

Classroom and
Non-Classroom
Evaluation
Systems



GADSDEN COUNTY
SCHOOL DISTRICT

2025-2026



Purpose of Personnel Evaluations

Teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing district and school-level improvement plans
- Results used to identify professional development and other human capital decisions for instructional personnel and school administrators

Levels of Performance

- Evaluations must differentiate among 4 levels of performance:
 - Highly effective
 - Effective
 - Developing/Needs improvement
 - Unsatisfactory
- To support those objectives, the law also sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices in three major areas:
 - The performance of students
 - Instructional practice
 - Professional and job responsibilities

Major
Components of
the Evaluation
System

Instructional Practice

Student Growth

Professional Growth Plan

Evaluation Procedures

The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- ∅ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- ∅ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- ∅ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- ∅ The evaluator must discuss the written evaluation report with the employee.
- ∅ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ∅ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- ∅ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Evaluation Criteria

The Marzano Focused Teacher Evaluation Model is utilized to assess all K-12 instructional personnel as defined in 1012.01(2)(a-d), excluding substitutes. For purposes of the evaluation model, there are two categories of teachers:

Category I: New Teachers with 1-3 years of service and/or teachers who are new to the district but have 4 or more years of service.

Teachers who have 4 or more years of service but are new to the district are Category I teachers only for the first year of their service in the district.

Category II: Teachers who have 4 or more years of service.

Category III: Professional Service Contract (PSC) or Continuing Contract (CC) Teachers

The Evaluation System is made up of three scoring components:

- ☐ **45%** Instructional Practice (IP)
- ☐ **50%** Student Performance (SP)
- ☐ **5%** Professional Practice (PP).

Focused Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model *Standards-Based Classroom with Rigor*

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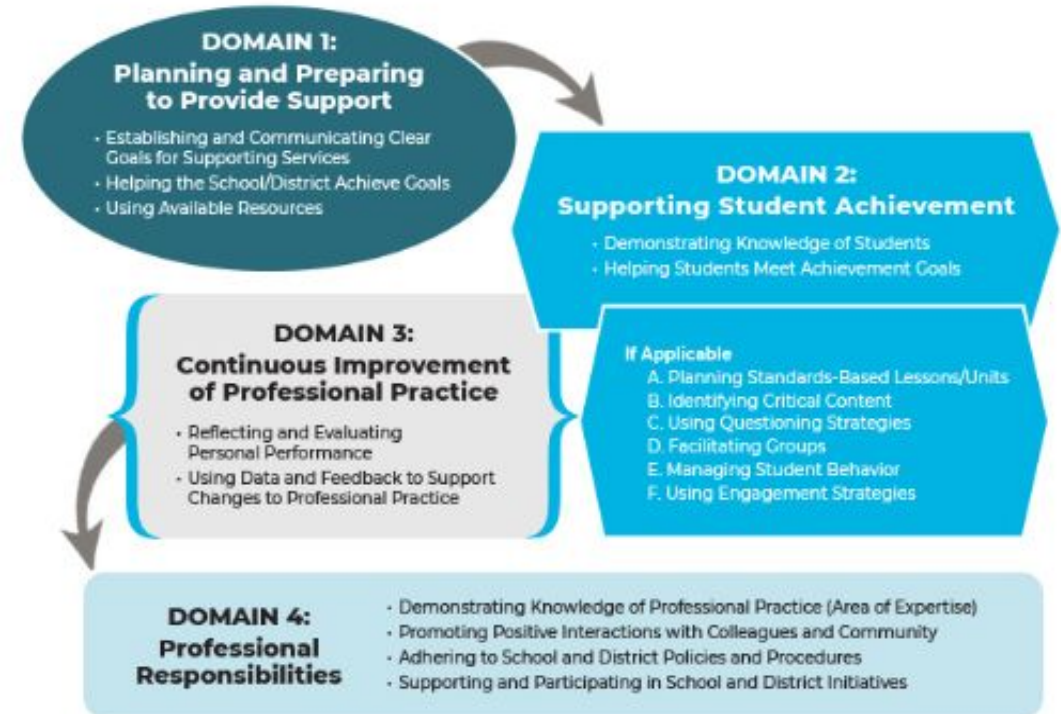
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Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

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Implementation Requirements

Implementation Requirements		
Formal	<ul style="list-style-type: none">● 30-55 minutes (or until completion of a lesson).● Must be scheduled between the teacher and the observer for a specific date and time.● Pre-conference must be a face-to-face meeting.● Pre-conference must be a face-to-face meeting.	<ul style="list-style-type: none">● Specific written recommendations for improvement must be provided through the observations instrument in iObservation within 10 days (excluding weekends and holidays) of the observation occurring.● Observations taking place immediately before or after Thanksgiving, Winter, or Spring Breaks are strongly discouraged.
Informal	<ul style="list-style-type: none">● 20-40 minutes.● May be announced or unannounced.● For announced observations, either party may request a Pre-conference meeting.	
Walkthrough	<ul style="list-style-type: none">● Shall not be used for evaluation purposes but may warrant a subsequent formal observation.	
Data Mark	<ul style="list-style-type: none">● All Elements are not required to be scored in one academic year.● Only dominant Elements should be scored during an observation.● At least 50% of the Elements must be scored for each of the 4 domains during the evaluation period	

Observation Schedule

Observation Schedule	
The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.	
Category 1 Teachers	<ul style="list-style-type: none"> • 1 Informal completed by 11/1 • 1 Formal completed by 12/15 • 1 Informal completed by 2/28 • 1 Formal completed by 4/15
Category 2 & 3 Teachers	<ul style="list-style-type: none"> • At least 1 Informal and 1 Formal completed by the end of the evaluation period. • The order is to be determined by the teacher but must meet the following guidelines: • 1 completed by 12/15 • 1 completed by 4/15

Deliberate Practice Schedule	
Professional Growth Plan (PGP)	<ul style="list-style-type: none"> • Created in iObservation by 10/17 or within 30 days of hire. • All instructional/non-classroom instructional personnel will be required to take a self-assessment to establish a baseline for growth • Evidence added in iObservation by 3/30 • Finished by the administrators by 4/30
Evaluation Schedule	
Mid-Year Evaluations	<ul style="list-style-type: none"> • Category 1 Teachers only • A conference will be held between the principal and teacher by the last instructional day of September to discuss the student performance model (measure with PM2) that will determine the Student Performance Rating portion of the teacher's Mid-Year Evaluation. • Entered in iObservation by 1/15 • At least 50% of the Elements from each of the 4 Domains must be scored.
Final Evaluations	<ul style="list-style-type: none"> • Category 1, 2, 3 Teachers. • Entered in iObservation by 4/30 • At least 50% of the Elements from each of the 4 Domains must be scored. • All the FEAPs must be observed or scored throughout all observations (informal and formal). If the FEAPs are not observed or scored during the informal observations, then the administrator must collect/teacher must present evidence of the missing FEAPs during the formal observation. This includes time during the required face-to-face planning conference, reflection conference, and classroom observation.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

- The Instructional Practice Rating Score is calculated using a competency-based scoring system. With this system, each element is a competency that teachers are expected to master. At the end of the year, the iObservation system averages all the highest scores for each of the elements to achieve an overall proficiency score for the year.

Instructional Practice Rating Score and Rubric

Professional Practice

The Professional Practice component of the Evaluation System is based on Deliberate Practice. Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan involves setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

Teachers choose between two to five areas of focus (Target Elements) from the Marzano Focused Teacher Evaluation Model of Instruction for which they will work on professionally that year, as follows:

- Category 1: 3 – 5 areas of focus (Target Elements)
- Category 2 & 3: Teachers: 2-5 areas of focus (Target Elements)
- All other Non-Classroom Instructions: 2 – 5 areas of focus (Target Elements)

Teachers also use iObservation to track their growth progress throughout the year. The teachers' supervisor(s) will begin observing the selected Target Element when they are in the teacher's classroom for observations.

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	Not Observed
OR Grows 2 Levels	Or Grows 1 Level		

iObservation Professional Practice Plan Phases

****Initial Plan due by 10/17/2025****

Phase	Action	User Responsible for Action
Create a Plan	Create a plan by completing a self-assessment, selecting target steps, etc.	Plan creator (teacher or another user)
Waiting for Approval	The plan has been submitted by the creator to the Approver. The Approver has not yet reviewed the plan.	Observer or Administrator with the Approver privilege
Approved	The plan has been approved by an Approver. Action steps may now be updated.	
Returned to Creator	The plan has not been approved by an Approver. Approver may have included comments. Creator may edit plan and resubmit for approval.	
Update a Plan	Update the status of action steps and/or add comments.	Plan creator
Monitor a Plan	View the progress of a plan	Observer or Administrator with the Monitor privilege
Finish a Plan	Plan maybe finished when one of the following is true: <ol style="list-style-type: none"> 1. Learner meets goal(s) 2. Time period for observations included in the plan expires <p>Finished plans are primarily for districts where plans are scored and used in evaluations.</p>	Observer or Administrator with the Evaluator privilege may click Finish Note: If a user achieves their goal(s) prior to the time period expiration, the Evaluator may want to consider NOT immediately

Student Performance Rating Table

Student Performance

The Student Performance component will be weighted as **50 %** of the overall teacher mid-year evaluation. The evaluation rating for the Student Performance component will include:

- ☐ Highly Effective (4.0)
- ☐ Effective (3.0)
- ☐ Needs Improvement/Developing (2.0)
- ☐ Unsatisfactory (1.0)

Highly Effective (4)	Effective (3)	Developing/Needs Improvement (2)	Unsatisfactory (1)
80-100% of students score proficient or higher for mid-year assessment.	65-79% of students score proficient or higher for mid-year assessment.	46-64% of students score proficient or higher for mid-year assessment.	45% of students or fewer score proficient or higher for mid-year assessment.
Or	Or	Or	Or
80-100% of students score proficient or higher or make learning gains* on the end-of-year assessment	65-79% of students score proficient or higher or make learning gains* on the end-of-year assessment.	46-64% of students score proficient or higher or make learning gains * on the end-of-year assessment.	45% of students or fewer score proficient or higher or make learning gains* on the end-of-year assessment.

Student Performance Measures

Student Performance Measures for Final Evaluation		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	FAST Early Literacy and Math (PM3) FAST Math (PM3)	Student Percentile Rank of 40% or higher
Kindergarten (K)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
First Grade (1)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Second Grade (2)	FAST Early Literacy and Math (PM3) ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Third Grade (3)	FAST ELA and Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Fourth Grade (4)	FAST ELA and Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Fifth Grade (5)	FAST ELA and Math (PM3) State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Art, Music, PE Courses (K-5)	FAST ELA (PM3)	School or District Student Proficiency %
ESE ACCESS (K-5)	FSAA ACCESS 2.0 ELLs, if applicable	Level 3,4 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
ESE –Gifted (K-5)	FAST ELA (PM3)	Level 3,4,5
ESE – Support Facilitation (K-2)	FAST (PM3) for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE – Support Facilitation (3-5)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – Resource (K-2)	FAST (PM3) for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE – Resource (3-5)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (K-5)	FAST ELA and Math (K-2) (PM3) FAST ELA and Math (3-5) (PM3) State Science State Civics EOC ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Math Coach (K-8)	FAST Math (PM3)	School or District Student Proficiency %
Science Coach (K-8)	State Science	School or District Student Proficiency %
Reading Coach (K-8)	FAST ELA (PM3)	School or District Student Proficiency %

Other (K-5) (including non-classroom instructional personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %
English/Language Arts, Reading Courses (6-8)	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Math Courses (6-8)	FAST Math (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Algebra I/Algebra I Honors	Algebra I EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Geometry/Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Science Courses (6-7)	FAST ELA (PM3)	School or District Student Proficiency %
Science Courses (8)	State Science	Level 3,4,5
Social Studies Courses (6-8 excluding Civics)	FAST ELA (PM3)	School or District Student Proficiency %
Civics/Civics Honors	State Civics EOC	Level 3,4,5
ESE ACCESS (6-8)	FSAA ACCESS 2.0 ELLs, if applicable	Level 3,4 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
ESE – Support Facilitation (6-8)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – Resource (6-8)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (6-8)	FAST ELA and Math (6-8) (PM3) State Science State Civics EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Level 3,4,5 Increase of .5points on the overall score (EX: 1.3 to 1.8 – thus having advanced 5 points)
Other Courses (6-8) Art, Band, PE and All Other Core and Elective Courses	FAST ELA (PM3)	School or District Student Proficiency %
Other (6-8) (including non-classroom instructional personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists,	FAST ELA (PM3)	School or District Student Proficiency %

Student Performance Measures

Instructional Evaluation System		
School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)		
English 1/ English 1 Honors/ English 2/ English 2 Honors	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English 3/ English 3 Honors/ English 4/ English 4 Honors/ Other English Courses (9-12)	FAST ELA (PM3) ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Advanced Placement Courses	Advanced Placement Assessments	Level 2 or higher
Algebra 1/Algebra 1 Honors	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Geometry/Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Math Courses	FAST ELA (PM3)	School or District Student Proficiency %
Biology 1/Biology 1 Honors	State Biology EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Science Courses	FAST ELA (PM3)	School or District Student Proficiency %
US History/US History Honors	State US History EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Social Studies Courses	FAST ELA (PM3)	School or District Student Proficiency %
Other Courses (9-12) Art, Band, PE and All Other Core and Elective Courses	FAST ELA (PM3)	School or District Student Proficiency %
Career and Technical Education (CTE)	Industry Certification Examinations	Receipt of Industry Certification
Dual Enrollment (9-12)	Course Completion	Grade of C or Higher
ESE - ACCESS Courses (9-12)	FSA/FAST/FSAA ELA, Mathematics, Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ROTC (9-12)	FAST ELA (PM3)	School or District Student Proficiency %
ESE – Support Facilitation (9-12)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
ESE – Resource (9-12)	FAST (PM3) for the cohort of teachers supported	Level 3,4,5
Reading Coach (9-12)	FAST ELA (PM3) ACT/SAT Pass Score (non-concordant cohort students)	School Average Student Proficiency %

Instructional Evaluation System		
Math Coach (9-12)	B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC ACT/SAT Pass Score (non-concordant cohort students)	School Average Student Proficiency %
Science Coach (9-12)	State Biology EOC AP Biology EOC	School Average Student Proficiency %
Other (9-12) (including non-classroom instructional personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %
Homeless Liaison, Instructional Strategies Coaches, Teacher on Special Assignment (Virtual and Homeschool), Wellness Manager, (PreK-12)	FAST ELA (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher ELA	FAST ELA (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher Math	FAST Math (PM3)	School or District Student Proficiency %
Curriculum Resource Teacher Science	State Science Assessments	School or District Student Proficiency %
Other District (Non-Classroom Instructional Personnel, Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Teacher on Special Assignment)	FAST ELA (PM3)	School or District Student Proficiency %

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Evaluation Requirements

Category 1 Teachers – 3 years teaching or less and/or who have 4 or more years of experience but are new to the district.

- ☐ 2 Informal Evaluations
- ☐ 2 Formal Evaluations

Category 2 and 3 Teachers – 4 or more years teaching

- ☐ 1 Informal Evaluation
- ☐ 1 Formal Evaluation

The number of observations indicated above is the **minimum number of required observations. **

Rating	Score
Highly Effective	3.50 – 4.00
Effective	2.50 – 3.49
Developing/Needs Improvement	1.50 – 2.49
Unsatisfactory	1.00 – 1.49

Summative Evaluations

Classroom Teacher

Gadsden County School District Instructional
Summative Evaluation for Classroom Teachers
Category 1: 1-3 Years of Service
Category 2: 4 or More Years of Service
Appendix R

☐ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used: ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

	Score	Calculation
Metric 1: Instructional Practice Score (Domains 1 - 4)		Instructional Practice – 45% Score is multiplied by 45% (.45)
Metric 2: Deliberate Practice or Individual Professional Development Plan/IPDP (1 - 4 points possible)		Deliberate Practice – 5% Score is multiplied by 5% (.05)
Metric 3: Student Performance Score or VAM Score (1 - 4 points possible)		Student Performance Score – 50% Score is multiplied by 50% (.50)
Final Summative Score - (IPS x 45% (.45)) + (DP x 5% (.05)) + (SPM x 50% (.50)) =		

Final Summative Score	Category	VAM Score
Highly Effective	3.50 – 4.00	4
Effective	2.50 – 3.49	3
Needs Improvement/Developing	1.50 – 2.49	2
Unsatisfactory	1.00 – 1.49	1

Administrator Signature

Date

Teacher Signature

Date

Summative Evaluations

Non-Classroom Instructional Support

Gadsden County School District Instructional Summative Evaluation for Non-Classroom Teachers

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Category 1: 1-3 Years of Service

Category 2: 4 or More Years of Service

Appendix S

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Mid-Year Summative Evaluation

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Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used:

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Formal Observation

☐

Informal Observation

☐

Conferences

☐

Student Data

☐

Other

	Score	Calculation
Metric 1: Instructional Practice Score (Domains 1 - 4)		Instructional Practice – 45% Score is multiplied by 45% (.45)
Metric 2: Deliberate Practice or Individual Professional Development Plan/IPDP (1 - 4 points possible)		Deliberate Practice – 5% Score is multiplied by 5% (.05)
Metric 3: Student Performance Score or VAM Score (1 - 4 points possible)		Student Performance Score – 50% Score is multiplied by 50% (.50)
Final Summative Score - (IPS x 45% [.45]) + (DP x 5% [.05]) + (SPM x 50% [.50]) =		

Final Summative Score	Category	VAM Score
Highly Effective	3.50 – 4.00	4
Effective	2.50 – 3.49	3
Needs Improvement/Developing	1.50 – 2.49	2
Unsatisfactory	1.00 – 1.49	1

Administrator Signature _____

Date _____

Teacher Signature _____

Date _____

