Certified Evaluation Plan

2026 – 2027



Russell County Schools

Superintendent, Michael Ford

404 S Main St.

Jamestown, KY 42629

270-343-3191

Website: www.russellcountyschools.com

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Certified Personnel Evaluation Plan

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404 S. Main St.
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Certified Evaluation Plan 50/50 Committee Members

Sarah Aaron	Assistant Principal - RCMS
Tyler Flatt	Teacher - RCHS
Haven Hadley	Teacher - RCMS
Megan Jones	Assistant Principal – JES
Melissa McFall	District Point of Contact
Whitney Redmon	Teacher – RSES
Jamie Shearer	Director of Federal Programs
Meleah Walters	Teacher – JES

Appeals Panel

Brittney Blakey	Teacher, JES
Bethany York	Teacher, RCHS
Rita Voils	Appointed Certified

Assurances

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Russell County 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 (KRS 156.557).

Name:	**Title**:
Sarah Aaron	Assistant Principal – RCMS
Tyler Flatt	Teacher - RCHS
Haven Hadley	Teacher - RCMS
Megan Jones	Assistant Principal – JES
Melissa McFall	District Point of Contact (POC)
Whitney Redmon	Teacher - RSES
Jamie Shearer	Director of Federal Programs
Meleah Walters	Teacher - JES

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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 (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 27, 2026. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date

Roles and Definitions

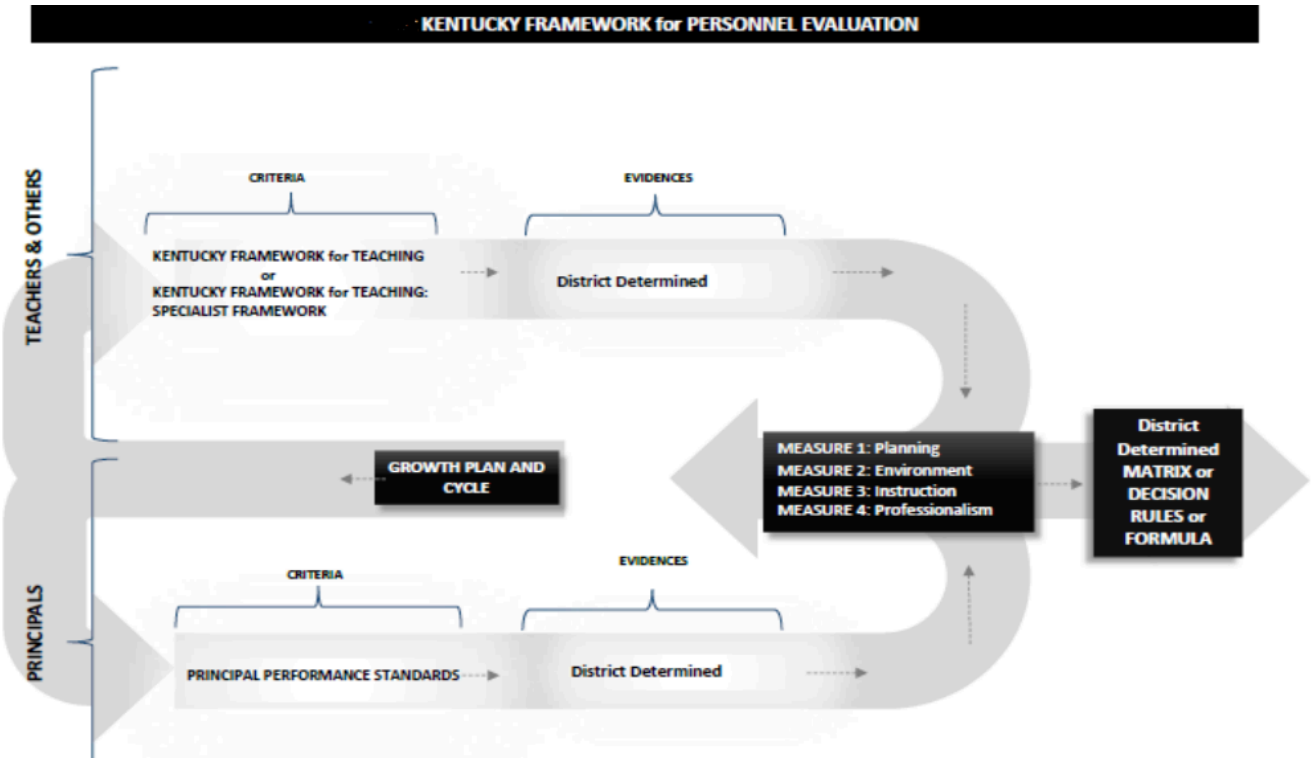
1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **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.
4. **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.
5. **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.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5) (c) 2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1) (a).
9. **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.
10. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
11. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
13. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
14. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
15. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
16. **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.
17. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator.
18. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

19. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
20. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4).
21. **Summative Evaluation:** Is defined by KRS 156.557(1) (b).
22. **Summative Rating:** The rating that is calculated for a teacher or other professional evaluatee.
23. **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.

For Additional Definitions and Roles, please see 704KAR 3.

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness



Personnel Evaluation System *(Ref. KRS)*

Each district shall develop and implement a personnel evaluation system aligned with the statewide framework for teaching that **shall** use multiple measures of effectiveness including but not limited to criteria in the four performance measures (Planning, Environment, Instruction, and Professionalism). The personnel evaluation system will:

- Include both formative and summative evaluation components.
    - **Formative Evaluation** – a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance
    - **Summative Evaluation** – the summary of and conclusions from the evaluation data, including formative evaluation data that will occur at the end of the evaluation cycle which includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.
    - Measure professional effectiveness
    - Support professional growth
    - Have at least four (4) performance levels (Exemplary, Accomplished, Developing, Ineffective)
    - Be used to inform personnel decisions
    - Be considerate of the time requirements of evaluators at the local level and shall not require that all certified personnel have a formal summative evaluation each year
    - Rate teachers or administrators by multiple measures instead of a single measure

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four measures of the framework. Performance is rated for each measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is based on scores from each performance measure combining data from multiple sources of evidence across each domain. District decision rules are used to reach the final overall summative rating.

Performance Criteria *(Ref. KRS)*

Performance criteria means the areas, skills or outcomes on which certified personnel below the level of superintendent are evaluated. The performance criteria characterize professional effectiveness and must be provided to evaluatees and be based upon KRS 156.557.

Requirements:
The criteria for each performance measure (Planning, Environment, Instruction, and Professionalism) are derived from:

- the Kentucky Framework for Teaching (non-tenured, tenured, special educator)
- the Kentucky Framework for Teaching: Specialist Frameworks (guidance counselor, instructional
- specialist, library media specialist, speech language pathologist, school psychologist)
- the Professional Standards for Educational Leaders (principal, assistant principal)
- the District Administration Standards (district certified personnel: Professional Development Coordinator, Chief Academic Officer, Instructional Supervisor, etc.)

Sources of Evidence

The required sources of evidence by which <u>all certified employees below the level of superintendent</u> shall be evaluated shall include the following sources…

- Professional Growth Planning (T/OP - Domain 4, P – Standard 1, 9, 10, DA – Standards 4, 5, 6)
- Scheduled and/or unscheduled observations or site visits to measure professional effectiveness
    - Effective planning of curricula (T/OP – Domain 1)
    - Classroom instruction/student academic growth (T/OP - Domain 3, P – Standard 4, 5, 6, DA – Standards 1 & 2)
    - Classroom/school environment and management (T/OP - Domain 2, P – Standard 2, 3, 7, 8, DA – Standard 3)
    - Research-based instructional practices (T/OP - Domain 3, P – Standard 4, 6, DA – Standard 2)
    - School management skills/managerial practices (T/OP – Domains 1,2, & 3, P – Standard 9, DA – Standard 5)

Other **sources of evidence** by which certified employees will be evaluated may include but not limited to…

<u>T/OP – Teachers/Other Professionals</u> ***<u>P – Principals</u>*** ***<u>DA – District Administrators</u>***

- Performance of professional responsibilities (T/OP - Domain 4, P – Standard 2, 8, DA – Standard 4)
    - Attendance
    - Punctuality
    - Evaluating results
- Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques (T/OP – Domain 1, P – Standard 4, 5, 6, DA – Standard 7)
- Use of instructional strategies or management techniques that are fair, and respect diversity, and individual differences (T/OP – Domain 3, P – Standard 3, 4, DA – Standard 2)
- Demonstration of effective interpersonal communication and collaboration skills among peers, students, parents, and others (T/OP – Domain 4, P – Standard 2, 8, DA – Standards 4 & 7)
- Performance of duties consistent with goals for Kentucky students, the school's mission of the school, the local community, laws, and administrative regulations (T/OP – Domain 4, P – Standards 1, 2, 8, DA – Standards 1, 2 & 7)
- Demonstrates effective use of resources, including technology (T/OP – Domain 1, P – Standard 9, DA – Standards 4 & 5)
- Demonstrates professional growth (T/OP – Domain 4, P – Standard 1, 9, 10, Standards 4, 5, & 6)
- Adherence to the professional code of ethics (T/OP – Domain 4, P – Standard 2, DA – Standard 7)
- Communication with students and families (T/OP – Domains 3 and 4, P – Standard 3, 7, DA – Standard 7)
- Evidence of Student Learning (T/OP – Domains 3 and 4, P – Standard 4, 10, DA – Standard - 2)
- Attainment of teacher standards or administrator standards as established by the Education Professional Standards Board that are not already referenced
- **Optional** other sources which may include but not limited to peer observations, student voice surveys, other educational/leadership surveys etc.….

Performance Measures for Teachers (Framework for Teaching)

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
    - Demonstrating knowledge of content and pedagogy
    - Demonstrating knowledge of students
    - Setting instructional outcomes
    - Demonstrating knowledge of resources
    - Designing coherent instruction
    - Designing student assessments
- Environment
    - Creating an environment of respect and rapport
    - Establishing a culture for learning
    - Managing classroom procedures
    - Managing student behavior
    - Organizing physical space
- Instruction
    - Communicating with students
    - Using questioning and discussion techniques
    - Engaging students in learning
    - Using assessments in learning
    - Demonstrating flexibility and responsiveness
- Professionalism
    - Reflecting on teaching
    - Maintaining accurate records
    - Communicating with families
    - Participating in professional community
    - Growing and developing professionally
    - Showing professionalism

Performance Measures Therapeutic Specialists

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
    - Demonstrating knowledge and skill in the specialist' therapy area, and holding the relevant
      certificate or license
    - Establishing goals for the therapy program appropriate to the setting and the students served
    - Demonstrating knowledge of district, state, and federal regulations and guidelines
    - Demonstrating knowledge of resources both within and beyond the school and district
    - Planning the therapy program integrated with the regular school program to meet the needs of individual students
    - Developing a plan to evaluate the therapy program
- Environment
    - Establishing rapport with students
    - Organizing time effectively
    - Establishing and maintaining clear procedures for referrals
    - Establishing standards of conduct in the treatment center
    - Organizing physical space for testing of students and providing therapy
- Delivery of Services (Instruction)
    - Responding to referrals and evaluating student needs
    - Developing and implementing treatment plans to maximize students success
    - Communicating with families
    - Collecting information and writing reports
    - Demonstrating flexibility and responsiveness
- Professionalism
    - Reflecting on practice
    - Collaborating with teachers and administrators
    - Maintaining an effective data management system
    - Participating in a professional community
    - Engaging in professional development
    - Showing professionalism including integrity, advocacy, and maintaining confidentiality

Performance Measures School Counselors

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
    - Demonstrating knowledge of counseling theories and techniques
    - Demonstrating knowledge of child and adolescent development
    - Establishing goals for the counseling program appropriate to the setting and the students served
    - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
    - Plan in the counseling program integrated with the regular school program
    - Developing a plan to evaluate the counseling program
- Environment
    - Creating an environment of respect and rapport
    - Establishing a culture for productive communication
    - Managing routines and procedures
    - Establishing standards of conduct and contributing to the culture for student behavior throughout the school
    - Organizing physical space
- Delivery of Service (Instruction)
    - Assessing student needs
    - Assisting students and teachers in the formulation of academic, personal, social and career plans based on knowledge of student's needs
    - Using counseling techniques in individual and classroom programs
    - Brokering resources to meet needs
    - Demonstrating flexibility and responsiveness
- Professionalism
    - Reflecting on practice
    - Maintaining records and submitting them in a timely fashion
    - Communicating with families
    - Participating in a professional community
    - Engaging in professional development
    - Showing professionalism

Performance Measures Library Media Specialist

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
    - Demonstrating knowledge of content curriculum and process
    - Demonstrating knowledge of students
    - Supporting instructional goals
    - Demonstrating knowledge and use of resources
    - Demonstrating a knowledge of literature and lifelong learning
    - Collaborating in the design of instructional experiences
- Environment
    - Creating an environment of respect and rapport
    - Establishing a culture for learning
    - Managing library procedures
    - Managing student behavior
    - Organizing physical space
- Delivery of Service (Instruction)
    - Communicating clearly and accurately
    - Using questioning and research techniques
    - Engaging students in learning
    - Assessment in instruction (whole class, one-on-one and small group
    - Demonstrating flexibility and responsiveness
- Professionalism
    - Reflecting on practice
    - Maintaining accurate records
    - Communicating with school staff and community
    - Participating in a professional community
    - Growing and developing professionally
    - Collection development and maintenance
    - Managing the library budget
    - Managing personnel
    - Professional ethics

Performance Measures Instructional Specialists

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
    - Demonstrating knowledge of current trends in specialty area and professional development
    - Demonstrating knowledge of the school's program and level of teacher skill in delivering that program
    - Establishing goals for the instructional support program appropriate to the setting and the teachers served
    - Demonstrating knowledge of resources both within and beyond the school and district
    - Planning the instructional program integrated with the overall school program
    - Developing a plan to evaluate the instructional support program
- Environment
    - Creating an environment of trust and respect
    - Establishing a culture for ongoing instructional improvement
    - Establishing clear procedures for teachers to gain access to instructional support
    - Establishing and maintaining norms of behavior for professional interactions
    - Organizing physical space for workshops or training
- Delivery of Service (Instruction)
    - Collaborating with teachers in the design of instructional units and lessons
    - Engaging teachers in learning new instructional skills
    - Sharing expertise with staff
    - Locating resources for teachers to support instructional improvement
    - Demonstrating flexibility and responsiveness
- Professionalism
    - Reflecting on practice
    - Preparing and submitting budgets and reports
    - Coordinating work with other instructional specialists
    - Participating in a professional community
    - Engaging in professional development
    - Showing professionalism including integrity and confidentiality

Performance Measures School Psychologist

The following performance measures listed in which teachers are evaluated shall include but not be limited to…

- Planning
  - Demonstrating knowledge and skill in using assessment instruments to evaluate students
  - Demonstrating knowledge of child and adolescent development and psychopathology
  - Establishing goals for the psychology program appropriate to the setting and the students served
  - Demonstrating knowledge of state and federal regulations and resources both within and beyond the school and district
  - Planning the psychology and prevention program integrated with the regular school program to meet the needs of individual students
  - Developing a plan to evaluate the psychology program
- Environment
  - Establishing rapport with students
  - Establishing a culture for positive mental health throughout the school
  - Establishing and maintaining clear procedures for referrals
  - Establishing standards of conduct in the testing center
  - Organizing physical space for testing the students and storage of materials
- Delivery of Service (Instruction)
  - Responding to referrals by consulting with teachers and administrators
  - Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines
  - Leading evaluation team
  - Planning interventions to maximize student's likelihood of success
  - Maintaining contact with physicians and community mental health service providers
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on practice
  - Communicating with families
  - Maintaining accurate records
  - Participating in a professional community
  - Engaging in professional development
  - Showing professionalism

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

District Administration Standards

Standard 1: Strategic Leadership (Measure: Instruction)

- The administrator supports the superintendent in creating conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century.

Standard 2: Instructional Leadership (Measure: Instruction)

- The administrator supports and builds programs committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

Standard 3: Cultural Leadership (Measure: Environment)

- The administrator understands and acts on the important role of each building and works to help maintain a positive culture through support services that support exemplary performance in each school.

Standard 4: Human Resource Leadership (Measure: Professionalism)

- The administrator ensures the programs and employees he/she supervises is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.

Standard 5: Managerial Leadership (Measure: Planning)

- The administrator ensures his/her programs, processes, and systems are in place to include budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety.

Standard 6: Collaborative Leadership (Measure: Planning)

- The administrator, in accord with the superintendent and other central office staff, designs structures and processes that result in broad community engagement with support for and ownership of the district 's vision.

Standard 7: Influential Leadership (Measure: Professionalism)

- The administrator promotes the success of learning and teaching by understanding, responding to, communicating, working to reduce barriers and work to influence to ensure academic success for all students and influencing the larger political, social, economic, legal, ethical, and cultural context.

Performance Ratings

Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Frameworks for Personnel Evaluation, Principal Standards and District Administration Standards for all certified personnel below the level of superintendent.

Requirements:

- The process for assignment of a rating for each performance measure: Planning, Environment, Instruction, Professionalism
- Evaluators use evidences in combination with professional judgment to inform the evaluatee's rating for each performance measure as:
  - "Exemplary": consistently exceed expectations for effective performance
  - "Accomplished": consistently meets expectations for effective performance
  - "Developing": inconsistently meets expectations for effective performance
  - "Ineffective"/"Growth Required": consistently fails to meet expectations for effective performance

Certified Educators
Educator Performance Ratings

Each performance measure will receive a rating of …

Exemplary
Accomplished
Developing
Ineffective

Principals/Assistant Principals
District Administration Ratings

Each performance measure will receive a rating of …

Exemplary
Accomplished
Developing
Growth Required

Orientation

Administrators or designee will conduct an orientation session to acquaint certified employees with the evaluation process will be conducted by administrators no later than the end of the **first thirty (30) calendar days of reporting for employment each school year**. All new employees hired during the school year will receive training within their first month of employment by the immediate supervisor or designee.

Professional Growth Planning

The evaluation system shall include a professional growth plan for **all certified personnel below the level of superintendent** aligned with specific goals and objectives of the school's or the district's improvement plan and shall be reviewed annually. Reflective practices and professional growth planning are iterative processes.

The teacher:

- reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- collaborates with his or her administrator to develop a professional growth plan and action steps
- implements the plan
- regularly reflects on the progress and impact of the plan on his or her professional practice
- modifies the plan as appropriate
- continues implementation and ongoing reflection
- conducts a summative reflection on the degree of goal attainment and the implications for next steps

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through reflection in collaboration with the administrators. Teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

Required

- **All Certified employees** will participate in professional growth planning each year.
- **All Certified employees** will document professional growth planning on the district approved documentation on page 34 by **September 30** for approval by the immediate supervisor with reflection and updates (if needed/required by supervisor).
- Any certified employee hired after the first day will complete this process using the district approved documentation within 30 calendar days from the date of hire.
- All Professional Growth Plans will be signed by both the certified employee and immediate supervisor. The **original copy of the** Professional Growth Plan will be sent to the Russell County Board of Education by May 30th to be kept on file in the certified employee's personnel folder. A copy will be kept at the school.

  All dates are subject to change by the Superintendent of Russell County Schools due to unforeseen circumstances.

Evaluator/Principal/Supervisor Training

Evaluators shall…

- Be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel by attending the Initial Certified Evaluation Training
- Receive personnel evaluation system training - a minimum of six (6) hours annually of EILA approved training. The training must focus on one or more of the following:
  - KRS 156.557 and proposed 704 KAR 3:370
  - Effective observation and conferencing techniques when using observation to evaluate personnel
  - Providing clear and timely feedback
  - Establishing and assisting with a professional growth plan
  - Summative decision rules
  - Ensuring consistent and reliable ratings
- Meet CEP requirements prior to conducting a formative or summative evaluation
- Receive support and resources necessary to ensure consistent and reliable ratings (calibration)using district provided/department approved vendors/resources to evaluators conducting observations

Observations/Conferences

- The immediate supervisor shall be designated as the primary evaluator for all certified employees. For purposes of evaluations, a principal may appoint an assistant principal to serve as the supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.
- Formative observations may be announced or unannounced; however formal full observations must be announced. Dates for all formative observations will be determined by the supervisor. For formative observations, pre-conferences are optional. At the evaluator or evaluatee's discretion, a pre-conference for the full observation must take place. This must occur within five (5) working days prior to the full observation. Pre-conferences may take place in person or electronically.
- **Non-tenured FULL observations** will occur annually prior to **March 1st**.
- **Tenured FULL observations** will occur at a minimum of one (1) time every five (5) years prior to **April 30th**.
- A post-conference must occur within five (5) working days following each observation. The summative evaluation conference will be conducted at the end of the summative evaluation cycle and shall include all applicable evaluation data. The evaluatee shall be afforded the opportunity to provide a written response to the observation that will be placed in the personnel file with the observation documents and will become part of the official personnel record.
- **Multiple** observations shall occur **annually** for each non-tenured certified employee. All formative data will be used in the evaluation of the intern/non-tenured teacher.
- **Multiple** observations shall be conducted of a tenured, certified employee whose observation results are unsatisfactory.

- **Documentation will be kept by the immediate supervisor of all formative,** (documentation form used is principals choice) **full observations, evaluations, and post-conferences** (district forms required see Table of Contents).
- An observation/evaluation form or instrument shall be specific to each position or job category.
- Peer observations **may** be used as a source of evidence only if requested by the teacher or other professional and would be used to inform summative ratings. The request form is on page 56.
- Peer Observers must be trained in peer observation techniques prior to the first peer observation using the district or department approved peer observer training.
- All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the certified employee and/or administrator at their site location. Itinerate teachers will be evaluated by their immediate supervisor with input from all supervisors where he/she works.
- There must be **two weeks** between all observations being conducted on certified employees/other professionals.
- The selection of the third-party observer shall, if possible, be determined through mutual agreement by the immediate supervisor and certified employee. A certified employee who exercises this option shall do so in writing to the immediate supervisor no later than **February 15th** of the academic year in which the summative evaluation occurs. If the immediate supervisor and certified employee have not agreed upon the selection of the third-party observer within five (5) working days of the certified employee's written request, a neutral board appointed appeals panel designee shall select the third-party observer.

Observation Schedules

One-Year Cycle Summative Observation Model

- **Certified First Year** – The first year certified teacher/other professional/intern shall be evaluated in accordance with the district approved guidelines. The guideline calls for a **minimum of three (3) formal (full) observations** by the internship committee/Supervisor.

- **Certified Non-Tenured** – Teachers/Other Professionals with one to four years (1-4) years of experience/or new certified teachers to the district will be observed a **minimum of one** (1) full observation **annually** until continuing status is reached. Non-tenured teachers will also receive a **minimum of one** (1) walkthrough or formative observation **annually** by their immediate supervisor.

- **Multiple** observations shall be conducted of a tenured, certified employee whose observation results are unsatisfactory.

Observation Schedule for One-Year Cycle Summative Observation Model

Observation Type	Observation Time	Documentation	Observation Timeline
Formative or Walkthrough	Suggested to be at least 20-30 minutes	● Record observation evidence with focus on Environment and Instruction/Domains 2 & 3 ● Print/sign/date	To be Determined by Immediate Supervisor
Full Observation or Site Visit	Full Class/Lesson	● Record observation evidence with focus on Environment and Instruction/Domains 2 & 3 ● Print/sign/date using district approved forms/platform	Certified Teachers/Other Professionals: By March 1st School and District Administrators: Prior to June 30
Summative Evaluation Meeting or Conference		● At evaluatee's conference, print/sign/date using district approved documentation/platform ● Provide copies for evaluatee; primary evaluator's records; and send original Summative Evaluation Form to the district office for employee's personnel file	Certified Teachers/Other Professionals: Prior to Closing Day Administrators: Prior to June 30th

* Late Hire Protocol – Evaluatees who are hired after the first instructional day may have a modified timeline.
* Timelines may be impacted by school calendar adjustment or due to unforeseen circumstances.

Five-Year Summative Observation Model

- **Certified Tenured** – All Certified employees will have a full observation a minimum of **one time within a five year period**, culminating with a summative evaluation at the end of the five-year cycle. Tenured teachers will also receive a **minimum** of one walkthrough or formative observation **annually** by their immediate supervisor.

- **Other District Certified** are certified employees who do not fall in any other category or framework. These certified employees will be evaluated using evidence from observations/site visits using the "Other Certified" standards and documents as well as professional growth planning. They will follow the formative and summative evaluation timelines as Certified Non-Tenured/Certified Tenured depending on their years of service.

- **Principals, Assistant Principals and District Administrator** – Principals, Assistant Principals and District Administrators will be observed using the specified performance standards which are designed to

support student achievement and professional best practice. Each principal, assistant principal and district administrator shall have a **minimum of one (1) full** summative observation/site visit conducted by their immediate supervisor including a post conference which shall occur a minimum of once every five (5) year period. Formative or walkthrough observations/site visits will be determined by the immediate supervisor.

- Required sources of evidence in determining overall ratings:
  - Professional Growth Planning with embedded Self-Reflection
  - Evaluator Site visits

- Optional sources of evidence in determining overall ratings:
  - Products of Practice
  - Surveys
  - **o** Other

- Principal's immediate supervisor – Superintendent
- Assistant Principal's immediate supervisor – School Principal
- District Administrator's immediate supervisor – Superintendent

Observation Schedule for Five Year Cycle Summative Observation Model

Observation Type	Observation Time	Documentation	Observation Timeline
Formative or Walkthrough	Suggested to be at least 20-30 minutes	• Record observation evidence with focus on Environment and Instruction/Domains 2 & 3 for Teachers/Other Professionals • Print/sign/date	To be performed by Supervisor at the discretion of Supervisor Year 1, 2, 3, 4 **and** 5
Full Observation or Site Visit	Full Class/Lesson	• Record observation evidence with focus on Environment and Instruction Domains 2 & 3 • Print/sign/date using district approved forms/platform	Certified Teachers/Other Professionals: By April 30th of Year 5 School/District Administrators: Prior to June 30th
Summative Evaluation Meeting or Conference		• At evaluatee's conference, print/sign/date using district approved documentation/platform • Provide copies for evaluatee; primary evaluator's records; and send original Summative Evaluation Form to the district office for employee's personnel file	Certified Teachers/Other Professionals: Prior to Closing Day School/District Administrators: Prior to June 30th

* Late Hire Protocol – Evaluatees who are hired after the first instructional day may have a modified timeline.
* Timelines may be impacted by school calendar adjustments or due to unforeseen circumstances.

Corrective Action

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in his/her performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standard, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures will be initiated…

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team the evaluator must take the necessary steps toward cancellation of the contract.

Summative Evaluation Rating

The four measures based on the Kentucky Framework for Teaching (FfT and Frameworks for Other Professionals, Principal Measures/Standards, and District Administration Measures/Standards stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with the specific measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback and evaluation. Evaluators will organize and analyze evidence for individual educators based on these descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. The evaluator will determine, based on evidence from the four Performance Measures: Planning, Environment, Instruction, and Professionalism and summative decision rules, a summative rating. All ratings must be recorded on the district- approved forms/documentation.

Summative Evaluations

Summative rating means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Frameworks for Personnel Evaluation, Professional Standards for Educational Leaders, and District Administration Standards.

Requirements:

- The overall summative rating for certified personnel below the level of superintendent shall be a district-determined rating based upon the four performance measure ratings.
- Summative evaluations of certified personnel shall be documented in writing using district approved forms and be included in the official personnel record.
- All evidences used to determine an overall summative rating for certified personnel must be included in the approved documentation of the summative evaluation.
- Summative evaluation shall include a **summative evaluation conference** between the immediate supervisor and the certified employee being evaluated to be held at the end of the evaluation cycle and include all evaluation data **prior to closing day** using district approved forms.
- **Summative evaluation** shall occur **annually for non-tenured**, and a **minimum of once every five (5) year period** for each **tenured** teacher or other certified personnel, assistant principal, principal, and/or administrator prior to closing day.
- The observations shall include documentation of information to be used in determining the performance of the certified employee.
- Evaluators use formative and summative evidences in combination with professional judgement to inform the evaluatee's rating for each performance measure.
- A copy of the summative evaluation shall be provided to the certified employee.
- The district certified evaluation plan shall provide an opportunity for the evaluatee to submit a written statement in response to the summative rating and require the response to be included in the official personnel record.
- The summative evaluation form or instrument shall be specific to each position or job category.
- Superintendent of schools may adjust dates or timelines due to unforeseen circumstances.

Decision Rules for All Certified Educator's Evaluation Rating

If…	Then…
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING(cannot be Environment or Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Appeals

704 KAR 3:370 Section 11
District Evaluation Appeals Panel
https://education.ky.gov/teachers/PGES/Documents/CEP%20FAQ%20-%202018.pdf

The district shall provide the following in its system plan for an appeal to the district evaluation appeals panel:

(1) A right to a hearing as to every appeal;

(2) An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel; and

(3) A right to have the evaluatee's chosen representative present at the hearing.

Section 12 State Evaluation Appeals Panel.

(1) A certified school personnel who believes that the local district is not properly implementing the district certified evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as established in this subsection.

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the state evaluation appeals panel (SEAP). The SEAP's jurisdiction shall be limited to procedural matters already addressed by the local appeals panel related to the district's alleged failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgment conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level.

(b) No later than thirty (30) calendar days after the final action or decision at the local district level, a certified school personnel may submit a written request to the chief state school officer for a review before the SEAP. If a certified school personnel does not appeal within the time frame listed in this paragraph, the request shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with the request.

(c) A brief, written statement or other document that a party wishes to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the SEAP shall be rendered within fifteen (15) working days after the review.

(e) A determination of district noncompliance with the district evaluation plan or absence of a district local evaluation plan shall render the evaluation void.

On Appeals…KRS 156.557 Section 7,

http://www.lrc.ky.gov/statutes/statute.aspx?id=45613

(7) The Kentucky Board of Education shall establish an appeals procedure for certified school personnel who believe that the local school district failed to properly implement the evaluation system. The appeals procedure shall not involve requests from individual certified school personnel members for review of the judgmental conclusions of their personnel evaluations.

(8) The local board of education shall establish an evaluation appeals panel for certified school personnel that shall consist of two (2) members elected by the certified employees of the local district and one (1) member appointed by the board of education who is a certified employee of the local board of education. Certified school personnel who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:
    - If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
    - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
    - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
    - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
    - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
    - Reading of the written appeal by the LEAP Chairperson.
    - Questioning of the evaluatee and/or evaluator by the panel.
    - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
    - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
    - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
    - Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP 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 LEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
9. The Appeal 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.

Appeal without a Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP 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 LEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal 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.

The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and administrative regulation. If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, in formulating the revision. Examples of substantive change shall include a change in:

- Cycle
- Observation frequency
- A form
- An appeal procedure

A revision to the plan shall be reviewed and approved by the local board of education.

The Kentucky Board of Education shall establish an appeals procedure for certified school personnel who believe that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education. The appeals procedure shall not involve requests from individual certified school personnel members for review of the judgmental conclusions of their personnel evaluations.

Russell County Schools
Certified Teachers/Other Professionals
Observation/Evaluation Timeline

WHAT	HOW OFTEN	WHEN
Professional Growth Plan* See page 34	ANNUALLY ALL CERTIFIED	By Sept. 30th
Formative Observations (Walkthrough)	To Be Determined by your Immediate Supervisor	To Be Determined by your Immediate Supervisor
Non-Tenured Full Observation	ANNUALLY	By March 1st
Tenured Full Observation (Summative Year)	MINIMUM ONE TIME EVERY FIVE (5) YEARS	By April 30th Year 5
Summative Year (Full) Post – Conference	NON-TENURED – ANNUALLY TENURED – ONE TIME EVERY FIVE (5) YEARS	Within 5 school/working days after Full Observation
Summative Evaluation	NON-TENURED – ANNUALLY TENURED – ONE TIME EVERY FIVE (5) YEARS	Prior to Closing Day

*** Professional Growth Plan (approved original copy) is to be submitted to the Russell County Board of Education by May 30th.**

****All dates are subject to change due to inclement weather or unforeseen circumstances.**

FORMS & DOCUMENTS

Required Forms:

- Professional Growth Plan – Pg. 34
- Pre-Observation Document – Full Observation – Teacher Pg. 43/Other Professionals Pg. 47
- Post-Observation Document – Full Observation – Teacher Pgs. 44 – 46/Other Professionals Pgs. 48 – 52
- Summative Evaluations for Certified Employees
    - Teachers Pgs. 53 – 54
    - Other Professionals Pgs. 55 – 56
    - Other District Certified Pg. 59
    - Assistant Principals Pgs. 60 - 61
    - Principals Pgs. 62 - 63
    - District Administrators Pgs. 64 - 65

Optional Forms:

These forms have been created for the immediate supervisor to use if they would like. They are not mandatory, BUT remember, written documentation is required by KRS.

- Formative Evaluations for all Certified Employees
    - Certified Teacher – Pg. 37
    - Other Professionals – Pgs. 38 – 42
    - Other District Certified – Pg. 58

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

Professional Code of Ethics for Kentucky School Certified Personnel
Source: 16 KAR 1:020

Section 1.

Certified Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic
2. citizenship, and safeguard the freedom to learn and to teach;
3. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
4. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students:

1. Shall provide students with professional education services in a non- discriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well- being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law:
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement;
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities;
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals

RUSSELL COUNTY SCHOOLS
CERTIFIED PROFESSIONAL GROWTH PLAN

Certified Employee Name_____ School_____ Date_____

*Please complete and turn in to your immediate supervisor by **Sept. 30th** of the current school year. Final review with any necessary revisions or additions of PGP will be done by April 1st. The **original copy** of PGP will be sent to local board of education by **May 30th** to be kept on file in personnel folder.*

Each goal and action plan together should answer the following questions:

1. Based upon available evidence, what do I want to change about my practices that will positively impact student learning? (Goal)

2. How can I develop a plan of action to address my professional learning? (Procedures/Activities)

3. How will I know if I accomplished my objective? Expected Impact)

4. How does your professional growth plan contribute to your school's overall improvement goals? (Expected Impact)

Professional Growth Goal(s): **Procedures and Activities for Achieving Goal:** **Expected Impact:**
Comments:

Initial PGP:

☐ **Approved**	☐ **Not Approved**

Certified Employee's Signature _____ **Date** _____

Supervisor's Signature _____ **Date** _____

Observation Notes

Teacher Name:		**Physical Classroom Layout:**
Date:		
Beginning Time:		
Ending Time:		
Number of Students:		
Other General Information:		
Type of Observation:		

Actions and Statements/Questions by Teacher and Students	**Component**

Page:_____/_____

Teacher Name:	
Date:	

Time	**Actions and Statements/Questions by Teacher and Students**	**Component**

Page:______/________

RUSSELL COUNTY SCHOOLS
TEACHER WALKTHROUGH/FORMATIVE EVALUATION

Certified Employee:	**Position:**	
Immediate Supervisor:	□ **Tenured** □ **Non-Tenured**	**Date**

Environment **Domain 2 Classroom Environment**	**I**	**D**	**A**	**E**	**N/O**	Evidences
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						
Comments:						

Instruction **Domain 3 Instruction**	**I**	**D**	**A**	**E**	**N/O**	Evidences
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						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

RUSSELL COUNTY SCHOOLS
FORMATIVE EVALUATION - INSTRUCTIONAL SPECIALIST

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment Domain 2 Classroom Environment	I	D	A	E	N/O	Evidences
2a. Creating an environment of respect						
2b. Establishing a culture for ongoing instructional improvement						
2c. Establishing clear procedures for teachers to gain access to instructional programs						
2d.Establishing/ Maintaining norms of behavior for professional interactions						
2e. Organizing physical space						
Comments:						

Instruction Domain 3 Instruction	I	D	A	E	N/O	Evidences
3a. Collaborating with teachers						
3b. Engaging teachers in learning new instructional skills						
3c. Sharing expertise with staff						
3d. Locating resources for teachers to support instruction						
3e. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

RUSSELL COUNTY SCHOOLS
FORMATIVE EVALUATION – THERAPEUTIC SPECIALISTS

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment Domain 2 Classroom Environment	I	D	A	E	N/O	Evidences
2a. Establishing rapport with students						
2b. Organizing time effectively						
2c. Following established procedures for referrals						
2d. Establishing standards of conduct in the treatment center						
2e. Organizing physical space						
Comments:						

Instruction Domain 3 Instruction	I	D	A	E	N/O	Evidences
3a. Responding to referrals and evaluating student needs						
3b. Developing and implementing treatment plans to maximize students success						
3c. Communicating with families						
3d. Collecting information; writing reports						
3e. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

RUSSELL COUNTY SCHOOLS
FORMATIVE EVALUATION – SCHOOL PSYCHOLOGIST

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment Domain 2 Classroom Environment	I	D	A	E	N/O	Evidences
2a. Establishing rapport with students						
2b. Establishing a culture for positive mental health throughout the school/district						
2c. Following established procedures for referrals						
2d. Establishing standards of conduct in the treatment center						
2e. Organizing physical space						
Comments:						

Instruction Domain 3 Instruction	I	D	A	E	N/O	Evidences
3a. Responding to referrals and consulting w/teachers & administrators						
3b. Evaluating student needs and compliance with NASP guidelines						
3c. Chairing evaluation team						
3d. Planning interventions to maximize student's likelihood of success						
3e. Maintaining contact with physicians & providers						
3f. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

RUSSELL COUNTY SCHOOLS
FORMATIVE EVALUATION – SCHOOL COUNSELOR

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment Domain 2 Classroom Environment	I	D	A	E	N/O	Evidences
2a. Establishing rapport with students						
2b. Organizing time effectively						
2c. Following established procedures for referrals						
2d. Establishing standards of conduct in the treatment center						
2e. Organizing physical space						
Comments:						

Instruction Domain 3 Instruction	I	D	A	E	N/O	Evidences
3a. Responding to referrals and evaluating student needs						
3b. Developing and implementing treatment plans to maximize students success						
3c. Communicating with families						
3d. Collecting information; writing reports						
3e. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

RUSSELL COUNTY SCHOOLS
FORMATIVE EVALUATION – LIBRARY MEDIA SPECIALIST

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment **Domain 2 Classroom Environment**	**I**	**D**	**A**	**E**	**N/O**	Evidences
2a. Establishing rapport with students						
2b. Establishing a culture for learning						
2c. Managing library procedures						
2d. Managing student behavior						
2e. Organizing physical space						
Comments:						

Instruction **Domain 3 Instruction**	**I**	**D**	**A**	**E**	**N/O**	Evidences
3a. Communicating clearly and accurately						
3b. Using questioning and research techniques						
3c. Engaging students in learning						
3d. Assessment in instruction (whole class, one-on-one, and small group)						
3e. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

PRE-OBSERVATION DOCUMENT
TEACHER FULL OBSERVATION

Certified employees are to complete this document and either email or give it to your immediate supervisor for review, within **FIVE** working days, but no later than **ONE** full working day prior to the FULL observation. Please attach your lesson plan.

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

□ **Check here if you would like a face-to-face pre-conference meeting with your immediate supervisor**

Questions for Discussion *(please refer to the framework)*	**Notes** *(if lesson plan includes answers to these questions please note)*
Clearly state your planned instructional outcome(s) in the form of student learning. (the learning target(s) *(See 1C)*	
To which part of your curriculum does this lesson relate? i.e. Unit, Lesson, Curriculum Guide, Pacing Guide *(See 1E)*	
Briefly describe the students in this class, including those with special needs. *(See 1B)*	
What will you do to engage the students in the learning? What will the students be doing? (i.e. work in groups, or individually, or as a large group) Provide copies of any relevant documents. *(See 1D)*	
How will you differentiate instruction for individuals or groups of students? *(See 1E)*	
How and when will you know whether the students have achieved the learning target(s)? *(See 1F)*	
Is there anything that you would like me to specifically observe during the lesson?	

POST-OBSERVATION DOCUMENT – Full Observation

Teacher

Certified Employee _____Observation Date _____ Conference Date_____

Evaluator's Observation Rating: Observable Measures/Domains

Measure/Domain 2: The Classroom Environment	Rating				Measure/Domain 3: Instruction	Rating			
A: Creating an Environment of Respect & Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
Comments:					Comments:				
B. Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
Comments:					Comments:				
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
Comments:					Comments:				
D. Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
Comments:					Comments:				
E. Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E
Comments:					Comments:				

Evaluator's Ratings for Planning and Professionalism (May come from other sources of evidence)

PLANNING Planning and Preparation	Rating:				PROFESSIONALISM Professional Responsibilities	Rating:			
A: Knowledge of Content and Pedagogy	**I**	**D**	**A**	**E**	**A: Reflecting on Teaching**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				
B. Demonstrating Knowledge of Students	**I**	**D**	**A**	**E**	**B: Maintaining Accurate Records**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				
C: Setting Instructional Outcomes	**I**	**D**	**A**	**E**	**C: Communicating with Families**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				
D. Demonstrating Knowledge of Resources	**I**	**D**	**A**	**E**	**D: Participating in a Professional Community**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				
E. Designing Coherent Instruction	**I**	**D**	**A**	**E**	**E: Growing and Developing Professionally**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				
F. Designing Student Assessments	**I**	**D**	**A**	**E**	**F: Showing Professionalism**	**I**	**D**	**A**	**E**
Comments:					**Comments:**				

Overall Lesson Comments:

Strengths Observed:	
Suggestions:	

Overall Ratings	Ineffective	Developing	Accomplished	Exemplary
PLANNING				
ENVIRONMENT				
INSTRUCTION				
PROFESSIONALISM				

Certified Employee's Signature* **Date**

_____

***Denotes sharing of results, not necessarily agreement with the rating.**

Immediate Supervisor's Signature **Date**

Certified Tenured Teacher
Post-Observation Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation in preparation for the post-conference with the primary evaluator.

Tenured Certified Teacher		School
Evaluator	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Creating an Environment of Trust and Respect	**I**	**D**	**A**	**E**	**N/O**	A: Communicating with Students	**I**	**D**	**A**	**E**	**N/O**
B: Establishing a Culture for Ongoing Learning	**I**	**D**	**A**	**E**	**N/O**	B: Using Questioning and Discussion Techniques	**I**	**D**	**A**	**E**	**N/O**
C: Managing Classroom Procedures	**I**	**D**	**A**	**E**	**N/O**	C: Engaging Students in Learning	**I**	**D**	**A**	**E**	**N/O**
D: Managing Student Behavior	**I**	**D**	**A**	**E**	**N/O**	D: Using Assessments in Instruction	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** | **D** | **A** | **E** | **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** | **D** | **A** | **E** | **N/O** **Comments/Rating**

_____ _____

Evaluatee's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

Other Professionals Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre- conferences, email the document to the observer.

Other Professional	Position	School
Observer	Pre-Conference Date	Observation Date
Pre-Conference Type:	□ In person	□ Electronic
Observation Type:	□ Informal	□ Formal

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the workplace visit?	

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

Instructional Specialist Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Instructional Specialist		School
Observer	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Creating an Environment of Trust and Respect	**I**	**D**	**A**	**E**	**N/O**	A: Collaborating with Teacher in Instructional Design	**I**	**D**	**A**	**E**	**N/O**
B: Establishing a Culture for Ongoing Instructional Improvement	**I**	**D**	**A**	**E**	**N/O**	B: Engaging Teachers in Learning Instructional Skills	**I**	**D**	**A**	**E**	**N/O**
C: Establishing Clear Procedures for Instructional Support	**I**	**D**	**A**	**E**	**N/O**	C: Sharing Expertise with Staff	**I**	**D**	**A**	**E**	**N/O**
D: Establishing Norms of Behavior	**I**	**D**	**A**	**E**	**N/O**	D: Locating Resources for Teachers	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** **D** **A** **E** **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** **D** **A** **E** **N/O** **Comments/Rating**

_____ _____

Instructional Specialist's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

Guidance Counselor's Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Guidance Counselor		School
Evaluator	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Creating an Environment of Trust and Respect	**I**	**D**	**A**	**E**	**N/O**	A: Assessing Student Needs	**I**	**D**	**A**	**E**	**N/O**
B: Establishing a Culture for Productive Communication	**I**	**D**	**A**	**E**	**N/O**	B: Assisting with Academic, Personal, Social & Career Plans	**I**	**D**	**A**	**E**	**N/O**
C: Managing Routines and Procedures	**I**	**D**	**A**	**E**	**N/O**	C: Using Counseling Techniques	**I**	**D**	**A**	**E**	**N/O**
D: Establishing Standards of Conduct/Behavior Throughout School	**I**	**D**	**A**	**E**	**N/O**	D: Brokering Resources to Meet Needs	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** **D** **A** **E** **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** **D** **A** **E** **N/O** **Comments/Rating**

_____ _____

Guidance Counselor's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

Library Media Specialist's Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Library Media Specialist		School
Evaluator	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**	**N/O**	A: Communicating Clearly and Accurately	**I**	**D**	**A**	**E**	**N/O**
B: Establishing a Culture for Learning	**I**	**D**	**A**	**E**	**N/O**	B: Using Questioning and Research Techniques	**I**	**D**	**A**	**E**	**N/O**
C: Managing Library Procedures	**I**	**D**	**A**	**E**	**N/O**	C: Engaging Students in Learning	**I**	**D**	**A**	**E**	**N/O**
D: Managing Student Behavior	**I**	**D**	**A**	**E**	**N/O**	D: Assessment in Instruction	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** **D** **A** **E** **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** **D** **A** **E** **N/O** **Comments/Rating**

_____ _____

Library Media Specialist's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

School Psychologist's Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

School Psychologist		School
Evaluator	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Establishing Rapport with Students	**I**	**D**	**A**	**E**	**N/O**	A: Responding to Referrals	**I**	**D**	**A**	**E**	**N/O**
B: Establishing a Culture of Positive Mental Health	**I**	**D**	**A**	**E**	**N/O**	B: Evaluating Student Need	**I**	**D**	**A**	**E**	**N/O**
C: Establishing and Maintaining Clear Referral Procedures	**I**	**D**	**A**	**E**	**N/O**	C: Planning Interventions	**I**	**D**	**A**	**E**	**N/O**
D: Establishing Standards of Conduct in Testing Center	**I**	**D**	**A**	**E**	**N/O**	D: Maintaining Contact with Families, Physicians & Mental Health Providers	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** **D** **A** **E** **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** **D** **A** **E** **N/O** **Comments/Rating**

_____ _____

School Psychologist's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

Therapeutic Specialist's Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Therapeutic Specialist		School
Evaluator	Post-Conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so, to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

ENVIRONMENT **The Environment**	**Rating:**					**INSTRUCTION** **Delivery of Service**	**Rating:**				
A: Establishing Rapport with Students	**I**	**D**	**A**	**E**	**N/O**	A: Responding to Referrals and Evaluating Student Need	**I**	**D**	**A**	**E**	**N/O**
B: Organizing Time Effectively	**I**	**D**	**A**	**E**	**N/O**	B: Developing and Implementing Treatment Plans	**I**	**D**	**A**	**E**	**N/O**
C: Establishing and Maintaining Clear Referral Procedures	**I**	**D**	**A**	**E**	**N/O**	C: Communicating with Families	**I**	**D**	**A**	**E**	**N/O**
D: Establishing Standards of Conduct in Treatment Center	**I**	**D**	**A**	**E**	**N/O**	D: Collecting Information: Writing Reports	**I**	**D**	**A**	**E**	**N/O**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**N/O**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**N/O**

*** N/O – Not Observed**

PLANNING **Professional Planning and Preparation**	**I** **D** **A** **E** **N/O** **Comments/Rating**
PROFESSIONALISM **Professional Responsibilities**	**I** **D** **A** **E** **N/O** **Comments/Rating**

_____ _____

Therapeutic Specialist's Signature **Date** **Evaluator's Signature** **Date**

*Signature denotes receipt of the evaluation, not necessarily agreement

RUSSELL COUNTY SCHOOLS CERTIFIED EDUCATOR
SUMMATIVE EVALUATION – ELECTRONIC FORM

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Educator: Click here to enter educator's name. **School Year:** Enter Year **School:** JES

PLANNING
Ineffective

ENVIRONMENT
Ineffective

INSTRUCTION
Ineffective

PROFESSIONALISM
Ineffective

If…	Then…
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment or Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Comments:

Professional Growth Plan has been reviewed: No

Choose an Overall Summative Rating: Ineffective

_____ _____

Immediate Supervisor's Signature Date Certified Employee's Signature * Date

*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

RUSSELL COUNTY SCHOOLS <u>CERTIFIED EDUCATOR</u> SUMMATIVE EVALUATION

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Certified Employee: _____ **School Year:** _____ **School:** _____

	If…	Then…
<u>PLANNING</u> ***Ineffective Developing Accomplished Exemplary***	Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
<u>ENVIRONMENT</u> ***Ineffective Developing Accomplished Exemplary***	Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
	Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
<u>INSTRUCTION</u> ***Ineffective Developing Accomplished Exemplary***	Two Measures are rated DEVELOPING (cannot be Environment or Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
	Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
<u>PROFESSIONALISM</u> ***Ineffective Developing Accomplished Exemplary***	Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
	Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Comments:

▢ ***Professional Growth Plan has been reviewed.***

Overall Summative Rating: Ineffective Developing Accomplished Exemplary

_____ _____

Immediate Supervisor's Signature Date Certified Employee's Signature* Date

*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

RUSSELL COUNTY SCHOOLS OTHER PROFESSIONAL SUMMATIVE EVALUATION - ELECTRONIC FORM

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Other Professional: Click here to enter employee's name. **School Year:** Enter Year **School:** JES

PLANNING

Ineffective

ENVIRONMENT

Ineffective

INSTRUCTION

Ineffective

PROFESSIONALISM

Ineffective

If…	Then…
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment or Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Comments:

Professional Growth Plan has been reviewed: No

Choose an Overall Summative Rating: Ineffective

_____ _____

Immediate Supervisor's Signature Date Certified Employee's Signature * Date

*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

RUSSELL COUNTY SCHOOLS OTHER PROFESSIONAL SUMMATIVE EVALUATION

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Other Professional: _____ School Year: _____ School: _____

PLANNING

Ineffective Developing Accomplished Exemplary

ENVIRONMENT

Ineffective Developing Accomplished Exemplary

INSTRUCTION

Ineffective Developing Accomplished Exemplary

PROFESSIONALISM

Ineffective Developing Accomplished Exemplary

If…	Then…
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment or Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Comments:

▢ ***Professional Growth Plan has been reviewed.***

Overall Summative Rating: Ineffective Developing Accomplished Exemplary

_____ _____

Immediate Supervisor's Signature Date Certified Employee's Signature* Date

*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

RUSSELL COUNTY SCHOOLS
REQUEST FOR PEER OBSERVATION

I, _____ request a peer observation from a trained peer observer. I understand that this is one multiple measure that <u>will</u> be used in my summative evaluation. Written documentation will be required by the peer observer. Please see pages 35-36 for an optional form that may be used for documentation of the observation.

_____ _____
Certified Teacher's Signature Requesting Peer Observation Date

_____ _____
Immediate Supervisor's Signature Date

To be completed by the immediate supervisor

Name of Peer Observer Assigned _____

Date of Observation(s) _____

RUSSELL COUNTY SCHOOLS OTHER DISTRICT CERTIFIED FORMATIVE EVALUATION

Certified Employee:	Position:	
Immediate Supervisor:	☐ Tenured ☐ Non-Tenured	Date

Environment Domain 2 Classroom Environment	I	D	A	E	N/O	Evidences
2a. Creating an environment of trust respect						
2b. Establishing a culture for ongoing instructional improvement						
2c. Establishing clear procedures for teachers, families, or students to gain access to programs						
2d. Establishing and maintaining norms of behavior for professional interactions						
2e. Organizing physical space for work, workshops, testing or trainings						
Comments:						

Instruction Domain 3 Instruction	I	D	A	E	N/O	Evidences
3a. Collaboration with stakeholders						
3b. Engaging teachers in learning new instructional skills						
3c. Communication with stakeholders						
3d. Locating resources for teachers/families/students to support improvement.						
3e. Demonstrating flexibility and responsiveness						
Comments:						

Evaluatee's Signature*_____ Date_____

Evaluator's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the rating.
N/O = Not Observed

Russell County Schools
Other District Certified
Summative Evaluation Form

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, formal and informal observations, and other documentation.

Certified Employee _____ Position _____ Today's Date_____

Immediate Supervisor _____ Position_____ School/Location _____

Check One: Intern _____ Non-Tenured _____ Tenured_____

Observation Date(s) _____ Post Conference Date _____

MEASURES	Ratings			
	Ineffective	Developing	Accomplished	Exemplary
PLANNING				
ENVIRONMENT				
INSTRUCTION/DELIVERY OF SERVICE				
PROFESSIONALISM				
Overall Summative Rating				

*Any rating in the "ineffective" column requires the development of an Individualized Corrective Growth Plan.
NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's Standards in all categories.

The professional Growth Plan reflects a need to acquire further skills/knowledge in the standard number(s) checked:

1_____ 2 _____ 3 _____ 4 _____

Evaluatee's Comments _____
_____
_____

Evaluator's Comments _____
_____
_____

Employment Recommendation to Superintendent:

_____Recommended for re-employment
_____Recommended for re-employment with conditions (Must attach Directed Growth Plan)
_____Not Recommended for re-employment

This section to be completed and signed after all information above has been completed and discussed.

Evaluatee Signature* _____ Date_____

Evaluator Signature _____ Date _____

*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

Russell County Schools Assistant Principal
Evaluation Form

Any rating of "Growth Required" must be accompanied by a written plan for improvement

Name:	**Date:**
Location:	**Job Title:**

STANDARD 1. MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Exemplary Accomplished Developing Growth Required
STANDARD 2. ETHICS AND PROFESSIONAL NORMS Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Exemplary Accomplished Developing Growth Required
STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 9. OPERATIONS AND MANAGEMENT Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 10. SCHOOL IMPROVEMENT Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required

MEASURES	**Ratings**			
	Growth Required	**Developing**	**Accomplished**	**Exemplary**
PLANNING Standards 1, 9 & 10				
ENVIRONMENT Standards 3 & 7				
INSTRUCTION/DELIVERY OF SERVICE Standard 4, 5 & 6				
PROFESSIONALISM Standard 2 & 8				
Overall Summative Rating				

Individual Growth Plan "standard (s) for focus"- Standard(s) # _____

☐ **I have reviewed and discussed this evaluation with my evaluator and have received a copy.**

_____ _____

Assistant Principal's Signature* **Date**

*Signature denotes receipt of the summative evaluation, not necessarily agreement

_____ _____

Principal's Signature **Date**

RUSSELL COUNTY SCHOOLS

ASSISTANT PRINCIPAL

SUMMATIVE EVALUATION SUMMARY

RECOMMENDATION TO SUPERINTENDENT:

- □ Recommended assistant principal for continued employment
- □ Recommended assistant principal for placement on a Corrective Action Plan (One or more standards are required growth or two or more standards are developing.)
- ☐ Recommended for Dismissal / Non-Renewal (The assistant principal has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Overall Summative Evaluation Rating

☐ Growth Required	☐ Developing	☐ Accomplished	☐ Exemplary

Assistant Principal's Signature* _____ Date_____

*Signature denotes receipt of the summative evaluation, not necessarily agreement

Principal's Signature _____ Date_____

Russell County Schools Principal
Evaluation Form

Any rating of "Growth Required" must be accompanied by a written plan for improvement

Name:	**Date:**
Location:	**Job Title:**

STANDARD 1. MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Exemplary Accomplished Developing Growth Required
STANDARD 2. ETHICS AND PROFESSIONAL NORMS Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Exemplary Accomplished Developing Growth Required
STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 9. OPERATIONS AND MANAGEMENT Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required
STANDARD 10. SCHOOL IMPROVEMENT Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Exemplary Accomplished Developing Growth Required

MEASURES	**Ratings**			
	Growth Required	**Developing**	**Accomplished**	**Exemplary**
PLANNING Standards 1, 9 & 10				
ENVIRONMENT Standards 3 & 7				
INSTRUCTION/DELIVERY OF SERVICE Standard 4, 5 & 6				
PROFESSIONALISM Standard 2 & 8				
Overall Summative Rating				

Individual Growth Plan "standard (s) for focus"- Standard(s) # _____

☐ **I have reviewed and discussed this evaluation with my evaluator and have received a copy.**

_____ _____

Principal's Signature* *Signature denotes receipt of the summative evaluation, not necessarily agreement **Date**

_____ _____

Superintendent's Signature **Date**

RUSSELL COUNTY SCHOOLS

PRINCIPAL

SUMMATIVE EVALUATION SUMMARY

□ Recommended for continued employment

□ Recommended for placement on a Corrective Action Plan (One or more standards are growth required or two or more standards are developing.)

☐ Recommended for Dismissal / Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Overall Summative Evaluation Rating

☐ Growth Required	☐ Developing	☐ Accomplished	☐ Exemplary

Principal's Signature* _____ Date_____

*Signature denotes receipt of the summative evaluation, not necessarily agreement

Superintendent's Signature _____ Date_____

Russell County Schools District Administrator

Evaluation Form

Any rating of "Growth Required" must be accompanied by a written plan for improvement

Name:	**Date:**
Location:	**Job Title:**

Instruction: Standard 1 – Strategic Leadership The administrator supports the superintendent in creating conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century.	Exemplary Accomplished Developing Growth Required
Instruction: Standard 2 – Instructional Leadership The administrator supports and builds programs committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.	Exemplary Accomplished Developing Growth Required
Environment: Standard 3 – Cultural Leadership The administrator understands and acts on the important role of each building and works to help maintain a positive culture through support services that support exemplary performance in each school.	Exemplary Accomplished Developing Growth Required
Professionalism: Standard 4 – Human Resource Leadership The administrator ensures the programs and employees he/she supervises is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.	Exemplary Accomplished Developing Growth Required
Planning: Standard 5 – Managerial Leadership The administrator ensures his/her programs, processes, and systems are in place to include budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety.	Exemplary Accomplished Developing Growth Required
Planning: Standard 6 – Collaborative Leadership The administrator in accord with the superintendent and other central office staff, designs structures and processes that result in broad community engagement with support for and ownership of the district 's vision.	Exemplary Accomplished Developing Growth Required
Professionalism: Standard 7 – Influential Leadership The administrator promotes the success of learning and teaching by understanding, responding to, communicating, working to reduce barriers and work to influence to ensure academic success for all students and influencing the larger political, social, economic, legal, ethical, and cultural context.	Exemplary Accomplished Developing Growth Required

MEASURES	**Ratings**			
	Growth Required	**Developing**	**Accomplished**	**Exemplary**
PLANNING Standards 3 & 4				
ENVIRONMENT Standards 2 & 5				
INSTRUCTION/DELIVERY OF SERVICE Standard 1				
PROFESSIONALISM Standard 6				
Overall Summative Rating				

Individual Growth Plan "standard (s) for focus"- Standard(s) # _____

☐ **I have reviewed and discussed this evaluation with my evaluator and have received a copy.**

_____ _____

Administrator's Signature* **Date** **Superintendent's Signature** **Date**

*Signature denotes receipt of the summative evaluation, not necessarily agreement

RUSSELL COUNTY SCHOOLS

DISTRICT ADMINISTRATOR

SUMMATIVE EVALUATION SUMMARY

□ Recommended for continued employment

□ Recommended for placement on a Corrective Action Plan (One or more standards are growth required or two or more standards are developing.)

☐ Recommended for Dismissal / Non-Renewal (The administrator has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the district's mission and goals.)

Commendations:

Areas Noted for Improvement:

Overall Summative Evaluation Rating

☐ Growth Required	☐ Developing	☐ Accomplished	☐ Exemplary

District Administrator's Signature* _____ Date_____

*Signature denotes receipt of the summative evaluation, not necessarily agreement

Superintendent's Signature _____ Date_____

RUSSELL COUNTY SCHOOLS
APPEALS PANEL HEARING REQUEST FORM

I _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with evaluator.

I respectfully request the Russell County School District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

☐ substance

☐ procedure

☐ both substance & procedure

_____ _____

Signature Date

Date of Summative Conference	
Date evaluator notified of intent to appeal	

*This form shall be presented in person or by mail to any member of the appeals panel within five (5) school/working days of completion of the summative conference.

Request for Corrective Action

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in his/her performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standard, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures will be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team the evaluator must take the necessary steps toward cancellation of the contract.

EMPLOYEE ASSISTANCE RECORD

Dates				
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Evaluatee/Team Meeting to explain assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures

Principal: _____

Team Members: _____ _____

_____ _____

_____ _____

Employee Assistance Log of Activities

Employee:			
Date of Meeting:			
Persons Present:			
1.	3.	5.	7.
2	4.	6.	8.

Summary of Meeting:

Recommendations:

Next Meeting Date:	
Signature of Immediate Supervisor of Employee:	Date