**GENERAL INFORMATION**

A copy of the Marzano domains is included as a part of the teacher packet materials distributed at the beginning of the year via dropbox. Under state requirements, staff must demonstrate how the level of a student’s performance has increased as a result of their instruction, direction, and/or support. All teacher and non-classroom teacher evaluation system templates can be found at <http://www.pasco.k12.fl.us/staffdev/evaluations/>

The assessment system is designed to help staff and administration to:

* + Improve the quality of instruction.
	+ Promote the growth and development of the individual and the organization.
	+ Link the individual's job-related objectives to the current goals of the organization.
	+ Permit discussion of actual job performance relative to the established expectations and methods for continuous improvement.
	+ Emphasize self-assessment and individual development.
	+ Provide support and direction for both short-term and long-term professional development.
	+ Effectively utilize sound educational principles based on contemporary research when assessing performance.

**DOMAINS, DESIGN QUESTIONS, AND COMPETENCIES**

For the purpose of teacher evaluation ratings, calculations will be based on percentage of elements observed at the innovating, applying, developing, beginning, or not using levels. In order to receive highly effective, a teacher must have 60% of his/her areas marked in innovating and nothing marked in beginning or not using. The following areas will be evaluated:

1. Classroom Strategies & Behaviors (9 Design Questions, 41 Competencies)
2. Planning and Preparing (8 Competencies)
3. Reflecting on Teaching (5 Competencies)
4. Collegiality & Professionalism (6 Competencies)

**FREQUENCY OF ASSESSMENT**

First year teachers in Pasco County shall be assessed using the summative assessment instrument at least three times during the year. All other teachers shall be assessed at least one time during the year. Staff may be assessed more frequently when a need for improvement is identified by the school's administration. After the formal assessment is completed, the employee will receive a copy of the assessment instrument.

**ASSESSMENT FORM**

The rubrics for Classroom Teacher, and Non-Classroom Teacher’s performance is located on the Pasco County Schools website. The forms are updated at the beginning of the year and are available through the district website at <http://www.pasco.k12.fl.us/staffdev/evaluations/>.

**ASSESSMENT OF STUDENT PERFORMANCE**

Each instructional staff member is responsible for demonstrating student performance gains at all levels. The teacher must use the data as reflected by the required state assessment instruments and those processes identified by the district for assessment in areas not measured by the state assessment programs. The supervising administrator and teacher will agree on how the teacher will demonstrate such gains and may use additional criteria such as: anecdotal records, classroom tests, observational checklists, performance demonstrations, portfolio or product assessments and student assessment records.

**PARENT INPUT**

Each summative evaluative instrument allows the assessor to indicate that he/she has utilized parent input when appropriate to determine the performance of a teacher. The district utilizes a standardized parent survey each year to determine how parents perceive the school is serving the educational needs of its students. The survey is school specific and also includes an open response format that affords parents the opportunity to provide input regarding a specific teacher. Also, information shared at meetings, teacher-parent conferences and administration-parent conferences often provide the principal with parental perception of the teacher that can be utilized in the evaluation process.

**SELF ANALYSIS**

The Self Analysis Form for each competency area identifies sample behavioral indicators that are reflective of effective teacher practices and are correlated to the Florida Educator Accomplished Practices. The evaluating administrator can identify key behavioral indicators that a teacher will need to demonstrate to receive a satisfactory rating for the competency area. However, the behavioral indicators that relate to student performance gains are required of all teachers. These behavioral indicators may also be applicable for developing an Individual Professional Development Plan (IPDP).

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

Administrators will meet individually with each teacher to discuss the annual Individual Professional Development Plan (IPDP) during the first quarter. Instructions will be provided at the time. This plan should be reviewed at the end of the school year.

**WALKTHROUGHS**

The use of walkthroughs by peers and the school's administration is not an evaluation tool. The walkthrough observation is a non-threatening, non-evaluative approach that provides gives a quick snapshot of student learning. The snapshot is used to engage teachers in dialogue and reflection about how to improve teaching through the sharing of best practices.

**CERTIFICATION**

It is the responsibility of a teacher to keep their Florida educator's certificate current. Teachers must provide a copy of their certificate to the principal's secretary. You may obtain forms for application, extension, or renewal from the principal's secretary or the human resources department. Failure to keep certification current will result in termination of employment in the district.

**SRP EVALUATION**

The formal evaluation occurs during the second semester of the school year. The worksite supervisor or designee making the evaluation will meet with the SRP to discuss the employee’s performance. After the discussion, the SRP will receive a copy of the assessment instrument. An employee may be assessed more frequently when a need for improvement is identified by the school's administration.