

**DeForest Area School District  
Administrator Performance Review**

Date \_\_\_\_\_ Employee \_\_\_\_\_

Building \_\_\_\_\_ Position \_\_\_\_\_

The purpose of administrator appraisal in the DeForest Area School District is to consistently affirm quality leadership, which promotes learning and individual growth.

Each indicator will be assessed with a rating of 4, 3, 2, 1, or 0 to represent the following descriptors:

- (4) Frequently exceeds expectations
- (3) Exceeds expectations
- (2) Meets expectations
- (1) Does not meet expectations
- (0) Frequently does not meet expectations

Narrative comments are to be entered in the comment section of each function.

**1. Leadership**

**Indicators:**

- \_\_\_ Uses teaming, shared decision-making and consensus building in program development and implementation.
- \_\_\_ Works with personnel in creating and maintaining an environment conducive to learning and working.
- \_\_\_ Uses appropriate support personnel effectively.
- \_\_\_ Sets clear and high expectations and guides to completion the work of others.
- \_\_\_ Uses available resources and initiative to affect positive solutions to address problems within the limits of one's authority.
- \_\_\_ Demonstrates the ability to keep abreast of current and innovative trends and best practices in education, pertinent to one's field.
- \_\_\_ Monitors progress toward achieving performance goals consistent with BOE V/M/B/E and makes needed adjustments.
- \_\_\_ Assists in development and successful integration of technology.
- \_\_\_ Provides a global perspective regarding the impact of district curriculum, programs, etc. on students.

**Comments:**

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## 2. Planning, Organizing and Implementation

### Indicators:

- \_\_\_ Relates program objectives and activities to available resources.
- \_\_\_ Uses monitoring data in planning, organizing, and implementing instructional and related programs.
- \_\_\_ Uses supervisory techniques in an attempt to improve staff performance.
- \_\_\_ Determines the extent to which the program is meeting the needs of the students.
- \_\_\_ Identifies staff development needs and facilitates appropriate activities to meet those needs.
- \_\_\_ Manages time effectively.
- \_\_\_ Uses technology to accomplish tasks.

### Comments:

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## 3. Interpersonal Relations

### Indicators:

- \_\_\_ Provides for systematic, two-way communication with teachers, staff & the community.
- \_\_\_ Communicates effectively with all individuals and stakeholder groups.
- \_\_\_ Manages and resolves conflict with all individuals and groups in an effective manner.
- \_\_\_ Demonstrates fair and equitable treatment of others.
- \_\_\_ Considers interests and needs of others in establishing policies and practices.
- \_\_\_ Respects confidences and recognizes matters in which confidentiality is necessary.

### Comments:

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#### **4. Compliance with Policies, Rules, Regulations**

**Indicators:**

- \_\_\_ Understands and complies with local, state and federal legal requirements.
- \_\_\_ Fulfills specific performance responsibilities as outlined in the job description.
- \_\_\_ Implements and monitors district procedures, including: budgeting and accounting; personnel; special education; instructional; contractual; and operational.
- \_\_\_ Follows through on responsibilities, assignments, and instructions in a timely manner.
- \_\_\_ Exercises professional judgment in absences; is punctual to work, meetings and appointments.
- \_\_\_ Informs and instructs individuals about policies and procedures.

**Comments:**

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#### **5. Service and Support**

**Indicators:**

- \_\_\_ Acquires and integrates equipment and materials.
- \_\_\_ Is reliable, responsive and honest.
- \_\_\_ Supports the work of district-level cross-functional teams.
- \_\_\_ Supports and advances building/district initiatives.
- \_\_\_ Surveys stakeholder group needs and satisfaction.
- \_\_\_ Demonstrates sound judgment and conveys positive and cooperative attitude.

**Comments:**

## 6. Goal Implementation

### Indicators:

- 0 - Few or no plans or goals are evident. Those in place are vague and have little planning for implementation.
- 1 - Minimal goals are evident but few supporting plans relate them to building or district needs. Some evidence of achievement is present.
- 2 - Goals are present with plans for implementation. Some relate to district goals and some evidence of achievement is present.
- 3 - Goals and action plans are present and most are coordinated with district goals and building needs. Some groups or committees have responsibilities for implementation. Evaluation components for some are such that achievements documented.
- 4 - Goals and action plans are present and coordinated with district goals and building needs. Several groups/committees have responsibility for implementation. Evaluation components are such that achievement is documented.

### Comments:

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## 7. District Responsibilities

### Indicators:

- 0 - Attends no or very few required district level meetings or events. Participates on no or very few optional district committees or activities.
- 1 - Attends a few required district level meetings or events. Participates little, if any, at meetings or functions and seldom volunteers. Participates on a few optional district committees or activities.
- 2 - Attends most required district level meetings and events. Participates some at meetings and functions and occasionally volunteers. Is on some optional district committees or activities.
- 3 - Attends most or all required district level meetings and events. Consistently participates with input at meetings and functions and consistently volunteers.
- 4 - Attends most or all required district level meetings and events. Enthusiastically participates with valuable input at meetings and functions and consistently volunteers. Plays key roles in several district committees or activities.

### Comments:

## 8. Professional Growth

### Indicators:

- 0 - Few or no plans or activities are evident. Staff development activities are rarely attended. No growth activities have occurred during the previous 3 years.
- 1 - Some staff development activities are attended. Growth activities are not always related to job responsibilities.
- 2 - Staff development activities are attended with above average participation. Professional reading occurs regularly. Growth activities are related to areas of need.
- 3 - Staff development activities are attended with above average participation. Areas of need and/or interest are identified with plans for improvement. Related meetings and workshops are often attended. Professional reading is regular and of a broad nature. Presentations are given in areas of expertise.

### Comments:

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Administrator Signature

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Date

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Review prepared by

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Date