

**Non-Instructional Administrator**

**Summative Rubric 2.0**

**Preface**

The School ADvance non-instructional administrative staff performance review and development process is designed to provide specific and timely feedback to all personnel on key performance indicators. The purpose of this feedback is to provide staff with recognition of their accomplishments and contributions to the organization along with a means to identify growth edges that could enhance performance. Growth edges are simply areas where it is possible to develop further in the conduct of a person’s job. Everyone has growth edges; thus everyone has the opportunity to grow in their role in the organization. The performance review and feedback instrument is designed to help each person find their strengths or areas of greater development while also identifying areas where their development is not complete. For people to grow in the performance of their job, they must be aware of growth edges and also be strategic about which of those growth edges require immediate attention and which can be the focus of longer term growth.

**For best results follow these simple steps in conducting the performance review:**

1. The administrator prepares a preliminary self-assessment of performance levels for each characteristic in the four domains of leadership practice (Domains 2-5) for non-instructional administrators. Highlight the performance level for each characteristic that best describes the level of development demonstrated in the course of carrying out job responsibilities. Collect and organize artifacts or data that provide supporting evidence for the self-assessment.
2. Review the data for the administrator’s key performance indicators (KPIs) in Domain 1 and determine what progress was achieved on the administrator’s growth targets for each KPI.
3. Meet with the supervisor to share evidence and discuss the self-assessment. Determine what other information if any, the supervisor needs to complete his or her assessment of each performance characteristic in Domains 2-5.
4. After the supervisor reviews all supporting evidence, have a performance dialogue to:
5. Work through any discrepancies between the administrator’s and the supervisor’s assessments.
   1. Identify and prioritize growth edges for the administrator based on priority goals, strategies, and results of growth targets for the administrator’s area of responsibility.
   2. Decide which growth edges to pursue with a specific performance growth plan (see the SA Administrator Personal Growth Plan template). It is suggested that growth plans address only 2-3 growth edges in one year or evaluation cycle, unless the overall performance profile places the staff member in jeopardy of discontinued employment in his/her job. In cases of critical performance deficits, the supervisor may elect to place the employee on a plan of assistance in lieu of the personal growth plan.
   3. Establish a process and timeline for ongoing performance dialogue and feedback throughout the next performance review cycle. Note: This is important for keeping the lines of communication open and for achieving ongoing performance dialogue between administrators and their supervisors.
6. During the performance review cycle, make sure the administrator and supervisor reconnect on a regular basis to share how the work on the personal growth plan (or plan of assistance, if needed) is going and to dialogue about any performance concerns, need for support, or other issues that arise.
7. Prior to the next summative review, the administrator should update the self-assessment, personal growth plan, and evidence in preparation for the next review with the supervisor.

**To prepare for implementing this performance review system and process**, both the administrator and supervisor should complete the School ADvance Administrator Evaluation Non-Instructional training workshop and work together to unpack the performance review characteristics to determine KPIs and forms of evidence that will be the basis for the administrator’s performance review.

The following version of Domain 1 for School ADvance provides a framework for administrators of non-instructional programs to incorporate targeted growth on specific quality or key performance indicators (KPIs) that are relevant to the position the administrator holds and the district or school functions that administrator supervises or oversees.

| **Domain 1 – Non-Student Based Results** | | | |
| --- | --- | --- | --- |
| **Growth Targets on One or More Non-Student Based Quality or Key Performance Indicators~** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| Quality/Key Performance Indicator 1: (fill in indicator) | | | |
| **1A**  Progress not achieved | Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle | Growth met the target range set for this KPI for this evaluation cycle | Growth exceeded that target range set for this KPI for this evaluation cycle |
| Quality/Key Performance Indicator 2: (fill in indicator) | | | |
| **1B**  Progress not  achieved | Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle | Growth met the target range set for this KPI for this evaluation cycle | Growth exceeded that target range set for this KPI for this evaluation cycle |
| Quality/Key Performance Indicator 3: (fill in indicator) | | | |
| **1C**  Progress not  achieved | Growth was measurable, but fell short of the target range set for this KPI for this evaluation cycle | Growth met the target range set for this KPI for this evaluation cycle | Growth exceeded that target range set for this KPI for this evaluation cycle |
| Overall Quality or Key Performance Indicator Rating: | | | |

~If the administrator’s division, department, program, or other area of responsibility has multiple quality or key performance indicators, this table can be either expanded as needed to accommodate each quality indicator or group of quality indicators. Quality indicators can be developed for each division, department, or program. All quality indicators should align with and/or link to the district or organization’s improvement plan or another means of establishing key performance indicators at a district or organizational level. School ADvance can help districts and intermediate service districts establish their quality indicators and develop improvement targets.

| **Domain 2: Leadership** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Factor A: Mission, Vision, and Goals for District or Organizational Success** | | | | | |
| **Characteristic 1: Personal Mission and Vision** | | | | | |
| **Summary: A personal commitment to the district’s mission and vision.** | | | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | | **Highly Effective** | |
| **2A1** | Maintains focus, commitment, and personal actions in support of the district or organization mission and vision | *And,* engages stakeholders to establish shared focus, commitment, and actions to achieve district or organization mission and vision | | *And* establishes shared leadership to initiate actions that support and help achieve the district or organization mission and vision | |
| Evidence | * Share the district’s vision and mission with your evaluator * on letterhead * in email salutation * on meeting agendas | * start meetings off with reviewing the vision and mission (agenda) | | * agenda for a stakeholder meeting that starts off with reviewing mission and vision with community members | |
| **Characteristic 2: District Mission and Vision** | | | | | |
| **Summary: The organization maintains a focus and commitment to sharing and achieving the district’s mission and vision.** | | | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | | **Highly Effective** | |
| **2A2** | Establishes a mission and vision for the area of responsibility that aligns with and supports the district/organization mission and vision | *And,* communicates with and engages staff and/or relevant stakeholders in establishing a mission and vision for the area of responsibility that aligns with the district or organization mission and vision | | *And* establishes shared leadership in shaping and refining actions to achieve the mission and vision for the area of responsibility | |
| Evidence | * *Posted throughout the district.* | * *Shared with all employees in the district.* * *Shared with the community via the “Get to Know Your Schools” document.* | | * *Shared with all stakeholders* * *Accessible to all stakeholders* * *Start off all meetings referencing the district’s vision and mission statement* | |
| **Characteristic 2: Goals and Expectations** | | | | | |
| **Summary: To support the District’s Goals, Expectations, Mission, and Vision** | | | | | |
| **Ineffective** | **Minimally Effective** | | **Effective** | | **Highly Effective** |
| **2A3** | Establishes, and takes action to achieve personal work goals to support district or organizational goals and achieve the mission and vision for the area of responsibility | | *And* works with staff and stakeholders, as appropriate, to establish and monitor shared goals and expectations in support of district or organizational goals and the mission and vision for the area of responsibility | | *And* establishes shared leadership in area of responsibility for developing and implementing strategies to achieve shared goals and expectations |
| Evidence |  |  | |  | |

| **Domain 2: Leadership** | | | |
| --- | --- | --- | --- |
| **Factor B: Culture** | | | |
| **Characteristic 1: Values, Beliefs, Principles, and Diversity** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2B1** | Communicates and acts in accordance with district or organization values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others | *And* works with staff and other leaders to act in accordance district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others | *And* works with internal and external stakeholders as appropriate to develop shared district or organization values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others |
| Evidence | * Treat others with respect without bias. (emails, data ) | * *Collaborates with stakeholders to promote diversity and inclusion. (Board Packet, Behavior Plans, )* | * *Each individual interaction is respectful to all parties, and adjusted as needed. (Written Documents, Outcomes of meetings, creation and execution of plans and policies.)* * *Stakeholders can observe, evaluate, and understand data and processes that impact the values, beliefs, and guiding principles that honor diversity and inclusion. (Data Talks, developing of relationships. )* |
| **Characteristic 2: Language, Traditions, Celebrations, Guiding Principles, and Cultural Norms** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2B2** | Honors and participates in the shared language, traditions, celebrations, guiding principles, and cultural norms of the district or organization | *And* works with staff and stakeholders as appropriate to honor and participate in the shared language, traditions, celebrations, guiding principles, and cultural norms of the district or organization | *And* works with staff and stakeholders as appropriate to strengthen the shared language, traditions, celebrations, guiding principles, and cultural norms to better align with and support the district or organization mission and vision |
| Evidence |  |  |  |

| **Domain 2: Leadership** | | | |
| --- | --- | --- | --- |
| **Factor C: Leadership Behavior** | | | |
| **Characteristic 1: Informed and Current** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C1** | Uses evidence based practices to support the work in area of responsibility | *And* works with staff and other leaders as appropriate to identify and use evidence based practices to inform the work in area of responsibility | *And* cultivates shared leadership to identify, prioritize, and use research supported practices to inform the work in area of responsibility |
| Evidence | * Contact Log, Data Inputs (SWISS, EWIMS, Intervention Plans), Indicators of what has been done. | * *EWIMS Team, Promise Zone Committees, Committee Meetings, Paperwork* | * *Data collected will be shared with stakeholders to change current practices and policies. Board Packets, Policy Development, and information shared.* |
| **Characteristic 2: Strategic and Systemic** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C2** | Establishes and maintains focus on both short and long term priorities and strategies to drive the work in area of responsibility | *And* works with staff and other leaders as appropriate to establish and maintain focus on both short and long term priorities and strategies to drive the work in area of responsibility | *And* contributes to shared responsibility for developing and implementing the district or organization improvement plan |
| Evidence |  |  |  |

| **Domain 2: Leadership** | | | |
| --- | --- | --- | --- |
| **Factor C: Leadership Behavior** | | | |
| **Characteristic 3: Fair, Legal, Honest, and Ethical** | | | |
| **Summary:Provide a clear view of ORA policies and procedures to enhance education opportunities** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C3** | Maintains fair, legal, and ethical conduct | *And* works with staff and other leaders as appropriate to hold district personnel accountable for fair, legal, and ethical conduct | *And* works with staff, other leaders, and stakeholders as appropriate to establish policies, practices, and norms that help build a culture of fair, legal, and ethical conduct |
| Evidence | * Follows guidelines and conducts in ethical matters | * Follows through on and provides support and assistance to all faculty and students | * Follows board policies and guidance for implementation of district programs |
| **Characteristic 4: Work Habits** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C4** | Demonstrates the personal work habits, skills, and practices needed to carry out job responsibilities | *And* models and sets expectations for staff and other leaders as appropriate to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency | *And* works with staff and the leadership team appropriate to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency |
| Evidence | * Completion of tasks assigned in a timely manner. (Proof of 504 Plan Referral completed within 30 days, Completion of time sensitive information, Reports submitted in a timely manner. Deadlines Met Proof. ) * Complete CPI * Attendance to Meetings and Trainings | * *Attending training, PD’s, and putting and reminding individuals to put it into action.* * *Execution of plans (504, policies, etc.) and staff members honoring expectations that they are given.* * *Deescalates situations effectively and efficiently. (Paperwork, and follow up logs)* | * *Recognizing and Rewarding Staff.* * *Using CPI Training effectively to de-escalate situations, and improve relationships.* * *Restorative Practice Exercises and Collaboration.* |

| **Domain 3 – Systems** | | | |
| --- | --- | --- | --- |
| **Factor A: Reliable, Aligned, and Consistent Operations** | | | |
| **Characteristic 1: Laws, Policies, and Regulations** | | | |
| **Summary: Properly inform and utilize district policies and directives to effectively implement ORA’s mission statement.** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A1** | Maintains current knowledge of and acts in accordance with state and federal laws, safety regulations, employee contracts, and district policies | *And* works to inform and hold district personnel accountable for adherence to state and federal laws, safety regulations, employee contracts, and district policies | *And* works helps monitor, and evaluate district policies, regulations, and procedures to adhere to state and federal laws, safety regulations, employee contracts, and district policies |
| Evidence | * All employees are provided employee handbook and position specific information. | * Share guidance documents, procedures, and professional development on regulatory information. | * Provide participation in decision making communicating regulatory information to families and staff. |
| **Characteristic 2: Processes and Procedures** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A2** | Works to maintain and follow district or organization systems, processes and procedures as required and appropriate for area of responsibility | *And* works with staff and other leaders as to monitor and improve compliance with district/organization systems, processes, and procedures as appropriate to area of responsibility | *And* works with staff and other leaders as appropriate to adapt and improve district processes and procedures to support district programs and services as needed based on stakeholder feedback and monitoring data |
| **Evidence** | * *Develop Processes and Procedures* * *Knowing how to access data (Processes and Procedures)* | * *Provide professional development for staff and students* * *Provide follow-up support and technical assistance to ensure compliance to processes/procedures (meeting agendas, sign in sheets)* | * *All stakeholders operating and utilizing district processes and procedures daily* * *Collaborate with stakeholders to build processes and systems for programs. Share processes with all stakeholders and offer support when needed.* |

| **Domain 3 – Systems** | | | |
| --- | --- | --- | --- |
| **Factor A: Reliable, Aligned, and Consistent Operations** | | | |
| **Characteristic 3: Resource Allocation and Management** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A3** | Maintains district-wide adherence to established fiscal and material resource management policies, systems, processes, and procedures | *And* works with the staff and other leaders as appropriate to monitor, and adjust fiscal and material resource management policies, systems, processes, and procedures as needed to achieve long and short term goals | *And* works with staff and other leaders as appropriate to evaluate resource needs and advocate for additional resources where needed to achieve the district or organization mission, vision, and goals |
| Evidence |  |  |  |
| **Characteristic 4: Personnel Policies and Practices** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A4** | Learns and follows district or organization personnel practices, systems, and policies | *And* works with staff to learn and follow personnel practices, systems, and policies | *And* works with the leadership team as appropriate to evaluate and improve personnel practices, systems, and policies based on monitoring and feedback data |
| Evidence |  |  |  |

| **Domain 3 – Systems** | | | |
| --- | --- | --- | --- |
| **Factor B: Efficient and Effective Operations** | | | |
| **Characteristic 1: Personnel Evaluation** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B1** | Learns and follows district personnel evaluation systems, processes and procedures | *And* works with staff to learn and follow district or organization personnel evaluation systems, processes and procedures | *And* helps monitor, evaluate and improve district or organization evaluation system, processes, and procedures to maximize employee growth and development |
| Evidence |  |  |  |
| **Characteristic 2: Performance Development** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B2** | Identifies personal growth edges and pursues professional learning and development to improve personal performance | *And* helps staff identify personal growth edges and pursue professional learning and development to improve performance | *And* cultivates shared ownership and leadership for reflective practice, authentic self-assessment, and development of growth plans to improve performance |
| Evidence | * Certificates and Completed Professional Development . * Attendance Sheets to District, Network, Leadership, and other appropriate meetings. | * *Include others in the development of programs and practices.* * *Providing information from attended seminars and conferences. (Handouts)* | * *Behavior Assessments and Plans* * *Development of appropriate and new policies (approved policies)* * *Getting other staff members and stakeholders to meetings and to do trial runs.* |

| **Domain 3 – Systems** | | | |
| --- | --- | --- | --- |
| **Factor B: Efficient and Effective Operations** | | | |
| **Characteristic 3: Productivity** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B3** | Seeks out and recommends innovative and adaptive ideas for increasing productivity and effectiveness | *And* creates opportunities for staff to explore, recommend and implement innovative and adaptive ideas for increasing productivity and effectiveness | *And* creates shared leadership to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and increase productivity |
| Evidence |  |  |  |
| **Characteristic 4: Leadership Development** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B4** | Looks for ways to identify and develop potential  leaders in area of responsibility | *And* provides meaningful leadership roles for staff and stakeholders as appropriate and recognizes their contributions to the work | *And* supports emerging and established leaders with mentoring, coaching, and other professional learning opportunities |
| Evidence |  |  |  |

| **Domain 4 - Processes** | | | |
| --- | --- | --- | --- |
| **Factor A: Community Building** | | | |
| **Characteristic 1: Internal Stakeholder Relations** | | | |
| **Summary: Shared responsibility to act cooperatively, collaboratively, and respectfully with our colleagues and community.** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A1** | Maintains and models a cooperative, respectful, and collaborative demeanor in working with co-workers and staff | *And* holds staff accountable for maintaining a cooperative, respectful and collaborative demeanor in working with co-workers | *And* recognizes and encourages staff to share responsibility for developing a cooperative, respectful and collaborative working environment |
| Evidence | * Emails, communications, collaborative projects, team discussions | * *Engage in team building skill exercises with staff members* * *Meetings with Teams* * *Model Behaviors to demonstrate respect and collaboration.* | * *Staff will support the staff related to the social, emotional, health and safety.* * *Staff will build membership and help foster productive relationships with their colleagues, families, and Community Members. (Events, and programs put on.)* |
| **Characteristic 2: External Stakeholder Relations** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A2** | Works with staff to maintain open, inclusive, and responsive interactions with external stakeholders | *And* seeks out current information on the community*, s*olicits and analyzes stakeholder feedback, and used that information to improve programs and services | *And* cultivates shared responsibility with staff and other leaders to use community information and stakeholder feedback to improve programs, services, and relations |
| Evidence | * *Understand district protocol for basic response to internal and external communications (i.e.), phone, email, etc.* | * *Develop plans, strategies, surveys and programs to engage stakeholders, community members and internal and external organizations.* | * *All stakeholders will use data and feedback to create an atmosphere of continuous improvement and stakeholder engagement.* |

| **Domain 4 - Processes** | | | |
| --- | --- | --- | --- |
| **Factor A: Community Building** | | | |
| **Characteristic 3: Media Relations** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A3** | Follows district policies and  processes for interacting with the  media on areas of public concern and interest | *And* works with the board and/or leadership team to enhance two-way communications with internal and external stakeholders, improve parent involvement, and refine or improve media relations | *And* works with the board and/or leadership team to build a multi-faceted communication plan to engage and inform internal and external stakeholders and work with the media for ongoing and special or crisis situations |
| Evidence |  |  |  |
| **Characteristic 4: Communications** | | | |
| **Summary:** Using appropriate and responsive communication for customer service based on feedback from stakeholders. | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A4** | Communicates with internal and  external stakeholders in  accordance with established  expectations and processes on  issues of concern and interest | *And* works with staff and other leaders as appropriate to maintain, open, inclusive, responsive, and effective internal and external communications | *And* works with staff and other leaders as appropriate to evaluate and improve internal and external communications based on stakeholder feedback and evidence of impact |
| Evidence | * Emails * Meeting/Phone Conference Notes | * Artifacts that show two-way communication to staff and stakeholders | * Survey results |

| **Domain 4 - Processes** | | | |
| --- | --- | --- | --- |
| **Factor B: Evidence Based Improvement** | | | |
| **Characteristic 1: Collaborative Inquiry** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B1** | Collects and analyzes data to monitor and evaluate the effectiveness of programs and services in area of responsibility | *And w*orks with staff to collect and collaboratively analyze data to monitor and evaluate the effectiveness of programs and services in area of responsibility | *And* develops shared leadership with staff and other leaders as appropriate tocollect and collaboratively analyze data to monitor and evaluate the effectiveness of programs and services in area of responsibility |
| Evidence |  |  |  |
| **Characteristic 2: Systematic Use of Multiple Data Sources** | | | |
| **Summary: Assigned to Stephanie** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B2** | Uses multiple forms of data to develop, support, monitor, and benchmark improvement plans and goals for area of responsibility | *And* works with staff as applicable to use multiple forms of data to develop, support, monitor, benchmark, and revise improvement plans and goals for area of responsibility | *And* develops shared leadership to develop broader use of multiple data forms, deeper analysis of the data and more strategic use of the analysis to inform improvement plans and goals for area of responsibility |
| Evidence | * Work samples * Assessment data | * *Collaborates with other grade level or content teachers to develop groups for deeper understanding and reteaching.* * *Shares data and analysis in PLC and other collaborative meetings* | * *Leads PD or facilitates groups in analyzing data* * *Leads PD or facilitates groups in using using to drive instruction, grouping, deeper understanding and /or reteaching* |

| **Domain 4 - Processes** | | | |
| --- | --- | --- | --- |
| **Factor B: Evidence Based Improvement** | | | |
| **Characteristic 3: Data Systems** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B3** | Learns and uses district/organization data collection, storage, security, retrieval, and analysis systems | *And* works with staff to learn and use, district/organization data collection, storage, security, retrieval and analysis systems | *And* works with staff and other leaders as appropriate to evaluate and improve the district data systems |
| Evidence |  |  |  |
| **Characteristic 4: Non-Instructional Technology** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B4** | Learns and uses district/organization non-instructional technology systems and software as appropriate to area of responsibility | *And* works with staff to learn and use non-instructional technology systems and software as appropriate to area of responsibility | *And* works with staff and other leaders as appropriate to evaluate and improve non-instructional technology systems and software as appropriate to area of responsibility |
| Evidence |  |  |  |

| **Domain 5 – Capacity** | | | |
| --- | --- | --- | --- |
| **Factor A: Reliability** | | | |
| **Characteristic 1: Dependability** | | | |
| **Summary: Assigned to Alise Collier-Vaughn** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A1** | Is consistent with timely completion of job responsibilities without supervision | *And* works with staff to develop their capacity to be consistent with timely completion of job responsibilities without supervision | *And* cultivates shared responsibility for consistent and timely completion of high quality programs and services in area of responsibility |
| Evidence | Meet deadlines and fulfill job responsibilities. | *Seek input from administrators to develop timelines to complete job- related tasks.* | * *Seek input from all stakeholders and develop a matrix that outlines deadlines to complete job responsibilities.* * *Share the above-mentioned matrix with all stakeholders.* * *Support stakeholders to ensure deadlines are met.* |
| **Characteristic 2: Work Quality** | | | |
| **Summary: Assigned to Teresa** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A2** | Produces high quality work and seeks out strategies to improve work quality without supervision | *And* works with staff to develop their capacity to produce high quality work and seek out strategies to improve work quality without supervision | *And* cultivates shared responsibility for consistent high quality and continuous improvement in the delivery of programs and services |
| Evidence | * *Accuracy is important* * *Demonstrates skill set to get the job done* | * *Time management set realistic timelines* * *Create working relationship with team members* | * *Provide leadership and facilities training to bring vision to life* * *Follow through on projects and complete assigned tasks* |
| **Characteristic 3: Professionalism** | | | |
| **Summary: Assigned to Teresa** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A3** | Maintains a level of professional dress and comportment consistent with the organizational standard and actively works to refine personal professional demeanor | *And* works with staff to maintain a level of professional dress and comportment consistent with the organizational standard and actively works to refine personal professional demeanor | *And* cultivates shared responsibility for a consistent level of professional dress and comportment consistent with the organizational standard and collaborative efforts to refine personal professional demeanor |
| Evidence | * Communication is key it is important to respond via email or telephone within a timely manner * Follow workplace rules | * *Form collaborative partnerships with team members on each tier* * *Coordinate with leadership and peers* | * *Demonstrate high level of performance* * *Engage in learning opportunities that, are engaging and ongoing* |

| **Domain 5 - Capacity** | | | |
| --- | --- | --- | --- |
| **Factor B: Adaptability** | | | |
| **Characteristic 1: Initiative and Responsiveness to Challenges** | | | |
| **Summary: Assigned to Daryl Beebe** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5B1** | Responds to problems and concerns in a timely manner and sustains effort until resolved | *And* works with staff to identify problems and concerns and responds in a timely manner with sustained effort until resolved | *And* cultivates shared leadership and responsibility for identifying and resolving problems and concerns in a timely manner with sustained effort until resolved in a high quality and sustainable way |
| Evidence | * Understand district protocol for basic communication and response to internal and external communications (i.e.), phone, email, etc. | * *Work with staff to establish communication processes and patterns* * *Build a reputation for timely result-driven responses* | * *Works Collaboratively with all stakeholders to create problem solving solutions when issues and concerns arise.* |
| **Characteristic 2: Creativity and Innovation** | | | |
| **Summary:** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5B2** | Is resourceful and creative in carrying out both core and extended job responsibilities | *And* promotes resourcefulness and creativity among staff in the conduct of their core and extended job responsibilities | *And* cultivates a culture of resourcefulness and creativity in area of responsibility with rewards and recognition for innovation |
| Evidence |  |  |  |