

Russellville Independent Schools



Certified & Classified Evaluation Plan 2024-2025

Adopted July 16, 2024

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Certified Evaluation Plan Assurances

The Russellville Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on July 16, 2024.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Evaluation Plan (50/50) Committee

In order to develop and implement an evaluation system for Russellville Independent Schools, a committee of an equal number of teachers and administrative personnel was established. This committee will be referred to throughout this document as the 50/50 Committee. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring evaluation training and implementing the district evaluation plan. For the 2024-2025 school year, Dr. Kelly Jones will serve as the Certified and Classified Evaluation Plan point of contact.

50/50 Committee

Ms. Holly Behm, Teacher, Stevenson Elementary School
Mr. Cameron Kisselbaugh, GT Teacher, Russellville Independent
Ms. Chris Holloman, Teacher, Russellville High School
Ms. Amanda Collins, Principal, Stevenson Elementary School
Mr. Conrad Reding, Principal, Russellville Middle School
Ms. Tracy Naylor, Assistant Principal, Russellville High School
Ms. Jennifer Pope, Director of Pupil Personnel, District Office
Dr. Kelly Jones, District Instructional Facilitator, District Office

2024-2025 Appeals Committee

Ms. Robin Cornelius
Ms. Tina Shoemake
Mr. Jimmie Sisenstein
Ms. Holly Behm (alternate)

District Evaluation Plan

The vision for the District Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Classified School Personnel:** An employee of a local school district who is not required to have certification for the position to which they are assigned as provided in KRS 161.020.
7. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
8. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
9. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an ineffective standard rating(s) on the summative evaluation or ineffective performance at any time during the school year.
10. **Kentucky Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
11. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
12. **Evaluatee:** District/School personnel that are being evaluated.
13. **Evaluator (Primary):** Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
14. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.

15. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
16. **Full/Formal Observation:** An observation consisting of one full instructional period, (i.e., bell to bell)
17. **Impact Working Conditions Survey:** A working conditions survey of all school staff that may be conducted every two years to provide feedback on specific aspects of the school's work environment.
18. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice.
 - b. Principals who are rated ineffective in professional practice.
19. **Job Category:** A group or class of certified school personnel positions with closely related functions.
20. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b) Observer Certification
21. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.
22. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.
23. **Performance Measures/Domains (Certified):** The areas, skills, or outcomes on which certified school personnel are evaluated.
24. **Performance Levels (Certified):** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
25. **Performance Levels (Classified):** The summative description of an evaluatee's performance. Performance ratings are Exceed Expectations, Meets Expectations, Developing, Improvement Needed, or Not Applicable on this scale.
26. **Performance Rating (Certified):** The summative description of an evaluatee's performance. Performance ratings are Ineffective, Developing, Accomplished, or Exemplary on this scale.
27. **Performance Rating (Classified):** The summative description of an evaluatee's performance. Performance ratings are Exceed Expectations, Meets Expectations, Developing, Improvement Needed, or Not Applicable on this scale.
28. **Performance Rubrics (Certified):** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
29. **Performance Standards (Certified):** Guiding standards that provide for a defined set of common purposes and expectations that guide effective professional practice.
30. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
31. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
32. **Professional Growth Plan:** An individualized plan (including goals) that is focused on improving professional practice and leadership skills aligned with educator performance

standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the primary evaluator.

33. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
34. **Professional Standards for Educational Leaders (PSEL):** The document indicating the standards, statements, and elements for which principals and assistant principals will be evaluated.
35. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Kentucky Framework for Teaching and other established criteria.
36. **Rigor:** Congruency to the Kentucky Core Academic Standards.
37. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
38. **Site Visit:** Methods by which superintendent or designee may gain insight into whether a principal is meeting the Professional Standards for Educational Leaders.
39. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Relevant, Time-bound)
40. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of the administrative regulation.
41. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
42. **Surveys:** Tools used to provide information to principals about perception of job performance.
43. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
44. **Unscheduled Observation:** An observation that has not been previously scheduled with the evaluatee.
45. **Val-Ed 360 Survey:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
46. **Working Day:** A day is defined as any day in which school is in session for instruction.
47. **Workplace Visit:** A visit to the evaluatee's workplace assignment by which a primary evaluator may gain insight into whether the evaluatee is meeting the performance standards.

Certified Evaluation Plan

The Kentucky Framework for Teaching and the Kentucky Framework for Other Professionals are designed to support student achievement and the professional practice of classroom teachers and other certified employees. All employees will be evaluated according to their primary job assignment. All teachers and other professionals will be evaluated using the performance measures from their respective frameworks and the results will be reported on district-approved forms.

Educators listed below are considered “other professionals” and will be evaluated using the performance measures from the framework listed by job category, and the results will be reported on district-approved forms:

- School Psychologists – OPGES Framework for School Psychologists
- Guidance Counselors – OPGES Framework for School Counselors/Social Workers
- Library Media Specialists – OPGES Framework for School Library Media Specialists
- Speech-Language Pathologists – OPGES Framework for Therapeutic Specialists
- Instructional Facilitators/Coaches/Coordinators/Specialists/Interventionists – OPGES Framework for Instructional Specialist

Kentucky Framework for Teachers and Other Professionals

Framework for Teaching

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Framework for Other Professionals

Planning and Preparation

Environment

Delivery of Service

Professional Responsibilities

The Frameworks provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework.

Performance is rated for each measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each Performance Measures. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Primary evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives primary evaluators the flexibility to account for a wide variety of factors related to individual educator performance such as: school-specific priorities that may drive practice in one Performance Measure, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Professional Growth Plan and Review Documentation
- Student Growth/Achievement
- Self-assessment and self-reflection
- Assessment data
- Surveys
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Professional Development
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre-, post-, formative and/or summative course evaluations
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Peer observations¹
- Student Voice surveys
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site visit/Workplace visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

For job categories, specific sources of evidence for OPs, visit the Kentucky Department of Education (KDE) web site at this [link](https://www.education.ky.gov/teachers/PGES/Pages/PGES.aspx).

(<https://www.education.ky.gov/teachers/PGES/Pages/PGES.aspx>)

Performance Measures of the Kentucky Framework for Teaching

Planning

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

All Performance Measures will be considered in determining the employee's professional practice rating. Performance Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Performance Measures 2 and 3 will be measured through observation and conferencing.

Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form to the District Certified Evaluation Plan Point of Contact. Late hires, after September 1, will have a primary evaluator assigned within the first 30 days of employment.

Required:

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

Professional Growth Planning

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, teachers will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. The Professional Growth Plan will align with the school/district improvement plans.

Reflective practices and professional growth planning are repetitive processes. The teacher:

1. reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
2. collaborates with his or her primary evaluator to develop a professional growth plan and action steps;
3. implements the plan;
4. regularly reflects on the progress and impact of the plan on his or her professional practice;
5. modifies the plan as appropriate;
6. continues implementation and ongoing reflection; and, finally,
7. conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Required:

- All teachers and other professionals will participate in professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. See Tables 1, 2, and 3 for professional growth planning timelines for detailed information.
- Multiple sources of data shall be used to develop the PGP and can be used throughout this entire process. Teachers with “Accomplished” or “Exemplary” overall summative evaluation cycle rating shall complete a self-directed growth plan. However, any individual measure that is rated as “Ineffective” on a summative evaluation shall be addressed in the Professional Growth Plan.
- For teachers with an overall summative evaluation cycle rating of “Developing” or “Ineffective”, the primary evaluator, in consultation with the teacher, will develop a “directed” growth plan for the following school year. Directed goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.
- Employees who do not fulfill their contractual obligations for completing professional development shall be placed on a corrective action plan.

Table 1. Timeline for PGP for Tenured Teachers and OP Employees

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator, develops professional growth plan and action steps by October 31.
November-March	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection.
March-April 15	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.

April 15	Primary evaluator recommends re-employment/termination to superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination.
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Timeline will be tentative based on any adjustment of the calendar year. The District Certified Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 2. Timeline for PGP for Non-Tenured Teachers and OP Employees

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator after completion of mini- observation to develop growth plan and action steps by October 31.
November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed.
January-March	Continued implementation and ongoing reflection
March-April 15	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator.
April 15	Primary evaluator completes the summative evaluation and recommends re-employment/termination to superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Certified Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 3. Timeline for Late Hires (tenured and non-tenured)

Evaluation Plan Orientation	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
Teachers hired after the first day of instruction	Complete PGP within 30 days of their hire date.

Timeline will be tentative based on any adjustment of the calendar year. The District Certified Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observation Model for Teachers and Other Professional Employees

The observation process is one source of evidence to determine educator effectiveness that includes primary evaluator observation for each certified teacher and other professional. The primary evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. The primary evaluator observation will be used to complete the summative evaluation process.

Primary evaluator will conduct two mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini-observation session. The mini-observation shall focus on Performance Measures 2 and 3 only. The final observation is a full formal observation consisting of one full instructional period.

Mini-observations do not have to be announced/scheduled; however, the primary evaluator must be visible, and the teacher must be aware that an observation is occurring.

If applicable, for employees under the KTIP program, the observation model will follow the required internship processes as directed by KDE and/or the Education Professional Standards Board (EPSB).

Observation Timeline for Non-Tenured and Tenured Employees

Required: Non-tenured

- Non-tenured employees including OP employees will have a minimum of 3 observations conducted by the primary evaluator (2 minis and 1 full/formal). The final observation is conducted by the primary evaluator and is a full/formal observation. Each year is considered a summative evaluation cycle for non-tenured employees. See Table 4.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

Table 4. Observation Schedule for Non-Tenured Employees

Every Year
Mini-observation by primary evaluator by November 15
Mini-observation by primary evaluator by January 30
Full/formal observation by primary evaluator by April 15

Required: Tenured

- Tenured teachers will receive one full/formal observation by the supervisor and two mini-observations over the three-year summative cycle. The primary evaluator shall complete one mini-observation in the first year, one mini-observation the second year, and a full/formal being the final observation completed during the final year of the cycle. See Table 5.
- OP tenured employees will follow a three-year cycle with a minimum of 3 primary evaluator observations. Years 1 and 2 will consist of a mini-observation by the primary evaluator and Year 3 will consist of a full/formal.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

Table 5. Observation Schedule for Tenured Employees

Year One	Year Two	Year Three
Mini-observation by primary evaluator by April 15	Mini-observation by primary evaluator by April 15	Full/formal observation by primary evaluator by April 15

All timelines for non-tenured and tenured employees will be tentative based on any adjustment of the calendar year.

Observation Timeline for Late Hires, Emergency Leaves of Absence, and Board Approved Leaves of Absence (tenured and non-tenured)

Teachers hired during the first semester of instruction will complete all components of the observation schedule. Teachers hired during the third quarter of instruction will receive one-mini and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation by the primary evaluator.

An evaluatee who takes a leave of absence before the completion of their evaluation cycle will have their evaluation cycle adjusted by the District Certified Evaluation Plan Point of Contact. The primary evaluator is responsible for contacting the plan Point of Contact.

Additional observation(s) may be conducted, if deemed necessary, by the primary evaluator. If the overall rating for a mini and/or a full/formal observation result yields an ineffective rating for any Performance Measure, a corrective action plan shall be developed and additional observation(s) shall be required as follows: (1) Non-tenured teachers will receive additional observation(s) of which the frequency and type will be left to the discretion of the primary evaluator and the District Certified Evaluation Plan Point of Contact, and (2) tenured teachers placed on a corrective action plan will immediately be placed on the annual professional growth cycle for non-tenured teachers until the employee has met the terms and expectations of the corrective action plan as determined by the primary evaluator and the District Certified Evaluation Plan Point of Contact.

Observations and Conferencing

Required:

- ***Full/Formal Observation***

The full/formal observation will be scheduled at least five (5) working days prior to the observation, and the teacher will be notified of the pending observation. An electronic pre-conference communication shall take place at least one (1) working day prior to the observation. A person-to-person, post-observation conference will be conducted within five (5) working days after the full/formal observation. All data will be entered into the district-approved form. If the post-observation conference is not held within the five (5) working days, another full/formal observation must be scheduled.

- ***Mini-Observations***

No pre-conference meeting is required for this observation. The mini-observation may be announced or unannounced and will include Performance Measures 2 and 3 of the Framework for Teaching. A person-to-person, post-observation conference will be conducted within five (5) working days after the mini-observation. If the post-observation conference is not held within the five (5) working days, another mini-observation must be conducted. All data will be entered into the district-approved form.

- ***Summative Conference***

The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from all mini- and full/formal observations and other evidence in the cycle will be reviewed so that an overall performance rating for all Performance Measures in the Framework for Teaching can be determined.

The summative evaluation form will be completed by April 15 of the summative evaluation year. The summative evaluation form will include an overall rating for each Performance Measure as well as an overall performance rating for the evaluation cycle.

The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the summative evaluation report, and the report shall be filed in their official personnel by June 15 of each year. The summative evaluation form shall be signed by both the primary evaluator and evaluatee. The evaluatee will also be provided a copy of the summative evaluation form.

Observer Certification

Pursuant to 704 KAR 3:370, Sections 3 and 6 and consistent with the requirements of KRS 156.557, the district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation. An evaluator shall be trained, tested, and approved according to administrative regulations adopted by the Kentucky Board of Education and the district's certified evaluation plan. Evaluator training shall include:

- Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department.
- Training on KRS 156.557 and the requirements of administrative regulations.
- Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques.
- Evaluators shall receive support and resources necessary to ensure consistent and reliable ratings.
- A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

In cases where the primary evaluator is not certified through initial training and/or evaluation updates and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback : District-level personnel or other administrators {certified through the current approved state platform}, as assigned by the Superintendent/designee, shall conduct the observation with the administrator who is not certified through the current approved state platform (modeling the process). The observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

Additionally, the district certified evaluation plan may require the use of additional trained administrative personnel to observe and provide information to the evaluator. Training requirements of a primary evaluator would also be a requirement for additional administrative evaluators.

Formative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the Framework for Teaching. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document.

Each performance measure will be holistically scored using the Kentucky Framework for Teaching and

Other Professionals Framework. Primary evaluators will be using professional judgment to assign an overall rating for the formative evaluation.

Required

- Observation (mini, full formal, classroom, site visit)
- Professional Growth Plan
- Post Observation Document and Self Reflection

Optional

- Additional sources of evidence from page 9 of the CEP or KDE link provided.

Summative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the Framework for Teaching. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the summative evaluation document.

Required

- Formative Evaluation Results (2-mini and 1-full formal)
- Professional Growth Plan
- Post Observation Conference and Self-Reflection

Optional

- Additional sources of evidence from page 9 of the CEP or KDE link provided.

Each Performance Measure will follow the district decision rules to determine summative performance ratings.

District decision Rules for Determining a Teacher's Overall Performance Measure Category	
<i>If...</i>	<i>Then...</i>
Environment AND Instruction are rated INEFFECTIVE	Performance Category shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED, and two measures rated EXEMPLARY	Performance Category shall be EXEMPLARY

Table 6. Timeline for Tenured Employees

Year One	Year Two	Year Three
Orientation for employees is conducted no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees is conducted no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees is conducted no later than the end of the first 30 calendar days of reporting for employment.
Primary evaluator is assigned and reported to Central Office. (9/1)	Primary evaluator is assigned and reported to Central Office. (9/1)	Primary evaluator is assigned and reported to Central Office. (9/1)
Professional Growth Plan is completed. (10/31)	Professional Growth Plan is completed. (10/31)	Professional Growth Plan is completed. (10/31)
Implementation and reflection on progress and impact of the plan on professional practice is completed. Plan is modified as necessary. Implementation and ongoing reflection continue throughout the year. (Nov-Apr 15)	Implementation and reflection on progress and impact of the plan on professional practice is completed. Plan is modified as necessary. Implementation and ongoing reflection continue throughout the year. (Nov-Apr 15)	Implementation and reflection on progress and impact of the plan on professional practice is completed. Plan is modified as necessary. Implementation and ongoing reflection continue throughout the year. (Nov-Apr 15)
Annual review of the Professional Growth Plan is completed. A summative reflection on the degree of goal attainment and implications for next steps is discussed and noted. (4/15)	Annual review of the Professional Growth Plan is completed. A summative reflection on the degree of goal attainment and implications for next steps is noted. (4/15)	Annual review of the Professional Growth Plan is completed. A summative reflection on the degree of goal attainment and implications for next steps is noted. (4/15)
One mini-observation by primary evaluator is completed. (4/15)	One mini-observation by primary evaluator is completed. (4/15)	One formal/full observation by primary evaluator is completed. (4/15)
Primary evaluator recommends reemployment or termination of employee to Superintendent. (4/15)	Primary evaluator recommends reemployment or termination of employee to Superintendent. (4/15)	Summative Evaluation is completed. Primary evaluator recommends reemployment or termination to Superintendent (4/15)
-NA-	-NA-	Summative Evaluation Form submitted to Personnel Office (6/15)

Timelines for tenured employees will be tentative based on any adjustment of the calendar year.

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

Table 7. Timeline for Non-Tenured Employees

Each Year of Employment
Orientation for employees conducted no later than the end of the first 30 calendar days of reporting for employment.
Primary evaluator is assigned and reported to Central Office. (9/1)
Professional Growth Plan is completed. (10/31)
First mini-observation by primary evaluator is completed. (11/15)
Second mini-observation by primary evaluator is completed. (1/30)

Implementation and reflection on progress and impact of the plan on professional practice is completed. Plan is modified after second mini-observation, as necessary. Implementation and ongoing reflection continue throughout the year. (Nov-Apr 15)
Annual review of the Professional Growth Plan is completed. A summative reflection on the degree of goal attainment and implications for next steps is discussed and noted. (4/15)
One full/formal observation is conducted by primary evaluator. (4/15)
Overall summative rating is assigned. (4/15)
Primary evaluator recommends reemployment or termination to Superintendent. (4/15)
Summative Evaluation Report finalized in the Powerschool Evaluation Platform (4/15)

Timeline will be tentative based on any adjustment of the calendar year. The District Certified Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

Principals Evaluation Plan

Principal and Assistant Principal

The vision for the Principals Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.

Kentucky Professional Standards for Educational Leaders (PSEL)

PSEL is designed to support student achievement and professional best-practice through the following standards:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

More information, including explanation of the standards and elements, about PSEL can be found [here](#).

The *Kentucky Professional Standards for Educational Leaders (PSEL) Guidance for Growth and Evaluation* tool will be used to support the required implementation of the standards.

Included in the *PSEL Guidance for Growth and Evaluation* tool are performance levels, critical attribute descriptions, and possible examples of observable, tangible behaviors that provide evidence of implementation for each standard. The tool also provides the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an evaluatee's professional practice will be situated within one or more of the ten standards. Performance will be rated for each performance measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most principals or assistant principals will maintain an "Accomplished" rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Primary evaluators will also consider how evaluatees respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives primary evaluators the flexibility to account for a wide variety of factors related to individual evaluatee's performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Primary evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional growth planning and self-reflection
- Site-visits (principals) and/or workplace visits (assistant principals)

Optional

- Val-Ed 360°
- Impact Working Condition Survey
- Other measures of student learning
- Products of practice
- Other sources, as determined appropriate by the evaluator

Professional Growth Planning – Principals and Assistant Principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal and/or Assistant Principal Professional Growth Plan may be directed or self-directed.

Directed Growth Plan

Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.

Self-Directed Growth Plan

Goal(s) are set by the employee, with input from the primary evaluator.

Required

- All principals and assistant principals will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals. Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EILA hours shall be placed on a corrective action plan.
- Site visits with principals will be conducted at least twice each year with the results reported on the district-approved forms. Supervisors (e.g., Principals) are required to conduct informal work-place visits with the assistant principal(s).
- A principal hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate assistant principals using the district-approved form.

Site Visit/Workplace Visit - Completed by Primary Evaluator

Site visits and/or workplace visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the primary evaluator will discuss various aspects of the job with the principal and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to improvement.

Principal Site Visit Conferencing

At least three (3) conferences will take place between primary evaluator and evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (conducted by October 30)

- Review purpose of meeting.
- Discuss reflections of data.
- Discuss reflections of the Principal Performance Standards.
- Discuss and come to agreement on the Professional Growth Plan.
- Address questions, concerns, and/or comments.
- Set tentative date for first site visit.
- Complete all documentation on district approved forms and provide a copy to the evaluatee.

2. First Site Visit Post-Conference (completed within 30 calendar days of first site visit)

- Review purpose of meeting.
- Discuss first observation, site visit, and provide feedback.
- Discuss documentation of each standard and determine if any other documentation is needed.
- Address questions, concerns, and/or comments.
- Set tentative date for second site visit.
- Complete all documentation on district approved forms and provide a copy to the evaluatee.

3. Second Site Visit Post-Conference (completed within 30 calendar days of the second site visit)

- Review purpose of meeting.
- Discuss second observation, site visit, and provide feedback.
- Review connections to Principal Performance Standards.
- Share progress toward Professional Growth Plan.
- Discuss progress of each standard and determine if any other documentation is needed.
- Address questions, concerns, and/or comments.
- Determine Overall Performance Category, complete Summative Evaluation, and provide a copy to the evaluatee.

Additional conferences may be held as deemed necessary to monitor progress toward Professional Growth Plan goals. Principals shall adhere to the same evaluation timeline for evaluating assistant principals.

Table 8. Combined Principal and Assistant Principal Timeline

Each Year of Employment
Superintendent assigns Primary Evaluator for and reviews the CEP with each principal and assistant principal. (7/31)
Primary Evaluator reviews expectations of the Principal Evaluation Plan. (9/15)
Primary Evaluator conferences with principal to develop Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss the first site visit, as well as modify any strategies. All documentation is completed, and Primary Evaluator approval is given through district approved form. (10/30)

Primary Evaluator conducts the first site visit/workplace visit. All documentation is completed, and Primary Evaluator approval is given through district approved form. (Aug-Nov)
First site visit/workplace post-conference with principal is conducted; the Professional Growth Plan Goal(s) and connections to PSEL are reviewed; and, strategies are modified as necessary. (within 30 calendar days of the site visit/workplace visit)
Primary Evaluator conducts the second site visit/workplace visit. All documentation is completed, and Primary Evaluator approval is given through district approved form. (3/31)
Second site visit/workplace post-conference with principal is conducted; the Professional Growth Plan Goal(s) and connections to PSEL are reviewed; and, strategies are modified as necessary. Summative Evaluation is completed on district approved form. (within 30 calendar days of the site visit/workplace visit)
Summative Evaluation Report submitted to Central Office. (6/15)

Timeline will be tentative based on any adjustment of the calendar year. The District Certified Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Formative Evaluation Rating – Principals and Assistant Principals

Evidence documenting professional practice is situated within the ten PSEL standards arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document. The measures and performance criteria for principals and assistant principals is as follows:

Performance Criteria and Role	Measures			
	Planning	Environment	Instruction	Professionalism
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction, and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Each performance measure will be holistically scored using the *PSEL Guidance for Growth and Evaluation* tool. Primary evaluators will be using professional judgment to assign an overall rating for the formative evaluation.

Required

- PGP
- Site/Workplace Visit
- Post Site Visit Conference Self Reflection
- Other Sources of Evidence

Summative Evaluation Rating – Principals and Assistant Principals

The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site visits/workplace visits and other evidence in the cycle will be reviewed so that an overall performance rating for all principal performance measures can be determined.

The summative evaluation form will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.

The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the summative evaluation report, and the report shall be filed in their official personnel by June 15 of each year. The summative evaluation form shall be signed by both the primary evaluator and evaluatee. The evaluatee will also be provided a copy of the summative evaluation form.

For Principals

The primary evaluator will determine the overall performance rating for each principal on each performance measure. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. The primary evaluator will adhere to the Principal Evaluation Plan timeline.

Required

- Professional Growth Plan
- Formative Evaluation results

Optional

- Additional sources of evidence from page 20 of the CEP.
- Evidence provided by evaluator or evaluatee.

For Assistant Principals

The Principal will determine the overall performance measure for each assistant principal. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. The Principal will adhere to the Principal Evaluation Plan timeline.

Required

- Professional Growth Plan
- Formative Evaluation results

Optional

- Additional sources of evidence from page 20 of the CEP.
- Evidence provided by evaluator or evaluatee.

Overall Performance Category for Principals

A Principal's overall performance Category is determined by the evaluator based on the Principal's ratings on each measure. Using the sources of evidence for Principals/Assistant Principals, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

District decision Rules for Determining a Principal's Overall Performance Measure Category	
<i>If...</i>	<i>Then...</i>
Environment AND Instruction are rated INEFFECTIVE	Performance Category shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED, and two measures rated EXEMPLARY	Performance Category shall be EXEMPLARY

District Certified Administrator Evaluation Plan

Evaluation Timeline

First 30 Calendar Days

District staff will review evaluation expectations with his or her primary evaluator, the district's CEP, may complete the self-reflection, and use information to determine the areas to need to develop a Professional Growth Goal.

August through October 31

Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent's growth/impact goals, focus on components that support the superintendent's goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised, and approved within the district determined timeline.

Observation/Site Visit Cycles

A minimum of one observation/site-visit should be conducted by the primary evaluator. Pre-observation form will consist of a self-reflection/self-rating and will be emailed to the observer 5 school days in advance of the observation. Post-conferences will be conducted within 5 school days of the observation/site visit.

Second Half of Year

Continue the self-reflection process, review strategies, and monitor progress towards both the professional and student growth goals. Adjust practices, complete any remaining observation/site-visits and identify evidence to support professional practices.

April 15

The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), student growth/impact goals and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Standards for OPGES

- Professional Standards for Educational Leaders (formerly ISLLC) will be used for all District Certified Personnel
- District personnel will use these standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

Sources of Evidence

- **Self-reflection and Professional Growth Plan**

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process.

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning.

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice and the student growth goal
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP. Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.

- **Observation/Site Visit**

The observation/site visit process is one source of evidence that provides documentation and feedback to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during 'office' or 'planning' hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal's Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee's field, the identified standards and the professional practices to meet the responsibilities.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing "observation guidance" documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of "look-fors" in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

- **Overall Performance Rating**

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, Student Growth along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

A District Certified Overall Performance Category is determined by the evaluator based on the personnel's ratings on each measure. Using the sources of evidence, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

District Decision Rules for Determining a District Certified Administrator Overall Performance Measure Category	
<i>If...</i>	<i>Then...</i>
Environment AND Instruction are rated INEFFECTIVE	Performance Category shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED, and two measures rated EXEMPLARY	Performance Category shall be EXEMPLARY

Appeals and Hearings

Purpose

An Appeals Panel shall be established and consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the Board of Education who is a certified employee of Russellville Independent Schools, in accordance with KRS Chapter 156.557 and 704 KAR 3:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Appeals

Pursuant to Board Policy 03:18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation (see Appendix D) to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either party involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped, and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
10. Upholding all parts of the original evaluation.
11. Voiding the original evaluation or parts of it.
12. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
13. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
14. The Superintendent may take appropriate action consistent with the Panel's decision.
15. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
16. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Accessibility

Evaluation records will be accessible only to:

- Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
- Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
- The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.
- Records may be subpoenaed in cases where litigation occurs.

Classified Employee Evaluation Plan

Notification & Evaluation Orientation

Each primary evaluator will be responsible for ensuring that an explanation and distribution of an appropriate evaluation form to all classified personnel under his/her supervision is accomplished no later than the end of the first month of reporting for employment.

Evaluation

Each classified employee shall be evaluated at least once each year. This evaluation shall be performed by the Principal or the immediate supervisor and shall be based upon a formal procedure approved by the Superintendent and Russellville Independent Board of Education for that specific position or class of positions. The administrator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed in their official personnel file.

Evaluation Process

1. All principals and immediate supervisors of classified staff will be trained annually.
2. All evaluations of classified employees shall be documented on district forms and shall become part of the official personnel file.
3. An evaluation conference between the evaluator and the classified employee being evaluated shall be held.
4. A completed and signed copy of the evaluation form will be provided to each person being evaluated immediately following the evaluation conference.
5. The evaluation of all classified employees shall be completed by April 15.
6. An evaluation may be made at any time at which the quality or quantity of work is in question.

Evaluation Appeal

An employee may appeal his/her evaluation as follows:

1. The employee may request in writing a review of his/her evaluation with the immediate supervisor within ten (10) days.
2. If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor within ten (10) days of the receipt of the request.
3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
4. Within ten (10) working days of the hearing, the Superintendent/designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
5. All information relating to the employee's evaluation shall be placed in the employee's official personnel file.

Classified Employee Performance Levels

Exceeds Expectations (EE)

For an employee to receive an overall rating of “Exceeds Expectations”, the majority of the performance dimensions should have been evaluated at Exceeds Expectation level, with no performance dimensions rated below “Meets Expectations” in any of the four categories.

Meets Expectations (ME)

An employee’s overall performance will generally be considered as “Meets Expectations” when the majority of the performance dimensions are evaluated at the “Meets Expectations” level or higher, and no more than two performance dimensions are rated as “Improvement needed.”

Developing (DE)

A developing rating may result when an employee is new to a position and/or has not had ample time to learn the assigned task(s) at a satisfactory level, but the employee is making satisfactory progress toward meeting the supervisor’s expectation for job performance. An employee’s overall performance will generally be considered as “Developing” when the majority of the performance dimensions are evaluated at the “Developing” level.

Improvement Needed (IN)

The “Improvement needed” rating indicates that three or more of the performance dimensions are rated as “Improvement needed.”

Not Applicable (NA)

Indicates that this particular performance dimension does not apply to this particular individual’s duties or job classification.

- All certified and classified evaluation forms will be completed in the PowerSchool Evaluation Platform beginning 2022-23 school year