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| **WPS** | Watertown  Public Schools | Appendix A  Performance Evaluation Instrument |

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| **Employee Name** |  |  | **Years in position** | |  |
| **School Name** |  | **Appraisal Date** | |  | |
| **Principal/Supervisor** |  | | | | |

The evaluation process provides opportunity for staff members to meet with supervisors on an annual basis to review work performance. It is understood that the evaluation process is fundamentally positive in nature and shall not be used as a means of discipline, and shall not be used arbitrarily, capriciously, or punitively. The growth and development of the staff member is the primary focus.

**Performance Rubrics**

The performance rubric is a rating scale used to describe each of the responsibilities\* of the employee. It relates the standard of performance expected for each responsibility and provides a specific description of what a rating entails. Principals or supervisors are asked to highlight applicable phrases and add comments for each category.

**Definitions of Ratings for Administrative Assistant**

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| **Rating** | **Definition** |
| **4**  **Exceeds Expectations** | The Administrative Assistant exceeds responsibilities consistently producing exceptionally high quality work that optimizes the effectiveness of the support within the school. |
| **3**  **Meets Expectations** | The performance of the Administrative Assistant consistently fulfills responsibilities resulting in quality work that impacts school effectiveness in a positive manner. This rating is a high performance standard and is expected of all Administrative Assistants. |
| **2**  **Approaches Expectations** | The Administrative Assistant inconsistently meets responsibilities resulting in areas of work performance that require development. There is a willingness to address professional improvement through the Professional Growth Plan. |
| **1**  **Unsatisfactory** | The Administrative Assistant does not adequately fulfill responsibilities, resulting in work performance lacking quality and/or negatively impacting school effectiveness. |

*\* Please note: listed duties and responsibilities should be considered, “only if applicable.”*

**Administrative Assistant Performance Evaluation Instrument**

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| **Performance of Responsibilities** | | | |
| **4**  **Exceeds Expectations** | **3**  **Meets Expectations** | **2**  **Approaches Expectations** | **1**  **Unsatisfactory** |
| **Consistently and** effectively performs clerical duties including, but not limited to: computer usage, office correspondence, answering phone and taking messages, memoranda, reports and forms, copying and filing. | Effectively performs clerical duties including, but not limited to: computer usage, office correspondence, answering phone and taking messages, memoranda, reports and forms, copying and filing. | Requires support to effectively perform clerical duties including, but not limited to: computer usage, office correspondence, answering phone and taking messages, memoranda, reports and forms, copying and filing. | With support, fails to perform clerical duties including: computer usage, office correspondence, memoranda, answering phone and taking messages, reports and forms, copying and filing. |
| **Consistently** and effectively manages software including, but not limited to: SIS, Finance, and Attendance. | Effectively manages software including, but not limited to: SIS, Finance, and Attendance. | Requires support to effectively manage software including, but not limited to: SIS, Finance, and Attendance. | With support, fails to effectively manage software including, but not limited to: SIS, Finance, and Attendance. |
| **Consistently** and effectively prepares, receives and distributes mail and other correspondence within the school division and ensures that information is forwarded to the appropriate recipients in a timely manner. | Effectively prepares, receives and distributes mail and other correspondence within the school division in a timely manner. | Requires support to effectively prepare, receive and distribute mail and other correspondence within the school division and ensure that information is forwarded to the appropriate recipients. | With support, fails to effectively prepare, receive and distribute mail and other correspondence within the school division and ensure that information is forwarded to the appropriate recipients. |
| **Consistently and** effectively assists with preparation of school supply orders including checking and distributing supplies received in the school and maintaining records and inventory of supplies. | Effectively assists with preparation of school supply orders including checking and distributing supplies with received in the school and maintaining records and inventory of supplies. | Requires support to effectively assists with preparation of school supply orders including checking and distributing supplies received in the school and maintaining records and inventory of supplies. | With support, fails to effectively assists with preparation of school supply orders including checking and distributing supplies received in the school and maintaining records and inventory of supplies. |
| **Comments**: (Required for any rating of “Unsatisfactory.” Otherwise optional.) | | | |
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**Administrative Assistant Performance Evaluation Instrument**

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| **Interpersonal Relationships** | | | |
| **4**  **Exceeds Expectations** | **3**  **Meets Expectations** | **2**  **Approaches Expectations** | **1**  **Unsatisfactory** |
| Initiates positive interactions and provides relevant information to faculty, staff, students, parents, and the public and provides relevant information to those when needed. | Consistently acts in a positive manner with faculty, staff, students, parents, and the public and provides relevant information to those when needed. | Generally acts in a positive manner with faculty, staff, students, parents, and the public and provides relevant information to those when needed. | With support, requires support to act in a positive manner with faculty, staff, students, parents, and the public and to provide relevant information to those when needed. |
| Advocates and encourages respectful, responsible and fair treatment of faculty, staff, students, parents, and the public. | Consistently treats faculty, staff, students, parents, and the public in a respectful, responsible and fair manner. | Generally treats faculty, staff, students, parents, and the public in a respectful, responsible and fair manner. | With support, rarely treats faculty, staff, students, parents, and the public in a respectful, responsible and fair manner. |
| Always models patience and understanding when interacting with faculty, staff, students, parents, and the public. | Shows patience and understanding when interacting with faculty, staff, students, parents, and the public. | Generally shows patience and understanding when interacting with faculty, staff, students, parents, and the public. | With support, rarely shows patience and understanding when interacting with faculty, staff, students, parents, and the public. |
| Advocates and encourages effective and co-operative relationships with faculty, staff, students, parents, and the public. | Maintains effective and co-operative relationships with faculty, staff, students, parents, and the public. | Generally maintains effective and co-operative relationships with faculty, staff, students, parents, and the public. | With support, rarely maintains effective and co-operative relationships with faculty, staff, students, parents, and the public. |
| **Comments**: (Required for any rating of “Unsatisfactory.” Otherwise optional.) | | | |
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**Administrative Assistant Performance Evaluation Instrument**

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| **Communication** | | | |
| **4**  **Exceeds Expectations** | **3**  **Meets Expectations** | **2**  **Approaches Expectations** | **1**  **Unsatisfactory** |
| Models effective and appropriate communication skills with faculty, staff, students, parents, and the public. | Demonstrates effective and appropriate communication skills with faculty, staff, students, parents, and the public. | Requires support in using appropriate communication skills with faculty, staff, students, parents, and the public. | With support, rarely communicates with faculty, staff, students, parents, and the public. |
| Consistently receives incoming calls and directs inquiries in a courteous and respectful manner and encourages others to communicate in a courteous and respectful manner. | Consistently receives incoming calls and directs inquiries in a courteous and respectful manner. | Requires support to receive incoming calls and direct inquiries in a courteous and respectful manner. | With support, rarely receives incoming calls and directs inquiries in a courteous and respectful manner. |
| Consistently prepares and distributes information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with a high level of accuracy. | Prepares and distributes information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy. | Requires support to prepare and distribute information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy. | With support, rarely prepares and distributes information, forms, handbooks, exams, newsletters, schedules, and other written correspondence with attention to accuracy. |
| **Comments**: (Required for any rating of “Unsatisfactory.” Otherwise optional.) | | | |
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**Administrative Assistant Performance Evaluation Instrument**

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| **Professionalism** | | | |
| **4**  **Exceeds Expectations** | **3**  **Meets Expectations** | **2**  **Approaches Expectations** | **1**  **Unsatisfactory** |
| Consistently and effectively ensures the confidentiality of information acquired during the course of employment and encourages others to ensure the confidentiality of information acquired. | Ensures the confidentiality of information acquired during the course of employment. | Requires support to ensure the confidentiality of information acquired during the course of employment. | With support, rarely ensures the confidentiality of information acquired during the course of employment. |
| Consistently and effectively demonstrates and encourages others to show ethical behavior. | Consistently and effectively demonstrates ethical behavior. | Requires support to demonstrate ethical behavior. | With support, fails to demonstrate ethical behavior. |
| Consistently and effectively promotes a positive image and encourages others to promote a positive image to parents, community members and the general public. | Consistently and effectively promotes a positive image to parents, community members and the general public. | Requires support to promote a positive image to parents, community members and the general public. | With support, rarely promotes a positive image to parents, community members and the general public. |
| Is consistently punctual and maintains excellent attendance. | Is generally punctual and maintains good attendance. | Requires support to maintain punctuality and appropriate attendance. | With support, is rarely punctual and is frequently absent. |
| Promotes and encourages others to be flexible and adapt to change. | Consistently demonstrates a willingness to be flexible and adapt to change. | Requires support to be flexible and adapt to change. | With support, rarely demonstrates a willingness to be flexible and adapt to change. |
| **Comments**: (Required for any rating of “Unsatisfactory.” Otherwise optional.) | | | |
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**Administrative Assistant Performance Evaluation Instrument**

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| **Professional Development** | | | |
| **4**  **Exceeds Expectations** | **3**  **Meets Expectations** | **2**  **Approaches Expectations** | **1**  **Unsatisfactory** |
| Actively participates in mandatory workshops and is a model for others | Actively participates in mandatory workshops. | Requires support to participate in mandatory workshops. | With support, fails to participate in mandatory workshops. |
| Shows interest/initiative in accepting or acquiring information in areas relevant to their assignment and is a model for others | Shows interest/initiative in accepting or acquiring information in areas relevant to their assignment. | With support, accepts or acquires information in areas relevant to their assignment. | With support, fails to accepts or acquires information in areas relevant to their assignment. |
| **Comments**: (Required for any rating of “Unsatisfactory.” Otherwise optional.) | | | |
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**Administrative Assistant Performance Evaluation Instrument**

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| **Principal/Supervisor’s Comments** |
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| **Administrative Assistant’s Comments** |
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| **Principal’s Signature** |  | **Date** |
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| **Administrative Assistant’s Signature** |  | **Date** |