



Standards of Effective District Association of Supervisory and Administrative Personnel (ASAP)

Administrator's Name: _____ School Year: _____

Evaluator's Name: _____ Program _____

Instructions: Mark an "X" in the box at the appropriate continuum range that best describes observed behavior or overall performance. The lowest skill level is at the left side of the box with the highest skill level at the right side of the box (see example below). Because job descriptions vary, all skill areas may not apply. Those skill areas should be left blank.

Example:

Meets Standard
Demonstrates working knowledge in the area of administrative responsibility X

Skill Area	Performance Level		
I. Leadership	Below Standard	Meets Standard	Exceeds Standard
A. Knowledge Base	Demonstrates gaps in knowledge of topics related to administrative area	Demonstrates working knowledge in the area of administrative responsibility	Demonstrates extensive knowledge in topics related to administrative area, including latest research
B. Vision	A vision for the department is poorly articulated or followed	Frequently articulates and supports a clear vision for the department to all constituents	Creates wide range "buy in" of the department mission
C. Relationships	Feedback from others indicates disrespectful or unprofessional relationships	Maintains respectful, effective, and professional relationships	Feedback surveys indicate high levels of support related to positive working relationships
D. Diversity/Fairness	Feedback indicates a lack of sensitivity to multicultural, gender or diversity issues	Feedback indicates sensitivity to diversity	Feedback indicates high levels of sensitivity to diversity
E. Staffing	Ineffectively selects, develops, and evaluates staff	Effectively selects, develops, and evaluates staff	Actively recruits high quality staff members
F. High Expectations	Expectations are not modeled, too low or not effectively communicated	Sets and models high expectations	Sets and models high expectations and measures if they are attained
G. Problem Solving	Problem solving skills are not effective	Applies problem solving skills effectively	Is highly proactive in identifying and minimizing potential problems
H. Decision Making	Does not make informed and timely decisions, or involve stakeholders if appropriate	Makes informed and timely decisions, which involve stakeholders when appropriate	Decisions are very well informed, including needed stakeholders, and communicated efficiently
I. Results	Fails to meet expectations of quality, quantity, or timeliness of work	Completes assignments meeting expected performance criteria	Consistently exceeds expectations, delivering high quality products

Skill Area		Performance Level	
I. Leadership (Continued)	Below Standard	Meets Standard	Exceeds Standard
J. Follow Through	Plans are not effectively implemented	Effectively implements work plans and meets deadlines	Effectively monitors work of others to implement plans
K. Developing Leadership	Demonstrates little or no skill in building leadership capacity	Promotes the leadership of others, builds leadership capacity within assigned area	Actively promotes leadership skills in staff and others
L. Visibility	Often not responsive to requests from stakeholders	Maintains visibility and accessibility	Highly visible and accessible
M. Integrity	Fails to demonstrate basic fairness and/or ethical behavior	Acts with fairness and in an ethical manner	Exceptionally fair and ethical, consistently high levels of integrity

Notes:

Skill Area		Performance Level	
II. Assessment	Below Standard	Meets Standard	Exceeds Standard
A. Data Based	Decisions are made without explicit use of data	Collects, analyzes and effectively uses a variety of data in making decisions	Compares department data to regional, state, and national outcomes
B. Planning	Work priorities are not aligned with district goals, strategic planning is absent	Aligns work priorities with district goals and initiatives and uses strategic planning in own work	Has back-up plan, and consistently adjusts plan as needed

Notes:

Skill Area		Performance Level	
III. Management	Below Standard	Meets Standard	Exceeds Standard
A. Climate	There is evidence of a negative climate	Creates and maintains a safe and caring work environment	Proactively prevents problems that may disrupt a safe and caring work environment
B. Operations	Daily operations are not established and supported	Ensures that assigned operations are running smoothly	Takes initiative to check with staff and stakeholders to improve the efficiency of assigned operations
C. Policy	May not know or act according to standards, policy, law or contracts	Acts in accordance with standards, policies, law, and negotiated contracts	Helps to develop standards, policies, laws and contracts
D. Use of Resources	May not know about or ensure efficient use of resources	Distributes and uses resources effectively	Maximizes the use of resources and adjusts how resources are used accordingly
E. Meetings	Meetings are not well organized, productive, on time	Conducts productive meetings that generally begin and end on time	Demonstrates exceptional skill in organizing and conducting meetings
F. Technology	Is not effectively using technology	Effectively uses technology	Advances the use of technology in unique ways to solve problems or provide services
G. Organized	Poorly organized	Well organized, including effective use of time	Demonstrates exceptional organizational skills
H. Attendance	Poor attendance and/or ineffective back up plans	Has good attendance with plans in place for absences	Excellent attendance with well developed plans for absences

Notes:

Skill Area		Performance Level	
IV. Communication Skills	Below Standard	Meets Standard	Exceeds Standard
A. Listening Skills	Demonstrates poor listening skills	Listens to others and considers their input	Actively listens to others and values their input
B. Oral and Written Communication	Demonstrates a pattern of ineffective written and oral communication	Clear, accurate and effective oral and written communication	Is highly articulate
C. Timely Communication	May not get back to people in reasonable amounts of time	Responds to messages in a timely manner—usually within 24 hours	Responds to ALL messages in a timely manner
D. Group Process Skills	Ineffective skills in Motivating others Conflict resolution Teamwork Group facilitation	Demonstrates skill in: Motivating others Conflict resolution Teamwork Group facilitation	Exceptional skills in: Motivating others Conflict resolution Teamwork Group facilitation
E. Recognition	Fails to provide positive recognition for employees	Recognizes employees for positive contributions	Regularly finds ways to support employee's large and small contributions
F. Image	Does little to promote a positive organizational image	Promotes a positive organizational image	Creatively markets a positive organizational image

Notes:

Skill Area		Performance Level	
V. Professional Development	Below Standard	Meets Standard	Exceeds Standard
A. Feedback Surveys	Minimizes or ignores data from stakeholder surveys	Uses stakeholder surveys to assess own performance and acts accordingly	Actively pursues feedback from numerous sources and acts accordingly
B. Goal Oriented	Has little input into the goals of professional development	Ensures that professional development for self and others contributes to attainment of strategic goals	Ensures professional development consistently results in organizational improvement
C. Data Driven	Professional development activities are fragmented, not data driven	Professional development includes: needs assessment, implementation and measurement of effects	Ensures comprehensive, data driven professional development and measures outcomes
D. Ongoing	Not actively involved in promoting continuous professional growth	Promotes continuous professional growth for self and others	Ensures continuous, focused professional development for self and others
E. Professional Literature	Limited knowledge about professional issues	Stays current with professional literature	Thoroughly knows and shares current professional literature

Notes:



SAINT PAUL PUBLIC SCHOOLS

Standards of Effective District Association of Supervisory and Administrative Personnel (ASAP)

SUMMARY EVALUATION

Please rate the overall performance of _____
ASAP Administrator

School Year: _____ Program: _____

Evaluation

- ☐ Exceeds Standard
- ☐ **Meets Standard**
- ☐ Below Standard
(An Improvement Plan may be developed.)

Comments:

Signed: _____ Date: _____
Supervisor

This Performance Appraisal has been discussed with me and I have received a copy of it.

____ I agree with this appraisal

____ I disagree with this appraisal

(Administrators may submit a letter for inclusion in their personnel file pertaining to this appraisal.)

Signed: _____ Date: _____
ASAP Administrator

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008