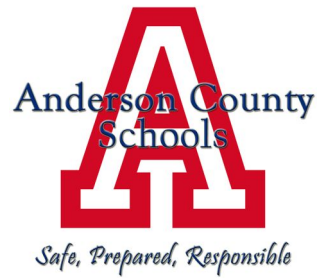


Anderson County Public Schools



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 1st. 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 para-educators 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

Employee	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 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
Accounts Payable Clerk
Administrative Secretary
Administrative Assistant to the Superintendent
Attendance Clerk
Bookkeeper
Chief Finance Officer
Energy Manager
Payroll Clerk
Receptionist
Secretary

Chief Finance Officer
Chief Finance Officer
Immediate Supervisor
Superintendent
Principal (Director of Student Services)
Principal (Chief Finance Officer or Designee)
Superintendent
Superintendent
Chief Finance Officer
Immediate Supervisor
Immediate Supervisor

Nutrition Services

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

Superintendent
Nutrition Service Team Manager
Nutrition Service Team Manager
Nutrition Service Coordinator

Instruction and Student Services

Adult Education Instructor
Adult Education Director
After School Coordinator
After School Worker
Community Education Director
Daycare Director
Daycare Assistant Director
Daycare Worker
District Health Coordinator
District Volunteer Coordinator
Educational Interpreter
Family Resource/Youth Service Center Directors
Occupational Therapist (District-Wide)
Para-educators - General
Para-educators - Special Education
Physical Therapist (District-Wide)
Speech Pathologist (District-Wide)
Speech Pathologist (School-Based)
Substitute Coordinator

Adult Education Director/Community Education Director
Superintendent
Principal
After School Coordinator (Principal)
Superintendent
Principal
Daycare Director (Principal)
Daycare Director (Principal)
Director of Student Services
Community Education Director
Principal (Director of Special Education)
Director of Student Services (Principal)
Director of Special Education (Principal)
Principal (Teacher)
Principal (Director of Special Education) (Teacher)
Director of Special Education (Principal)
Director of Special Education (Principal)
Principal (Director of Special Education)
Instructional Supervisor/Director of Curriculum

Maintenance

Assistant Director of Maintenance
Custodian
Director of Maintenance
Head Custodian
Maintenance Workers

Director of Maintenance
Principal (Head Custodian)
Superintendent
Principal (Director of Maintenance)
Director of Maintenance

Technology

District Technology Technician
Lead Technology Technician

Chief Information Officer
Chief Information Officer

Transportation

Bus Driver

Director of Transportation

Bus Monitor

Director of Transportation

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

Mechanics

Director of Transportation

***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

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
- 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

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
- 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
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 effective 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 from the advisory council in accomplishing the goals, objectives and 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

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.
- 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	

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: Student Support
<i>Maintains positive relationships and provides safe environment for students</i>
1.1 Builds positive relationships and interacts positively with students
1.2 Keeps 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
<i>Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc. required for the position</i>
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/material 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
<i>Rate the completion, accuracy, timelines and volume of work</i>
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
<i>Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demand, attendance, dependability and general assistance</i>
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

What 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
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	Self-Assessment				Rationale
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 21 st century	I	D	A	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	A	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	A	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	A	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	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	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	A	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 21 st century.	I	D	A	E	

3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
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	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
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	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	
5G	Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	
5H	Works with local and state agencies to develop and implement emergency plans	I	D	A	E	

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	I	D	A	E	
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	I	D	A	E	
6C	Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	
6D	Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership						
7A	Understands the political systems involving the district	I	D	A	E	
7B	Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C	Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	
7D	Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E	Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	
Domain 8: Professional Responsibilities						
8A	Has the ability to identify under-utilized or over-extended staff under supervision	I	D	A	E	
8B	Communication with others is respectful, confidential and tactful	I	D	A	E	
8C	Exhibits cooperation with others in and outside of department	I	D	A	E	
8D	Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students	I	D	A	E	
8E	Is proactive in addressing issues prior to them becoming customer issues	I	D	A	E	
8F	Appropriately handles staff needs and staff issues quickly and professionally	I	D	A	E	
8G	Demonstrates professional attitude and demeanor when dealing with staff/parent/school complaints/issues questions	I	D	A	E	
8H	Effectively communicates with supervisors, co-workers and parents	I	D	A	E	
8I	Produces rational solutions based upon established criteria related to work responsibilities	I	D	A	E	

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	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	8I								

Employee Signature:	Date:
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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	Self-Assessment				Rationale
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 21 st century	I	D	A	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	A	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	A	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	A	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	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	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	A	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 21 st century.	I	D	A	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
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	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
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	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
4E	Provides for results-oriented professional growth and learning that is aligned with identified 21 st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs	I	D	A	E	
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	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
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5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	

5G	Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	
5H	Works with local and state agencies to develop and implement emergency plans	I	D	A	E	
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	I	D	A	E	
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6D	Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership						
7A	Understands the political systems involving the district	I	D	A	E	
7B	Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C	Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	
7D	Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E	Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	
Domain 8: Professional Responsibilities						
8A	Has the ability to identify under-utilized or over-extended staff under supervision	I	D	A	E	
8B	Communication with others is respectful, confidential and tactful	I	D	A	E	
8C	Exhibits cooperation with others in and outside of department	I	D	A	E	
8D	Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students	I	D	A	E	
8E	Is proactive in addressing issues prior to them becoming customer issues	I	D	A	E	
8F	Appropriately handles staff needs and staff issues quickly and professionally	I	D	A	E	
8G	Demonstrates professional attitude and demeanor when dealing with staff/parent/school complaints/issues questions	I	D	A	E	
8H	Effectively communicates with supervisors, co-workers and parents	I	D	A	E	
8I	Produces rational solutions based upon established criteria related to work responsibilities	I	D	A	E	

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	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	8I									

Employee Signature:	Date:
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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

- 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

What 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
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	Self-Assessment				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 21 st century	I	D	A	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	A	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	A	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	A	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	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	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	A	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 21 st century.	I	D	A	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
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	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
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	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	

5H Works with local and state agencies to develop and implement emergency plans	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	
6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership					
7A Understands the political systems involving the district	I	D	A	E	
7B Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	
7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	
Domain 8: Professional Responsibilities					
8A Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports	I	D	A	E	
8B Meets deadlines when they exist; shifts to new tasks as priorities change	I	D	A	E	
8C Has the ability to identify under-utilized or over-extended staff under supervision	I	D	A	E	
8D Produces rational solutions based upon established criteria related to work responsibilities	I	D	A	E	
8E Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students	I	D	A	E	
8F Is proactive in addressing issues prior to them becoming customer issues	I	D	A	E	
8G Appropriately handles staff needs quickly and professionally	I	D	A	E	
8H Schedules vacations and personal leave to ensure departmental tasks and assignments are covered	I	D	A	E	
8I Seeks relevant expert advice/assistance as needed, before acting	I	D	A	E	

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	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	8I									

Employee Signature:	Date:
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What are your strength areas in your position?

Employee Signature:	Date:
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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	Self-Assessment				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 21 st century	I	D	A	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	A	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	A	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	A	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	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	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	A	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 21 st century.	I	D	A	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
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	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
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	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	

5H Works with local and state agencies to develop and implement emergency plans	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	
6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership					
7A Understands the political systems involving the district	I	D	A	E	
7B Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	
7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	
Domain 8: Professional Responsibilities					
8A Consistently and accurately meets and/or exceeds the volume of work expected in the timely production of financial reports	I	D	A	E	
8B Meets deadlines when they exist; shifts to new tasks as priorities change	I	D	A	E	
8C Has the ability to identify under-utilized or over-extended staff under supervision	I	D	A	E	
8D Produces rational solutions based upon established criteria related to work responsibilities	I	D	A	E	
8E Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students	I	D	A	E	
8F Is proactive in addressing issues prior to them becoming customer issues	I	D	A	E	
8G Appropriately handles staff needs quickly and professionally	I	D	A	E	
8H Schedules vacations and personal leave to ensure departmental tasks and assignments are covered	I	D	A	E	
8I Seeks relevant expert advice/assistance as needed, before acting	I	D	A	E	

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	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	8I									

Employee Signature:	Date:
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What are your strength areas in your position?

Employee Signature:	Date:
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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	Self-Assessment				Rationale
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 21 st century	I	D	A	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	A	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	A	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	A	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	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	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	A	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 21 st century.	I	D	A	E	

3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
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	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
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	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
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	I	D	A	E	
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	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	
5G	Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	
5H	Works with local and state agencies to develop and implement emergency plans	I	D	A	E	

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

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	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								

Employee Signature:	Date:
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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

<p>What are your strength areas in your position?</p>
--

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
 Contributor

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

Rating Definitions	
The goal for employee is to earn the rating of "Meets" for each standard. For time to time employees may be rated "Exceeds" for a standard. Below are the definitions of the four ratings.	
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	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	Fails to meet job requirements. Unacceptable performance which may indicate a lack of willingness and/or ability to perform the requirements of the position. Work performance below competent level.

Standard 1: Student Support				
<i>Maintains positive relationships and provides safe environment for students</i>	Exceeds	Meets	Needs Growth	Does Not Meet
1.1 Builds positive relationships and interacts positively with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Keeps students safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Models and promotes appropriate social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Nurtures students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Fosters a positive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Standard 2: Job Knowledge				
<i>Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc. required for the position</i>	Exceeds	Meets	Needs Growth	Does Not Meet
2.1 Has necessary skills to complete tasks required in current job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Understands and completes all records, reports and documents required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Has working knowledge of equipment/material that is necessary for completion of assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Attends appropriate in-service programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Adheres to Board policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Grows professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				

Standard 3: Productivity and Quality of Work/Adaptability				
<i>Rate the completion, accuracy, timelines and volume of work</i>	Exceeds	Meets	Needs Growth	Does Not Meet
3.1 Completes the required tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Completes tasks accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Completes tasks in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Uses proper safety measures when working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Takes initiative in seeking and completing tasks without supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Demonstrates ability to learn quickly; shows flexibility to adjust to changes in job assignments, methods, personnel or surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Standard 4: Responsibility, Dependability and Attendance				
<i>Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demand, attendance, dependability and general assistance</i>	Exceeds	Meets	Needs Growth	Does Not Meet
4.1 Uses discretion with confidential or privileged information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Follows directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Uses good judgment in performing responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Organizes work responsibilities and sets priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Has a good attendance record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Reports to work from break and or lunch punctually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Reports to work punctually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Stays on task and follows schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Standard 5: Interpersonal Relations				
<i>Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks</i>	Exceeds	Meets	Needs Growth	Does Not Meet
5.1 Deals with parents in a positive, constructive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Deals with colleagues and supervisors in a positive constructive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Cooperates in accomplishing school and district goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Handles problems in a constructive and fair manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Works through line/staff relationships when addressing problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Offers differing opinions in a constructive and helpful manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Demonstrates effective written and verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Works well as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Presents positive view of the school district and other employees, both on the job and in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Demonstrates flexible and adaptable behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11 Shows a willingness to accept and act on suggestions for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				

<p>Supervisor Comments:</p> <p>Employee Comments: _____</p> <p>_____</p> <p>Professional Growth Area:</p>
--

<input type="checkbox"/> I agree with this evaluation.	
<input type="checkbox"/> I disagree with this evaluation.	
Employee Signature:	Date:
Supervisor Signature:	Date:

Employment Recommendation to Central Office
<input type="checkbox"/> Recommend for re-employment
<input type="checkbox"/> Does not recommend for re-employment

ANDERSON COUNTY SCHOOLS
 FAMILY RESOURCE/YOUTH SERVICE CENTER COORDINATOR EVALUATION

- Evaluator
 Contributor

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Rating Definitions	
The goal for employee is to earn the rating of "Meets" for each standard. For time to time employees may be rated "Exceeds" for a standard. Below are the definitions of the four ratings.	
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	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	Fails to meet job requirements. Unacceptable performance which may indicate a lack of willingness and/or ability to perform the requirements of the position. Work performance below competent level.

Component 1: Job Performance	Exceeds	Meets	Needs Growth	Does Not Meet
1.1 Involves the appropriate staff, students, advisory council, and SBDM (where applicable) in developing the goals for the FRYSC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Communicates to staff, parents, students, advisory council, and SBDM (where applicable) the guidelines that govern FRYSC and communicates the referral process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Communicates to staff, students, and parents the availability of community resources and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Effectively implements the core and optional components of the FRYSC programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Communicates the goals, objectives and activities of the FRYSC program to staff, students, advisory council, parents, and SBDM (where applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Component 2: Interpersonal Relationships	Exceeds	Meets	Needs Growth	Does Not Meet
2.1 Demonstrates effective management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Handles confidential information in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Knowledgeable about current developments in the FRYSC program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Ensures that oral and written communication is clear, accurate, and carefully composed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Ensures that fair and consistent services are provided to all participants in the FRYSC program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Exhibits a positive professional attitude when working with staff, students, parents, advisory council, SBDM (where applicable), and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Provides leadership for the FRYSC program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 When requested attends and participates in faculty meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Responds in a positive manner to supervision and advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.11 Plans appropriate activities as related to the components of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Involves and seeks participation from the advisory council in accomplishing the goals, objectives and all aspects of the FRYSC program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 Aware of and effectively utilizes community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Accessible to staff, students, parents, advisory council, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Establishes, maintains, updates, and oversees FRYSC records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Demonstrates good judgment in establishing priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Maintains an ethical relationship with FRYSC participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Assumes responsibilities for inventory and maintenance for all FRYSC materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Follows federal, state, and local regulations, directives and policies relating to schools and FRYSC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Appropriately utilizes information from professional growth experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Recruits volunteers as needed to accomplish the objectives of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Seeks additional funding resources to assist in implementing the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Adheres to accepted policies of the Anderson County Board of Education and SBDM Councils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Effectively interprets district philosophy and policies to staff and public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				

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
CLASSIFIED THERAPEUTIC SPECIALIST PERSONNEL EVALUATION

- Evaluator
 Contributor

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Rating Definitions	
The goal for employee is to earn the rating of "Meets" for each standard. For time to time employees may be rated "Exceeds" for a standard. Below are the definitions of the four ratings.	
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	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	Fails to meet job requirements. Unacceptable performance which may indicate a lack of willingness and/or ability to perform the requirements of the position. Work performance below competent level.

Domain 1 – Planning and Preparation	Exceeds	Meets	Needs Growth	Does Not Meet
1A Demonstrates knowledge and skill in the specialist therapy area and holds the relevant certificate or license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B Establishes goals for the therapy program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C Demonstrates knowledge of district, state, and federal regulations and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D Demonstrating knowledge of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E Planning the therapy program integrated with the regular school program to meet the needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F Developing a plan to evaluate the therapy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Domain 2 – The Environment	Exceeds	Meets	Needs Growth	Does Not Meet
2a Establishing rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b Organizing time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c Establishing and maintaining clear procedures for referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d Establishing standards of conduct in the treatment center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e Organizing physical space for testing of students and providing therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Domain 3 – Delivery of Services	Exceeds	Meets	Needs Growth	Does Not Meet
3a: Responding to referrals and evaluating student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Developing and implementing treatment plans to maximize student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3d: Collecting information; writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				
Domain 4 – Professional Responsibilities	Exceeds	Meets	Needs Growth	Does Not Meet
4A: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Collaborating with teachers and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Maintaining and effective data management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Engaging and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4F: Showing professionalism; including integrity, advocacy, and maintaining confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor Comments:				

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	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	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	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	E	

* Any rating in the "Growth Needed" column requires the development of an Individual 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-employment 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:

- | | |
|---|--|
| <input type="checkbox"/> Incompetence | <input type="checkbox"/> Neglect of duty |
| <input type="checkbox"/> Insubordination | <input type="checkbox"/> Inefficiency |
| <input type="checkbox"/> Misconduct | <input type="checkbox"/> Immorality |
| <input type="checkbox"/> 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

- CLASSIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

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.

EMPLOYEE'S NAME _____

HOME ADDRESS _____ ZIP CODE _____

WORKSITE/SCHOOL _____

POSITION:

BUS DRIVER

SCHOOL NUTRITION EMPLOYEE

CUSTODIAN

MAINTENANCE PERSONNEL

INSTRUCTIONAL ASSISTANT

BUS MECHANIC

CLERICAL PERSONNEL

OTHER, SPECIFY _____

WHAT SPECIFICALLY DO YOU OBJECT TO OR WHY DO YOU FEEL YOU WERE NOT FAIRLY EVALUATED? IF ADDITIONAL SPACE IS NEEDED, ATTACH ADDITIONAL SHEET.

DATE YOU RECEIVED THE EVALUATION _____

EVALUATOR'S NAME _____

Employee's Signature

Date

RELATED PROCEDURES:

03.28 AP.1

03.28 AP.21

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: <ul style="list-style-type: none"> 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.			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> On-Going Self-Reflection	<input type="checkbox"/> PLC Documents
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Strategic Plan Documents
<input type="checkbox"/> Other: (please specify)			

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 Name	
Worksite/School	
School Year	
Supervisor	
Department	
Position	
Date	

Standard Number/ Indicator	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Monitoring Methods and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

<p>Evaluatee's Comments:</p> <p>Evaluator's Comments:</p>
--

Individual Corrective Action Plan Developed:		Status of ICAP: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Not Achieved	
Employee 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