Non Instructional Director & Supervisor Mid Year/Annual - Evaluation Comp 1-6

Competency 1: Quality of Work				
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
1a. Prioritizes Assignments: Demonstrates a clear focus on planning.	Consistently plans with a focus on developing and following effective routines and procedures, and on identifying priorities based on job requirements.	Frequently plans with a focus on developing and following effective routines and procedures, and on identifying priorities based on job requirements.	Sometimes plans with a focus on developing and following effective routines and procedures, and on identifying priorities based on job requirements.	Rarely plans with a focus on developing and following effective routines and procedures, and on identifying priorities based on job requirements.
1b. Use of Time: Utilizes time efficiently.	Consistently utilizes work time appropriately and in an effective and productive manner; consistently completes planned tasks.	Frequently utilizes work time appropriately and in an effective and productive manner; frequently completes planned tasks.	Sometimes utilizes work time appropriately and in an effective and productive manner; sometimes completes planned tasks.	Rarely utilizes work time appropriately and in an effective and productive manner; rarely completes planned tasks.
1c. Volume of Work Produced: Productivity is 'high and meets expectations.	Consistent high productivity, always exceeds basic job expectations, and ensures work meets deadlines.	Frequent high productivity, usually exceeds basic job expectations, and ensures work meets deadlines.	Sometimes meets job expectations and sometimes work meets Sometimes has high productivity, sometimes exceeds basic job expectations, and sometimes work meets deadlines.	Rarely has high productivity, rarely exceeds basic job expectations, and rarely meets deadlines.
Competency – 1. Quantity of Work. The volume of work produced in relation to the amount of work requiring completion and the ability to produce output based on priority and strategy. Overall Rating *	**Highly Effective** **4**	**Effective 3**	**Partially Effective** **2**	**Ineffective** **1**

	Competency 2: Curriculum, Assessment and Instruction *Effectively uses curriculum and assessment tools to advance State-aligned instruction.*			
	Highly Effective	Effective	Partially Effective	Ineffective
2a. Oral and Written Communication: Demonstrates and understands oral and written communication skills.	Consistently conveys and receives directions with full understanding.	Frequently conveys and receives directions with full understanding.	Sometimes conveys or receives directions with full understanding.	Rarely comes to the right conclusions and assumes things.
2b. Depth of Knowledge/Technical Skills: Possesses knowledge, skills and abilities to perform functions of job.	Excellent, thorough understanding and application of job functions. Consistently seeks the most up-to-date information on technical developments; integrates necessary technology when applicable.	Adequate understanding and application of job functions. Frequently seeks the most up-to-date information on technical developments; integrates necessary technology when applicable.	Sometimes has thorough understanding and application of job functions. Sometimes seeks the most up-to-date information on technical developments; sometimes integrates necessary technology when applicable.	Rarely understands application of job functions. Rarely seeks the most up-to-date information on technical developments; rarely integrates necessary technology when applicable.
2c. Adheres to Policies and Procedures: Performs tasks consistent with district guidelines.	Comprehensive understanding and implementation of program and district policies and procedures; consistently provides appropriate recommendations for action based on these policies and procedures.	Proficient understanding and implementation of program and district policies and procedures; frequently provides appropriate recommendation for action based on these policies and procedures.	Limited understanding of program and district policies and procedures; fails to consistently base action on policies, procedures, or mandates.	Lacks understanding of policies, procedures or mandates. Does not follow expected requirements.
2d. Presentation/Thoroughness of Assignments: Ensures quality work product.	Takes exceptional pride in work and consistently strives to improve work performance. Assignments are consistently accurate and employee seeks guidance or asks clarifying questions when appropriate.	Frequently strives to improve work performance. Assignments are frequently accurate and employee seeks guidance or asks clarifying questions when appropriate. Error rate is acceptable.	Effort to improve work performance is inconsistent. Error rate needs improvement and / or interferes with overall accuracy. Employee rarely seeks guidance or asks clarifying questions.	Does not demonstrate a willingness to improve work performance. Has made errors that are irrevocable and/or harmful to operations. The quality of work product is unacceptable. Employee does not seek guidance or asks clarifying questions.
Competency – 2. Quality of Work. Value of work delivered or performed by an individual. Overall Rating *	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

Competency 3. Service Oriented				
	Highly Effective	Effective	Partially Effective	Ineffective
3a. Efficiency of response: Focuses on discovering service needs and the best way to meet them.	Consistently shows initiative and takes action to ensure service expectations are met and issues resolved. Consistently pleasant and able to maintain composure when faced with difficult situations.	Frequently shows initiative and takes action to ensure service expectations are met and issues resolved. Frequently pleasant and able to maintain composure when faced with difficult situations.	Inconsistently solicits appropriate information to assist with service needs. Does not always follow through to fulfill service expectations. Often does not accept responsibility for actions and decisions.	Does not demonstrate the ability to gather information and take action to ensure service expectations are met. Often fails to deliver on service needs. Does not exhibit initiative or take ownership in responding to requests.
3b. Quality of Service: Assists and serves to meet needs.	Consistently demonstrates courtesy, tact, and discretion. Provides exceptional service.	Demonstrates courtesy, tact, and discretion. Seeks to serve in a positive manner.	Not always courteous to others, and may convey an unhelpful or negative attitude	Is often uncooperative, unhelpful, and discourteous.
3c. Representation of district image: Displays a positive reflection of the district.	Consistently demonstrates knowledge of the department's responsibilities and procedures to effectively provide support. Employee consistently represents the district's mission, vision, and values favorably.	Frequently demonstrates knowledge of the department's responsibilities and procedures to effectively provide support. Employee frequently represents the district's mission, vision, and values favorably.	Sometimes demonstrates knowledge of the department's responsibilities and procedures. Incomplete information sometimes interferes with effective support. Employee inconsistently represents the district's mission, vision, and values favorably.	Rarely demonstrates knowledge of the department's responsibilities and procedures. Incomplete information interferes with effective support. Employee does not represent the district's mission, vision, and values favorably.
Competency – 3. Service Oriented. Providing service in an efficient manner and positive attitude. Overall Rating *	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

Competency 4. Commitment to Personal and Collective Excellence				
	Highly Effective	Effective	Partially Effective	Ineffective
4a. Attendance and Punctuality: Maintains reliable attendance.	Exceeds district's attendance criteria. Always reliable and dependable.	Meets the district's attendance criteria.	Violates district's attendance criteria. Attendance and punctuality sometimes impacts organizational productivity. May fail to report absences, tardies or variations of schedule to supervisor.	Chronically late or absent. Attendance and punctuality impacts organizational productivity. Fails to report absences, tardies or variations of schedule to supervisor.
4b. Adaptability to Change: Adapts to and works effectively within a variety of situations.	Consistently embraces change and eagerly adapts to changing demands.	Frequently embraces change and routinely adapts to changing demands.	Seldom embraces change or adapts to changing demands.	Does not embrace change or adapts to changing demands.
4c. Initiative: Identifies a problem and takes action to address within scope of position as authorized.	Consistently anticipates problems, recommends and/or creates appropriate solutions to ensure department is on track.	Frequently anticipates problems and often recommends and/or creates appropriate solutions to ensure department is on track.	Frequently anticipates problems and often recommends and/or creates appropriate solutions to ensure department is on track.	Does not take initiative. Does not recognize or take responsibility for reporting or solving problems.
4d. Interactions with Colleagues: Works cooperatively with team.	Consistently demonstrates courtesy, tact, and discretion when interacting with team members. Demonstrates outstanding interpersonal skills, works well and cooperatively with others from diverse backgrounds; promotes an atmosphere of respect for children and adults; consistently maintains an open, positive working relationship with colleagues.	Frequently, demonstrates courtesy, tact, and discretion when interacting with team members. Seeks to serve others in a positive manner. Demonstrates effective interpersonal skills, works well and cooperatively with others from diverse backgrounds; promotes an atmosphere of respect for children and adults; frequently works to maintain an open, positive working relationship with colleagues.	Sometimes conveys an unhelpful or negative attitude in working with team members. Sometimes demonstrates effective interpersonal skills; may struggle to work well with others from diverse backgrounds; inconsistent in maintaining a positive working relationship with colleagues.	Rarely helpful and courteous to others. Lacks effective interpersonal skills and has difficulty working with others from diverse backgrounds; does not maintain an open, positive working relationship with colleagues.
4e. Professional Growth: Commitment to continuous growth.	Consistently seeks and takes advantage of opportunities for learning and professional growth. Consistently views new	Frequently seeks and takes advantage of opportunities for learning and professional growth. Frequently views new	Sometimes seeks and takes advantage of opportunities for learning and professional growth. Sometimes views new challenges as an opportunity for growth.	Does not attempt to learn or grow professionally. Professional development is not a priority.

	challenges as an opportunity for growth.	challenges as an opportunity for growth.		
4f. Promotes Diversity and Inclusiveness: Values differences and promotes inclusion.	Embraces and respects diversity by valuing the practices, customs and norms of others. Consistently upholds the district's commitment to diversity and fairness.	Respects diversity, customs and norms of others. Adheres to the district's commitment to diversity and fairness.	Sometimes respects diversity, customs and norms of others. May not adhere to the district's commitment to diversity and fairness.	Disrespects diversity, customs and norms of others. Does not adhere to the district's commitment to diversity and fairness.
Competency – 4. Commitment to Personal and Collective Excellence. Overall Rating *	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective 1**

Competency 5. Leadership Skills (Over the course of the year)				
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
5a. Strategic Thinking: Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals.	Breaks annual goals into milestones and maps action plans to milestones . Consistently adapts strategy and thinking based on progress toward weekly and monthly milestones. Uses multiple sources of data to align, manage, and modify goals and resources. Exceeds goals.	Breaks annual goals into milestones and maps action plans to milestones . Frequently adapts strategy and thinking based on progress toward weekly and monthly milestones. Meets goals.	Breaks annual goals into milestones and maps action plans to milestones. Sometimes adapts strategy and thinking based on progress toward weekly and monthly milestones. Partially meets goals.	Does not break annual goals into milestones and maps action plans to milestones. Rarely adapts strategy and thinking based on progress toward weekly and monthly milestones. Does not meet goals.

5b. Adult Alignment: Ensures all adults are aligned to advance district goals and values.	Creates a collaborative culture of shared responsibility with all staff aligned to goals.	Creates a collaborative culture of shared responsibility with most staff aligned to goals.	Creates a collaborative culture of shared responsibility with few staff aligned to goals.	Does not create a collaborative culture of shared responsibility, thus staff are not aligned to goals.
5c. Change Management: Demonstrates an understanding of the change processes and manages change effectively.	Implements and prioritizes changes to achieve goals. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading all staff through change initiatives. Strategically makes tough decisions to manage the change process.	Implements and prioritizes changes to achieve goals. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading most staff through change initiatives.	Implements and prioritizes changes to achieve goals. Sometimes tailors approach to address multiple reactions, with mixed results. Sometimes makes tough decisions to manage the change process.	Makes minimal effort to implement changes to achieve goals. Rarely tailors approach to address multiple reactions or to support staff through change. Does not make tough decisions to manage the change process.
5d. Quality and Management of Teams: Manages a team to meet department goals.	Ensures the right people are empowered to lead in their assigned area. Creates mechanisms for collaboration towards shared goals.	Ensures that the right people are empowered to lead in their assigned area or position.	Ensures that the right people are in team positions, but systems do not always encourage collaboration. Team members are sometimes empowered to lead, however the outcome may not yield desired results.	Team members make minimal contributions to the organizational goals. Systems limit collaboration or systems do not exist. Feedback is rarely shared.
5e. Organizational Systems: Employs organizational systems to implement plans towards achievement of goals.	Develops systems and metrics to effectively monitor goals and manage staff, time and operational priorities. Systems support forecasting of challenges.	Develops systems and metrics to effectively monitor goals and manage staff, time and operational priorities.	Develops some systems and metrics to monitor goals and manage staff, time and operational priorities. The systems are sometimes effective.	Does not develop systems or systems are ineffective and do not monitor goals nor manage staff, time and operational priorities.
5f. Evaluation Aligned to the Evaluation Framework: Synthesizes evidence to provide an accurate assessment of employee's performance.	Accurately assesses all staff's performance. Consistently describes performance over time in a concise, evidence–based narrative.	Accurately assesses most staff's performance. Frequently describes performance over time in a concise, evidence–based narrative.	Assesses some staff's' performance accurately. Uses evidence to describe performance over time but evidence is uneven in precision.	Rarely assesses staff's performance accurately or rarely describes performance over time in an evidence–based narrative.

5g. Differentiated Management: Strategically retains effective staff, anticipates openings and implements a rigorous selection and hiring process	Leverages systems to select, hire, and support effective employees. Maximizes staff strengths and skills by strategically placing them in roles that will best support organizational goals. Develops or manages out ineffective staff. Develops strategies to retain high performing staff.	Leverages systems to select, hire, and support effective employees. Maximizes staff strengths and skills by strategically placing them in roles that will best support organizational goals. Develops or manages out ineffective staff.	Leverages systems to select, hire, and support employees, but does not differentiate to focus on effective employees. Sometimes develops or manages out ineffective staff.	Leverages ineffective or no systems to select, hire, support or retain staff. Develops or manages out few staff or inappropriately uses the budget process to move out ineffective employees. Does not recognize effective staff.
Competency – 5. Leadership Skills. (Only for individuals that evaluate and have oversight over others): Maintains relentless focus on improving department outcomes through planning, relationships, and personal responsibility. Implements systems and processes to effectively manage operations. Overall Rating (Over the course of the year) *	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

Competency 6. Diversity and Inclusion				
	Highly Effective	Effective	Partially Effective	Ineffective
NI6a. Promotes Diversity and Inclusiveness: Values differences and promotes inclusion.	Consistently cooperates and collaborates with all members of the school/district community regardless of gender and/or the ethnic, racial, religious or cultural makeup of the community in which they work.	Regularly demonstrates the ability to cooperate and interact with all members of the school/district community regardless of gender and/or the ethnic, racial, religious or cultural makeup of the community in which they work.	Seldom demonstrates the ability to cooperate and interact with all members of the school/district community regardless of gender and/or the ethnic, racial, religious or cultural makeup of the community in which they work.	Does not demonstrate the ability to cooperate and interact with all members of the school/district community regardless of gender and/or the ethnic, racial, religious or cultural makeup of the community in which they work.
Competency – NI6. Diversity and Inclusion. Overall Rating *	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective 1**