

COMPETENCY 1: Communication				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Communicates in a professional, timely and efficient manner	Does not communicate in a professional, timely and efficient manner.	Communicates in a professional, timely and efficient manner but relies on one method of communication or requires support or reminders.	Communicates in a professional, timely and efficient manner, uses more than one method of communication in a timely and professional manner and considers the language of the family.	Communicates in a professional, timely and efficient manner, uses multiple methods of communication in a timely and professional manner and considers the language of the family. In addition, demonstrates the ability to de-escalate situations of a challenging nature.
Manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner	Does not manage all verbal and written information pertaining to job responsibilities.	Manages verbal and written information pertaining to job responsibilities but requires support or reminders in a timely manner.	Consistently manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner	Consistently manages all verbal and written information pertaining to job responsibilities in a timely and efficient manner and serves as a mentor for others.
Engages and Responsive to students, staff, families, visitors and community	Does not engage or is not responsive to students, staff, families, visitors and community.	Engages and responds to students, staff, families, visitors and community but requires support or reminders.	Engages and responds to students, staff, families, visitors and community and acts as a liaison between the school/department and community.	Engages and responds to students, staff, families, visitors and community and acts as a liaison between the school/department and community and serves as a model for others.

COMPETENCY 2: Cultural Competency				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Follows district policies regarding Race and Equity (0200) and Rights and Responsibilities (3000)	Performance is not aligned with district policies regarding Race and Equity (2000) and Rights and Responsibilities (3000).	Performance is partially aligned with district policies regarding Race and Equity (2000) and Rights and Responsibilities (3000).	Performance is consistently aligned with district policies regarding Race and Equity (0200) and Rights and Responsibilities (3000).	Performance is consistently aligned with district policies regarding Race and Equity (0200) and Rights and Responsibilities (3000). Actively promotes policies regarding Race and Equity and Rights and Responsibilities.
Builds relationships of mutual respect and seeks to understand diverse perspectives	Does not build relationships of mutual respect. Rarely seeks to understand diverse perspectives.	Builds relationships of mutual respect with some individuals and groups. Sometimes seeks to understand diverse perspectives.	Consistently builds relationships of mutual respect with all individuals and groups. Consistently seeks to understand diverse perspectives.	Actively builds relationships of mutual respect with all individuals and groups and actively seeks to understand diverse perspectives and serves as a model for others.
Works collaboratively with members of racially and culturally diverse groups	Does not work collaboratively with members of racially and culturally diverse groups.	Works collaboratively with members of some racially and culturally diverse groups.	Consistently collaborates with members of all racially and culturally diverse groups.	Actively works collaboratively with all members of racially and culturally diverse groups and serves as a model for others.
Demonstrates cultural competence in interactions with students, families, staff and community	Interactions with students, families, staff, and community demonstrate little or no awareness of one's own assumptions, judgments, and/or biases about self and others.	Interactions with students, families, staff, and community demonstrate initial awareness of one's own assumptions, judgments, and/or biases about self and others.	Interactions with students, families, staff, and community consistently demonstrate awareness of one's own assumptions, judgments, and/or biases about self and others.	Interactions with students, families, staff, and community actively demonstrates the ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures. Engages in conversations that challenge perspectives and practices that may be harmful or demeaning to individuals and groups.

COMPETENCY 3: Organization				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Follows established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties	Does not follow established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties.	Follows established procedures for collecting, accessing and maintaining information (files, processes and reports) within work duties but requires support or reminders.	Follows established procedures for accurately collecting, accessing and maintaining information (files, processes and reports) within work duties. Anticipates information and reports required by stakeholders.	Follows established procedures for accurately collecting, accessing and maintaining information (files, processes and reports) within work duties. Anticipates information and reports required by stakeholders and analyze systems and procedures to suggest and/or implement improvements.
Follows all procedures to manage administrative and fiscal functions (if applicable)	Does not manage administrative and fiscal functions.	Follows procedures to manage all administrative and fiscal functions but requires support or reminders.	Follows procedures to manages all administrative and fiscal functions. Anticipates information and reports required by stakeholders.	Follows procedures to manages all administrative and fiscal functions. Anticipates information and reports required by stakeholders and serves as a mentor to others in developing or maintaining systems.

COMPETENCY 4: Ethics and Professionalism				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Works collaboratively with peers and administrators	Does not work collaboratively with peers or administrators.	Works collaboratively with peers and administrators and provides minimal contributions to collaborative work.	Consistently works collaboratively with peers and administrators, approaches work from a solutions-based approach and contributes to collaborative work.	Consistently works collaboratively with peers and administrators, approaches work from a solutions-based approach and contributes to collaborative work. Occasionally leads collaborative work or serves as a mentor for others' growth and development.
Follows the laws, district policies and procedures related to ethical behavior and confidentiality	Performance is not aligned with the laws, district policies and procedures related to ethical behavior and confidentiality.	Performance is partially aligned with the laws, district policies and procedures related to ethical behavior and confidentiality.	Performance is consistently aligned with the laws, district policies and procedures related to ethical behavior and confidentiality.	Performance is consistently aligned with the laws; district policies and procedures related to ethical behavior and confidentiality and serves as a model for others.

COMPETENCY 5: Technology				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Operates computer, standard office equipment and/or other digital devices and platforms required for job duties	Has limited knowledge and/or job skills necessary to operate computer, standard office equipment, platforms and/or other digital devices required for job duties.	Has basic knowledge and/or job skills necessary to operate computer, standard office equipment, platforms and/or other digital devices required for job duties.	Is proficient in operating computer, standard office equipment, platforms and/or other digital devices required for job duties.	Exhibits advanced skills in operating computer, standard office equipment, platforms and/or other digital devices required for job duties. Serves as a mentor for others.
Uses and manages district-approved, job-related programs and online systems	Has limited knowledge and/or job skills necessary to use and manage district-approved, job-related programs and online systems.	Has basic knowledge and/or job skills necessary to use and manage district-approved, job-related programs and online systems.	Is proficient in using and managing district-approved, job-related programs and online systems.	Exhibits advanced skills in using and managing district approved, job-related programs and online systems. Serves as a mentor for others.

COMPETENCY 6: Health and Safety				
INDICATORS	UNSATISFACTORY (1)	BASIC EXPECTATIONS (2)	MEETS FULL EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
Follows basicsafety, first aid, and Occupational Safety and Health Administration (OSHA) information	Does not follow basic safety, first aid, and Occupational Safety and Health Administration information.	Follows basic safety, first aid, and Occupational Safety and Health Administration information but requires support or reminders.	Consistently follows basic safety, first aid, and Occupational Safety and Health Administration information.	Consistently follows basic safety, first aid, and Occupational Safety and Health Administration information and serves as a model for others.
Maintains security and safety with regard to school visitors in the building/department	Does not maintain security and safety regarding school visitors in the building/department.	Maintains security and safety regarding school visitors in the building/department but requires support or reminders.	Consistently maintains security and safety regarding school visitors in the building/department.	Consistently maintains security and safety regarding school visitors in the building or department and serves as a model for others.
Follows emergency procedures and fulfills assigned and designated functions during practice and active emergency situations	Demonstrates limited knowledge of emergency procedures and does not fulfill assigned and designated functions during drills and active emergency situations.	Demonstrates basic knowledge of emergency procedures and fulfills assigned and designated functions during drills and active emergency situations but requires support or reminders.	Demonstrates comprehensive knowledge of emergency procedures and fulfills assigned and designated functions during drills and active emergency situations.	Demonstrates comprehensive knowledge of emergency procedures, fulfills assigned and designated functions during drills and active emergency situations. Models these practices and serves as a mentor for others.