

AR-2210.3, Con't.

according to state statutes.

ADMINISTRATOR PERFORMANCE APPRAISAL INSTRUMENT

#1 - PLANNING

Planning Sub-Areas: (1) Understands job responsibilities. (2) Formulates realistic plans. (3) Classifies work to be done, divides it into components and creates productive arrangements. (4) Utilizes resources well. (5) Establishes priorities for work to be done by self and by others. (6) Ensures that people understand their job responsibilities. (7) Plans and conducts effective meetings. (8) Uses meetings to develop people. (9) Shows people how each job fits into the total picture. (10) Sees that people have the materials they need to do their job.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to "Planning" job dimension.
7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.
3 2 1	Unacceptable performance overall in "Planning" job dimension; improvement necessary.

Circle appropriate sub-area numbers	
Planning Strengths	1 2 3 4 5 6 7 8 9 10
Planning Growth Areas	1 2 3 4 5 6 7 8 9 10

Comments:

Administrator Performance Appraisal Instrument

#2 - Initiating

Initiating Sub-areas: (1) Recognizes and corrects situations that need improvement; (2) Organizes new approaches to problems; (3) Makes the most of promising new ideas; (4) Uses worthwhile suggestions; (5) Encourages subordinates to try new ideas; (6) Faces up to problems; (7) Begins working on projects without waiting to be told; (8) Seeks solutions rather than excuses; (9) Doesn't hesitate to ask questions to get information; (10) Will take reasonable risks.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to "Initiating" job dimension.
7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.
3 2 1	Unacceptable performance overall in "Initiating" job dimension; improvement necessary.

Circle appropriate sub-area numbers	
Initiating Strengths	1 2 3 4 5 6 7 8 9 10

Initiating Growth Areas	1	2	3	4	5	6	7	8	9	10
Comments:										

Administrator Performance Appraisal Instrument

#3 - Delegating

Delegating Sub-areas: (1) Delegates responsibilities; (2) Avoids trespassing on authority once delegated; (3) Periodically checks the performance of others; (4) Avoids getting bogged down in details; (5) Tries to provide others with challenging assignments; (6) Inspires people to work toward objectives; (7) Makes full use of subordinates' abilities; (8) Provides subordinates with necessary know-how; (9) Lets subordinates participate in setting work objectives; (10) Tries to get group reaction on important matters.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to "Delegating" job dimension.
7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.
3 2 1	Unacceptable performance overall in "Delegating" job dimension; improvement necessary.

Circle appropriate sub-area numbers										
Delegating Strengths	1	2	3	4	5	6	7	8	9	10
Delegating Growth Areas	1	2	3	4	5	6	7	8	9	10
Comments:										

Administrator Performance Appraisal Instrument

#4 - Decision-making

Decision-making Sub-areas: (1) Makes decisions consistent with organization's objectives; (2) Makes decisions consistent with organization's economic, social and political climate; (3) Keeps within bounds of ability in making decisions; (4) Correctly interprets key facts in solving problems; (5) Consults others before reaching conclusions; (6) Accepts responsibility for decisions; (7) Makes decisions promptly but not hastily; (8) Makes realistic decisions; (9) Takes calculated risks based on sound decision-making; (10) Converts decisions into effective decisive action.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to "Decision-making" job dimension.
7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.

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3 2 1	Unacceptable performance overall in the "Decision-making" job dimension; improvement necessary.
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Circle appropriate sub-area numbers	
Decision-making Strengths	1 2 3 4 5 6 7 8 9 10
Decision-making Growth Areas	1 2 3 4 5 6 7 8 9 10
Comments:	

Administrator Performance Appraisal Instrument

#5 - Communicating

Communicating Sub-areas: (1) Keeps informed on what subordinates are thinking; (2) encourages others to express their ideas; (3) Listens with understanding to staff, pupils, patrons and associates; (4) Responds intelligently to criticisms; (5) Handles questions promptly; (6) Keeps people informed on changes; (7) Recognizes others' good work; (8) Explains the 'why' of decisions; (9) Makes significant contributions in meetings; (10) Expresses self clearly in writing and speaking.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to the "Communicating" job dimension.
7 6 5	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any

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4	glaring deficiencies.
3 2 1	Unacceptable performance overall in the "Communicating" job dimension; improvement necessary.

Circle appropriate sub-area numbers	
Communicating Strengths	1 2 3 4 5 6 7 8 9 10
Communicating Growth Areas	1 2 3 4 5 6 7 8 9 10
Comments:	

Administrator Performance Appraisal Instrument

#6 - Developing

Developing Sub-areas: (1) Selects qualified people for jobs; Helps new employees adjust to the job; (3) Stimulates people to do a better job; (4) Systematically appraises the performance of each subordinate; (5) Keeps people informed on how they are doing; (6) Uses constructive criticism reflecting helpful attitudes; (7) Discusses opportunities with subordinates; (8) Helps subordinates formulate self-improvement plans; (9) Informs management of subordinates' accomplishments; (10) Has a plan for self-development.

<u>Job Performance</u>	
<u>Scale</u>	
10 9 8	Strong in at least eight sub-areas listed above; performance worth of modeling by other district administrators as it pertains to the "Developing" job dimensions.

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7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.
3 2 1	Unacceptable performance overall in the "Developing" job dimension; improvement necessary.

Circle appropriate sub-area numbers										
Developing Strengths	1	2	3	4	5	6	7	8	9	10
Developing Growth Areas	1	2	3	4	5	6	7	8	9	10
Comments:										

Administrator Performance Appraisal Instrument

#7 - Relationships

Relationship Sub-areas: (1) Is firm and fair in dealing with subordinates, associates, patrons and pupils; (2) Is able to 'take it' when the going is rough; (3) Is able to show enjoyment of work and associates; (4) Makes it easy for people to talk; (5) Visits with subordinates and associates in their work areas; (6) Is interested in the well-being of others; (7) Understands how off-the-job problems can affect performance; (8) Participates in community activities; (9) Adjusts to personalities and circumstances; (10) Sells ideas to others without pressure.

<u>Job Performance</u>	
<u>Scale</u>	
10	<u>Strong</u> in at least eight sub-areas listed above; performance worth of

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9 8	modeling by other district administrators as it pertains to the "Relationships" job dimensions.
7 6 5 4	Performance which rates at least good to acceptable in most sub-areas; meets acceptable standards, but not necessarily worth of modeling; few if any glaring deficiencies.
3 2 1	Unacceptable performance overall in the "Relationships" job dimension; improvement necessary.

Circle appropriate sub-area numbers											
Relationship Strengths	1	2	3	4	5	6	7	8	9	10	
Relationship Growth Areas	1	2	3	4	5	6	7	8	9	10	
Comments:											