

**Harrison School District Two**  
**Performance Measurement for Supervisory Administrative Staff**  
*(For Administrators not on the Principal/AP E&R Plan)*

☐ Self Evaluation  
☐ Supervisor Evaluation

Employee	Evaluator	Review Period
Position	Campus/Department	Date

**PERFORMANCE STANDARDS ASSESSMENT RUBRIC**

**Instructions:** Mark area on the continuum that best describes observed behavior or overall performance.

<b>Performance Standard 1: Communication Skills and Working Relationships</b> <i>Ability to communicate effectively and efficiently to promote a positive, friendly, respectful and professional work environment</i>				
Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
a. <i>Communication</i>	<input type="checkbox"/> Oral and/or written communication is often unclear, inaccurate, or poorly constructed. Has difficulty conveying the intent or importance of the message. Style or tone is often inappropriate and creates problems with peers, faculty, staff and/or others.	<input type="checkbox"/> Oral and/or written communication is usually clear, accurate and fluent, but is not always effective with the intended audience. Style and tone is usually appropriate and respectful of others.	<input type="checkbox"/> Oral and written communication is consistently clear, fluent, and accurately and effectively conveys the importance and intent of the message. Style and tone consistently promote positive relations and convey a positive image of the organization. Willingly shares information that will assist others in the performance of their work. Able to develop effective report presentations.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> develops multiple communication forums to effectively hit a broader audience.

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	b. <i>Feedback/Listening Skills</i>	<input type="checkbox"/> Often interrupts others while they are speaking. Typically not open to new ideas or the opinions of others. Does not accept criticism well. Criticism offered to others is rarely constructive.	<input type="checkbox"/> Usually listens respectfully, attentively and without disruption, but not always open to the ideas or opinions of others.	<input type="checkbox"/> Actively listens to the ideas and opinions of others while keeping an open mind. Uses information from others to learn and grow professionally. Able to offer constructive criticism to others. Positively accepts constructive criticism and suggestions from others.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> regularly serves as a bouncing board for others to help them think through or develop a new idea(s).
	c. <i>Interactions with Supervisor</i>	<input type="checkbox"/> Does not demonstrate respect or support of supervisor. Interactions are often negative.	<input type="checkbox"/> Employee is generally respectful and supportive of supervisor	<input type="checkbox"/> Consistently demonstrates cooperative work, support and collegial respect for supervisor.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> regularly serves as an integral member of a broader leadership team within HSD2.
	d. <i>Interactions with Colleagues</i>	<input type="checkbox"/> Does not demonstrate respect toward others; makes little attempt to establish harmonious relationships. Often perceived as unfair, untrustworthy, or dishonest by others.	<input type="checkbox"/> Interactions with other staff members are usually respectful but may have difficulty working with some individuals. Typically seen as honest and trustworthy.	<input type="checkbox"/> Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others. Consistently perceived as fair, honest and trustworthy.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> genuinely respects and understands others and deservingly earns the respect of fellow staff members and team members.
	e. <i>Interactions with external stakeholders (e.g. students, parents, community members, vendors)</i>	<input type="checkbox"/> Does not demonstrate respect towards outside contacts; makes little attempt to establish harmonious relationships. Interactions do not favorably represent HSD2 and/or its’ affiliated schools	<input type="checkbox"/> Interactions with outside contacts are usually respectful but may have difficulty working with some individuals.	<input type="checkbox"/> Interactions with outside contacts are friendly; attempts to work through differences and is sensitive to the feelings of others. Consistently represents HSD2 and/or its’ affiliated schools favorably.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> genuinely respects and understands others and deservingly earns the respect of outside contacts.

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**Comments:**

**Performance Standard 2: Supervision**

***Ability to effectively and efficiently supervise staff to ensure maximum productivity of the department and to ensure the achievement of individual and group goals.***

Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
a. <i>Training and Development of Staff</i>	<input type="checkbox"/> Does not recognize the professional development needs of team members. Unwilling to invest the time and resources necessary to help others gain the skills and knowledge to succeed. Provides little or untimely feedback to employees about their performance.	<input type="checkbox"/> Can usually identify professional development needs of team members, but does not always support their efforts to gain the knowledge and skills necessary to succeed. Feedback to employees related to performance usually comes across as critical and is not always constructive.	<input type="checkbox"/> Identifies professional development needs of team members and invests time and resources necessary to help others gain the skills and knowledge to be successful. Provides helpful feedback, guidance, and encouragement.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> assists others to achieve the knowledge and skills necessary to grow in the organization, and encourages risk-taking and independence.
b. <i>Motivating Others</i>	<input type="checkbox"/> Often complains to staff and is pessimistic about anticipated outcomes. Actions and behaviors tend to de-motivate others. Expectations often seen as unrealistic. Takes credit for the accomplishments of others. Unable to motivate or influence others towards the achievement of department goals. Initiatives and decisions are often unsupported by others within the department.	<input type="checkbox"/> Usually able to motivate others to achieve, but often fails to recognize their accomplishments. Has some difficulty getting others to achieve the anticipated outcomes. Usually able to obtain the support of others within the department.	<input type="checkbox"/> Influences others and able to lead a diverse group of employees towards high levels of individual and group achievement. Able to guide others towards the accomplishment of stated goals. Holds high expectations for him/herself and others. Recognizes others' accomplishments and initiatives. Regularly serves as a good example or role model to others within the department.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> able to get all members of the department to work effectively as a team towards the accomplishment of goals. Team members regularly give their support and effort to ensure success of the department or District.

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Performance Standard 2: Supervision	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	c. <i>Managing Conflict</i>	<input type="checkbox"/> Typically ineffective at managing conflicts within the workplace – interventions tend to make things worse rather than better.	<input type="checkbox"/> Usually able to manage conflicts within the workplace.	<input type="checkbox"/> Able to effectively and efficiently resolve conflicts.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> able to identify potential conflicts before they arise and take actions to prevent conflict.
	d. <i>Staff Commitment</i>	<input type="checkbox"/> Staff demonstrates little commitment to the supervisor and/or District as a whole. Goals and expectations are not clearly articulated to staff or are unrealistic. Staff members feel that their feedback and opinions are not valued, and/or that they have no input into decision making.	<input type="checkbox"/> Staff members are generally committed to their job but demonstrate lack of understanding of how their roles and responsibilities support or impact the overall goals and initiatives of the District. Staff members are given limited opportunity to provide formal feedback or input into decision making.	<input type="checkbox"/> Effectively gains employee commitment to the District through setting clear and realistic goals and expectations, showing employees how their role fits into the “big picture” of the District’s goals and mission, involving employees in decision making, recognizing and rewarding employee achievements, and valuing employee input and feedback.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> is consistently recognized throughout the District and community as having a highly committed team of staff members that understand how their roles fit into and support the initiatives of the District.
	e. <i>Encourages Equity, Diversity and Mutual Respect</i>	<input type="checkbox"/> Communication and behavior is sometimes seen as disrespectful towards others. Demonstrates favoritism behavior. Actions are often inconsistent. Demonstrates intolerance for others opinions, experience, backgrounds, perspectives and/or cultures that differ from his/her own. Discourages diversity on the composition of teams. Often displays an “us against them” mentality	<input type="checkbox"/> Provides necessary and required training to staff to prevent harassment and discrimination. Usually respectful of different opinions and perspectives, but sometimes has a hard time understanding those that differ from their own. Does not actively seek opinions and feedback from others unless requested to do so.	<input type="checkbox"/> Creates an environment of equity, honesty and mutual respect. Promotes conditions that are humane, fair, and non-discriminatory both within the workplace and within the community. Provides necessary and required training to staff to prevent harassment and discrimination. Values different opinions, experiences, backgrounds, perspectives and cultural styles. Encourages and facilitates participation, openness, trust and acceptance.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> creates a positive environment and maintains a high level of morale.

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Performance Standard 2: Supervision	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	f. <i>Delegation</i>	<input type="checkbox"/> Often delegates work to staff that is inconsistent with their skills, knowledge, capabilities, or capacity; or is outside the scope of responsibilities outlined in the job description.	<input type="checkbox"/> Has a difficult time delegating tasks to others. Has a tendency to do everything themselves even though others are capable of providing assistance.	<input type="checkbox"/> Effectively delegates work to staff based on their skills, knowledge and capabilities. Provides staff with necessary resources to accomplish work delegated to them.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> able to effectively delegate responsibilities to a task team and empowering the team to make the necessary decisions to complete the assigned task.
	g. <i>Hiring</i>	<input type="checkbox"/> Fails to follow standard hiring procedures. Applicants are poorly screened against hiring criteria. Reference checks are not consistently performed. Demonstrates a record of poor hiring decisions.	<input type="checkbox"/> Typically follows standard hiring procedures. Screening of applicants is inconsistent. Utilizes only the basic tools of the District's applicant system. References are checked, but are not always documented.	<input type="checkbox"/> Regularly follows standard hiring procedures. Adequately screens applicants for required hiring criteria. Effectively and efficiently utilizes tools of the District's applicant system. Consistently performs and documents at least three reference checks on all hires. Retains necessary screening records. Demonstrates a record of good hiring decisions.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> demonstrates a consistent record of great hiring decisions. Fully utilizes the tools of the District's applicant system to create efficiencies, and reduce paper use and manual storage of information.
	h. <i>Staff Evaluation</i>	<input type="checkbox"/> Shows little attempt towards completing staff evaluations. Rarely communicates work expectations to team members.	<input type="checkbox"/> Work expectations and feedback related to performance are communicated informally with employees. Formal evaluations are completed on an inconsistent basis.	<input type="checkbox"/> Consistently completes formal annual evaluations of all team members in accordance with HSD2 standards. Submits copies of signed evaluations to the central office for the employee's permanent file. Addresses employee performance concerns on a timely basis and takes formal action when necessary ensuring proper due process.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> assists with the development of a more effective and efficient evaluation tool for use within and outside the department.

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**Comments:**

**Performance Standard 3: Leadership and Management Style**

***Ability to effectively and efficiently direct, coordinate and facilitate projects of a department and lead and manage the department in accordance with HSD2 initiatives and directions.***

Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
a. <i>Vision, Purpose and Alignment with District Goals</i>	<input type="checkbox"/> Demonstrates limited knowledge or understanding of the HSD2 Vision and Mission. Unable to articulate a vision for the future of the department. Individual/group goals demonstrate little connection to HSD2 initiatives. Sets work priorities that are inconsistent or not aligned with the goals of the department.	<input type="checkbox"/> Communicates HSD2 mission, vision and initiatives with team members, but does not fully incorporate them in the workplace (i.e. through initiatives and goal setting).	<input type="checkbox"/> Clearly articulates a vision for the department and motivates others to support it. Develops challenging and realistic goals and action plans that are aligned with HSD2 initiatives. Incorporates the HSD2 vision and mission in the workplace. Prioritizes duties consistent with organizational objectives. Able to project future needs of the District.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> team members consistently demonstrate knowledge, understanding, and support of the HSD2 mission and vision. Individual goals and action plans of team members are consistently aligned with HSD2 initiatives.
b. <i>Creativity and Innovation</i>	<input type="checkbox"/> Rarely comes up with original ideas or solutions to problems. Often unreceptive to new ideas, approaches, and/or change. Uses out-dated systems that are inefficient.	<input type="checkbox"/> Usually relies on conventional approaches or the ideas and solutions of others within the department or organization. Generally open to new approaches, but resistant to or skeptical of change.	<input type="checkbox"/> Regularly creates and implements original and improved methods or solutions to meet District needs. Often brings forth new and imaginative ideas to get these done within limited resources. Constructively challenges existing work processes or programs to create efficiencies or enhance value. Able to improve on ideas of others.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> often brings forth new ideas to help improve the District as a whole. Plays a key role in implementing District change.

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Performance Standard 3: Leadership and Management Style	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	c. <i>Analytical Ability, Problem Solving and Judgment</i>	<input type="checkbox"/> Often unable to identify problems or opportunities that require action. Fails to consider all necessary inputs and data when developing a solution or idea. Ineffective at perceiving and assessing situations, relationships, and/or alternatives. Often fails to draw on previous experiences and knowledge in making decisions.	<input type="checkbox"/> Identifies problems but often relies on others to come up with solutions. Does not consistently use the full array of resources available when making decisions (e.g. prior education, work experience, other data). Decisions made under pressure are not always effective. Often addresses the symptoms of a problem instead of solving them at their root level.	<input type="checkbox"/> Regularly identifies and analyzes problems and accurately identifies their root cause. Develops unique, systemic, and effective solutions to problems. Effectively perceives and assesses situations, relationships and alternatives. Demonstrated ability to organize, compile, and analyze data from a variety of sources. Able to solve complex problems requiring detailed solutions, even under pressure.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> effectively and efficiently identifies and uses internal and external tools and resources to assess a situation and guide decision making. Considers District impact in all major decision making. Looks forward to challenges as opportunities to show their skills.
	d. <i>Action and Initiative</i>	<input type="checkbox"/> Often fails to initiate projects. Often has difficulty prioritizing or identifying tasks and establishing a timeline necessary to complete a project. Often fails to follow up on the progress and outcomes of projects. Usually unable to motivate others to achieve goals.	<input type="checkbox"/> Usually able to initiate and identify tasks and timelines of a project. Usually able to coordinate the completion of tasks or projects involving a limited number of people. Has some difficulty motivating others to achieve goals.	<input type="checkbox"/> Self-starter who effectively monitors work-in-progress, reviews and evaluates results, generates action and recommendations, and sets priorities and initiates timelines for action. Conveys a sense of urgency about addressing problems and opportunities. Able to drive and motivate others to achieve goals.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> viewed by peers as a leader within the District. Works across District lines and boundaries to attain goals. Demonstrated ability to effectively lead projects or tasks that require multi-layered coordination of staff and departments.
	e. <i>Planning/Organizing</i>	<input type="checkbox"/> Often unable to identify the needs of the department, or resources necessary to implement a plan or project. Regularly misses timelines and/or shows up late for scheduled meetings.	<input type="checkbox"/> Generally able to identify the time and resources necessary to implement a plan or project. Has some difficulty prioritizing time and resources to ensure successful completion of the project.	<input type="checkbox"/> Consistently able to identify the needs of the District and resources necessary to successfully implement a plan or project. Regularly anticipates problems before they begin. Establishes clear objectives and organizes duties consistent with goals of the District. Efficiently plans and prioritizes time and resources to improve productivity.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> integrates planning across functional, divisional, or department boundaries.

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Performance Standard 3: Leadership and Management Style	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	f. <i>Teamwork, Collaboration, Cooperation</i>	<input type="checkbox"/> Consistently is tardy and/or absent from group/team meetings. Passively participates in the task teams, rarely contributing to the discussions and/or the completion of the assigned task. Resistant to providing support to other team members. Often unwilling to share information or expertise. Doesn't acknowledge or listen to others' contributions.	<input type="checkbox"/> Regularly attends team/group meetings, but contributions to the discussions and participation in the task teams are minimal. Will provide support to other team members if requested to do so. Assists with the implementation of team goals as requested.	<input type="checkbox"/> Regularly and actively participates in team meetings and assumes fair share of the work load. Positively contributes towards the development and implementation of team goals. Provides assistance and support to other team members when needed, sharing information and expertise. Voluntarily partners up with staff members from other departments to improve the work product. Establishes, encourages and facilitates teamwork to achieve results. Regularly seeks and acknowledges others' contributions.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> effectively establishes and facilitates multi-organizational or multi-departmental teamwork to achieve results.
	g. <i>Flexibility and Adaptability</i>	<input type="checkbox"/> Finds it difficult to be receptive to new ideas or tasks. Resistant to implementing new ideas/change. Ineffective at implementing change or incorporating new ideas into his/her work. Shows a lack of sensitivity and concern about the impact of the change on peers.	<input type="checkbox"/> Generally open to new ideas and will change his/her approach if asked. Incorporates and implements new ideas or changes slowly. Skeptical of taking on additional responsibility, but will do so if asked.	<input type="checkbox"/> Consistently receptive to new ideas and/or change. Plays a leading role in managing change. Regularly demonstrates willingness to take on additional responsibilities. Shows sensitivity and concern about the impact of the change on others. Effectively adapts approach and decisions in response to change.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> serves as a change agent – plays a leading role in implementing change throughout the District. Demonstrates willingness to accept additional responsibilities while maintaining current work load.
Comments:					



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<b>Performance Standard 4: Job Knowledge and Skills</b> <i>Possesses and seeks other necessary knowledge and skills to be successful in the position.</i>				
Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
a. <i>Job Knowledge/ Competency</i>	<input type="checkbox"/> Fails to perform and/or demonstrate knowledge of the roles, responsibilities, and expectations for the position. Does not demonstrate the skills necessary to effectively perform the job. Often delegates work to others based on personal competence level versus positional responsibilities.	<input type="checkbox"/> Demonstrates most of the knowledge and skills necessary to perform the job – recognizes areas in which knowledge and skills may fall short of expectations and is taking steps to address them.	<input type="checkbox"/> Demonstrates knowledge and skills necessary to perform the job effectively. Understands the roles, responsibilities and expectations of the job and consistently performs job in accordance with these expectations. Acts as resource person within the department in which others rely on for assistance/information.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> regularly serves as an inter-departmental resource person that other members of the District count on for training or assistance in one or more areas of expertise.
b. <i>Level of Performance (Quality and Quantity of Work)</i>	<input type="checkbox"/> Often fails to complete assignments in a thorough, accurate and timely manner. Work product often fails to meet expected outcomes or quality standards for the position. Poor work performance often has an effect on the work of others or reflects poorly on the department.	<input type="checkbox"/> Typically sets and accomplishes moderate goals in a timely manner. Work output usually meets expected outcomes and quality standards for the position. Has some difficulty handling multiple responsibilities.	<input type="checkbox"/> Regularly meets agreed upon goals and objectives, and completes assignments in a thorough, accurate, and timely manner that achieves expected outcomes and consistently meets quality standards for the position. Uses feedback and other data to measure and track results; makes necessary adjustments to get the intended outcomes. Effectively handles multiple responsibilities. Uses work time productively. Seeks and implements work methods and processes that improve effectiveness and efficiency.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> continuously improves the department’s capability to perform, or consistently recognized as a leader or example to others related to setting and meeting high standards of performance.

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Performance Standard 4: Job Knowledge and Skills	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	c. <i>Level of Supervision</i>	<input type="checkbox"/> Requires regular supervision or guidance in the performance of standard duties.	<input type="checkbox"/> Performs duties under moderate supervision.	<input type="checkbox"/> Performs assigned duties with minimal supervision.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> initiates meetings and conversations with supervisor to regularly review goals and performance.
	d. <i>Technology</i>	<input type="checkbox"/> Does not meet the basic computer literacy requirements for managers. Creates inefficiencies and affects the work of others due to inability to effectively use computer systems and related tools.	<input type="checkbox"/> Meets basic knowledge requirements for managers on the efficient and effective use of Word, Excel, PowerPoint, and other programs or database systems specific to the functions of the department.	<input type="checkbox"/> Meets intermediate to advanced knowledge requirements for managers on the efficient and effective use of Word, Excel, PowerPoint, and other programs or database systems specific to the functions of the department.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> takes initiative to create or learn other additional programs and/or database systems that promote efficiency within the department or District.
	e. <i>Professional Development</i>	<input type="checkbox"/> Unable to recognize professional development needs, or unwilling to obtain necessary training. Rarely utilizes or puts into practice knowledge gained from participating in professional development activities.	<input type="checkbox"/> Participates in professional development opportunities with a greater focus on individual development and personal interests than on District and professional needs. Will engage in professional development activities as requested or prompted by supervisor. Shows some evidence of utilizing new knowledge in the performance of duties.	<input type="checkbox"/> Seeks and utilizes opportunities for continuous growth and learning that are directly tied to department or District initiatives. Remains current on new developments, trends and best practices in the area of responsibility. Effectively implements and/or utilizes new knowledge in the performance of his/her duties.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> actively seeks out professional development resources for others within the District that are directly tied to department or District initiatives. Regularly and systematically shares new knowledge with others within the District that can benefit from the information.
	f. <i>Policies, Laws and Regulations</i>	<input type="checkbox"/> Demonstrates little knowledge or awareness of District policies, procedures and practices. Demonstrates little knowledge or awareness of applicable federal and state laws and regulations.	<input type="checkbox"/> Demonstrates some knowledge and understanding of applicable District policies, procedures and documented practices. Demonstrates some knowledge and understanding of applicable federal and state laws and regulations. Does not consistently use these tools to guide actions.	<input type="checkbox"/> Performs job in accordance with District policies, procedures, and practices. Complies with all applicable federal and state laws and regulations related to the position. Knows how to access applicable policies, procedures, laws and regulations for reference to guide actions.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> regularly serves as an inter-departmental resource person relative to policies, procedures, laws, and regulations to provide assistance in one or more areas of expertise.

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Performance Standard 4: Job Knowledge and Skills	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	g. <i>Budget Knowledge, Resource Allocation</i>	<input type="checkbox"/> Usually unable to accurately project needed resources when creating a new program or starting a new project. Usually underestimates or overestimates how much time and money will be needed. Demonstrates little knowledge of the budget and/or status of expenditures. Typically relies on others to do this body of work for him/her. Resources are used inefficiently. Often uses department resources for personal business (e.g. staff time, general supplies). Often fails to consider the impact on the bottom line when making decisions.	<input type="checkbox"/> Generally understands the budget and how to monitor expenses. Able to create a budget in keeping with board budget guidance with assistance from the central office. Needs regular oversight in order to ensure expenditures stay within budget. Often has a difficult time projecting expenses or needed resources when creating a new program or starting a new project.	<input type="checkbox"/> Aligns financial and personnel resources to meet the needs of the department consistent with District objectives. Develops and maintains a realistic and responsible budget in keeping with board budget guidance. Keeps informed of budget status and monitors programs and expenditures accordingly. Considers and maintains a focus on the bottom line when making decisions involving resource allocation. Able to resolve financial challenges in keeping with board budget guidance. Schedules staff consistent with available resources to maximum time and effort.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under “Proficient” <b>AND</b> under challenging fiscal restraints, the budget is developed, monitored and aligned with District or department goals and managed creatively to this end.
Comments:					

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<b>Performance Standard 5: Professional Responsibilities and Behavior</b> <i>Demonstrates professional behavior to promote a positive and respectful work environment.</i>				
Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
a. <i>Professionalism</i>	<input type="checkbox"/> Often behaves unprofessionally. Treats others with disrespect. Often puts down or makes people feel foolish in public. Often airs disagreements with team members or supervisor inappropriately in public. Regularly talks about others behind their backs in a non-constructive way. Takes action based on personal interests and impact versus what's best for the District. Behavior and actions are often seen as erratic, inconsistent, or inequitable.	<input type="checkbox"/> Typically behaves in accordance with District policies, rules and standards of conduct. Generally respectful of others. Decisions and treatment of others is sometimes seen as "favoritism" - unfair, inequitable, or inconsistent.	<input type="checkbox"/> Consistently displays professionalism, demonstrates a positive attitude, and treats others with respect. Consistently behaves in accordance with District policies, rules and standards of conduct. Takes action based on the best interest of the District versus based on personal interests or impact. Decisions and treatment of others is seen as fair, equitable, and consistent. Consistently seen as trustworthy by peers, team members, supervisors, and community members.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> deserving earns the respect of fellow staff members and team members for his/her high morals, ethics, and trustworthiness, and for his/her fairness, consistency, and equitable treatment of others. Often used as a "sounding board" for other supervisors outside the department because they trust his/her judgment.
b. <i>Commitment</i>	<input type="checkbox"/> Tends to point fingers at other people when things do not go according to plan. Fails to take ownership of plans or projects. Invests minimal time and/or effort into important projects resulting in poor outcomes or incomplete projects. Has a difficult time overcoming obstacles – tends to use them as excuses. Schedules leaves without regard to the impact on the District operations.	<input type="checkbox"/> Places more emphasis on the time and effort of a project than meeting the intended outcomes. Supports the operation and initiatives of the department, but does not always see how the department fits into the "big picture" of the District. Typically schedules leaves so as not to unduly disrupt District operations.	<input type="checkbox"/> Demonstrates personal accountability and ownership for accomplishing department goals as well as personal professional goals. Persistently meets commitments or obligations despite obstacles that may arise. Invests as much time and effort as necessary to get the needed/desired outcomes. Understands and supports District initiatives. Is loyal and dedicated to the success of the District.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> consistently recognized throughout the District as being highly committed to the District through his/her thorough knowledge and understanding and 100% support of District initiatives.

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Performance Standard 5: Professional Responsibilities and Behavior	Indicators of Effectiveness	Unsatisfactory (0)	Progressing (1)	Proficient (2)	Exemplary (3)
	c. <i>Confidentiality</i>	<input type="checkbox"/> Frequently fails to handle sensitive, private, and confidential materials and/or conversations appropriately.	<input type="checkbox"/> Usually respects confidentially issues, records, reports, and other information.	<input type="checkbox"/> Understands and follows standards for confidentiality; corrects others who may violate confidentiality.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> demonstrates a high degree of confidentiality for students, parents and staff, and operates a work environment where lack of confidentiality is not tolerated.
	d. <i>Attitude</i>	<input type="checkbox"/> Displays lack of enthusiasm to the detriment of the District. Often speaks negatively about others and/or the work place.	<input type="checkbox"/> Usually demonstrates a positive outlook. Usually avoids speaking negatively about others and/or the workplace.	<input type="checkbox"/> Shows considerable enthusiasm and a positive attitude. Regularly speaks positively about his/her work, students, parents, the District, the community, and other staff members.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> manifests an uncommonly positive attitude, which gives others an uplift.
	e. <i>Accessibility</i>	<input type="checkbox"/> Is often not visible and/or accessible to supervisor, team members, and/or others whom s/he serves.	<input type="checkbox"/> Is usually accessible and visible to supervisor for communication and assignments. Is usually accessible and visible to team members for communication and supervision. Is usually accessible to others whom s/he is expected to serve.	<input type="checkbox"/> Regularly maintains visibility and accessibility to supervisor for communication and assignments. Regularly maintains visibility and accessibility to team members for communication and supervision. Regularly accessible to others who s/he is expected to serve.	<input type="checkbox"/> Meets <b>all</b> the criteria mentioned under "Proficient" <b>AND</b> highly visible and accessible to supervisor, team members, co-workers, peers, and others whom s/he is expected to serve.
	Comments:				