CORE STANDARDS AND INDICATORS

PROFESSIONAL GROWTH CONTINUUM
Core Standard 1: Job Knowledge & Technical Skills

Possesses the required educational, functional, and technical knowledge and skills as defined in individual job description to do the job at a high level of accomplishment. Possesses clear understanding of job procedures and responsibilities and its relationship to other areas. Uses the essential tools of the job successfully. Demonstrated interest in and ability to acquire and apply new skills. Retains information and implements work knowledge independently. Shares job knowledge and experience to promote unit's overall efficiency and productivity.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
1. Attain, maintain, and demonstrate the required educational, functional, and technical knowledge and skills as defined in individual job description.	Required licenses, certifications, and training have not been attained or maintained. The employee does not demonstrate the knowledge of and/or the ability to apply the methods, procedures and policies, necessary to effectively perform job responsibilities.	Is in the process of attaining or maintaining the licenses, certifications, and training required for the position. The employee inconsistently demonstrates the knowledge of and/or the ability to apply the methods, procedures and policies, necessary to effectively perform job responsibilities.	Consistently attains or maintains all licenses, certifications, and training required for the position. The employee consistently demonstrates the knowledge of and/or the ability to apply the methods, procedures and policies necessary to effectively perform job responsibilities.	Meets the criteria of Proficient and the employee is continually looking for new methods and procedures, which will not only enhance his/her own job performance but the performance of colleagues as well.
2. Perform job procedures and responsibilities.	Performance does not exhibit an understanding of assigned work and its relationship to other areas. Considerable assistance is needed to accomplish work assignments.	Inconsistently demonstrates understanding of assigned work and its relationship to other areas. Occasionally needs direction to execute assigned work.	Exhibits clear understanding of assigned work and its relationship to other areas. Rarely needs additional assistance or explanation in executing work assignments. When new procedures or processes are introduced, quickly learns them and begins efficient application.	Meets the criteria of Proficient and work assignments are always completed on time and to very high standards. Takes initiative in seeking out and completing tasks without direction. Serves as a reliable resource to others regarding work processes and procedures. Continuously strives to improve processes, procedures and routines.
3. Identify and use all available resources including equipment and technology that are necessary for the position.	Does not use available resources, equipment, tools, technology, or systems appropriate for assigned task.	Uses the appropriate resources, equipment, work tools, technology or systems to accomplish assigned tasks but may need assistance selecting tools.	Regularly chooses appropriate resources, tools, technology, and systems, and methods to effectively and efficiently accomplish assigned tasks.	Meets the criteria of Proficient and models the integration of new technology, tools, available resources, systems, and procedures to accomplish tasks, suggesting and incorporating new efficiencies.

4. Demonstrate interest in and ability to acquire and apply new skills. Retain information and implement work knowledge independently.	Underperforms in position and therefore cannot take opportunities for new skill development or cross-training. Does not retain information or processes. Asks the same questions repeatedly	Demonstrates interest in learning new skills but still developing in their essential job skills. Cross-trained as appropriate but requires supervision to perform duties. Inconsistent retention of information.	Acquires new skills as required by the job. Cross trained as appropriate to provide back-up for absences of others. Consistently retains information and implements with minimal guidance.	Meets the criteria of Proficient and initiates acquiring new skills above the minimum requirements of the job. Easily transitions to provide back-up or coverage for cross-trained areas and is often seen as a "go-to" person who provides support and guidance to others. Consistently retains and seeks new information related to tasks independently.
5. Share job knowledge and experience to promote unit's overall efficiency and productivity.	Job knowledge and experience are not shared with others.	Occasionally shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Shares job knowledge and experience with others in order to promote overall efficiency and productivity within a unit.	Meets the criteria of Proficient and initiates opportunities to train and enhance others in their work. For example, creates a position and/or departmental handbook that assists others to work more efficiently without supervisor intervention. Develops a process or training module to promote the unit's overall efficiency and productivity.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 2: Communication & Interpersonal Skills

Actively and respectfully listens to others. Understands and follows directions. Responds to request in a timely manner with complete information. Written communications are effective, timely and professional. Communicates effectively, adapting message style, and tone to a variety of audiences. Communicates and relates to others well by building effective relationships. Contributes to open communication between self and manager.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
6. Listen actively and respectfully to others, and ask questions when needed.	Does not listen to and consider others' points of view or insights. Attentiveness in communication is lacking and questions are not asked.	Occasionally listens carefully to other's ideas and demonstrate consideration for others' points of view or insights. May or may not ask questions when needed.	Actively listens to others and demonstrates being open to feedback about their own communication, and asks questions when needed.	Meets the criteria of Proficient and in actively listening, checks for understanding, and is responsive to needs and opinions of others. Anticipates questions needing answers.
7. Understand and follow instructions.	Instructions are not followed.	Shows some understanding and may follow some instructions.	Understands and follows instructions.	Meets the criteria of Proficient and ensures that others understand and follow instructions successfully.
8. Respond to requests in a timely manner with complete information.	Requests are not responded to, or the response is incomplete.	Responds to requests in either a timely or complete manner.	Responds to requests in a timely manner and provides complete information.	Meets the criteria of Proficient and anticipates requests and provides needed information before it is requested.
9. Demonstrate effective, timely, and professional written communication skills.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is ineffective, inaccurate and/or unprofessional.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is occasionally effective, accurate, and/or professional.	Written communication including outgoing correspondence, email, meeting minutes, departmental documents, etc. is consistently effective, accurate and professional.	Meets the criteria of Proficient and generates correspondence that enhances the receiver's ability to understand and process the information, which produces a quantifiable result that enhances the department's effectiveness.
10. Verbally communicate effectively, by adapting message style and tone to a variety of audiences.	Does not communicate effectively in a respectful and/or professional manner. Does not consider the thoughts and ideas of others. Does not demonstrate skill in communicating with diverse populations. Contributes to tense environment through miscommunication and does not seek to mediate misunderstandings.	Communicates thoughts and ideas but is not always effective, respectful, and/or professional. Inconsistently considers the thoughts and ideas of others. Inconsistently demonstrates skill in communicating with diverse populations. May contribute to miscommunication and may need assistance to mediate misunderstandings.	Communicates thoughts and ideas effectively in a respectful and professional manner, considering the thoughts and ideas of others. Demonstrates skill in communicating with diverse populations. Able to address miscommunication and mediate misunderstandings.	Meets the criteria of Proficient and is responsive to the thoughts and ideas of a variety of people in a variety of settings. Recognizes difficult communication environments and seeks to resolve communication breakdowns. Thoughtful and skillful communication is used to solve problems.

11. Communicate in a courteous, tactful and constructive manner, while building effective relationships.	Fails to engage in constructive effective, cooperative and/or diverse interpersonal relationships within the District and community. Does not contribute to a cooperative work environment. Initiates or responds to workplace gossip, building interpersonal barriers in the team or department.	Inconsistently engages in constructive, effective, cooperative and/or diverse interpersonal relationships within the District and community. Inconsistently contributes to a cooperative work environment. Occasionally contributes to or responds to workplace gossip.	Consistently builds constructive, effective, cooperative and diverse interpersonal relationships within the District and community. Contributes to a cooperative work environment and fosters team effectiveness and success. Does not contribute to or respond to workplace gossip.	Meets the criteria of Proficient and proactively breaks down barriers which interfere with effective communication, and actively works to redirect others who contribute to workplace gossip or other communication and teamwork barriers.
12. Contribute to open communication between self and the unit manager.	There is little or no open communication between self and Unit Manager.	Avoids open communication between self and Unit Manager.	Contributes to open communication between self and Unit Manager.	Meets the criteria of Proficient and initiates and actively maintains open communication between self and Unit Manager.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 3: Work Productivity & Organization

Effectively uses work time; setting priorities and timelines to accomplish assigned duties in support of team or program. Utilizes work space and resources to increase efficiency. Complete assignments within time limits, and works independently. Prioritizes tasks effectively. Demonstrates initiative. Keeps appropriate records.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
13. Effective use of work time; setting priorities and timelines to accomplish assigned duties in support of the team or program.	Does not use available work time to accomplish tasks and meet deadlines. Requires supervision to start and complete job-related tasks and assignments.	Inconsistently uses available work time to accomplish assigned tasks. Inconsistent productivity related to starting and/or completing required tasks requiring Unit Manager direction.	Uses available work time to accomplish assigned tasks. Maintains a consistent level of productivity, starting and finishing work on assigned tasks independently.	Meets the criteria of Proficient and supports the team, program, or others to be proficient as well. Uses available work time to complete assigned tasks, as well as contributing to or completing projects that support the team, program, or others, while assuming full responsibility for starting and finishing work. Takes responsibility for reporting level of completion to Unit Manager throughout projects.
14. Utilize work space and resources to increase efficiency.	Workspace is not organized and does not support productivity. Has difficulty ensuring that information and materials are prepared to maximize productivity.	Workspace is not well organized to support productivity. Requires direction and support for success. Uses prepared information and materials to achieve productivity.	Workspace is organized in a manner that supports productivity. Ensures materials and information are prepared to maximize productivity and would allow an unfamiliar person to step into the environment to continue the work with limited guidance from Unit Manager.	Meets the criteria of Proficient and in a respectful and helpful manner, initiates assisting individuals and/or teams in organizing their workspaces to support greater productivity in their work.
15. Complete assignments within time limits, and work independently.	Assigned tasks are rarely completed by expected deadlines. Appropriate priorities are not maintained.	Occasionally completes assigned tasks in a timely and useful manner with little direct supervision. May need support	Regularly prioritizes tasks and completes work on time. Prioritizes and structures	Meets the criteria of Proficient and consistently works independently, anticipating work needs and completing

	Work is not effective without direct supervision.	to prioritize and structure their day.	assignments with limited supervision.	assigned tasks prior to deadlines. Interim components of the assignment are completed in advance of the projected time frame.
16. Prioritize tasks effectively.	Requires Unit Manager support to prioritize job tasks. Has trouble completing workload when interrupted and is unable to reprioritize without help	Needs some support to prioritize job tasks. Tracks workload despite interruptions but may find it difficult to return to job tasks.	Independently prioritizes job tasks to effectively meet deadlines, by organizing and coordinating workload. Tracks status of workload and re-prioritizes as necessary. Demonstrates ability to work through unplanned interruption.	Meets the criteria of Proficient and anticipates adjustments which might be required and then seamlessly makes the adjustments. Models for others the systematic use of methods to accomplish more in less time developing an appropriate work plan to achieve results; consistently aware of the status of an assigned project and completes despite unplanned interruption.
17. Demonstrate initiative.	Work is not completed without close supervision and direction. Tasks are either avoided or overlooked.	Usually completes assigned work with some direction. With direction, will perform other tasks when assigned work is completed.	Able to accomplish tasks with little or no direction. After assigned work is completed, seeks out and does other tasks.	Meets the criteria of Proficient and work is consistently completed without close supervision and direction. Looks for and acts upon opportunities to improve methods and skills. When assigned work is completed, initiates additional departmental tasks without waiting to be asked.
18. Keep appropriate records.	Record keeping Is usually late and/or incomplete.	Is often late or incomplete in maintaining records.	Keeps accurate and timely records as appropriate.	Meets the criteria of Proficient and takes responsibility for devising and improving record-keeping systems.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 4: Quality of Work & Accountability

Produces, accurate, thorough, professional work. Monitors process, progress, and results, including correcting own errors. Maintains high standards, even under circumstances with pressing deadlines. Maintains high standards despite pressing deadlines. Organizes work responsibilities. Demonstrates ownership and task orientation in work. Uses resources efficiently and effectively.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
19. Produce neat, accurate, thorough, professional work, monitoring process, progress, and results, including correcting own errors.	Work is rarely accurate, neat, and thorough. Quality of work does not meet Unit Manager expectations. Work produced is of unacceptable quality. Work frequently needs to be redone.	Inconsistently works in a manner that is accurate, neat, and thorough. Quality of work inconsistently meets expectations requiring Unit Manager support to find/correct errors. Work occasionally needs to be redone. Displays a basic understanding of work quality standards.	Consistently works in a manner that is accurate, neat, and thorough. Quality of work meets expectations with minimal supervision. Self-reviews and correct errors. Work seldom needs to be redone. Demonstrates ability to meet work quality standards.	Meets the criteria of Proficient and, actively seeks and applies innovative approaches which will improve and/or enhance his/her work beyond the norm and/or for others. Monitors and corrects errors and serves as a resource for others for review of team projects and products.
20. Maintain high standards, even under circumstances with pressing deadlines.	Does not meet performance standards under difficult timelines or circumstances. Loses interest in or abandons tasks when problems arise.	Inconsistently meets performance standards under difficult timelines or circumstances. Inconsistently communicates and addresses problems and situations as they arise.	Consistently meets high standards even under difficult timelines or circumstances. Communicates and addresses problems as they arise.	Meets the criteria of Proficient and looks for ways to expand job capabilities with innovative ideas which motivate others. Anticipates problems that may arise and develops plans to address those possibilities in advance.
21. Organize work responsibilities.	Quality and quantity of work completed is frequently below District standards even with close supervision.	Quality and quantity of work is dependent on close supervision and assistance in prioritizing and organizing tasks.	Quality and quantity of work produced meet District standards, goals, and objectives with little or minimal direct supervision.	Meets the criteria of Proficient and work either exceeds District standards, goals, and objectives with no direct supervision, or enhances the quality and quantity of work produced by others that meet District standards, goals, and objectives.

22. Demonstrate ownership and task-orientation in work.	Job assignments are stretched to fill work shift. Tasks are not completed. Work is rarely accomplished without close supervision.	Is frequently distracted from task; thereby making it difficult to meet production standards. Often needs reminders to complete assigned tasks. Seldom accomplishes more than assigned work.	Meets production standards expected of the position. Seeks other tasks when assigned work is completed. Usually accomplishes more than assigned work.	Meets the criteria of Proficient and impacts the ability of others to demonstrate ownership and task-orientation in their work.
23. Use resources efficiently and effectively.	Quality of work undermines the efficient achievement of goals and objectives. Wastes time and supplies. Does not use and/or maintain equipment and supplies efficiently or effectively.	Quality of work does not contribute to the efficient achievement of goals and objectives. Ineffectively uses technology and supplies to produce work of inconsistent quality.	Quality of work consistently meets standards for position. Completes tasks with satisfactory efficiency. Proficiently uses technology and supplies to produce quality work.	Meets the criteria of Proficient and applies technology beyond the scope of normal duties to benefit others. Impacts others in the use of technology to more efficiently and effectively perform their work.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 5: Collaboration

Develops cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems. Working jointly or in partnership with all staff and is responsive to the public in a positive and professional manner.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
24. Develop cooperation and teamwork while collaborating with co-workers, education partners, and administration to complete tasks and solve problems when appropriate.	The employee has difficulty actively functioning in an environment that requires teamwork. Does not demonstrate an understanding of how their own behavior impacts others. There is little to no collaboration in completing tasks or solving problems.	The employee inconsistently performs as an active, positive and contributing member of the team and inconsistently demonstrates an understanding of how their behavior impacts others. Occasionally collaborates with others, but not as often as needed to complete tasks and solve problems.	The employee is an active, positive and contributing member of the team and is aware of how their behavior impacts others. When appropriate, collaborates with others to complete tasks and solve problems.	Meets the criteria of Proficient and openly seeks to build and support a workplace of collaboration and teamwork. When appropriate, initiates collaboration with others in order to complete tasks and solve problems.
25. Work effectively with all staff and interact with the public in a positive and professional manner.	Does not demonstrate positive, effective and cooperative relationships with staff, students and the public.	Inconsistently demonstrates positive, effective and cooperative relationships with all staff, students and the public.	Consistently demonstrates positive, effective and cooperative relationships with all staff, students and the public.	Meets the criteria of Proficient and consistently models and actively seeks positive, cooperative relationships with all staff, students and the public. Anticipates/addresses any questions or concerns.

PROFESSIONAL GROWTH CONTINUUM

Core Standard 6: Problem Solving

Makes accurate, informed, and independent decisions. Uses analysis, experience, and logical methods to make good decisions and solve difficult problems. Considers the systemic effects of decisions on others.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
26. Make accurate, informed, and independent decisions; demonstrate ability to problem solve.	Unable to make accurate, independent decisions. Unable to problem solve.	Inconsistent ability to make accurate independent decisions and/or occasional failure to follow directions make it difficult to depend on the employee to effectively problem solve.	Able to consistently make accurate independent decisions and follow directions. Can be relied upon to make informed decisions and effectively problem solve.	Meets the criteria of Proficient and impacts others to make accurate, informed, and independent decisions and to problem solve.
27. Use analysis, experience, and logical methods to make good decisions and solve difficult problems.	Does not collect facts before making decisions or taking action. Jumps to conclusions with little or no evidence.	Considers some facts, data, actions, resources, and constraints before selecting a method for accomplishing a task or project.	Considers multiple and/or alternative actions, resources, and constraints before selecting a method for accomplishing a task or project.	Meets the criteria of Proficient and uses analysis, experience, and logical methods to solve a problem before referring it to a supervisor. Uses creative solutions to promote growth in others, to engage in effective problem-solving strategies.
28. Consider the systemic effects of decisions on others or the system as a whole.	Faulty analysis and occasional lack of logic when making decisions or solving problems. Does not consider the systemic impact of decisions.	Inconsistent analysis of data, criteria and logical reasoning. Inconsistent ability to understand and communicate solutions to problems and the systemic impact of decisions.	Consistently uses thoughtful analysis including specific data, criteria and logical reasoning to communicate and solve problems with regard to the systemic impact of decisions.	Meets the criteria of Proficient and thinks clearly and strategically under pressure using logical reasoning to solve and mitigate problems with perspective on how solutions impact the system. Influences others in applying this way of thinking.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 7: Professionalism

Maintains regular attendance and is punctual. Adheres to District safety standards and complies with rules, statutes, policies, and procedures. Adapts to changes in job duties. Exercises discretion and safeguards confidential information. Demonstrates a commitment to supporting and engaging in the District's goals, mission and values. Delegate and/or demonstrate responsibility and good decision-making. Participates in and takes ownership of personal professional growth. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
29. Attend work and work-related activities regularly and on time.	Attendance and/or punctuality does not meet expectations; Calls in with limited notice and/or does not follow absence reporting procedures; frequently not ready to assume responsibilities at report to work time; interferes with job performance.	Attendance and punctuality is inconsistent and impacts service or job performance. Inconsistently demonstrates proper notification and use of leave time. Occasionally not ready to assume responsibilities at report to work time.	Consistent attendance. Reports to work on time and ready to assume responsibilities. Demonstrates proper notification and use of leave time, and provides advance notice of absences when possible.	Meets the criteria of Proficient and influences others in attending work and work-related activities regularly and on time.
30. Demonstrate flexibility and adaptability to a constantly changing work environment.	Does not adjust and interact to new and unfamiliar situations and procedures. Reacts negatively to the unexpected. Does not accept Unit Manager feedback and/or implement recommended changes. Flexibility is not demonstrated in response to team, program, or District needs.	Requires additional time and/or Unit Managery coaching to adjust to new situations and procedures. Requires additional time and/or Unit Managery coaching to respond positively to the unexpected. Occasionally responds negatively to direction and feedback from Unit Manager. Generally demonstrates flexibility in order to accommodate team, program, or District needs.	Consistently adjusts and interacts to new situations and procedures. Demonstrates flexibility. Responds positively to the unexpected and accepts direction and feedback from Unit Manager. Demonstrates flexibility in order to accommodate team, program, or District needs.	Meets the criteria of Proficient and frequently volunteers to assume additional responsibilities when the need arises and/or independently mentors colleagues who are having difficulty making adjustments to change. Seeks feedback from Unit Manager and others to improve knowledge and skills.
31. Exercise discretion and safeguard confidential information.	Discretion is not exercised. Confidential and privileged information fails to be safeguarded.	Inconsistently exercises discretion. Unreliably safeguards confidential and privileged information.	Exercises discretion. Safeguards confidential and privileged information	Meets the criteria of Proficient and influences others in exercising discretion and safeguarding confidential information. Creates systems that safeguard confidential information.

32. Demonstrate knowledge of and/or compliance with workplace expectations, rules, regulations, statutes, policies, agreements, goals, and procedures, and a commitment to supporting and engaging in the District's goals, mission and values.	Does not demonstrate knowledge of the District's goals, mission, values, and strategic direction. Does not demonstrate knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals and procedures which directly impact him/her in the performance of the job and as a District employee.	Occasionally demonstrates knowledge of the District's goals, mission, values, and strategic direction. Demonstrates partial knowledge of and/or compliance with the rules, regulations, statutes, policies, agreements, goals and procedures which directly impact him/her in the performance of the job and as a District employee.	Demonstrates knowledge of the District's goals, mission, values, and strategic direction; is able to articulate how they relate to their work within the District and broader community. Demonstrates knowledge of and compliance with the rules, regulations, statutes, policies, agreements, goals and procedures which directly impact him/her in the performance of the job and as a District employee.	Meets the criteria of Proficient and seeks opportunities to model the goals, mission, values, and strategic direction in their work; engages in activities that support these initiatives; leads team or department to incorporate these initiatives. Actively seeks ways to support opportunities and influence others to improve compliance with rules, regulations, statutes, policies, agreements, goals and procedures.
33. Delegate and/or demonstrate responsibility and good decision-making.	Fails to delegate or demonstrate responsibility. A lack of judgment, under both normal and unusual circumstances is frequently apparent.	Sometimes delegates and/or demonstrates responsibility. Inconsistently makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.	Consistently delegates and/or demonstrates responsibility. Usually makes sound decisions, anticipates needs, and uses good judgment under normal or unusual circumstances.	Meets the criteria of Proficient and does not hesitate to take responsibility and make good decisions on behalf of the District, team, or program.
34. Participate in and take ownership of personal professional growth.	Does not take opportunities to grow professionally in knowledge and skills.	Participates in professional development opportunities but training is not transferred to practice.	Actively self-identifies areas for growth and pursues professional development related to assignment.	Meets the criteria of Proficient and actively self-identifies areas for growth and pursues professional development related to assignment; initiates the sharing of new learning with others to improve efficiency in the department/tasks.
35. Treat all persons with respect and civility, value diversity, and resolve conflicts professionally. Develop and maintain professional relationships with colleagues and the public.	Treatment of others lacks civility, fails to value diversity, and promotes rather than resolves conflict. Professional relationships with colleagues and the public are neither developed nor maintained.	Inconsistently treats people with respect and civility, does not always value diversity, or resolve conflicts professionally. Inconsistently develops and maintains professional relationships with colleagues and the public.	Consistently treats all people with respect and civility, values diversity, and resolves conflicts professionally, and consistently develops and maintains professional relationships with colleagues and the public.	Meets the criteria of Proficient and engages in discourse to interrupt unprofessional practices or to maintain professional relationships; removes barriers in order for students to access education; and influences others to meet this standard.

PROFESSIONAL GROWTH CONTINUUM
Core Standard 8: Student Assistance / Management

Supports school equity initiatives and equitable outcomes for all students. Provides a safe and supportive environment for students. Demonstrates respectful interaction and rapport with students.

Indicator The employee will:	Unsatisfactory (1)	Developing (2)	Proficient (3)	Exceeds (4)
36. Actively support school/department/ district equity goals and activities in creating equitable outcomes for each student.	The staff member engages in no professional development activities to enhance knowledge or skill in the area of supporting the school/ department/ district equity goal(s). The staff member resists feedback on performance practices as it relates to equity from either Unit Managers or more experienced colleagues. The staff member makes no effort to share knowledge with others or to assume professional responsibilities in support of the school/ department/ district equity goal(s).	The staff member participates to a limited extent in school/ department/ district equity focused professional activities when they are convenient. The staff member engages in a limited way with colleagues and Unit Managers in professional conversation about equity practices including some feedback on job performance. The staff member finds limited ways to assist other staff and contribute to the professional goals of school/ department/ district equity goals.	The staff member seeks out opportunities for professional development in the area of equity to enhance content knowledge and if applicable, pedagogical skill, directly related to the school/ department/ district equity goal(s). The staff member actively engages with colleagues and Unit Managers in professional conversations about practice, including feedback about practice. The staff member participates actively in assisting other staff and looks for ways to contribute to meeting the school/ department/ district equity goals(s).	Meets the criteria of Proficient and makes a distinct effort to participate, (attend, facilitate, initiate, or lead), school/ department/ district equity activities, meetings, and events related to the school/ department/ district equity goal(s). Initiates opportunities to learn and strengthen skills related to cultural competencies and applies newly acquired knowledge to their work. The staff member solicits feedback on practice from both Unit Managers and colleagues regarding equity practices. When making decisions and taking action, questions and considerations regarding the school/ department/ district equity goal(s) are used.
37. Provide a safe and supportive environment for students	Does not understand student behavior expectations or demonstrate management systems including positive behavior supports as well as building support systems and personnel resulting in student safety concerns or students not receiving necessary supports.	Demonstrates a limited understanding of student behavior expectations and inconsistently implements management systems including positive behavior supports, resulting in occasional student safety concerns or students not receiving necessary supports.	Understands and implements student behavior expectations and management systems including positive behavior supports, thus contributing to a safe and supportive educational environment for students.	Meets the criteria of Proficient and makes contributions and provides suggestions for the improvement of student safety and support systems.

38. Demonstrate respectful interaction and rapport with students.	Does not demonstrate an atmosphere of respect and rapport with students, as evidenced by disrespect, sarcasm, put-downs, insensitivity to students' ages, cultural backgrounds and developmental levels.	Inconsistently demonstrates ability to engage with a variety of students. The intent of communication with students occasionally results in unintended impacts, such as disrespect or insensitivity toward students' ages, cultural backgrounds and development levels, SES, identity, etc.	Consistently interacts in a friendly, caring, respectful manner with a diverse population of students. Communication is constructive and motivating, Responds appropriately to challenging student behavior. Contributes to all students feeling safe and valued.	Meets the criteria of Proficient and interactions between employee and students are positive and respectful, reflecting genuine warmth, sensitivity, and caring. Encourages student efforts to demonstrate respectful interactions with others. Influences other employees to demonstrate respectful interactions and rapport with students.

39. Contribute to and support the educational environment by understanding routines and procedures of the classroom or group, including student supervision as appropriate.	Does not demonstrate an understanding of or ability to follow routines and procedures as assigned by educator or administrator.	Inconsistently understands and follows routines and procedures as assigned by educator or administrator.	Understands and follows routines and procedures of the classroom or group as assigned by educator or administrator.	Meets the criteria of Proficient and makes meaningful and effective contributions and suggestions for improvement that enhance the educational environment.
40. Assist the licensed educator in organization of activities.	Does not communicate with licensed educators and other staff regarding student progress and behavior as requested by Unit Manager.	Communicates with other educators when necessary; May miss opportunities to contribute to educational planning for children/ students due to limited knowledge of student progress and behavior.	Engages in professional communication with other educators to enhance the learning experience for students; uses planned time with licensed educators to contribute to and communicate regarding students' progress and behavior.	Meets the criteria of Proficient and effectively works as part of a team to assist in development of group or class activities; is a proactive member of the educational team; plans time with teachers and influences staff in addressing the progress and behavior of students toward problem-solving solutions.

41. Accurately and independently assist with and prepare lessons, activities, and materials as requested by the licensed educator.	Lessons, activities, and materials are not accurately prepared as requested by licensed educator.	Prepares materials, lessons, activities, as requested by the licensed educator, but may require ongoing feedback to complete with accuracy.	Independently and accurately prepares student lessons, materials, and activities as directed by the licensed educator.	Meets the criteria of Proficient and makes suggestions to team to improve materials for use and takes initiative in their development.
42. Collect and maintain accurate data as prescribed by the licensed educator.	Does not accurately collect data on learner activity as directed by the educator.	Inconsistently collects data on learner activities as directed by the educator; data is not always accurate.	Consistently collects accurate data on learner activities as directed by the educator.	Meets the criteria of Proficient and collaborates with educator to design data collection tools.