

PERFORMANCE RUBRIC

DOMAIN 1: Shaping Culture Team members contribute positively to the District through ethical decision making and professionalism.		LEADER OF SELF	LEADER OF OTHERS	LEADER OF TEAMS
1.1	Promotes Organizational Vision, Mission, and Goals	Y	Y	Y
1.2	Adapts to Change	Y	Y	Y
1.3	Creates Positive Environment for Change	-	Y	Y
DOMAIN 2: Developing Talent Team members identify opportunities and take action to develop self, peers, teams, and departments.		LEADER OF SELF	LEADER OF OTHERS	LEADER OF TEAMS
2.1	Possesses Growth Mindset	Y	Y	Y
2.2	Prioritizes Learning	Y	Y	Y
2.3	Selects, Hires, and Plans for Employee Succession	-	Y	Y
2.4	Ensures High Performance of Direct Reports	-	Y	Y
2.5	Promotes Effective Management	-	-	Y
DOMAIN 3: Driving Impact Team members impact the District with high levels of productivity.		LEADER OF SELF	LEADER OF OTHERS	LEADER OF TEAMS
3.1	Manages Time and Organizes Tasks for Success	Y	Y	Y
3.2	Solves Problems	Y	Y	Y
3.3	Demonstrates Mastery of Job-Specific Skills	Y	Y	Y
3.4	Manages Projects	-	Y	Y
3.5	Develops Strategic and Data-Driven Goals Others & Teams	-	Y	Y
3.6	Focuses on Innovative and Strategic Decision Making	-	Y	Y
3.7	Organizes Resources	-	-	Y
DOMAIN 4: Engaging Stakeholders Team members communicate in ways that build trust and develop positive relationships.		LEADER OF SELF	LEADER OF OTHERS	LEADER OF TEAMS
4.1	Communicates Professionally and Effectively	Y	Y	Y
4.2	Builds Positive Relationships with Internal and External Stakeholders	Y	Y	Y
4.3	Builds High-Performing Teams	-	Y	Y
4.4	Leverages Cross-Departmental Collaboration	-	-	Y

PERFORMANCE RUBRIC

Performance Level Definitions

Exemplary	Proficient	Progressing	Unsatisfactory
The exemplary team member is considered a role model that habitually exhibits exceptional performance translating to high levels of achievement of department and/or team goals. They show evidence of in-depth expertise along with superior ability to implement and integrate the essential functions of the position. Their work and interactions are always culturally appropriate, focused on providing unparalleled customer service, and branded with high expectations for themselves and their team. The exemplary team member's impact is not limited to their team but is department and/or districtwide. They possess a growth mindset that facilitates productive collaboration and compelling mentorship of colleagues. They are highly motivated, showing initiative and requiring minimal supervision to move their work forward. Team members performing at this level are uniquely creative, innovative, or positively influential. They are considered "irreplaceable."	The proficient team member is a valued team member who demonstrates consistent favorable performance that translates to the team meeting most performance goals. There is evidence of substantial expertise along with implementation and integration of the essential functions of the position. Proficient team members participate in professional learning opportunities and are supportive of colleagues. This rating refers to a successful, professional team member that is consistently culturally responsive and customer service focused while maintaining high expectations for themselves. It is the expectation that most team members are consistently performing at a proficient level while simultaneously engaging in further development.	The progressing team member displays sporadic shifts in effectiveness. There is evidence of basic knowledge and skills needed for the position, but more consistent overall performance is required. They are cordial with colleagues, but collaboration and/or professional learning is occasional and typically initiated via mandates. This rating refers to team members who are occasionally culturally responsive and customer focused, and they uphold some expectations for themselves. This level of performance indicates that the team member's work product is inconsistent or ineffective, thus opportunities for improvement are warranted.	The unsatisfactory team member is considered ineffective. The team member shows little or no expertise and minimal initiative to achieve personal and/or team goals. The team member does not meet minimum performance standards and needs substantial improvement. This rating refers to work that is rarely culturally appropriate or customer focused. This level of performance is hindering the team member from achieving required goals or is harming the team and/or department from reaching collective goals. Significant improvement is needed.

PERFORMANCE RUBRIC

LEADER OF
SELF

LEADER OF
OTHERS

LEADER OF
TEAMS

Domain 1: Shaping Culture

Team members contribute positively to the District through ethical decision making and professionalism.

1.1: PROMOTES ORGANIZATIONAL VISION, MISSION, AND GOALS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Engages in decision making that is aligned to and supports District vision - Promotes high standards of conduct, ethical principles and integrity in decision making, actions, and behaviors - Adheres to: - Federal and state laws - Educator Code of Ethics - State statutes - Local school board policies, regulations, and practices	Seeks out or leads opportunities to enhance District programs and initiatives to advance the District vision Almost without exception, acts in a professional and culturally competent manner and proactively considers the feelings and perceptions of others Sets the example for others to emulate regarding integrity and ethical conduct Models confidentiality and handling and transmission of information with notable sensitivity Models compliance with District, division, and local policies and procedures	Participates in enhancing District programs and in initiatives to advance the District vision Habitually acts in a professional and culturally competent manner and is considerate of the feelings and perceptions of others Maintains integrity and ethical conduct Consistently maintains confidentiality and handles information with appropriate sensitivity Complies with District, division, and local policies and procedures	Engages in District programs and initiatives when directed or demonstrates sporadic effort to advance the District vision Demonstrates inconsistent professional or culturally competent behaviors, e.g. may not respond in a manner aligned to the situation; may not consider the feelings and perceptions of others Usually maintains integrity and ethical conduct Maintains confidentiality when requested; may not determine an appropriate level of sensitivity when handling information Most of the time complies with District, division, and local policies and procedures	Rarely engages in District programs and initiatives and rarely makes effort to advance the District vision Demonstrates insufficient professional or culturally competent behaviors, e.g. struggles to respond in a manner aligned to the situation; rarely considers the feelings and perceptions of others Struggles to maintain etiquette and ethical conduct Rarely maintains confidentiality or an appropriate level of sensitivity when handling information Rarely complies with District, division, and local policies and procedures

PERFORMANCE RUBRIC

LEADER OF
SELF

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LEADER OF
TEAMS

Domain 1: Shaping Culture

Team members contribute positively to the District through ethical decision making and professionalism.

1.2: ADAPTS TO CHANGE

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Discerns the need to adjust behavior to improve performance - Responds appropriately to new information, changing conditions, or unexpected obstacles - Supports change and assists peers, when appropriate, as they work through change	Nearly always evaluates behaviors and responds effectively resulting in high levels of performance Proactively addresses new information, changing conditions, or unexpected obstacles to support and sustain high levels of performance Seeks and leverages opportunities to communicate and support positive changes in self and others	Evaluates behaviors and responds appropriately resulting in improved performance Addresses new information, changing conditions, or unexpected obstacles in support of continuous improvement Acknowledges or assists in positive changes in self and others	Sometimes evaluates behaviors; occasionally responds in ways that result in improved performance Accepts new information, changing conditions, or unexpected obstacles but response may not lead to improvement Sometimes acknowledges or assists in positive changes in self and others	Rarely evaluates behaviors; responds ineffectively resulting in little change to performance Rarely or fails to respond to new information, changing conditions, or unexpected obstacles Struggles to acknowledge or assist change in self or others

PERFORMANCE RUBRIC

Domain 1: Shaping Culture

Team members contribute positively to the District through ethical decision making and professionalism.

LEADER OF
OTHERS

1.3: CREATES POSITIVE ENVIRONMENT FOR CHANGE

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Communicates rationale and context for change - Implements initiatives or processes to enhance District goals and objectives - Creates a safe environment for risk-taking - Encourages employees to be innovative and creative - Stakeholders are empowered to be active in the reflections, decision making, and overall District/department culture	Proactively builds team members' capacity to explain, internalize, and take action on change processes leading to improved outcomes Effectively and proactively communicates rationale for change, thus enabling strong buy-in and stakeholder support Models and cultivates a collaborative environment that promotes: - Creativity - Risk-taking - Reflection - Acceptance	Engages in ongoing capacity building of team to explain, accept and support change processes Communicates rationale for change, thus enabling buy-in and stakeholder support Maintains a collaborative environment that usually promotes: - Creativity - Risk-taking - Reflection - Acceptance	Looks for ways to build team capacity to navigate change and is receptive to new ideas Occasionally communicates change without providing rationale resulting in inconsistent buy-in or stakeholder support Sporadically maintains a collaborative environment or sometimes promotes: - Creativity - Risk-taking - Reflection - Acceptance	Rarely builds team capacity to navigate change and struggles to accept new ideas Infrequently communicates changes resulting in limited buy-in or stakeholder support Rarely supports a collaborative environment and struggles to promote: - Creativity - Risk-taking - Reflection - Acceptance

Domain 2: Developing Talent

Team members identify opportunities and take action to develop self, peers, teams, and departments.

2.1: POSSESSES GROWTH MINDSET

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Identifies areas for continuous improvement - Seeks out and is receptive to feedback and incorporates information into work - Acknowledges mistakes; reflects and adjusts accordingly	Continuously demonstrates self-reflection by requesting feedback from peers and supervisors leading to significant improvements in performance Proactively and effectively implements strategies from feedback, self-reflection, or professional learning resulting in significant improvement in achievement of individual or team goals Proactively acknowledges mistakes or reports errors; reflects to ensure limited recurrence of mistakes	Regularly demonstrates self-reflection and accepts feedback from peers and supervisors to improve performance Implements strategies from feedback, self-reflection, or professional learning resulting in improvement in achievement of individual or team goals Acknowledges mistakes and usually reflects and adjusts accordingly	Accepts feedback from peers and supervisors that sometimes leads to improved performance Occasionally implements strategies from feedback, self-reflection, or professional learning Inconsistently acknowledges mistakes; sometimes adjusts behavior when mistakes are identified	Seldom open to feedback from peers and supervisors Infrequently implements new strategies from feedback, self-reflection, or professional learning Struggles to acknowledge mistakes or does not adjust behavior when mistakes are identified

Domain 2: Developing Talent

Team members identify opportunities and take action to develop self, peers, teams, and departments.

2.2: PRIORITIZES LEARNING

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Identifies and takes advantage of learning opportunities - Uses new knowledge and skills to improve work effectiveness - Shares knowledge and learning with others when appropriate	Proactively seeks out and actively participates in current job-embedded internal and external professional learning opportunities resulting in improved outcomes Habitually leverages new learning and skills to improve performance and outcomes of self and others	Actively participates in current job-embedded internal or external professional learning opportunities Leverages new learning and skills to improve performance of self and others	Sometimes participates in professional learning opportunities as assigned or engages passively in learning opportunities Sporadically leverages new learning or skills to improve performance of self or others or intermittently shares new learning and skills	Rarely participates in professional learning opportunities Fails to leverage or share new learning or skills to improve performance

PERFORMANCE RUBRIC

Domain 2: Developing Talent

Team members identify opportunities and take action to develop self, peers, teams, and departments.

LEADER OF
OTHERS

2.3: SELECTS, HIRES, AND PLANS FOR EMPLOYEE SUCCESSION

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Implements rigorous and equitable hiring practices - Provides new hires with the information and support to be successful - Defines job responsibilities and skills to be successful in each role throughout the employee life cycle - Conducts succession planning	Engages in a thorough talent review of current team before the applicant review and interview process to assist in determining the best candidate for hire aligned with team goals	Reviews all applicants and conducts a fair and equitable interview process to determine the best candidate for hire	Hires staff to fill vacant positions	Struggles to prioritize applicant review or hiring
	Proactively identifies and facilitates resource acquisition for new hires to ensure workflow continuity and improved outcomes	Identifies and secures resources for new hires to ensure workflow continuity	Provides opportunities for new hires to acquire resources needed for workflow continuity	Provides basic resources for new hires with limited consideration of workflow continuity
	Plans and conducts regular job description analysis, soliciting and incorporating comprehensive input from relevant stakeholders to ensure alignment to departmental needs and priorities	Analyzes job descriptions, soliciting and incorporating input from relevant stakeholders to ensure alignment to departmental needs and priorities as needed	Reviews job descriptions as required, soliciting or incorporating input from some or few stakeholders	Infrequently reviews job descriptions and rarely solicits input from relevant stakeholders
	Proactively establishes strategic direction, identifies key positions, analyzes talent, and develops, implements, and evaluates succession plans	Analyzes team talent and develops succession plans	Occasionally develops portions of succession plans but may not implement with fidelity	Rarely plans for succession or evaluates team talent

PERFORMANCE RUBRIC

Domain 2: Developing Talent

Team members identify opportunities and take action to develop self, peers, teams, and departments.

LEADER OF
OTHERS

2.4: ENSURES HIGH PERFORMANCE OF DIRECT REPORTS

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Communicates realistic expectations for work performance - Encourages employees to seek out and participate in professional learning opportunities - Discusses progress and performance with direct reports to promote professional growth, providing continuous job-specific feedback and coaching - Develops skill set of direct reports by delegating meaningful and challenging tasks - Uses performance evaluation to fairly and accurately depict contributions to the work, holding each employee accountable for their part in achieving expected outcomes	Direct reports can clearly describe their role, how their work connects to the goals of the team, and what success looks like for their work and for the team Frequently assesses individual and team needs, offering and supporting recommendations of strategically aligned, high quality professional learning Checks in with all direct reports to effectively and efficiently move work projects forward and assigns tasks to significantly stretch team and individual capacity Habitually observes work of direct reports and frequently solicits updates; models and cultivates shared accountability and ownership for achieving outcomes	Direct reports can articulate their role and what success looks like for their work and for the team Regularly offers and supports recommendations for high quality professional learning for individuals and teams Consistently checks in with direct reports, helping to move work projects forward and may assign tasks to appropriately stretch individual capacity Observes work of direct reports and regularly solicits updates	Some direct reports can articulate their role or what success looks like for their work or for the team Sporadically offers or supports recommendations for professional learning Sometimes holds check-ins with direct reports to move work projects forward or occasionally assigns tasks with limited consideration of individual capacity Occasionally observes work of direct reports or sporadically solicits updates	Most direct reports struggle to articulate their role or what success looks like for their work or for the team Rarely offers or supports opportunities for professional learning Infrequently conducts check-ins with direct reports or assigns tasks with limited consideration of individual capacity Rarely observes the work of direct reports or rarely solicits updates

PERFORMANCE RUBRIC

Domain 2: Developing Talent

Team members identify opportunities and take action to develop self, peers, teams, and departments.

2.5: PROMOTES EFFECTIVE MANAGEMENT

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
• Holds managers accountable for coaching and developing employees • Offers insight and advice to managers • Delegates meaningful responsibilities and empowers managers to do the same • Strategically aligns funding to allocate resources in support of progression toward goals and employee development • Facilitates goal accomplishment through strategic staffing and assignment of work	Explicitly builds or improves systems to encourage and incorporate employees to assume leadership and decision-making roles Effectively collaborates with direct reports to achieve leadership goals, maximizing individual and team potential Provides individualized, intentional, and strategic job-embedded leadership feedback and coaching to all managers and direct reports that leads to improved outcomes Facilitates, initiates, plans, and engages in tailored leadership retreats, professional development, and team-building opportunities aligned to goals and team needs Proactively evaluates personnel allocations and assigns or reorganizes work to support the health and wellbeing of all team members and in pursuit of goal achievement	Implements systemic, equitable opportunities to employees to assume leadership and decision-making roles Collaborates with direct reports to achieve leadership goals, improving individual or team potential Provides job-embedded leadership feedback and coaching to all managers and direct reports Facilitates and engages in leadership retreats, professional development, or teambuilding opportunities intentionally aligned to goals and team needs Regularly evaluates personnel allocations and assigns or reorganizes work to support the health and wellbeing of team members	Provides some employees opportunities to assume leadership and decision-making roles Collaborates with direct reports to achieve leadership goals Provides leadership feedback and coaching when directed or requested or may not provide feedback to all managers and direct reports Offers leadership retreats, professional development, or teambuilding but may not align to goals or team needs Allocates personnel or assigns or reorganizes work to mitigate potential issues	Rarely allows employees opportunities to assume leadership and decision-making roles Collaborates with direct reports when necessary to make progress on leadership goals Gives limited leadership feedback or coaching to managers or direct reports Offers few leadership retreats, professional development, and/or teambuilding opportunities or relies on external offerings to develop employees Assigns personnel or reorganizes work in response to issues

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

3.1: MANAGES TIME AND ORGANIZES TASKS FOR SUCCESS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Plans ahead to maximize success - Tracks progress toward task completion and adjusts course as necessary - Achieves intended results - Prioritizes tasks appropriately - Completes work on time - Uses planning, time management, and organization of work to meet deadlines	Proactively and thoroughly plans ahead, assisting team in moving work forward and maximizing success Rigorously adheres to established working hours and proactively communicates schedule with all relevant team members Almost without exception, proactively prioritizes work to ensure deadlines are met and tasks are accomplished ahead of schedule Nearly always submits error-free and high quality final work products Habitually sets project benchmarks to track progress and keep project ahead of schedule; proactively readjusts workflow and/or communicates need for assistance	Consistently plans ahead to assist team in moving work forward Consistently adheres to established working hours and communicates schedule with relevant team members as expected Prioritizes work tasks to meet scheduled benchmarks and deadlines Consistently submits good quality final work products with only a few or minor adjustments needed Sets project benchmarks to track progress; readjusts workflow and communicates need for assistance in timely manner	Sporadically plans ahead to assist team in moving work forward Inconsistently adheres to established working hours or communicates schedule when reminded Adjusts work tasks as directed or some deadlines are missed Submits final work products but may contain errors or may not meet expected professional quality Sometimes sets project benchmarks to track progress; sometimes communicates need for assistance in a timely manner	Struggles to plan ahead or impedes team in moving work forward Rarely adheres to established working hours or communicates schedule as directed Struggles to prioritize work tasks resulting in missed deadlines Frequently submits final work products late, containing errors, or not of professional quality Rarely sets project benchmarks or fails to communicate need for assistance in timely manner

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

3.2: SOLVES PROBLEMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Practices logical problem-solving techniques - Acknowledges and corrects mistakes in a timely manner - Seeks out information to help address issues - Informs manager/others of problems when appropriate	Habitually dissects and evaluates issues and problems in pursuit of a comprehensive understanding of contributing factors Nearly always reports or acknowledges errors when appropriate; proactively reflects, plans, tests, and documents procedures to limit recurrence of mistakes Almost without exception, proactively communicates issues; solicits input from all relevant stakeholders and incorporates feedback resulting in improved outcomes Considers a wide variety of solutions to a problem and nearly always selects the one that delivers effective results	Evaluates issues and problems in pursuit of a full understanding of contributing factors Reports or acknowledges errors when appropriate; reflects and plans to limit recurrence of mistakes Communicates issues and solicits input from all relevant stakeholders; incorporates feedback to help solve problems Considers a variety of solutions to a problem and usually selects one that delivers good results	Seeks answers to issues and problems but may not pursue a full understanding of contributing factors Sometimes reports or acknowledges errors or may not recognize which issues need to be reported; sporadically limits recurrence of mistakes At times, communicates issues without soliciting input from all relevant stakeholders or incorporates feedback that may or may not help solve problems Considers some solutions to a problem and sometimes selects one that delivers good results	Infrequently seeks answers to problems; rarely demonstrates the capacity or will to determine contributing factors Rarely reports or acknowledges errors or struggles to recognize which issues need to be reported; rarely limits recurrence of mistakes Rarely communicates issues with stakeholders for their input; rarely incorporates feedback Considers few solutions to a problem and struggles to select the appropriate solution

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

3.3: DEMONSTRATES MASTERY OF JOB-SPECIFIC SKILLS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Demonstrates mastery of tools and skills necessary to carry out the functions of the position - Executes technical job requirements	Almost without exception, demonstrates substantial ability to apply knowledge and use know-how to complete tasks and solve problems Habitually exceeds expectations on routine work tasks and is consistently a top performer Effectively performs the required concrete/technical skills specific to their position at mastery level; serves as a resource to the team	Demonstrates the ability to apply knowledge and use know-how to complete tasks and solve problems Consistently meets expectations on routine work tasks Consistently performs the concrete / technical skills specific to their position	Sometimes demonstrates the ability to apply knowledge and use know-how to complete tasks and solve problems Meets expectations on some routine work tasks or may require ongoing assistance Performs some of the concrete / technical skills specific to their position	Applies limited knowledge and know-how to complete tasks and solve problems Rarely meets expectations routine work tasks or may require ongoing or heavy intervention Struggles with performing the concrete / technical skills specific to their position

PERFORMANCE RUBRIC

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

LEADER OF
OTHERS

3.4: MANAGES PROJECTS

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Sets clear, measurable project goals - Delegates tasks appropriately and monitors goal progress - Achieves successful goal outcomes - Aligns time in relationship to task importance - Anticipates, eliminates, and adjusts for problems and unforeseen circumstances that may hinder goal accomplishment	Nearly always, implements aggressive, clear, and measurable project goals that scaffold into department, division, and District goals resulting in successful outcomes Strategically and proactively allocates and readjusts time of personal tasks and time of direct reports aligned to task importance for achieving optimal results Aggressively and proactively develops and executes detailed contingency plans in advance of potential or unforeseen circumstances	Implements clear and measurable project goals that scaffold into department, division, and District goals Allocates time of personal tasks and time of direct reports aligned to task importance Develops and executes contingency plans in advance of potential or unforeseen circumstances	Implements project goals that may not clearly scaffold into department, division, and District goals Occasionally allocates time of personal tasks and time of direct reports aligned to task importance Executes contingency plans as unforeseen circumstances arise	Implements unclear, difficult to measure, or not clearly scaffolded project goals Rarely allocates time of personal tasks and time of direct reports Struggles to execute contingency plans

PERFORMANCE RUBRIC

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

LEADER OF
OTHERS

3.5: DEVELOPS STRATEGIC AND DATA-DRIVEN GOALS

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Sets rigorous qualitative and quantitative departmental goals - Manages work to ensure employee efforts align to goals - Create systems for tracking progress toward goals by gathering and reporting data - Achieves intended results and encourages continuous improvement	Leads the analysis of relevant data to collaboratively develop rigorous department or team goals tightly aligned to District priorities and initiatives Proactively compares actual progress to planned milestones and adjusts plans and resources accordingly, holding self and others accountable for achieving or exceeding intended outcomes Establishes or maintains systems to strategically collect and use data, collaborating with team to track progress toward goals Leads team in regularly meeting or exceeding goals, setting increasingly aggressive targets as appropriate	Analyzes relevant data to collaboratively develop rigorous department or team goals aligned to District priorities and initiatives Compares actual progress to planned milestones and adjusts plans and resources accordingly, holding self and others accountable for achieving intended outcomes Uses data systems and collaborates with team to track progress toward goals Assists team in consistently meeting or exceeding goals; sets appropriate targets	Conducts some analysis of relevant data to develop department or team goals that may align to District priorities and initiatives Sporadically compares progress to planned milestones, sometimes adjusts plans or resources accordingly, or occasionally holds self and others accountable for outcomes Sometimes uses data and collaborates with team to track progress toward goals Team sometimes meets goals; sporadically sets acceptable targets	Conducts an incomplete analysis of data resulting in department or team goals that demonstrate loose alignment to District priorities or are limited to one year Rarely compares progress or takes ownership when milestones are not met; struggles to adjust plans or hold self or others accountable Rarely uses data or rarely collaborates with team to track progress toward goals Team rarely meets goals; rarely sets targets

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

LEADER OF
OTHERS

3.6: FOCUSES ON INNOVATIVE AND STRATEGIC DECISION-MAKING

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Identifies key issues and relationships relevant to achieving short and long-term goals - Synthesizes information, resources, and possible constraints for success when developing an action plan for long range goals - Considers data, experience, and stakeholder input when making decisions - Stays abreast of current policies, best practices, and trends - Implements innovative and creative solutions	Nearly without exception, decisions are made in the best interest of the District and effectively advance department and District goals and priorities Develops, improves upon, and uses varied structures and protocols to solicit input from all or nearly all appropriate and relevant stakeholders Proactively seeks out multiple data sources and other resources in support of sound decision-making Demonstrates a strong commitment to innovation, creativity, and forward thinking when recommending and implementing solutions	Decisions are consistently made in the best interest of the District and advance department and District goals and priorities Uses structures and protocols to solicit input from a variety of appropriate and relevant stakeholders Uses data and other resources in support of sound decision-making Consistently demonstrates creativity and forward thinking when recommending solutions	Decisions are usually made in the best interest of the District; however, they may not advance the goals and priorities of the department and/or District Occasionally uses structures or protocols to solicit input from a variety of appropriate and relevant stakeholders Intermittently uses data and other resources in support of decision-making Demonstrates some creativity and forward thinking when recommending solutions	Some decisions are made with limited consideration of the best interest of District or department goals and priorities Rarely collects structured input or rarely solicits input from a variety of appropriate and relevant stakeholders Seldom uses data or other resources for informed decision-making Demonstrates a lack of creativity or forward thinking when recommending solutions

PERFORMANCE RUBRIC

Domain 3: Driving Impact

Team members impact the District with high levels of productivity.

3.7: ORGANIZES RESOURCES

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Leverages resources to accomplish goals - Establishes processes and systems to manage multiple teams and projects simultaneously - Ensures that work aligns to departmental and District goals - Manages budget requirements and resources to meet goals	Habitually evaluates and proactively seeks out resources to support accomplishment of team goals Proactively designs and implements structures and processes that improve or ensure high levels of productivity across the team Deliberately and effectively allocates resources tightly aligned to department and District goals in a manner that equitably contributes to successful outcomes for all teams Strategically and efficiently leverages funds in alignment with state and federal guidelines, exceeding department goals	Evaluates and secures resources to support accomplishment of team goals Implements structures and processes that facilitate productivity across the team Allocates resources aligned to department and District goals in a manner that equitably ensures successful outcomes for teams Effectively leverages funds in alignment with state and federal guidelines, achieving department goals	Occasionally evaluates and secures resources to support accomplishment of team goals Implements some structures and processes that enable productivity across the team Allocates some resources aligned to department and District goals in a manner that supports success for most teams Leverages funds in compliance with state and federal guidelines, accomplishing most department goals	Rarely evaluates or secures resources to support accomplishment of team goals Rarely implements structures and processes that enable productivity across the team Rarely allocates resources aligned to department and District goals resulting in limited team success Rarely leverages funds in compliance with state and federal guidelines or accomplishes few department goals

Domain 4: Engaging Stakeholders

Team members communicate in ways that build trust and develop positive relationships.

4.1: COMMUNICATES PROFESSIONALLY AND EFFECTIVELY

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Communicates with various audiences, sharing information and ideas in appropriate settings and formats - Conveys information to ensure messages are understood by the target audience in both formal and informal situations - Communications are accurate and organized - Exercises diplomacy in communication	Establishes, improves, and maintains effective two-way communication systems that promote accountability with all or nearly all relevant stakeholders, ensuring frequent input and feedback Written and verbal communication is nearly always clear and concise; uses correct grammar and vocabulary Model for planning and adapting style and tone to match needs of the audience while maintaining integrity of the message	Maintains two-way communication channels that address accountability with most stakeholders, allowing input and feedback Written and verbal communication is clear and concise; uses correct grammar and vocabulary Consistently uses appropriate style and tone for the message and the audience	Maintains one or two-way communication channels that address accountability with some stakeholders, allowing for intermittent input or feedback from some Written and verbal communication is usually clear; uses correct grammar and vocabulary Sometimes uses appropriate style and tone for the message and the audience	Maintains limited communication channels that address accountability with stakeholders, allowing for rare input and feedback; implementation is incomplete or ineffective Written and verbal communication may not be clear or grammatically correct Rarely varies or adapts tone to the audience

Domain 4: Engaging Stakeholders

Team members communicate in ways that build trust and develop positive relationships.

4.2: BUILDS POSITIVE RELATIONSHIPS WITH INTERNAL AND EXTERNAL STAKEHOLDERS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Demonstrates ability to work cooperatively with others - Facilitates an open exchange of ideas and requests feedback when appropriate - Demonstrates a commitment to the Core 4 principles of customer service - Fast - Friendly - Flexible - Focused	Almost without exception, interactions are thoughtful and considerate of the feelings and perceptions of others Listens and responds to inquiries (personal, email and phone) in a timely and appropriate manner; proactively and systematically requests and incorporates feedback to improve and sustain a positive culture Nearly always offers an exemplary level of fast, friendly, flexible, and focused customer service to internal and external stakeholders; is a model for others to follow	Interactions are thoughtful and considerate of the feelings and perceptions of others Listens and responds to inquiries (personal, email and phone) in a timely and appropriate manner; requests feedback to improve culture Consistently offers fast, friendly, flexible, and focused customer service to internal and external stakeholders	Interactions are sporadically thoughtful and considerate of the feelings and perceptions of others Sometimes listens and responds to inquiries (personal, email and phone) in a timely and appropriate manner or sporadically requests feedback Offers fast, friendly, flexible, and focused customer service to most internal and external stakeholders	Interactions demonstrate a lack of consideration for the feelings and perceptions of others Rarely listens and responds to inquiries in a timely and appropriate manner or rarely requests feedback Offers fast, friendly, flexible, and focused customer service to a limited number of internal and external stakeholders

PERFORMANCE RUBRIC

Domain 4: Engaging Stakeholders

Team members communicate in ways that build trust and develop positive relationships.

LEADER OF
OTHERS

4.3: BUILDS HIGH-PERFORMING TEAMS

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
• Uses appropriate methods and a flexible interpersonal style to build a cohesive team • Leverages the capabilities, insights, and ideas of individuals with diverse ability, work style, and perspective • Provides timely and relevant information teams need to support work streams • Builds morale by promoting an atmosphere of trust, support, positivity, and ultimately job satisfaction • Explicitly recognizes team members' contributions	Intentionally and systematically builds systems of practice that maximize productive teamwork Maximizes each direct report's contributions to the team by aligning individual strengths to work assignments Engages in clear, ongoing communication of progress toward achieving goals, leveraging methods aligned to team members' needs; proactively shares timelines with relevant team members Habitually and deliberately provides direct reports with autonomy, resources, and support Establishes or improves systems to regularly identify and reward individual and team successes	Builds systems of practice that facilitate teamwork Learns and matches individual strengths to work assignments Communicates progress toward achieving goals using various methods; shares timelines with team Provides direct reports with appropriate autonomy, resources, and support Engages in opportunities to recognize and reward individual and team successes	Sometimes builds systems of practice that support teamwork Sometimes assigns work based on strengths and weaknesses of team members Sporadically communicates progress toward achieving goals or sporadically shares timelines with team Sporadically provides direct reports with appropriate autonomy, resources, and support Sporadically recognizes and rewards individual and team successes	Rarely or fails to build systems of practice that support teamwork Assigns work with limited concern for team members' strengths and weaknesses Infrequently communicates progress or timelines toward achieving goals with team Rarely provides direct reports with autonomy, resources, or support Rarely recognizes or rewards individual and team successes

Domain 4: Engaging Stakeholders

Team members communicate in ways that build trust and develop positive relationships.

4.4: LEVERAGES CROSS-DEPARTMENTAL COLLABORATION

LEADER OF
TEAMS

PERFORMANCE DESCRIPTORS	Exemplary (4 Points)	Proficient (3 Points)	Progressing (2 Points)	Unsatisfactory (1 Point)
- Builds collaborative interdepartmental relationships - Creates appropriate opportunities for cross-department transfer of information - Works with other departments to simplify processes, maximize resources, and improve outcomes	Proactively and deliberately seeks collaboration with internal and external stakeholders to achieve team and departmental priorities, with evidence of improved outcomes Develops and implements effective systems to gather and share data in support of team goals while implementing data-driven decisions	Intentionally shares work and ideas with internal and external stakeholders to advance the goals of the team and department Uses systems to gather and share data in support of team goals and implementing data-driven decisions	Shares work and ideas with internal and external stakeholders through collaboration; however, contributions have limited impact Occasionally uses systems to gather and share data in support of team goals and make data-driven decisions	Meets with some internal and external stakeholders but rarely or does not share ideas or resources beyond the team or department Rarely uses systems to gather or share data or struggles to make data-driven decisions