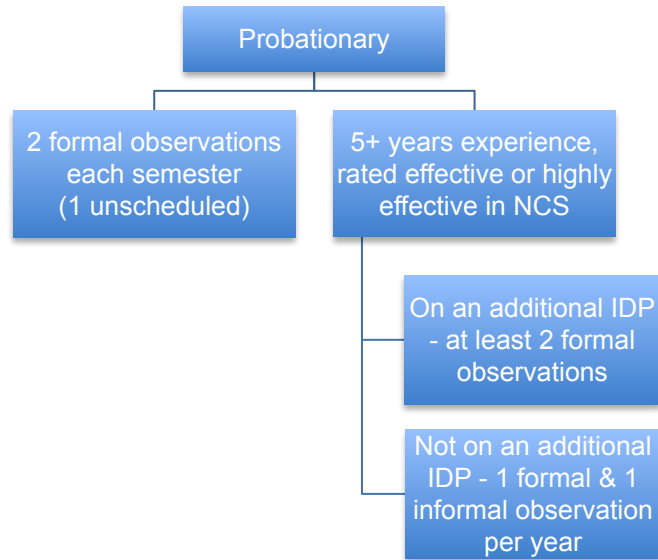


2023-2024 Reminders for Certified Educator Performance Evaluation Plan

- Evaluation plan, pgs 7-8: Tenure certified educators that have been rated as highly effective on 3 consecutive year-end evaluations in Niles Community Schools, may be evaluated every two years rather than annually. The certified educator must maintain an effective or highly effective rating and **not be placed on an additional IDP** to continue on the bi-annual evaluation cycle. **Any certified educator on an additional IDP is subject to returning to the evaluation cycle immediately.**
- For those on a PGP, you are no longer required to identify two elements/strategies from DQ 2-9 that will be observed and scored. Only those on an IDP are required to identify two elements/strategies from DQ 2-9 as part of Goal 1 that will be observed and scored.
- Click on the link on slide 4 to view the updated elementary scales requirements
- As a reminder, all certified educators are required to develop an IDP/PGP yearly.



Clarifications to the Certified Educator Performance Evaluation Plan



- 1) For purposes of evaluation scoring consistency:
 - An observation is all about providing feedback and not the score, however, feedback on ratings may be provided. This is accomplished through collaboration between the teacher and his/her evaluator.
 - Checking a rating or commenting on what the rating would be in the element is expected.
 - If a rating is checked (green check mark), there is an understanding that the rating can change. This opens up further collaboration. Note, the score is not finalized until the final performance evaluation is completed.
 - Keep open communication through iObservation if you are unclear on the comments in an element.
 - There is no maximum or minimum number of elements to be commented on during an observation.
 - All voluntary observations should be requested before May.
- 2) Administrators have 2-4 days to collaborate after an observation.

2023-24 Expectations



Administrator

- Minimally, provide a week window for formal observations
- Walkthroughs continue to be expected
- Score what is observed
- Leave all comments in iObservation
- Collaborate in iObservation for observations
- Scores will be finalized at the end of the school year for one overall score per element scored
- Marzano categorical scores will be converted to state required ratings of Highly Effective, Effective, Minimally Effective, and Ineffective

Teacher

- Posting I CAN statements are expected
- Standard Learning Targets must be accessible to learners. The way it is posted or visually presented is up to the individual teacher. Use your professional judgment.
- Use of classroom scales are expected and all strategies in lesson plans must be denoted with an appropriate Marzano element
 - [23-24 Elementary Curricular Expectations](#) Google doc
 - Secondary: scales will be used in courses where scales have been developed. Teachers can clarify expectations with their administrators
 - Related Arts/Electives will use scales in one grade level/subject
 - Special Education expectations are developed at the building level
- For formal observation-Provide artifacts as evidence during post observation reflection conference as requested.
- Invite your administrator into your classroom for voluntary observations to fulfill the requirements of the scored elements

2023-24 Expectations



Domain 1: Classroom Strategies and Behaviors 65%

14 elements will be scored

- *Lesson Segment-Involving Routine Events:*
DQ1, elements 1 and 2
- *Lesson Segment-Addressing Content:*
6 elements will be scored
- An additional 6 elements from any *Lesson Segment* will be scored
- For those on an IDP, two of the 14 elements scored must be the ones identified in the individual development plan

2023-24 Expectations



Domain 2: Planning and Preparation 17%	Domain 3: Reflecting on Teaching 8%	Domain 4: Collegiality and Professionalism 10%
<p>*Score all three elements in <i>Planning and Preparing for Lessons and Units</i></p> <p><i>*Special Education teachers will be scored on element 48 instead of 43</i></p>	<p>Score:</p> <ul style="list-style-type: none">• <i>Evaluating Personal Performance:</i> Identifying Areas of Pedagogical Strengths and Weakness element• Both elements in <i>Developing and Implementing a Professional Growth and Development Plan</i>	<p>Must score at least one element from each of the following:</p> <ul style="list-style-type: none">• <i>Promoting a Positive Environment</i>• <i>Promoting Exchange of Ideas and Strategies</i>• <i>Promoting District and School Development</i>

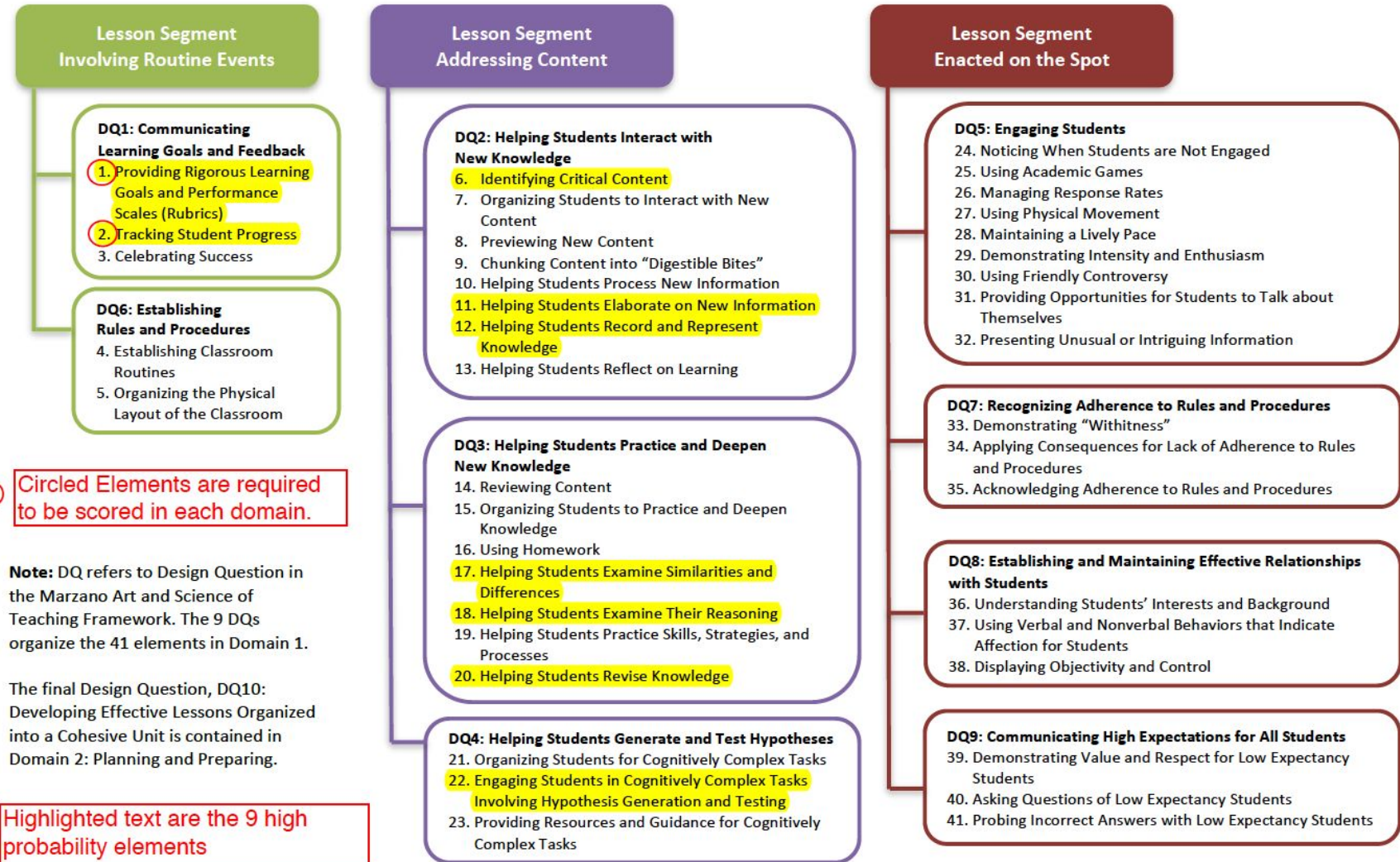
2014 Marzano Teacher Evaluation Model

Learning Map

65% of Evaluation

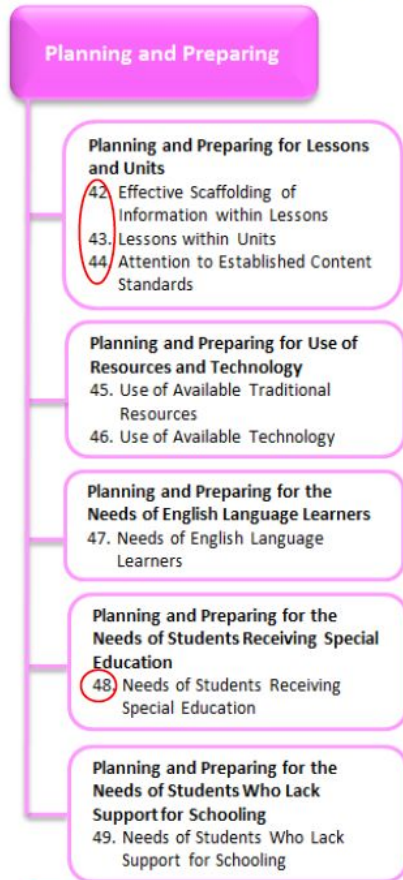
Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



17% of Evaluation

Domain 2: Planning and Preparing



Elements 42, 43, and 44 MUST be scored (SE teacher will be scored on element 48 instead of 43).

Three elements are required from D2

8% of Evaluation

Domain 3: Reflecting on Teaching

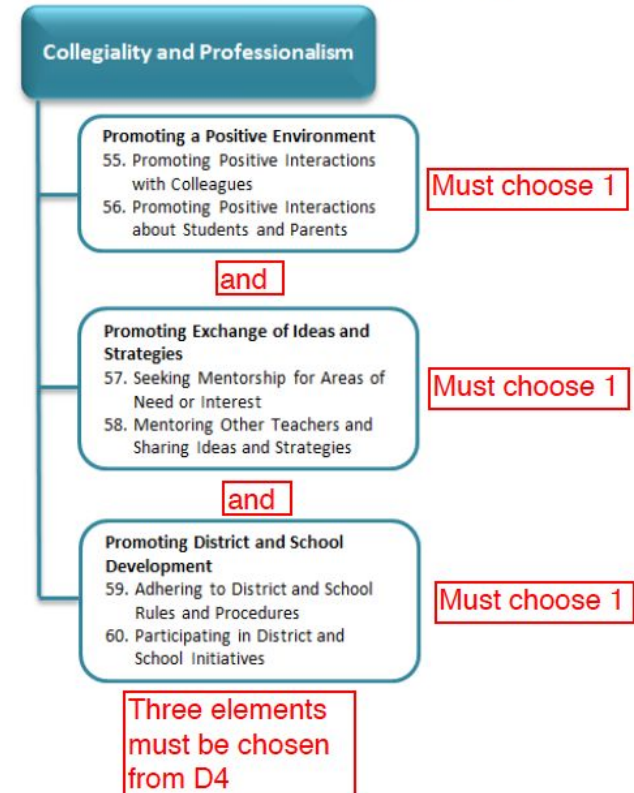


Elements 50, 53 and 54 MUST be scored

Three elements are required from D3

10% of Evaluation

Domain 4: Collegiality and Professionalism



Three elements must be chosen from D4

Domain 1:

14 elements will be scored

Lesson Segment—Involving Routine Events:

DQ1, elements 1 and 2

Lesson Segment—Addressing Content:

6 elements will be scored (2 of these must be from the elements that are identified in the individual development/professional growth plan)

An additional 6 elements from any Lesson Segment will be scored

ALL DOMAINS: 23 ELEMENTS WILL BE SCORED

Certified Educator Performance

Evaluation Plan



EDUCATOR EFFECTIVENESS

- Annual Year-End Evaluation scores comprised of the Certified Educator Performance Rubric and the Student Growth Data Rubric.

- * The Teacher Performance Rubric (60%) includes four domains weighted as follows:

- Domain 1: Classroom Strategies and Behaviors (65%)

- Domain 2: Planning and Preparing (17%)

- Domain 3: Reflecting on Teaching (8%)

- Domain 4: Collegiality and Professionalism (10%)

23 total Elements will be scored

- * Student Growth Rubrics (40%*) *Per Michigan School Code 1249.*

- Annual year-end evaluation scores are factored into the annual year-end effectiveness ratings.

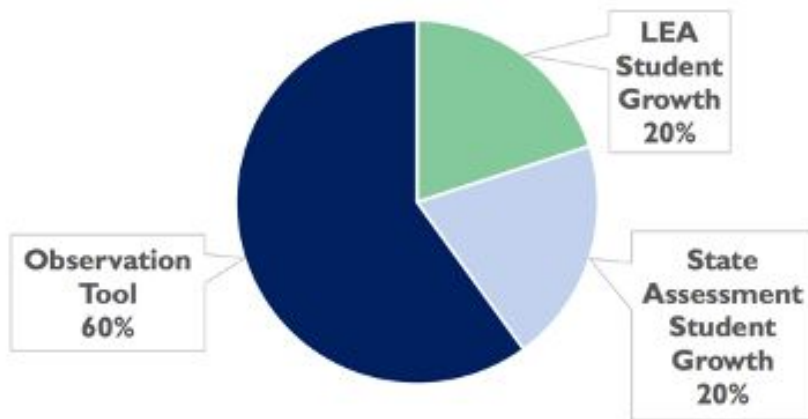
Categories Effectiveness Ratings Chart	
Highly Effective	3.51 - 4.0
Effective	2.51 - 3.50
Minimally Effective	1.76 - 2.50
Ineffective	0 - 1.75

While an overall score is based on the above weights, a Highly Effective or Effective certified educator cannot have a rating of Ineffective in any domain score. An Ineffective score in any domain will result in a Minimally Effective rating. Any certified educator with two areas of Ineffective ratings, will automatically be given an overall rating of Ineffective.

2023-24 Student Growth & Assessment Data



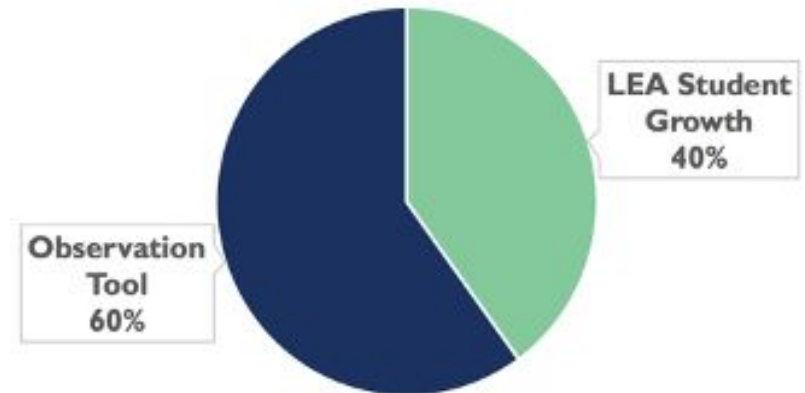
Teachers Who Are Teachers of Record in State Assessed Content Grades and Areas.



LEA = Parts A (4% of overall evaluation score) and B (16% of overall evaluation score)

State = Part C (20% of overall evaluation score)

Teachers Who Are Not Teachers of Record in State Assessed Content Grades and Areas.



LEA = Parts A (4% of overall evaluation score) and B (36% of overall evaluation score)

380.1249(2)(a)(ii)

For teachers of non-tested grades and subjects, and for the portion of the student growth component not measured by state assessments for teachers of tested grades and subjects, student growth must be measured by “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.”

Part A: K-8 Student Growth & Assessment



Rubric

Points:	1 (0-20%) 1.5 (21%-39%)	2 (40%-45%) 2.5 (46%-49%)	3 (50%-61%) 3.5 (62%-70%)	4 (71%-100%)
A. K-8 MAP Teachers departments, buildings (10% of total)(*Students beginning and ending at or above the 80th%ile will be considered growth proficient) (Non-core/SE teachers will receive building MAP reading)	Less than 39% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA using the Fall to Spring percentage of students who met their projected growth.	Between 40-49% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA using the Fall to Spring percentage of students who met their projected growth.	Between 50%-70% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA using the Fall to Spring percentage of students who met their projected growth.	At least 71% of students demonstrated adequate growth on the NWEA assessment. In all subject areas where NWEA assessments are administered the individual growth of each student will be utilized to measure growth. Growth will be determined by NWEA using the Fall to Spring percentage of students who met their projected growth.

380.1249(2)(a)(ii)

For teachers of non-tested grades and subjects, and for the portion of the student growth component not measured by state assessments for teachers of tested grades and subjects, student growth must be measured by “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.”

Part A: 9-12 Student Growth & Assessment Rubric



Points:	1 (0-20%) 1.5 (21%-39%)	2 (40%-45%) 2.5 (46%-49%)	3 (50%-61%) 3.5 (62%-70%)	4 (71%-100%)
A. 9-11 P/SAT Teachers, departments, buildings (10% of total)(Non-core and non tested grades, teachers will receive building P/SAT EBRW)	<p>Less than 39% of students demonstrated growth on the P/SAT assessment. The individual growth of each student will be measured using a comparison from the Fall PSAT 8/9, PSAT (10), or SAT (11) to the Spring PSAT 8/9, PSAT, or SAT.</p>	<p>Between 40-49% of students demonstrated growth on the P/SAT assessment. The individual growth of each student will be measured using a comparison from the Fall PSAT 8/9, PSAT (10), or SAT (11) to the Spring PSAT 8/9, PSAT, or SAT.</p>	<p>Between 50%-70% of students demonstrated growth on the P/SAT assessment. The individual growth of each student will be measured using a comparison from the Fall PSAT 8/9, PSAT (10), or SAT (11) to the Spring PSAT 8/9, PSAT, or SAT.</p>	<p>At least 71% of students demonstrated growth on the P/SAT assessment. The individual growth of each student will be measured using a comparison from the Fall PSAT 8/9, PSAT (10), or SAT (11) to the Spring PSAT 8/9, PSAT, or SAT.</p>

380.1249(2)(a)(ii)

For teachers of non-tested grades and subjects, and for the portion of the student growth component not measured by state assessments for teachers of tested grades and subjects, student growth must be measured by “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.”

Part B: K-12 Student Growth & Assessment

Rubric



Points:	1.0	2.0	3.0	4.0
B. K-12 Progress Monitoring Data Student outcomes must be presented	<p>The teacher/grade level made no effort to collect, analyze, and apply information related to student needs. Teacher/grade level lacked evidence of adjustments based on progress monitoring data as indicated by student outcomes.</p>	<p>The teacher/grade level made minimal effort to collect, analyze, and apply information related to student needs. Teacher/grade level had little evidence of adjustments based on progress monitoring data as indicated by student outcomes.</p>	<p>The teacher/grade level effectively collected, analyzed, and applied information related to student needs. Evidence indicated the teacher/grade level adjusted instruction based on progress monitoring data as indicated by student outcomes.</p>	<p>The teacher/grade level had a systematic process for collecting, analyzing, and applying information related to student needs. Evidence indicated the teacher/grade level also continuously monitored progress and strategically revised instruction based on progress monitoring data as indicated by student outcomes.</p>

380.1249(2)(a)(ii)

For teachers of non-tested grades and subjects, and for the portion of the student growth component not measured by state assessments for teachers of tested grades and subjects, student growth must be measured by “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.”

Part C: 4-8 Student Growth & Assessment



Rubric

Points:	1 (0-9%) 1.5 (10%-19%)	2 (20%-29%) 2.5 (30-39%)	3 (40%-49%) 3.5 (50%-59%)	4 (60%-100%)
C. 4-8 State Assessments for tested grades.	Less than 19% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.	Between 20%-39% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.	Between 40%-59% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.	At least 60% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.
4-8 Growth	N/A	Well Below - Evidence of less growth. Growth Index is less than -3.00 = 2 Below - Evidence of less growth = 2.5	Expected - Slightly less than average within expected range = 3.0 Slightly above average within range = 3.5	Above & Well Above - Moderate to significant growth = 4.0

380.1249(2)(a)(ii)

For teachers of non-tested grades and subjects, and for the portion of the student growth component not measured by state assessments for teachers of tested grades and subjects, student growth must be measured by “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.”

11 Student Growth & Assessment Rubric



Points:	1 (0-9%) 1.5 (10%-19%)	2 (20%-29%) 2.5 (30-39%)	3 (40%-49%) 3.5 (50%-59%)	4 (60%-100%)
<p>C. 4-8</p> <p>State Assessments for tested grades.</p>	<p>Less than 19% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.</p>	<p>Between 20%-39% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.</p>	<p>Between 40%-59% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.</p>	<p>At least 60% of students demonstrated adequate growth on the State Assessment. In subject areas where State Assessments are administered.</p>

2023-24 Student Growth & Assessment Data



Niles Community Schools three year data		If only two years of data available	If only current year data available
	23-24	23-24	23-24
Current year	34%	50%	100%
1 year prior	33%	50%	N/A
2 years prior	33%	N/A	N/A

380.1249(2)(b)

If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.