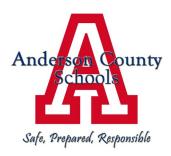
### Anderson County Public Schools



### Classified Evaluation Plan Revised June 2019

1160 Bypass North Lawrenceburg, KY 40342

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#### **PURPOSE**

The purpose of the Classified Evaluation Plan for the Anderson County Public School District is to improve the level of job production and skill performance of the individual employee through a planned program. It is also used as part of the process in making personnel decisions. The evaluation of classified employees is based on the premise that all employees have a commitment and responsibility to continuing improvement in performance. Performance evaluations shall be based on an employee's job description and the District's standards for the work performed.

In addition to improving the effectiveness of the employee in the performance of his or her job and in making personnel decisions, two additional purposes may be served through the Classified Evaluation Plan: (1) it may provide an opportunity for the supervisor and employee to mutually develop performance goals to further develop various aspects of the employee's performance: and (2) it may help a supervisor to determine areas of an employee's performance that are unsatisfactory, and aid in the development of a plan of assistance designed to assist the employee in correcting the deficiencies.

The Classified Evaluation Plan is to be used with all classified personnel. All classified employees are to be evaluated annually no later than May 1<sup>st</sup>. The immediate supervisor of the employee is the primary evaluator. For school-based staff, when the primary evaluator is not the principal, the principal should contribute to the evaluation. The principal and other administrators must sign all evaluations for individuals who work in their area of supervision. Teachers may contribute to the evaluations for paraeducators using the evaluation form provided. Supervisors may use teacher feedback in the evaluations.

Supervisors may complete additional evaluations if needed.

#### CLASSIFIED EVALUATION PLAN COMMITTEE

#### Anderson County Classified Evaluation Plan Committee

<b>Employee</b>	Location	Position
Marsha Rogers	Central Office	Administrative Secretary
Teresa Higgenbotham	Saffell Street Elementary	Secretary
Kevin Gilliam	Bus Garage	Assistant Transportation Director
Melanie Peach	Central Office	Secretary
Robyn Holt	Anderson County Middle School	Bookkeeper
Sharon Sims	Emma B. Ward Elementary School	Bookkeeper
Angela Pike	Anderson County High School	Nutrition Service Manager
Cheri Murphy	Sparrow Early Childhood Center	Secretary
Vicki Walker	Anderson County High School	Bookkeeper
Charlotte Holtzclaw	Robert B. Turner Elementary School	Bookkeeper
Elizabeth Swartz	Anderson Community Education	Director
The local board of edu	cation approved the evaluation plan as 1	recorded in the minutes of the meet

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 10, 2019.

Sheila Mitchell, Superintendent	Date
Scott Brown, Chairperson	Date

## ANDERSON COUNTY SCHOOLS CLASSIFIED EVALUATEE-EVALUATOR LIST

#### **Classified Positions**

#### **Primary Evaluator\***

Clerical

Accounting Manager Chief Finance Officer
Accounts Payable Clerk Chief Finance Officer
Administrative Secretary Immediate Supervisor

Administrative Assistant to the Superintendent Superintendent

Attendance Clerk Principal (Director of Student Services)
Bookkeeper Principal (Chief Finance Officer or Designee)

Chief Finance OfficerSuperintendentEnergy ManagerSuperintendentPayroll ClerkChief Finance OfficerReceptionistImmediate SupervisorSecretaryImmediate Supervisor

**Nutrition Services** 

Nutrition Service Coordinator Superintendent

Nutrition Service Team Member Nutrition Service Team Manager
Nutrition Service Team Assistant Manager
Nutrition Service Team Manager
Nutrition Service Team Manager
Nutrition Service Coordinator

**Instruction and Student Services** 

Adult Education Instructor Adult Education Director/Community Education Director

Adult Education Director Superintendent After School Coordinator Principal

After School Worker After School Coordinator (Principal)

Community Education Director Superintendent

Daycare Director Principal

Daycare Assistant DirectorDaycare Director (Principal)Daycare WorkerDaycare Director (Principal)District Health CoordinatorDirector of Student Services

District Health Coordinator

Director of Student Services

Community Education Director

Educational Interpreter

Director of Student Services

Community Education Director

Principal (Director of Special Education)

Family Resource/Youth Service Center Directors
Occupational Therapist (District-Wide)
Director of Student Services (Principal)
Director of Special Education (Principal)

Para-educators - General Principal (Teacher)

Para-educators - Special Education Principal (Director of Special Education) (Teacher)

Physical Therapist (District-Wide)

Speech Pathologist (District-Wide)

Speech Pathologist (School-Based)

Substitute Coordinator

Director of Special Education (Principal)

Principal (Director of Special Education)

Instructional Supervisor/Director of Curriculum

Maintenance

Assistant Director of Maintenance
Custodian

Director of Maintenance
Principal (Head Custodian)

Director of Maintenance Superintendent

Head Custodian Principal (Director of Maintenance)

Maintenance Workers Director of Maintenance

Technology

District Technology Technician Chief Information Officer
Lead Technology Technician Chief Information Officer

Transportation
Bus Driver Director of Transportation Director of Transportation **Bus Monitor** Director of Transportation Director of Student Services **Driver Trainers** Director of Transportation Head Mechanic Director of Transportation Head Mechanic/Assistant Transportation Director Director of Transportation Director of Transportation Mechanics

<sup>\*</sup>Or Designee decided by the Principal or Immediate Supervisor. (Contributors are noted in parenthesis).

## ANDERSON COUNTY SCHOOLS CLASSIFIED EVALUATION PLAN

- All classified employees will be evaluated at least one time per year by May 1.
- At any time between evaluation periods if growth areas appear, or at the request of an evaluator, additional evaluations may be performed.
- The evaluation shall be conducted by the immediate supervisor or a designee.
- The employee shall receive a copy of the written evaluation. The supervisor or designee shall meet in a face-to-face conference with the employee.
- An Individual Corrective Action Plan (ICAP) may be implemented any time if the supervisor or designee deems necessary. Please use form on page 61 of this document.
- The employee shall ask any questions regarding the evaluation plan before the evaluation is completed.
- The employee may add written comments to the evaluation. The evaluator shall attach to the evaluation.

#### **PROCEDURES**

- 1. Evaluator meets with classified staff members to explain the evaluation process within the first 30 calendar days of reporting for employment each school year. A copy of the classified evaluation plan will be made available to all classified employees. The plan may be provided to staff members via email in an attached document. A written copy will be provided to all employees who request one. Staff members must ask any questions regarding the plan prior to the evaluation.
- 2. The primary evaluator or the designee chosen by the supervisor will complete a written evaluation and conference with each employee no later than 5 work days, unless time needs to be extended for good cause shown in writing, to review the evaluation no later than May 1.
- 3. The primary evaluator or designee will discuss the evaluation with employee, sign and date the evaluation.
- 4. The administrator or supervisor will submit evaluations to Superintendent no later than May 1.
- 5. Evaluations will become part of the personnel file.
- 6. In the event of a request to appeal the results of an evaluation please see appeals process.

#### APPEAL PROCESS

#### **Evaluation Procedure**

The evaluations shall be made in writing and the supervisor shall meet in a face-to-face conference with the evaluatee. The supervisor's written comments (if any) shall be attached to the report and the report filed with personnel records in the Central Office. An appeal process is available to employees who wish to appeal their evaluation.

#### **Evaluation Appeal**

An employee may appeal his/her evaluation as follows:

1. The employee may request a review of his/her evaluation with the immediate supervisor in writing by sending the appeal form to the Superintendent or designee. The Evaluation Appeal Form can be found in PERSONNEL, 03.28 AP.22 in Board Policy and Procedures Manual and on page 58 of this document. The appeal of the evaluation must be submitted within five working days of the date on the evaluation.

- 2. If a review is requested, the Superintendent or designee shall set the time and place of the review with the employee and immediate supervisor.
- 3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
- 4. Within ten (10) working days of the review meeting, unless extended time is needed for good cause shown in writing, the Superintendent or designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
- 5. All information relating to the employee's evaluation shall be placed in the employee's appropriate personnel file.
- 6. Time limits set forth in this section may be extended by the written mutual agreement of the employee and the Superintendent or designee.

#### CONFIDENTIALITY OF RECORDS

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

## ANDERSON COUNTY SCHOOLS TIMELINE FOR CLASSIFIED EMPLOYEES

- 1. A copy of the classified evaluation plan is made available to the classified staff member no later than 30 calendar days of reporting for employment each year. A copy of the classified evaluation plan may be provided via email in an attached document. A written copy will be provided to all employees who request one. Staff members must ask any questions regarding the plan prior to the evaluation.
- 2. All classified employees will participate in the self-reflection and submit to supervisor prior to evaluation.
- 3. The evaluation of the employee takes place and a face-to-face conference is held between the immediate supervisor and the employee by **May 1**. More than one observation may be completed if the supervisor deems necessary.
- 4. Individual Corrective Action Plans (ICAP) can be put into place anytime during the year. The supervisor or designee will develop the ICAP with the evaluatee. The employee's signature indicates that the employee understands the ICAP and immediately begins the implementation of the action plan. The supervisor or designee will monitor the progress of the ICAP.
- 5. Supervisors will send evaluation and recommendations to Central Office no later than May 1.
- 6. The classified staff member will be notified by no later than **May 15** if their contract will not be renewed. The Superintendent will notify the employee in writing if contract is non-renewed.

## ANDERSON COUNTY SCHOOLS CLASSIFIED PERSONNEL EVALUATION STANDARDS

#### **Standard 1: Student Support**

Maintains positive relationships and provides safe environment for students.

- 1.1 Builds positive relationships and interacts positively with students.
- 1.2 Keep students safe.
- 1.3 Models and promotes appropriate social skills.
- 1.4 Nurtures students.
- 1.5 Fosters a positive environment.
- 1.6 Maintains confidentiality.

#### Standard 2: Job Knowledge

Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

- 2.1 Has necessary skills to complete tasks required in current job
- 2.2 Understands and completes all records, reports and documents required.
- 2.3 Has working knowledge of equipment/materials that is necessary for completion of assigned work.
- 2.4 Attends appropriate in-service programs.
- 2.5 Adheres to Board policies.
- 2.6 Grows professionally.

#### Standard 3: Productivity and Quality of Work/Adaptability

Rate the completion, accuracy, timelines and volume of work.

- 3.1 Completes the required tasks.
- 3.2 Completes tasks accurately.
- 3.3 Completes tasks in a timely manner.
- 3.4 Uses proper safety measures when working.
- 3.5 Takes initiative in seeking and completing tasks without supervision.
- 3.6 Demonstrates ability to learn quickly; shows flexibility to adjust to changes in job assignments, methods, personnel or surroundings.

#### Standard 4: Responsibility, Dependability and Attendance

Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability and general assistance.

- 4.1 Uses discretion with confidential or privileged information.
- 4.2 Follows directions.
- 4.3 Uses good judgment in performing responsibilities.
- 4.4 Organizes work responsibilities and sets priorities.
- 4.5 Has a good attendance record.
- 4.6 Reports to work from break and or lunch punctually.
- 4.7 Reports to work punctually.
- 4.8 Stays on task and follows schedule.

#### **Standard 5: Interpersonal Relations**

Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

- 5.1 Deals with parents in a positive, constructive manner.
- 5.2 Deals with colleagues and supervisors in a positive constructive manner.
- 5.3 Cooperates in accomplishing school and district goals and objectives.
- 5.4 Handles problems in a constructive and fair manner.
- 5.5 Works through line/staff relationships when addressing problems.
- 5.6 Offers differing opinions in a constructive and helpful manner.
- 5.7 Demonstrates effective written and verbal communication.
- 5.8 Works well as a team member.
- 5.9 Presents positive view of the school district and other employees, both on the job and in the community.
- 5.10 Demonstrates flexible and adaptable behaviors.
- 5.11 Shows a willingness to accept and act on suggestions for improvement.

## ANDERSON COUNTY SCHOOLS DIRECTOR OF MAINTENANCE EVALUATION STANDARDS

#### Domain1: Strategic Leadership

- 1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century
- 1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- 1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district
- 1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data
- 1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan
- 1F Assists the superintendent in facilitating the implementation of federal, state and local education policies

#### **Domain 2: Instructional Leadership**

- 2B Models and applies learning for staff and students
- 2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### **Domain 3: Cultural Leadership**

- 3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- 3C Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices
- 3D Builds trust and promotes a sense of well-being between all stakeholders
- 3E Routinely celebrates and acknowledges district successes as well as areas needing growth
- 3F Supports and engages in the positive cultural traditions of the community
- 3G Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools
- 3H Assists the superintendent in creating an environment that values and promotes diversity

#### Domain 4: Human Resource Leadership

- 4A Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- 4B Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles
- 4C Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- 4D Uses data to create and maintain a positive work environment
- 4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- 4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Domain 5: Managerial Leadership

- 5A Prepares and oversees a budget that aligns resources with the district's vision and needs
- 5B Collaborates with the superintendent to identify and plan for facility and technology needs
- 5C Assists superintendent in continually assessing programs and resource allocation
- 5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology
- 5E Builds consensus and resolves conflicts effectively
- 5F Assures an effective system of districtwide communication
- 5G Continually assess the system in place that ensures the safety of students and staff
- 5H Works with local and state agencies to develop and implement emergency plans

#### **Domain 6: Collaborative Leadership**

- 6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- 6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- 6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school
- 6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

#### **Domain 7: Influential Leadership**

- 7A Understands the political systems involving the district
- 7B Defines, understands, and communicates the impact on proposed legislation
- 7C Applies laws, policies, and procedures fairly, wisely and considerately
- 7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- 7E Access local, state and national political systems to provide input on critical educational issues

#### **Domain 8: Other Professional Responsibilities**

- 8A Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students
- 8B Seeks relevant expert advice/assistance as needed, before acting
- 8C Is proactive in addressing issues prior to them becoming customer issues
- 8D Produces rational solutions based upon established criteria related to work responsibilities
- 8E Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports
- 8F Meets deadlines when they exist; shifts to new tasks as priorities change
- 8G Has the ability to identify under-utilized or over-extended staff under supervision
- 8H Appropriately handles staff needs quickly and professionally
- 8I Schedules vacations and personal leave to ensure departmental tasks and assignments are covered

## ANDERSON COUNTY SCHOOLS DIRECTOR OF TRANSPORTATION EVALUATION STANDARDS

#### Domain1: Strategic Leadership

- 1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century
- 1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- 1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district
- 1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data
- 1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan
- 1F Assists the superintendent in facilitating the implementation of federal, state and local education policies

#### **Domain 2: Instructional Leadership**

- 2B Models and applies learning for staff and students
- 2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### **Domain 3: Cultural Leadership**

- 3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- 3C Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices
- 3D Builds trust and promotes a sense of well-being between all stakeholders
- 3E Routinely celebrates and acknowledges district successes as well as areas needing growth
- 3F Supports and engages in the positive cultural traditions of the community
- 3G Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools
- 3H Assists the superintendent in creating an environment that values and promotes diversity

#### Domain 4: Human Resource Leadership

- 4A Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- 4B Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles
- 4C Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- 4D Uses data to create and maintain a positive work environment
- 4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- 4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Domain 5: Managerial Leadership

- 5A Prepares and oversees a budget that aligns resources with the district's vision and needs
- 5B Collaborates with the superintendent to identify and plan for facility and technology needs
- 5C Assists superintendent in continually assessing programs and resource allocation
- 5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology
- 5E Builds consensus and resolves conflicts effectively
- 5F Assures an effective system of districtwide communication
- 5G Continually assess the system in place that ensures the safety of students and staff
- 5H Works with local and state agencies to develop and implement emergency plans

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- 6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school
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#### **Domain 7: Influential Leadership**

- 7A Understands the political systems involving the district
- 7B Defines, understands, and communicates the impact on proposed legislation
- 7C Applies laws, policies, and procedures fairly, wisely and considerately
- 7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- 7E Access local, state and national political systems to provide input on critical educational issues

#### **Domain 8: Other Professional Responsibilities**

- 8A Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students
- 8B Seeks relevant expert advice/assistance as needed, before acting
- 8C Is proactive in addressing issues prior to them becoming customer issues
- 8D Produces rational solutions based upon established criteria related to work responsibilities
- 8E Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports
- 8F Meets deadlines when they exist; shifts to new tasks as priorities change
- 8G Has the ability to identify under-utilized or over-extended staff under supervision
- 8H Appropriately handles staff needs quickly and professionally
- 81 Schedules vacations and personal leave to ensure departmental tasks and assignments are covered

#### ANDERSON COUNTY SCHOOLS

#### FAMILY RESOURCE/YOUTH SERVICE CENTER COORDINATOR EVALUATION STANDARDS

#### Standard 1: Job Performance

- 1.1 Involves the appropriate staff, students, advisory council, and SBDM (where applicable) in developing the goals for the FRYSC
- 1.2 Communicates to staff, parents, students, advisory council, and SBDM (where applicable) the guidelines that govern FRYSC and communicates the referral process
- 1.3 Communicates to staff, students, and parents the availability of community resources and groups
- 1.4 Effectively implements the core and optional components of the FRYSC programs
- 1.5 Communicates the goals, objectives and activities of the FRYSC program to staff, students, advisory council, parents, and SBDM (where applicable)

#### **Standard 2: Interpersonal Relationships**

- 2.1 Demonstrates effective management
- 2.2 Handles confidential information in a professional manner
- 2.3 Knowledgeable about current developments in the FRYSC program
- 2.4 Ensures that oral and written communication is clear, accurate, and carefully composed
- 2.5 Ensures that fair and consistent services are provided to all participants in the FRYSC program
- 2.6 Exhibits a positive professional attitude when working with staff, students, parents, advisory council, SBDM (where applicable), and the community
- 2.7 Provides leadership for the FRYSC program
- 2.8 When requested attends and participates in faculty meetings
- 2.9 Responds in a positive manner to supervision and advice
- 2.10 Demonstrates a collaborative effort to promote an effect working relationship with CHFS agencies, (Social Services, Social Insurance, health Department, Employment Services and Mental Health Services)
- 2.11 Plans appropriate activities as related to the components of the program
- 2.12 Involves and seeks participation form the advisory council in accomplishing the goals, objectives an all aspects of the FRYSC program
- 2.13 Aware of and effectively utilizes community resources
- 2.14 Accessible to staff, students, parents, advisory council, and community

#### **Standard 3: Program Management**

- 3.1 Accepts and enforces school and district policies, procedures, and rules in a positive way
- 3.2 Establishes, maintains, updates, and oversees FRYSC records
- 3.3 Demonstrates good judgment in establishing priorities
- 3.4 Maintains an ethical relationship with FRYSC participants
- 3.5 Assumes responsibilities for inventory and maintenance for all FRYSC materials
- 3.6 Follows federal, state, and local regulations, directives and policies relating to schools and FRYSC

#### **Standard 4: Professional Responsibilities**

- 4.1 Demonstrates a basic commitment to professional growth by participating in professional meetings and workshops
- 4.2 Appropriately utilizes information from professional growth experiences
- 4.3 Recruits volunteers as needed to accomplish the objectives of the program
- 4.4 Seeks additional funding resources to assist in implementing the program
- 4.5 Adheres to accepted policies of the Anderson County Board of Education and SBDM Councils
- 4.6 Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public
- 4.7 Effectively interprets district philosophy and policies to staff and public
- 4.8 Disseminates information about the FRYSC program and activities to the students and staff; School Board and school staff; and community-based organizations, business and industry and the general public

## ANDERSON COUNTY SCHOOLS CHIEF FINANCE OFFICER EVALUATION STANDARDS

#### **Domain 1: Strategic Leadership**

- 1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century
- 1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- 1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district
- 1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data
- 1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan
- 1F Assists the superintendent in facilitating the implementation of federal, state and local education policies

#### **Domain 2: Instructional Leadership**

- 2B Models and applies learning for staff and students
- 2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### **Domain 3: Cultural Leadership**

- 3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- 3C Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices
- 3D Builds trust and promotes a sense of well-being between all stakeholders
- 3E Routinely celebrates and acknowledges district successes as well as areas needing growth
- 3F Supports and engages in the positive cultural traditions of the community
- 3G Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools
- 3H Assists the superintendent in creating an environment that values and promotes diversity

#### Domain 4: Human Resource Leadership

- 4A Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- 4B Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles
- 4C Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- 4D Uses data to create and maintain a positive work environment
- 4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- 4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Domain 5: Managerial Leadership

- 5A Prepares and oversees a budget that aligns resources with the district's vision and needs
- 5B Collaborates with the superintendent to identify and plan for facility and technology needs
- 5C Assists superintendent in continually assessing programs and resource allocation
- 5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology
- 5E Builds consensus and resolves conflicts effectively
- 5F Assures an effective system of districtwide communication
- 5H Works with local and state agencies to develop and implement emergency plans

#### **Domain 6: Collaborative Leadership**

- 6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- 6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- 6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school
- 6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

#### **Domain 7: Influential Leadership**

- 7A Understands the political systems involving the district
- 7B Defines, understands, and communicates the impact on proposed legislation
- 7C Applies laws, policies, and procedures fairly, wisely and considerately
- 7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- 7E Access local, state and national political systems to provide input on critical educational issues

#### **Domain 8: Other Professional Responsibilities**

- 8A Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students
- 8B Seeks relevant expert advice/assistance as needed, before acting
- 8C Is proactive in addressing issues prior to them becoming customer issues
- 8D Produces rational solutions based upon established criteria related to work responsibilities
- 8E Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports
- 8F Meets deadlines when they exist; shifts to new tasks as priorities change
- 8G Has the ability to identify under-utilized or over-extended staff under supervision
- 8H Appropriately handles staff needs quickly and professionally
- 8I Schedules vacations and personal leave to ensure departmental tasks and assignments are covered

## ANDERSON COUNTY SCHOOLS ACCOUNTING MANAGER EVALUATION STANDARDS

#### **Domain 1: Strategic Leadership**

- 1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century
- 1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- 1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district
- 1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data
- 1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan
- 1F Assists the superintendent in facilitating the implementation of federal, state and local education policies

#### **Domain 2: Instructional Leadership**

- 2B Models and applies learning for staff and students
- 2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### **Domain 3: Cultural Leadership**

- 3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- 3C Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices
- 3D Builds trust and promotes a sense of well-being between all stakeholders
- 3E Routinely celebrates and acknowledges district successes as well as areas needing growth
- 3F Supports and engages in the positive cultural traditions of the community
- 3G Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools
- 3H Assists the superintendent in creating an environment that values and promotes diversity

#### Domain 4: Human Resource Leadership

- 4A Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- 4B Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles
- 4C Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- 4D Uses data to create and maintain a positive work environment
- 4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- 4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Domain 5: Managerial Leadership

- 5A Prepares and oversees a budget that aligns resources with the district's vision and needs
- 5B Collaborates with the superintendent to identify and plan for facility and technology needs
- 5C Assists superintendent in continually assessing programs and resource allocation
- 5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology
- 5E Builds consensus and resolves conflicts effectively
- 5F Assures an effective system of districtwide communication
- 5H Works with local and state agencies to develop and implement emergency plans

#### **Domain 6: Collaborative Leadership**

- 6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- 6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- 6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school
- 6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

#### **Domain 7: Influential Leadership**

- 7A Understands the political systems involving the district
- 7B Defines, understands, and communicates the impact on proposed legislation
- 7C Applies laws, policies, and procedures fairly, wisely and considerately
- 7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- 7E Access local, state and national political systems to provide input on critical educational issues

#### **Domain 8: Other Professional Responsibilities**

- 8A Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students
- 8B Seeks relevant expert advice/assistance as needed, before acting
- 8C Is proactive in addressing issues prior to them becoming customer issues
- 8D Produces rational solutions based upon established criteria related to work responsibilities
- 8E Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports
- 8F Meets deadlines when they exist; shifts to new tasks as priorities change
- 8G Has the ability to identify under-utilized or over-extended staff under supervision
- 8H Appropriately handles staff needs quickly and professionally
- 8I Schedules vacations and personal leave to ensure departmental tasks and assignments are covered

## ANDERSON COUNTY SCHOOLS NUTRITION SERVICE COORDINATOR EVALUATION STANDARDS

#### **Domain1: Strategic Leadership**

- 1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century
- 1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- 1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district
- 1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data
- 1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan
- 1F Assists the superintendent in facilitating the implementation of federal, state and local education policies

#### **Domain 2: Instructional Leadership**

- 2B Models and applies learning for staff and students
- 2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### **Domain 3: Cultural Leadership**

- 3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century.
- 3B Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- 3C Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices
- 3D Builds trust and promotes a sense of well-being between all stakeholders
- 3E Routinely celebrates and acknowledges district successes as well as areas needing growth
- 3F Supports and engages in the positive cultural traditions of the community
- 3G Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools
- 3H Assists the superintendent in creating an environment that values and promotes diversity

#### Domain 4: Human Resource Leadership

- 4A Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- 4B Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles
- 4C Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- 4D Uses data to create and maintain a positive work environment
- 4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- 4F Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Domain 5: Managerial Leadership

- 5A Prepares and oversees a budget that aligns resources with the district's vision and needs
- 5B Collaborates with the superintendent to identify and plan for facility and technology needs
- 5C Assists superintendent in continually assessing programs and resource allocation
- 5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology
- 5E Builds consensus and resolves conflicts effectively
- 5F Assures an effective system of districtwide communication
- 5G Continually assesses the system in place that ensures the safety of students and staff
- 5H Works with local and state agencies to develop and implement emergency plans

#### **Domain 6: Collaborative Leadership**

- 6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- 6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- 6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school
- 6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

#### **Domain 7: Influential Leadership**

- 7A Understands the political systems involving the district
- 7B Defines, understands, and communicates the impact on proposed legislation
- 7C Applies laws, policies, and procedures fairly, wisely and considerately
- 7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- 7E Accesses local, state and national political systems to provide input on critical educational issues

#### **Domain 8: Other Professional Responsibilities**

- 8A Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students
- 8B Seeks relevant expert advice/assistance as needed, before acting
- 8C Is proactive in addressing issues prior to them becoming customer issues
- 8D Produces rational solutions based upon established criteria related to work responsibilities
- 8E Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports
- 8F Meets deadlines when they exist; shifts to new tasks as priorities change
- 8G Has the ability to identify under-utilized or over-extended staff under supervision
- 8H Appropriately handles staff needs quickly and professionally
- 8I Schedules vacations and personal leave to ensure departmental tasks and assignments are covered

## ANDERSON COUNTY SCHOOLS CLASSIFIED THERAPEUTIC SPECIALIST EVALUATION STANDARDS

#### **Domain 1 Planning and Preparation**

- 1A Demonstrates knowledge and skill in the specialist therapy area and holds the relevant certificate or license
- 1B Establishes goals for the therapy program appropriate to the setting and the students served
- 1C Demonstrates knowledge of district, state, and federal regulations and guidelines
- 1D Demonstrating knowledge of resources both within and beyond the school and district
- 1E Planning the therapy program integrated with the regular school program to meet the needs of individual students
- 1F Developing a plan to evaluate the therapy program

#### **Domain 2 The Environment**

- 2A Establishing rapport with students
- 2B Organizing time effectively
- 2C Establishing and maintaining clear procedures for referrals
- 2D Establishing standards of conduct in the treatment center
- 2E Organizing physical space for testing of students and providing therapy

#### **Domain 3 Delivery of Services**

- 3A Responding to referrals and evaluating student needs
- 3B Developing and implementing treatment plans to maximize student success
- 3C Communicating with families
- 3D Collecting information; writing reports
- 3E Demonstrating flexibility and responsiveness

#### **Domain 4 Professional Responsibilities**

- 4A Reflecting on practice
- 4B Collaborating with teachers and administrators
- 4C Maintaining and effective data management system
- 4D Participating in a professional community
- 4E Engaging and professional development
- 4F Showing professionalism; including integrity, advocacy, and maintaining confidentiality

### ANDERSON COUNTY SCHOOLS CLASSIFIED PERSONNEL SELF-REFLECTION

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	
Department	
Position	

Standard 1: Student Sup	
	onships and provides safe environment for students
*	nships and interacts positively with students
1.2 Keeps students safe	
1.3 Models and promotes	s appropriate social skills
1.4 Nurtures students	
1.5 Fosters a positive env	rironment
1.6 Maintains confidentia	,
Standard 2: Job Knowled	
	e of the information, procedures, materials, equipment, techniques, etc. required for the position
	o complete tasks required in current job
	npletes all records, reports and documents required
	ge of equipment/material that is necessary for completion of assigned work
2.4 Attends appropriate i	
2.5 Adheres to Board pol	icies
2.6 Grows professionally	
·	and Quality of Work/Adaptability
	curacy, timelines and volume of work
3.1 Completes the requir	
3.2 Completes tasks accu	
3.3 Completes tasks in a t	
3.4 Uses proper safety m	
	king and completing tasks without supervision
	to learn quickly; shows flexibility to adjust to changes in job assignments, methods, personnel or surrounding
	ity, Dependability and Attendance
and general assistance	e the successful completion of tasks, extra efforts made to meet work demand, attendance, dependability
4.1 Uses discretion with o	confidential or privileged information
4.2 Follows directions	
4.3 Uses good judgment	in performing responsibilities
4.4 Organizes work respo	onsibilities and sets priorities
4.5 Has a good attendand	ce record
4.6 Reports to work from	break and or lunch punctually
4.7 Reports to work punc	tually
· ' '	•

5.2 Deals with colleagues and supervisors in a positive construct	ive manner
5.3 Cooperates in accomplishing school and district goals and ob	jectives
5.4 Handles problems in a constructive and fair manner	
5.5 Works through line/staff relationships when addressing prob	olems
5.6 Offers differing opinions in a constructive and helpful manne	er
5.7 Demonstrates effective written and verbal communication	
5.8 Works well as a team member	
5.9 Presents positive view of the school district and other emplo	yees, both on the job and in the community
5.10 Demonstrates flexible and adaptable behaviors	
5.11 Shows a willingness to accept and act on suggestions for im	provement
What are your strength areas in your position?	
List one or two growth areas on which you wish to focus for ne	xt year?
,	
How do you plan to improve in the growth area(s)?	
Employee Signature:	Dato
Employee Signature:	Date:

Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help

**Standard 5: Interpersonal Relations** 

5.1 Deals with parents in a positive, constructive manner

others accomplish tasks

# ANDERSON COUNTY SCHOOLS REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING DIRECTOR OF MAINTENANCE

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Step 1 Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I - Ineffective; D - Developing, A - Accomplished, E - Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

	Component	Se	lf-Ass	essm	ent	Rationale	
Domain1: Strategi	•					1100011010	
1A Collaborates w working relat education, cle expectations, the district w	with the superintendent in creating a ionship with the local board of early defining roles and mutual that results in a shared vision for hich assists the schools in preparing nter the changing world of the 21st	ı	D	А	E		
1B Models and re the district by with teachers members and strategic direct their feedbac	einforces the culture and vision of y participating in open discussions is, school executives, staff, board I other stakeholders regarding the ction of the district and encouraging k on how to better attain the en, mission and goals	ı	D	А	Е		
1C Assists the sup ensure the di values, beliefs	perintendent in creating processes to strict's identity (vision, mission, s and goals) actually drives decisions he culture of the district	ı	D	А	E		
1D Collaborates v facilitating the implementati district impro and goals set	with the superintendent in e collaborative development and ion of a district strategic plan or vement plan, aligned to the mission by the Kentucky Board of Education writies, using multiple sources of data	I	D	А	Е		
1E. Collaborates v	with superintendent in determining rities in concert with the local board based on the District Comprehensive	ı	D	А	Е		
-	perintendent in facilitating the ion of federal, state and local licies	1	D	А	E		
Domain 2: Instruc	tional Leadership						
2F Collaborates we force behind acquire 21st c application of	oplies learning for staff and students with superintendent to be a driving major initiatives that help students entury skills including the f instructional technology	I	D D	A	E		
Domain 3: Cultura							
communicate teaching and	vith the superintendent to estrong ideals and beliefs about learning with all stakeholders and in those beliefs	I	D	А	E		
3B Assists the sup understandin students to g	perintendent in building community g of what is necessary for all raduate college and career ready cessful in the globally competitive	ı	D	А	E		

3C Assists the superintendent in creating a unified				_	
school system (not a system of individual schools) with shared vision and equitable practices	ı	D	Α	Е	
3D Builds trust and promotes a sense of well-being			_	_	
between all stakeholders	ı	D	Α	E	
3E Routinely celebrates and acknowledges district	1	D	Α	Ε	
successes as well as areas needing growth  3F Supports and engages in the positive cultural					
traditions of the community	- 1	D	Α	Ε	
3G Assists the superintendent in creating					
opportunities for staff involvement in the		D	Α	Ε	
community and community involvement in the	'		_ ^	_	
schools					
3H Assists the superintendent in creating an environment that values and promotes diversity	ı	D	Α	Ε	
Domain 4: Human Resource Leadership					
4A Assists the superintendent to ensure that					
necessary resources, including time and		_	,	_	
personnel, are allocated to achieve the district's	1	D	Α	E	
goals for achievement and instruction					
4B Assists the superintendent in creating and					
monitoring processes for educators to assume	I	D	Α	Ε	
leadership and decision-making roles					
4C Assists the superintendent in ensuring processes					
for hiring, inducting and mentoring new teachers,					
new school executives and other staff that result		_		_	
in the recruitment and retention of highly	ı	D	Α	Ε	
qualified and diverse personnel; develops					
appropriate succession plans for key district roles					
and places staff in strategically effective positions  4D Uses data to create and maintain a positive work					
environment	ı	D	Α	Ε	
4E Provides for results-oriented professional growth					
and learning that is aligned with identified 21st					
century curricular, instructional, and assessment	1	D	Α	Ε	
needs, is connected to district improvement	-				
goals, and is differentiated based on staff needs					
4F Assists the superintendent in ensuring that all staff					
is evaluated in a fair and equitable manner and					
that the results of evaluations are used to		D	Α	Ε	
improve performance; holds high standards for	'	"		_	
performance and takes necessary personnel					
actions to ensure effective school operations					
Domain 5: Managerial Leadership					
5A Prepares and oversees a budget that aligns resources with the district's vision and needs	1	D	Α	Ε	
5B Collaborates with the superintendent to identify					
and plan for facility and technology needs	- 1	D	Α	Ε	
5C Assists superintendent in continually assessing	ļ ,				
programs and resource allocation	1	D	Α	Е	
5D Collaborates with the superintendent in					
developing and enforcing clear expectations for	١,	_	_	_	
efficient operation of the district including the	'	D	Α	E	
efficient use of technology					
5E Builds consensus and resolves conflicts effectively	-1	D	Α	Е	
5F Assures an effective system of districtwide	ı	D	Α	Е	
communication	'	<i>-</i>	^	_	
5G Continually assesses the system in place that	1	D	Α	Е	
ensures the safety of students and staff					
5H Works with local and state agencies to develop	ı	D	Α	Ε	
and implement emergency plans					

Domain 6: Collaborative Leadership						
6A Assists the superintendent in developing	-					
collaborative partnerships with the gr		1	D	Α	Ε	
community to support the 21st centur		-	_		_	
priorities of the school district and its						
6B Assists the superintendent in ensuring	•					
that engage the local board and all co			_	_	_	
stakeholders in a shared responsibility		ı	D	Α	E	
achieving district goals for students ar	id school					
success						
6C Assists the superintendent in impleme	-					
proactive partnerships that remove ba	arriers, thus	1	D	Α	Ε	
ensuring all students have access to						
college/career courses in high school						
6D Assists the superintendent in impleme						
proactive partnerships that remove ba	arriers thus	1	D	Α	Ε	
ensuring all students have access to						
college/career courses in high school		_				
Domain 7: Influential Leadership	l:					
7A Understands the political systems invo	iving the	1	D	Α	Ε	
district	41					
7B Defines, understands, and communication	tes the	- 1	D	Α	Ε	
impact on proposed legislation						
7C Applies laws, policies, and procedures	fairly, wisely	- 1	D	Α	Ε	
and considerately	16					
7D Utilizes legal systems to protect the rig					_	
students and staff and to improve lear	ning	- 1	D	Α	E	
opportunities						
7E Accesses local, state and national politi	-	- 1	D	Α	Ε	
to provide input on critical educationa	irissues					
Domain 8: Professional Responsibilities	1					
8A Has the ability to identify under-utilized	or over-	- 1	D	Α	Ε	
extended staff under supervision  8B Communication with others is respectful	.1					
confidential and tactful	ui,	- 1	D	Α	Ε	
8C Exhibits cooperation with others in and	outside of					
department	outside oi	- 1	D	Α	Ε	
8D Is customer service oriented and maint	ains					
positive rapport with co-workers, pare		1	D	Α	Ε	
and students	iiis, staii	'	0	^	_	
8E Is proactive in addressing issues prior to	them					
becoming customer issues  becoming customer issues	, alcili	ı	D	Α	Ε	
8F Appropriately handles staff needs and s	taff issues					
quickly and professionally	133003	-1	D	Α	Ε	
8G Demonstrates professional attitude and	d demeaner					
when dealing with staff/parent/schoo			D	Α	Ε	
complaints/issues questions	'	'	ט	А	Ľ	
8H Effectively communicates with supervise	ors co-					
works and parents	5013, 60-	1	D	Α	Ε	
8l Produces rational solutions based upon 6	established					
criteria related to work responsibilities		ı	D	Α	Ε	
criteria relatea to work responsibilitie	,					

C4.	- 2								St 2
Step 2							.1		Step 3
Instructions: Circle Professional Growth									Instructions: Complete the three questions below.
components below that were ranked as priority domains for growth/professional learning.								rıty	
don	nains	for gr	owth/	profes	ssiona	l leari	nıng.	1	
									What are your strength areas in your position?
1A	1B	1C	1D	1E	1F				
	2B				2F				
									List one or two growth areas on which you wish to focus for next year?
3A	3B	3C	3D	3E	3F	3G	3H		List one of two growth areas on which you wish to locus for heat year.
	35		35	-	•		3.1		
4A	4B	4C	4D	4E	4F				
4A	48	4C	40	4E	4F				
5A	5B	5C	5D	5E	5F	5G	5H		
									How do you plan to improve in the growth area(s)?
6A	6B	6C	6D						
7A	7B	7C	7D	7E					
8A	8B	8C	8D	8E	8F	8G	8H	81	
OA.	OD	80	00	OL	OF	80	011	OI	
Free!	wee Sig								Date

# ANDERSON COUNTY SCHOOLS REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING DIRECTOR OF TRANSPORTATION

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Step 1 Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I - Ineffective; D - Developing, A - Accomplished, E - Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

Component	Se	f-Ass	essm	ent	Rationale
Domain1: Strategic Leadership					
1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century	I	D	А	E	
1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	А	E	
1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	А	E	
1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	А	E	
1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	Α	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	А	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students  2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology	I	D D	A	E	
Domain 3: Cultural Leadership					
3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	Α	E	

		1	1			
3B	Assists the superintendent in building community					
	understanding of what is necessary for all					
	students to graduate college and career ready	1	D	Α	Ε	
	and to be successful in the globally competitive	-	_		_	
	21st century.					
20						
3C	Assists the superintendent in creating a unified					
	school system (not a system of individual schools)	ı	D	Α	E	
	with shared vision and equitable practices					
3D	Builds trust and promotes a sense of well-being					
	,	- 1	D	Α	Ε	
l	between all stakeholders					
3E	Routinely celebrates and acknowledges district		D	Α	Ε	
	successes as well as areas needing growth		ט	A		
3F	Supports and engages in the positive cultural					
] ]		ı	D	Α	E	
-	traditions of the community					
3G	Assists the superintendent in creating					
	opportunities for staff involvement in the		_		_	
	community and community involvement in the	ı	D	Α	Ε	
	schools					
3H	Assists the superintendent in creating an	1	D	Α	Ε	
L	environment that values and promotes diversity					
Dor	main 4: Human Resource Leadership					
	Assists the superintendent to ensure that					
7/	•					
1	necessary resources, including time and	ı	D	Α	Ε	
	personnel, are allocated to achieve the district's					
	goals for achievement and instruction					
4B	Assists the superintendent in creating and					
	monitoring processes for educators to assume	1	D	Α	Ε	
		'		_ ^	_	
	leadership and decision-making roles					
4C	Assists the superintendent in ensuring processes					
	for hiring, inducting and mentoring new teachers,					
	new school executives and other staff that result					
			D	Α	Ε	
	in the recruitment and retention of highly	1	ט	А		
	qualified and diverse personnel; develops					
	appropriate succession plans for key district roles					
	and places staff in strategically effective positions					
4D	Uses data to create and maintain a positive work					
40		I	D	Α	Ε	
	environment					
4E	Provides for results-oriented professional growth					
	and learning that is aligned with identified 21st					
	century curricular, instructional, and assessment	1	D	Α	F	
		'	U	^	_	
	needs, is connected to district improvement					
	goals, and is differentiated based on staff needs					
4F	Assists the superintendent in ensuring that all staff					
	is evaluated in a fair and equitable manner and					
	that the results of evaluations are used to					
1		-	D	Α	Ε	
1	improve performance; holds high standards for			Ī		
1	performance and takes necessary personnel			Ī		
1	actions to ensure effective school operations					
Dor	main 5: Managerial Leadership					
ЭА	Prepares and oversees a budget that aligns	1	D	Α	Ε	
	resources with the district's vision and needs				_	
5B	Collaborates with the superintendent to identify	,	_	_	_	
1	and plan for facility and technology needs	ı	D	Α	Ε	
50	Assists superintendent in continually assessing					
عد		-	D	Α	Ε	
<u></u>	programs and resource allocation					
5D	Collaborates with the superintendent in			Ī		
1	developing and enforcing clear expectations for		_		_	
1	efficient operation of the district including the	ı	D	Α	Ε	
1	efficient use of technology			Ī		
<u> </u>		<b>—</b>		<del>  _</del>		
5E	Builds consensus and resolves conflicts effectively		D	Α	E	
5F	Assures an effective system of districtwide		_		_	
	communication	1	D	Α	Е	
	Communication	ı		1		

CC Continuelly accessed the systems in place that			1	1	
5G Continually assesses the system in place that	- 1	D	Α	Ε	
ensures the safety of students and staff					
5H Works with local and state agencies to develop	1	D	Α	E	
and implement emergency plans	•		<i>'</i> '		
Domain 6: Collaborative Leadership			1	1	
6A Assists the superintendent in developing					
collaborative partnerships with the greater		D	Α	E	
community to support the 21st century learning		U	A	E	
priorities of the school district and its schools					
6B Assists the superintendent in ensuring systems					
that engage the local board and all community					
stakeholders in a shared responsibility for	1	D	Α	E	
achieving district goals for students and school	'			_	
success					
6C Assists the superintendent in implementing					
proactive partnerships that remove barriers, thus	1	D	Α	Ε	
ensuring all students have access to					
college/career courses in high school					
6D Assists the superintendent in implementing					
proactive partnerships that remove barriers thus		D	Α	E	
ensuring all students have access to	'			_	
college/career courses in high school					
Domain 7: Influential Leadership					
7A Understands the political systems involving the	_	2	_	_	
district	1	D	Α	E	
7B Defines, understands, and communicates the				_	
impact on proposed legislation	ı	D	Α	E	
7C Applies laws, policies, and procedures fairly, wisely					
and considerately	ı	D	Α	E	
7D Utilizes legal systems to protect the rights of					
students and staff and to improve learning		D	Α	E	
opportunities	'		_ ^	_	
7E Accesses local, state and national political systems					
	- 1	D	Α	Ε	
to provide input on critical educational issues					
Domain 8: Professional Responsibilities			ı	1	
8A Has the ability to identify under-utilized or over-	1	D	Α	E	
extended staff under supervision					
8B Communication with others is respectful,	1	D	Α	Е	
confidential and tactful			, ,	_	
8C Exhibits cooperation with others in and outside of		D	Α	E	
department	•			_	
8D Is customer service oriented and maintains					
positive rapport with co-workers, parents, staff	- 1	D	Α	Ε	
and students					
8E Is proactive in addressing issues prior to them	,	_	^	_	
becoming customer issues	1	D	Α	E	
8F Appropriately handles staff needs and staff issues		_		_	
quickly and professionally	1	D	Α	E	
8G Demonstrates professional attitude and demeanor					
when dealing with staff/parent/school	ı	D	Α	E	
complaints/issues questions			'`	-	
8H Effectively communicates with supervisors, co-					
	- 1	D	Α	Ε	
works and parents					
8l Produces rational solutions based upon established	- 1	D	Α	Ε	
criteria related to work responsibilities					

Step 2									Step 3							
Instructions: Circle Professional Growth components below that were ranked as priority domains for growth/professional learning.						nked a	s prio	rity	Instructions: Complete the three questions below.							
don	nains .	lor gre	owtn/j	orones	ssiona	Пеап	ning.		What are recording to the residence							
1A	1B	1C	1D	1E	1F				What are your strength areas in your position?							
	2B				2F											
ЗА	3B	3C	3D	3E	3F	3G	3Н		List one or two growth areas on which you wish to focus for next year?							
4A	4B	4C	4D	4E	4F											
5A	5B	5C	5D	5E	5F	5G	5H									
6A	6B	6C	6D						How do you plan to improve in the growth area(s)?							
7A	7B	7C	7D	7E												
8A	8B	8C	8D	8E	8F	8G	8H	81								
8A		8C			8F	8G	8H	81	Date:							

## ANDERSON COUNTY SCHOOLS FAMILY RESOURCE/YOUTH SERVICE CENTER COORDINATOR SELF-REFLECTION

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Instructions: Reflect on your strengths and areas of growth using the standards below. Then answer questions at the end of this document. Sign and date your self-reflection and submit to your supervisor.

#### **Standard 1: Job Performance**

- 1.1 Involves the appropriate staff, students, advisory council, and SBDM (where applicable) in developing the goals for the FRYSC
- 1.2 Communicates to staff, parents, students, advisory council, and SBDM (where applicable) the guidelines that govern FRYSC and communicates the referral process
- 1.3 Communicates to staff, students, and parents the availability of community resources and groups
- 1.4 Effectively implements the core and optional components of the FRYSC programs
- 1.5 Communicates the goals, objectives and activities of the FRYSC program to staff, students, advisory council, parents, and SBDM (where applicable)

#### Standard 2: Interpersonal Relationships

- 2.1 Demonstrates effective management
- 2.2 Handles confidential information in a professional manner
- 2.3 Knowledgeable about current developments in the FRYSC program
- 2.4 Ensures that oral and written communication is clear, accurate, and carefully composed
- 2.5 Ensures that fair and consistent services are provided to all participants in the FRYSC program
- 2.6 Exhibits a positive professional attitude when working with staff, students, parents, advisory council, SBDM (where applicable), and the community
- 2.7 Provides leadership for the FRYSC program
- 2.8 When requested attends and participates in faculty meetings
- 2.9 Responds in a positive manner to supervision and advice
- 2.10 Demonstrates a collaborative effort to promote an effect working relationship with CHFS agencies, (Social Services, Social Insurance, health Department, Employment Services and Mental Health Services)
- 2.11 Plans appropriate activities as related to the components of the program
- 2.12 Involves and seeks participation form the advisory council in accomplishing the goals, objectives an all aspects of the FRYSC program
- 2.13 Aware of and effectively utilizes community resources
- 2.14 Accessible to staff, students, parents, advisory council, and community

#### **Standard 3: Program Management**

- 3.1 Accepts and enforces school and district policies, procedures, and rules in a positive way
- 3.2 Establishes, maintains, updates, and oversees FRYSC records
- 3.3 Demonstrates good judgment in establishing priorities
- 3.4 Maintains an ethical relationship with FRYSC participants
- 3.5 Assumes responsibilities for inventory and maintenance for all FRYSC materials
- 3.6 Follows federal, state, and local regulations, directives and policies relating to schools and FRYSC

#### Standard 4: Professional Responsibility

- 4.1 Demonstrates a basic commitment to professional growth by participating in professional meetings and workshops
- 4.2 Appropriately utilizes information from professional growth experiences
- 4.3 Recruits volunteers as needed to accomplish the objectives of the program
- 4.4 Seeks additional funding resources to assist in implementing the program
- 4.5 Adheres to accepted policies of the Anderson County Board of Education and SBDM Councils

	ctivities to the students and staff; School Board and school staff; and					
community-based organizations, business and industry and the general public						
What are company to the company of t						
What are your strength areas in your position?						
List one or two growth areas on which you wish to focus for ne	ext year?					
	•					
How do you plan to improve in the growth area(s)?						
Employee Signature:	Date:					

4.6 Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public

4.7 Effectively interprets district philosophy and policies to staff and public

## ANDERSON COUNTY SCHOOLS REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING CHIEF FINANCE OFFICER

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Step 1 Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I - Ineffective; D - Developing, A - Accomplished, E - Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

	Component	Sel	f-Ass	essm	ent	Rationale
Do	main1: Strategic Leadership					
1A	Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century	ı	D	А	E	
1B	Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	А	E	
1C	Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	1	D	Α	E	
1D	Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	А	E	
	Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	Α	E	
	Assists the superintendent in facilitating the implementation of federal, state and local education policies	ı	D	А	E	
	main 2: Instructional Leadership		_	_	_	
	Models and applies learning for staff and students	<u> </u>	D	Α	Е	
	Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology	I	D	Α	E	
	main 3: Cultural Leadership					
3A	Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	Α	E	

3B	Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century.	I	D	Α	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	-	D	А	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	1	D	Α	Е	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	1	D	Α	E	
3F	Supports and engages in the positive cultural traditions of the community	1	D	Α	E	
36	Assists the superintendent in creating					
30	opportunities for staff involvement in the					
		1	D	Α	Ε	
	community and community involvement in the					
211	schools					
3H	Assists the superintendent in creating an	ı	D	Α	Ε	
	environment that values and promotes diversity				_	
	nain 4: Human Resource Leadership					
4A	Assists the superintendent to ensure that					
	necessary resources, including time and		D	Α	Ε	
	personnel, are allocated to achieve the district's	'	U	A	L	
	goals for achievement and instruction					
4B	Assists the superintendent in creating and					
	monitoring processes for educators to assume	1	D	Α	Ε	
	leadership and decision-making roles	-			_	
40	Assists the superintendent in ensuring processes					
1	for hiring, inducting and mentoring new teachers,					
	new school executives and other staff that result					
	in the recruitment and retention of highly	1	D	Α	Ε	
	qualified and diverse personnel; develops	'			_	
	appropriate succession plans for key district roles					
	and places staff in strategically effective positions					
4D	Uses data to create and maintain a positive work					
70	environment	I	D	Α	Ε	
4E	Provides for results-oriented professional growth					
	and learning that is aligned with identified 21st					
	century curricular, instructional, and assessment	ı	D	Α	Ε	
	needs, is connected to district improvement					
	goals, and is differentiated based on staff needs					
4F	Assists the superintendent in ensuring that all staff					
	is evaluated in a fair and equitable manner and					
	that the results of evaluations are used to	١,	_	_	_	
	improve performance; holds high standards for	ı	D	Α	Ε	
	performance and takes necessary personnel					
1	actions to ensure effective school operations					
Dor	nain 5: Managerial Leadership					
	Prepares and oversees a budget that aligns					
"	resources with the district's vision and needs	ı	D	Α	Ε	
5B	Collaborates with the superintendent to identify					
	and plan for facility and technology needs	I	D	Α	Ε	
5C	Assists superintendent in continually assessing	ļ.,	_		_	
1	programs and resource allocation	ı	D	Α	E	
5D	Collaborates with the superintendent in					
1	developing and enforcing clear expectations for	١,	_	_	_	
	efficient operation of the district including the	1	D	Α	E	
	efficient use of technology					
5E	Builds consensus and resolves conflicts effectively	I	D	Α	Е	
	Assures an effective system of districtwide		,	^	-	
	communication	ı	D	Α	E	

5H Works with local and state agencies to develop					
and implement emergency plans	- 1	D	Α	Е	
Domain 6: Collaborative Leadership		<u> </u>	<u> </u>		
6A Assists the superintendent in developing					
collaborative partnerships with the greater					
community to support the 21st century learning	l I	D	Α	Ε	
priorities of the school district and its schools					
6B Assists the superintendent in ensuring systems					
that engage the local board and all community					
stakeholders in a shared responsibility for	l i	D	Α	Ε	
achieving district goals for students and school					
success					
6C Assists the superintendent in implementing					
proactive partnerships that remove barriers, thus	١.			_	
ensuring all students have access to		D	Α	E	
college/career courses in high school					
6D Assists the superintendent in implementing					
proactive partnerships that remove barriers thus		_	_	_	
ensuring all students have access to	'	D	Α	E	
college/career courses in high school					
Domain 7: Influential Leadership					
7A Understands the political systems involving the		D	Α	Ε	
district	. '	U	^	_	
7B Defines, understands, and communicates the	1	D	Α	Ε	
impact on proposed legislation	'				
7C Applies laws, policies, and procedures fairly, wisely	1	D	Α	Ε	
and considerately			, · ·	_	
7D Utilizes legal systems to protect the rights of					
students and staff and to improve learning	l I	D	Α	Е	
opportunities					
7E Accesses local, state and national political systems	1	D	Α	Ε	
to provide input on critical educational issues					
Domain 8: Professional Responsibilities					
8A Consistently and accurately meets and/or exceeds the volume of work expected in the timely	١.	_	_	_	
production of financial reports	ı	D	Α	E	
8B Meets deadlines when they exist; shifts to new					
tasks as priorities change	- 1	D	Α	Ε	
8C Has the ability to identify under-utilized or over-					
extended staff under supervision	- 1	D	Α	Ε	
8D Produces rational solutions based upon					
established criteria related to work	1	D	Α	Ε	
responsibilities	'		^	_	
8E Is customer service oriented and maintains positive					
rapport with co-workers, parents, staff and	1	D	Α	Ε	
students	•	-		_	
8F Is proactive in addressing issues prior to them	T .	_		_	
becoming customer issues		D	Α	Ε	
8G Appropriately handles staff needs quickly and		,		_	
professionally		D	Α	Е	
8H Schedules vacations and personal leave to ensure		_	Δ.	r	
departmental tasks and assignments are covered		D	Α	Е	
8I Seeks relevant expert advice/assistance as needed,		7	۸	г	
before acting		U	А		
· · · · · · · · · · · · · · · · · · ·	<u> </u>	D	Α	E	

Step 2 Instructions: Circle Professional Growth components below that were ranked as priority domains for growth/professional learning.						ıked a	s prio	rity	Step 3 Instructions: Complete the three questions below.						
1A	1B	1C	1D	1E	1F				What are your strength areas in your position?						
	2B				2F										
3A	3B	3C	3D	3E	3F	3G	3H		List one or two growth areas on which you wish to focus for next year?						
4A	4B	4C	4D	4E	4F										
5A	5B	5C	5D	5E	5F	5G	5H								
6A	6B	6C	6D						How do you plan to improve in the growth area(s)?						
7A	7B	7C	7D	7E											
8A	8B	8C	8D	8E	8F	8G	8H	81							
Emple	oyee Sig	nature:							Date:						
Wh	What are your strength areas in your position?														
Emplo	oyee Sig	nature:							Date:						

# ANDERSON COUNTY SCHOOLS REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING ACCOUNTING MANAGER

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Step 1 Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I - Ineffective; D - Developing, A - Accomplished, E - Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

	Component	Sel	f-Ass	essm	ent	Rationale
Do	main1: Strategic Leadership					
	Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century	I	D	А	Е	
1B	Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	А	Е	
1C	Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	Α	Е	
1D	Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	А	E	
	Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	Α	E	
	Assists the superintendent in facilitating the implementation of federal, state and local education policies	ı	D	А	E	
_	main 2: Instructional Leadership					
	Models and applies learning for staff and students	I	D	Α	E	
	Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology	ı	D	А	Е	
	main 3: Cultural Leadership				ı	
3A	Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	А	E	

		1				
3B	Assists the superintendent in building community					
	understanding of what is necessary for all					
	students to graduate college and career ready	1	D	Α	Ε	
	and to be successful in the globally competitive	-			_	
	21st century.					
20						
3C	Assists the superintendent in creating a unified					
	school system (not a system of individual schools)	ı	D	Α	Ε	
	with shared vision and equitable practices					
3D	Builds trust and promotes a sense of well-being					
30	,	I	D	Α	Ε	
l	between all stakeholders					
3E	Routinely celebrates and acknowledges district		D	Α	Ε	
	successes as well as areas needing growth		ן ט	A	E	
3 E	Supports and engages in the positive cultural					
] ]		ı	D	Α	Ε	
<b> </b>	traditions of the community					
3G	Assists the superintendent in creating					
	opportunities for staff involvement in the		_		_	
	community and community involvement in the	ı	D	Α	Ε	
	schools					
3H	Assists the superintendent in creating an	1	D	Α	Ε	
L	environment that values and promotes diversity		L			
Dor	main 4: Human Resource Leadership					
	Assists the superintendent to ensure that					
7/	·					
	necessary resources, including time and	1	D	Α	Ε	
	personnel, are allocated to achieve the district's				_	
	goals for achievement and instruction					
4B	Assists the superintendent in creating and					
	monitoring processes for educators to assume	1	D	Α	Ε	
		'	"	_ ^	_	
	leadership and decision-making roles					
4C	Assists the superintendent in ensuring processes					
	for hiring, inducting and mentoring new teachers,					
	new school executives and other staff that result					
			_	_	_	
	in the recruitment and retention of highly	1	D	Α	E	
	qualified and diverse personnel; develops					
	appropriate succession plans for key district roles					
	and places staff in strategically effective positions					
4D	Uses data to create and maintain a positive work					
40		I	D	Α	Ε	
	environment					
4E	Provides for results-oriented professional growth					
	and learning that is aligned with identified 21st					
	century curricular, instructional, and assessment	1	D	Α	F	
		'	٦	^	_	
	needs, is connected to district improvement					
	goals, and is differentiated based on staff needs					
4F	Assists the superintendent in ensuring that all staff					
	is evaluated in a fair and equitable manner and					
	that the results of evaluations are used to					
			D	Α	Ε	
1	improve performance; holds high standards for	_	-		_	
1	performance and takes necessary personnel					
	actions to ensure effective school operations					
Dor	main 5: Managerial Leadership					
5A	Prepares and oversees a budget that aligns	ı	D	Α	Ε	
<u></u>	resources with the district's vision and needs					
5B	Collaborates with the superintendent to identify				_	
1	and plan for facility and technology needs	ı	D	Α	Ε	
3C	Assists superintendent in continually assessing	-	D	Α	Ε	
<u> </u>	programs and resource allocation					
5D	Collaborates with the superintendent in					
1	developing and enforcing clear expectations for		_	١.	_	
1	efficient operation of the district including the	ı	D	Α	Ε	
<u> </u>	efficient use of technology					
5E	Builds consensus and resolves conflicts effectively	I	D	Α	Ε	
5F	Assures an effective system of districtwide		_	_	_	
1	communication		D	Α	Е	
	Communication					

Domain & Collaborative Leadership  A Assist the superintendent in inequelping collaborative partnerships with the greater community to support the 2st century learning priorities of the school district and its schools  B Assists the superintendent in inequelping stakeholders in a shared responsibility for achieving district goals for students and school success  C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  CD Assists the superintendent in implementing proactive proposed legislation  CD Assists the political systems involving the district  B Defines, understands, and communicates the impact on proposed legislation  CC Applies laws, policies, and procedures fairly, wisely and considerately  CC Applies laws, policies, and procedures fairly, wisely and considerately  CC Applies laws, policies, and procedures fairly wisely and considerately  CC Applies laws, policies, and procedures fairly wisely and considerately  CC Applies laws and success to protect the rights of students and staff and to improve learning poportunities  CC Applies laws, policies, an	Ell Marks with lead and state according to develop					
Domain 6: Collaborative Leadership	5H Works with local and state agencies to develop	- 1	D	Α	Ε	
6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools  6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success  6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school  6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school  7D A E college/career courses in high school  8D A E college/career courses in high school  9D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  1 D A E college/career courses in high school  2 D A E college/career courses in high school  3 D A E college/career courses in high school  4 D A E college/career courses in high school  5 D A E college/career courses in high school  6 D A E college/career courses in high school  6 D A E college/career courses in high school  7 D A E college/career courses in high school  8 D College/career courses in high school  9 D A E college/career courses in high school  9 D A E college/career courses in high school  9 D A E college/career courses in high						
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8I Seeks relevant expert advice/assistance as needed,		ı	D	Α	F	
		'	<u> </u>			
before acting		1	ח	Δ	F	
	before acting					

Step 2 Instructions: Circle Professional Growth components below that were ranked as priority domains for growth/professional learning.						nked a	s prio	rity	Step 3 Instructions: Complete the three questions below.						
don	nains	for gr	owth/j	orotes	ssiona	l leari	nıng.		What are your strength areas in your position?						
1A	1B	1C	1D	1E	1F				what are your strength areas in your position:						
	2B				2F										
3A	3B	3C	3D	3E	3F	3G	3Н		List one or two growth areas on which you wish to focus for next year?						
4A	4B	4C	4D	4E	4F										
5A	5B	5C	5D	5E	5F	5G	5H								
6A	6B	6C	6D						How do you plan to improve in the growth area(s)?						
7A	7B	7C	7D	7E											
8A	8B	8C	8D	8E	8F	8G	8H	81							
Frank	oyee Sig								Date:						
Linpi	oyee sig	nature.							bate.						
Wh	at ar	e you	ır str	ength	n area	as in	your	positi	ion?						
Empl	oyee Sig	nature:							Date:						

# ANDERSON COUNTY SCHOOLS REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING NUTRITION SERVICE COORDINATOR

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

**Step 1** Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I – Ineffective; D – Developing, A – Accomplished, E – Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

	Component	_	f-Ass			Rationale
Do	main1: Strategic Leadership	<u> </u>	1 7,55	<u> </u>	Cite	Rationale
	Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century	1	D	Α	E	
1B		ı	D	Α	Е	
1C	Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	Α	E	
1D	Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	ı	D	А	E	
1E.	Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	1	D	А	E	
1F	Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	Α	E	
Do	main 2: Instructional Leadership					
2F	Models and applies learning for staff and students Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology	l I	D D	A	E	
	main 3: Cultural Leadership					
3A	Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	ı	D	Α	E	
3B	Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century.	1	D	Α	E	

3C Assists the superintendent in creating a unified	١.			_	
school system (not a system of individual schools) with shared vision and equitable practices	ı	D	Α	Е	
3D Builds trust and promotes a sense of well-being		_	_	_	
between all stakeholders	I	D	Α	E	
3E Routinely celebrates and acknowledges district	ı	D	Α	Ε	
successes as well as areas needing growth  3F Supports and engages in the positive cultural					
traditions of the community	-1	D	Α	Ε	
3G Assists the superintendent in creating					
opportunities for staff involvement in the		D	Α	Ε	
community and community involvement in the	'		_ ^	_	
schools					
3H Assists the superintendent in creating an environment that values and promotes diversity	I	D	Α	Ε	
Domain 4: Human Resource Leadership					
4A Assists the superintendent to ensure that					
necessary resources, including time and	١.	_	,	_	
personnel, are allocated to achieve the district's	'	D	Α	E	
goals for achievement and instruction					
4B Assists the superintendent in creating and					
monitoring processes for educators to assume	- 1	D	Α	Ε	
leadership and decision-making roles					
4C Assists the superintendent in ensuring processes					
for hiring, inducting and mentoring new teachers,					
new school executives and other staff that result		_		_	
in the recruitment and retention of highly	ı	D	Α	Ε	
qualified and diverse personnel; develops					
appropriate succession plans for key district roles					
and places staff in strategically effective positions  4D Uses data to create and maintain a positive work					
environment	- 1	D	Α	Ε	
4E Provides for results-oriented professional growth					
and learning that is aligned with identified 21st					
century curricular, instructional, and assessment	l i	D	Α	Ε	
needs, is connected to district improvement					
goals, and is differentiated based on staff needs					
4F Assists the superintendent in ensuring that all staff					
is evaluated in a fair and equitable manner and					
that the results of evaluations are used to		D	Α	Ε	
improve performance; holds high standards for		U	_ ^	_	
performance and takes necessary personnel					
actions to ensure effective school operations					
Domain 5: Managerial Leadership					
5A Prepares and oversees a budget that aligns	1	D	Α	Ε	
resources with the district's vision and needs  5B Collaborates with the superintendent to identify					
and plan for facility and technology needs	1	D	Α	Ε	
5C Assists superintendent in continually assessing				_	
programs and resource allocation		D	Α	Ε	
5D Collaborates with the superintendent in					
developing and enforcing clear expectations for		_	_	_	
efficient operation of the district including the		D	Α	E	
efficient use of technology					
5E Builds consensus and resolves conflicts effectively	I	D	Α	E	
5F Assures an effective system of districtwide	1	D	٨	E	
communication	<u> </u>	U	Α	E	
5G Continually assesses the system in place that	ı	D	Α	Ε	
ensures the safety of students and staff				_	
5H Works with local and state agencies to develop	1	D	Α	Ε	
and implement emergency plans					

	_	_	_	_	
Domain 6: Collaborative Leadership		1		1	
6A Assists the superintendent in developing					
collaborative partnerships with the greater		D	Α	E	
community to support the 21st century learning					
priorities of the school district and its schools					
6B Assists the superintendent in ensuring systems					
that engage the local board and all community		_		_	
stakeholders in a shared responsibility for		D	Α	E	
achieving district goals for students and school					
success					
6C Assists the superintendent in implementing					
proactive partnerships that remove barriers, thus		D	Α	E	
ensuring all students have access to					
college/career courses in high school					
6D Assists the superintendent in implementing					
proactive partnerships that remove barriers thus	1	D	Α	E	
ensuring all students have access to					
college/career courses in high school					
Domain 7: Influential Leadership					
7A Understands the political systems involving the district	1	D	Α	E	
7B Defines, understands, and communicates the	<u> </u>	_	_		
impact on proposed legislation		D	Α	E	
7C Applies laws, policies, and procedures fairly, wisely				_	
and considerately		D	Α	E	
7D Utilizes legal systems to protect the rights of					
students and staff and to improve learning	1	D	Α	Ε	
opportunities					
7E Accesses local, state and national political systems		D	Α	Е	
to provide input on critical educational issues	<u> </u>				
Domain 8: Professional Responsibilities		1		1	
8A Consistently and accurately meets and/or exceeds					
the volume of work expected in the timely	1	D	Α	E	
production of reports					
8B Meets deadlines when they exist; shifts to new	1	D	Α	E	
tasks as priorities change	<u> </u>	Ľ	<u> </u>	_	
8C Has the ability to identify under-utilized or over-	1	D	Α	E	
extended staff under supervision	<u> </u>	Ļ	ļ.,	_	
8D Produces rational solutions based upon		_	l <u>.</u>	_	
established criteria related to work		D	Α	E	
responsibilities					
8E Is customer service oriented and maintains positive		_	١.	_	
rapport with co-workers, parents, staff and		D	Α	E	
students	-				
8F Is proactive in addressing issues prior to them	1	D	Α	E	
becoming customer issues	1				
8G Appropriately handles staff needs quickly and	1	D	Α	Е	
professionally			-		
8H Seeks relevant expert advice/assistance as needed,	1	D	Α	Ε	
before acting		<u> </u>		<u> </u>	

Step 2 Instructions: Circle Professional Growth components below that were ranked as priority domains for growth/professional learning.								Step 3 Instructions: Complete the three questions below.
1A	1B	1C	1D	1E	1F			What are your strength areas in your position?
	2B				2F			
3A	3B	3C	3D	3E	3F	3G	3Н	List one or two growth areas on which you wish to focus for next year?
4A	4B	4C	4D	4E	4F			
5A	5B	5C	5D	5E	5F	5G	5H	
6A	6B	6C	6D					How do you plan to improve in the growth area(s)?
7A	7B	7C	7D	7E				
8A	8B	8C	8D	8E	8F	8G	8H	
Emplo	oyee Sigr	nature:						Date:

### ANDERSON COUNTY SCHOOLS CLASSIFIED THERAPEUTIC SPECIALIST PERSONNEL SELF-REFLECTION

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Instructions: Reflect on your strengths and areas of growth using the standards below. Then answer questions at the end of this document. Sign and date your self-reflection and submit to your supervisor.

Domain 1 – Planning and Preparation
1A Demonstrates knowledge and skill in the specialist therapy area and holds the relevant certificate or license
1B Establishes goals for the therapy program appropriate to the setting and the students served
1C Demonstrates knowledge of district, state, and federal regulations and guidelines
1D Demonstrating knowledge of resources both within and beyond the school and district
1E Planning the therapy program integrated with the regular school program to meet the needs of individual students
1F Developing a plan to evaluate the therapy program
Domain 2 – The Environment
2A Establishing rapport with students
2B Organizing time effectively
2C Establishing and maintaining clear procedures for referrals
2D Establishing standards of conduct in the treatment center
2E Organizing physical space for testing of students and providing therapy
Domain 3 – Delivery of Service
3A Responding to referrals and evaluating student needs
3B Developing and implementing treatment plans to maximize student success
3C Communicating with families
3D Collecting information; writing reports
3E Demonstrating flexibility and responsiveness
Domain 4 – Professional Responsibility
4A: Reflecting on practice
4B: Collaborating with teachers and administrators
4C: Maintaining and effective data management system
4D: Participating in a professional community
4E: Engaging and professional development
4F: Showing professionalism; including integrity, advocacy, and maintaining confidentiality

hat are your strength areas in your position?	

List one or two growth areas on which you wish to focus for next year?	
How do you plan to improve in the growth area(s)?	
Employee Signature:	Date:

### ANDERSON COUNTY SCHOOLS CLASSIFIED PERSONNEL EVALUATION

■ Evaluator

**Supervisor Comments:** 

Contributor								
Employee's Name								
Worksite/School								
School Year								
Supervisor								
Date								
Department								
Position								
The goal for employee standard. Below are the		Rating Definit of "Meets" for each standa our ratings.		to time emp	oloyees may	be rated "Ex	ceeds" for a	
Exceeds	Meets and in most cases, exceed the normal expectations for all work-related goals, responsibilities and du Work performance is noticeably better than competent level.							
Meets		uirements needed to capably the competent level.	handle all wo	rk-related go	oals, respons	ibilities and o	luties. Work	
Needs Improvement	improvement to fo	tory. Performs many dutionally meet standards; may recoroaching competent level.						
Does Not Meet								
Standard 1: Student Su  Maintains positive relate	• •	es safe environment for stude	ents	Exceeds	Meets	Needs Growth	Does Not Meet	
1.1 Builds positive relati	onships and interacts	positively with students						
1.2 Keeps students safe								
1.3 Models and promote	es appropriate social	skills						
1.4 Nurtures students								
1.5 Fosters a positive en	vironment							
1.6 Maintains confident	iality							
Overall Rating:	·							
Supervisor Comments:								
Standard 2: Job Knowle	edge							
Evaluate skill/knowledg techniques, etc. require		, procedures, materials, equi	ipment,	Exceeds	Meets	Needs Growth	Does Not Meet	
2.1 Has necessary skills t	to complete tasks red	quired in current job						
2.2 Understands and co	mpletes all records, r	eports and documents requir	ed					
2.3 Has working knowled completion of assign								
completion of assign		aterial triat is necessary for						
2.4 Attends appropriate	ned work	aterial triat is fiecessary for						
	ned work in-service programs	aterial triat is fiecessary for						
2.4 Attends appropriate	ned work in-service programs olicies	aterial triat is necessary for						

Standard 3: Productivity and Quality of Work/Adaptability			Needs	Does Not
Rate the completion, accuracy, timelines and volume of work	Exceeds	Meets	Growth	Meet
3.1 Completes the required tasks				
3.2 Completes tasks accurately				
3.3 Completes tasks in a timely manner				
3.4 Uses proper safety measures when working				
3.5 Takes initiative in seeking and completing tasks without supervision				
3.6 Demonstrates ability to learn quickly; shows flexibility to adjust to changes in job				
assignments, methods, personnel or surroundings				
Overall Rating:			Ц	
Supervisor Comments: Standard 4: Responsibility, Dependability and Attendance				
Consider efforts to ensure the successful completion of tasks, extra efforts made to			Needs	Does Not
meet work demand, attendance, dependability and general assistance	Exceeds	Meets	Growth	Meet
4.1 Uses discretion with confidential or privileged information				
4.2 Follows directions				
4.3 Uses good judgment in performing responsibilities				
4.4 Organizes work responsibilities and sets priorities				
4.5 Has a good attendance record				
4.6 Reports to work from break and or lunch punctually				
4.7 Reports to work punctually				
4.8 Stays on task and follows schedule				
Overall Rating:				
Supervisor Comments:				
Supervisor Comments: Standard 5: Interpersonal Relations				
Standard 5: Interpersonal Relations  Consider relationships with other employees, students, and the community, and	Evenode	Moots	Needs Growth	Does Not
Standard 5: Interpersonal Relations  Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks	Exceeds	Meets	Needs Growth	Does Not Meet
Standard 5: Interpersonal Relations  Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks  5.1 Deals with parents in a positive, constructive manner	Exceeds	Meets		
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Standard 5: Interpersonal Relations  Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks  5.1 Deals with parents in a positive, constructive manner  5.2 Deals with colleagues and supervisors in a positive constructive manner  5.3 Cooperates in accomplishing school and district goals and objectives	Exceeds	Meets		
Standard 5: Interpersonal Relations  Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks  5.1 Deals with parents in a positive, constructive manner  5.2 Deals with colleagues and supervisors in a positive constructive manner  5.3 Cooperates in accomplishing school and district goals and objectives  5.4 Handles problems in a constructive and fair manner	Exceeds	Meets		
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☐ I agree with this evaluation.	
☐ I disagree with this evaluation.	
Employee Signature:	Date:
Supervisor Signature:	Date:
Employment Recommendation to Central Office	
Employment Recommendation to Central Office  Recommend for re-employment	

## ANDERSON COUNTY SCHOOLS FAMILY RESOURCE/YOUTH SERVICE CENTER COORDINATOR EVALUATION

=	Evaluator Contributor						
Em	ployee's Name						
Wo	rksite/School						
Sch	ool Year						
Sup	ervisor						
Dat	e						
	e goal for employee is to ndard. Below are the de	_	Rating Definitions of "Meets" for each standard. For time ur ratings.	to time empl	oyees may b	oe rated "Exc	eeds" for a
	Exceeds		nost cases, exceed the normal expectation erformance is noticeably better than com		rk-related go	oals, responsi	ibilities and
	Meets		requirements needed to capably handle ince is at the competent level.	all work-relat	ed goals, res	ponsibilities	and duties.
Needs Improvement  Not fully satisfactory. Performs many duties capably, meets some goals and objectives but requiremore supervision than expected for assignment work performance is approaching competent level.							
	Does Not Meet		job requirements. Unacceptable perform operform the requirements of the position				
						Noods	Doos Not
Con	nponent 1: Job Perform	ance		Exceeds	Meets	Needs Growth	Does Not Meet
1.1	Involves the appropriat applicable) in developing		advisory council, and SBDM (where				
1.2			s, advisory council, and SBDM (where				
	applicable) the guideling process.	nes that govern FR	RYSC and communicates the referral				
	resources and groups.	•	rents the availability of community				
1.4	Effectively implements programs.	the core and opti	ional components of the FRYSC				
1.5		-	activities of the FRYSC program to staff,		Ιп	lп	
		ncil, parents, and	SBDM (where applicable).	1 -			
Ove	erall Rating:						
Sup	ervisor Comments:						
Con	nponent 2: Interperson	al Relationships		Exceeds	Meets	Needs Growth	Does Not Meet
2.1	Demonstrates effective	e management.					
2.2	Handles confidential in	formation in a pro	ofessional manner.				
2.3	Knowledgeable about o	current developm	ents in the FRYSC program.				
2.4	Ensures that oral and w composed.	vritten communica	ation is clear, accurate, and carefully				
2.5		onsistent services	are provided to all participants in the				
2.6	· · · · · · · · · · · · · · · · · · ·		when working with staff, students, applicable), and the community.				
2.7	Provides leadership for	the FRYSC progra	am.				
2.8	When requested attend	ds and participate	es in faculty meetings.				
2.9	Responds in a positive	manner to superv	vision and advice.				
	Demonstrates a collabo	orative effort to p	romote an effect working relationship cial Insurance, health Department,				

Employment Services and Mental Health Services).

2.12 Involves and seeks participation form the advisory council in accomplishing the				
goals, objectives an all aspects of the FRYSC program.				
2.13 Aware of and effectively utilizes community resources.				
2.14 Accessible to staff, students, parents, advisory council, and community.				
Overall Rating:				
Supervisor Comments:				
Component 3: Program Management	Exceeds	Meets	Needs Growth	Does Not Meet
3.1 Accepts and enforces school and district policies, procedures, and rules in a positive way.				
3.2 Establishes, maintains, updates, and oversees FRYSC records.				
3.3 Demonstrates good judgment in establishing priorities.				
3.4 Maintains an ethical relationship with FRYSC participants.				
3.5 Assumes responsibilities for inventory and maintenance for all FRYSC materials.				
3.6 Follows federal, state, and local regulations, directives and policies relating to schools and FRYSC.				
Overall Rating:				
Supervisor Comments:				_
Component 4: Professional Responsibility	Exceeds	Meets	Needs Growth	Does Not Meet
4.1 Demonstrates a basic commitment to professional growth by participating in professional meetings and workshops.				
4.2 Appropriately utilizes information from professional growth experiences.				
4.3 Recruits volunteers as needed to accomplish the objectives of the program.				
4.4 Seeks additional funding resources to assist in implementing the program.				
A.E. Adharas to assented policies of the Anderson County Deard of Education and				
4.5 Adheres to accepted policies of the Anderson County Board of Education and SBDM Councils.				
· · ·				
SBDM Councils.  4.6 Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public.  4.7 Effectively interprets district philosophy and policies to staff and public.				
<ul> <li>SBDM Councils.</li> <li>4.6 Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public.</li> <li>4.7 Effectively interprets district philosophy and policies to staff and public.</li> <li>4.8 Disseminates information about the FRYSC program and activities to the students and staff; School Board and school staff; and community-based</li> </ul>				
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Employment Recommendation to Central Office
Recommend for re-employment
☐ Does not recommend for re-employment

## ANDERSON COUNTY SCHOOLS CLASSIFIED THERAPEUTIC SPECIALIST PERSONNEL EVALUATION

EvaluatorContributor

Employee's Name									
Worksite/School									
School Year									
Supervisor									
Date									
The goal for employee standard. Below are the		Rating Definitions of "Meets" for each standard. For time our ratings.	to time emp	oloyees may	be rated "Ex	ceeds" for a			
Exceeds	Meets and in most cases, exceed the normal expectations for all work-related goals, responsibilities and duties. Work performance is noticeably better than competent level.								
Meets		Meets the job requirements needed to capably handle all work-related goals, responsibilities and duties. Work performance is at the competent level.							
Needs Improvement	improvement to fu	Not fully satisfactory. Performs many duties capably, meets some goals and objectives but requires improvement to fully meet standards; may require more supervision than expected for assignments. Work performance is approaching competent level.							
Does Not Meet	•	requirements. Unacceptable performance the requirements of the position. Work pe	•		-	gness and/or			
					Needs	Does Not			
Domain 1 – Planning an	d Preparation		Exceeds	Meets	Growth	Meet			
relevant certificate	or license	specialist therapy area and holds the							
1B Establishes goals for students served	the therapy program	appropriate to the setting and the							
		e, and federal regulations and guidelines							
district		oth within and beyond the school and							
1E Planning the therapy the needs of individ		with the regular school program to meet							
1F Developing a plan to	evaluate the therapy	y program							
Overall Rating:									
Supervisor Comments:			_		_				
Domain 2 – The Environ	ment		Exceeds	Meets	Needs Growth	Does Not Meet			
2a Establishing rapport	with students								
2b Organizing time effe	ctively								
2c Establishing and mair	ntaining clear proced	ures for referrals							
2d Establishing standard	ds of conduct in the t	reatment center							
2e Organizing physical s	pace for testing of st	udents and providing therapy							
Overall Rating:									
Supervisor Comments:									
Domain 3 – Delivery of 9	Services		Exceeds	Meets	Needs Growth	Does Not Meet			
3a: Responding to referr	als and evaluating st	udent needs							
3b: Developing and impl	ementing treatment	plans to maximize student success							
3c: Communicating with	families								

3d: Collecting information; writing reports				
3e: Demonstrating flexibility and responsiveness				
Overall Rating:				
Supervisor Comments:				
Domain 4 – Professional Responsibilities	Exceeds	Meets	Needs Growth	Does Not Meet
4A: Reflecting on practice				
4B: Collaborating with teachers and administrators				
4C: Maintaining and effective data management system				
4D: Participating in a professional community				
4E: Engaging and professional development				
4F: Showing professionalism; including integrity, advocacy, and maintaining confidentiality				
Overall Rating:				
Supervisor Comments:				
Employee Comments:  Professional Growth Area:				
☐ I agree with this evaluation. ☐ I disagree with this evaluation.				
Employee Signature:	Date:			
Supervisor Signature:	Date:			
Employment Recommendation to Central Office  Recommend for re-employment  Does not recommend for re-employment				

### ANDERSON COUNTY SCHOOLS FORMATIVE EVALUATION - CENTRAL OFFICE DIRECTOR

Director					
EPSB ID# (if applicable)					
Worksite/School					
School Year					
Date					
Performance Standards		Performa	nce Leve	el .	Evidence
1: Strategic Leadership	ı	D	Α	E	
2: Instructional Leadership	ı	D	Α	E	
3: Cultural Leadership	1	D	А	E	
4: Human Resource Leadership	1	D	А	E	
5: Managerial Leadership	ı	D	А	E	
6: Collaborative Leadership	1	D	А	E	
7: Influential Leadership	1	D	Α	E	
☐ I agree with this evaluation. ☐ I disagree with this evaluation.  Director Comments:  Superintendent Comments:					
Director Signature:					Date:
Superintendent Signature:					Date:

#### ANDERSON COUNTY SCHOOLS SUMMATIVE EVALUATION - CENTRAL OFFICE DIRECTOR

Director					
EPSB ID# (if applicable)					
Worksite/School					
School Year					
Date					
Performance Standards		Performa	ance Leve	:l	Evidence
1: Strategic Leadership	ı	D	Α	E	
2: Instructional Leadership	ı	D	Α	E	
3: Cultural Leadership	1	D	Α	E	
4: Human Resource Leadership	1	D	Α	E	
5: Managerial Leadership	1	D	Α	E	
6: Collaborative Leadership	1	D	Α	E	
7: Influential Leadership	ı	D	Α	E	
* Any rating in the "Growth Needed" col	umn requi	res the de	velopmen	t of an Ir	dividual Corrective Action Plan
☐ I agree with this evaluation.					
☐ I disagree with this evaluation.					
Director Comments:					
Superintendent Comments:					
Director Signature:					Date:
Superintendent Signature:					Date:
☐ Meets standards for re-employm	ent				Does not meet standards for re-employment

### ANDERSON COUNTY SCHOOLS CLASSIFIED PERSONNEL RECOMMENDATION

(Due to Central Office by April 30 for employees in year 1, 2, 3 or 4 of employment)

Recommendation of Employment:				
☐ Contract Renewal (for employees in year 1, 2, 3, or 4 of employment) ☐ Contract non-renewal ☐ Termination				
Reason for non-renewal or termination recommendation:  Incompetence Neglect of duty Insubordination Inefficiency Misconduct Immorality Other Board Policy				
This review has been discussed with the employee and has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.				
Employee Signature:				
Comments:				
Date:				
Supervisors Signature:				
Comments:				
Date:				

Related Procedure: 03.28. AP.22

PERSONNEL 03.28 AP.22

#### - CLASSIFIED PERSONNEL -

#### **Evaluation Appeal Form**

#### **INSTRUCTIONS**

03.28 AP.1 03.28 AP.21

This form is to be used by classified employees who wish to appeal their final summative evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Superintendent by completing this form and returning it to the Superintendent within five (5) working days of the receipt of your summative evaluation.

ZIP CODE
☐ SCHOOL NUTRITION EMPLOYEE
☐ MAINTENANCE PERSONNEL
☐ BUS MECHANIC
☐ OTHER, SPECIFY
WHY DO YOU FEEL YOU WERE NOT FAIRLY ED, ATTACH ADDITIONAL SHEET.

Review/Revised:10/25/05

### ANDERSON COUNTY SCHOOLS CENTRAL OFFICE DIRECTOR PROFESSIONAL GROWTH PLAN

Director							
EPSB ID# (if applicable)							
Worksite/School							
School Year							
Date							
Professional Growth Goal:  What do I want to change about my practice that will effectively impact student learning?  What is my personal learning necessary to make that change?  What are the measures of success?							
Action Plan							
Professional Learning	Strategies/Activities		Resources/Support	Measures of Goal Attainment (Tools/Instruments)	Expected Student Growth Impact		Targeted Completion Date
Demonstrable  Identify the documentation intended to demonstrate professional growth.							
☐ Artifacts		☐ Self-Asso	essment	☐ On-Going Self-Refle	ection	☐ PLC Do	cuments
☐ Certificate of Com	☐ Certificate of Completion ☐ Teaming			☐ Observation Data		☐ Strateg	ic Plan Documents
☐ Other: (please specify)							
Mid-Year Review – Progress	Mid-Year Review – Progress Toward Professional Growth Goal						
Date	Status of Professional Growth Goal:			Revisions/Modifications:			
Director Signature:				Date:			
Superintendent Signature:				Date:			

Summative Reflection - Level of Attainment for Professional Growth Goal					
Date	End of Year Reflection				
	The target was: Achieved Revised	Continued			
Director Signature:		Date:			
Superintendent Signature:		Date:			
Next Steps:					
Director Signature:		Date:			
Superintendent Signature:		Date:			

## ANDERSON COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Employee's Na	me						
Worksite/Scho	ol						
School Year							
Supervisor							
Department							
Position							
Date							
		•					
Standard	Growth Obje				lures and Activities for Achieving Goals	<b>Monitoring Methods</b>	
Number/	(Describe desired outcomes		s)	and Ol	pjectives (including support personnel)	and	d Target Dates
Indicator							
(ATTACH MORE PAGES IF NECESSARY)							
Evaluatee's Com	ments:						
Evaluator's Comments:							
<u></u>							
Individual Corrective Action Plan Developed:		Status of ICAP: Achieved Revised Not Achieved					
Employee Signature:	yee Signature: Date:		Employee Signature:		Date:		
Supervisor Signature: Date:			Supervisor Signature:		Date:		

### ANDERSON COUNTY SCHOOLS SIGNATURE SHEET FOR CLASSIFIED EMPLOYEES

#### My signature below indicates that:

- I have been given access to an electronic copy and have been notified that I may request a hard copy of the Anderson County Schools Classified Evaluation Plan Revised 2019.
- The evaluation process has been explained to me and I understand the components of the process.

Printed Name	School/Worksite
Classified Staff Member Signature	Date