



# Non-Instructional Administrator Summative Rubric 2.0

## **Preface**

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

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

1. The administrator prepares a preliminary self-assessment of performance levels for each characteristic in the four domains of leadership practice (Domains 2-5) for non-instructional administrators. Highlight the performance level for each characteristic that best describes the level of development demonstrated in the course of carrying out job responsibilities. Collect and organize artifacts or data that provide supporting evidence for the self-assessment.
2. Review the data for the administrator's key performance indicators (KPIs) in Domain 1 and determine what progress was achieved on the administrator's growth targets for each KPI.
3. Meet with supervisor to share evidence and discuss the self-assessment. Determine what other information if any, the supervisor needs to complete his or her assessment of each performance characteristic in Domains 2-5.
4. After the supervisor reviews all supporting evidence, have a performance dialogue to:

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- a. Work through any discrepancies between the administrator's and the supervisor's assessments.
  - b. Identify and prioritize growth edges for the administrator based on priority goals, strategies, and results of growth targets for the administrator's area of responsibility.
  - c. Decide which growth edges to pursue with a specific performance growth plan (see the SA Administrator Personal Growth Plan template). It is suggested that growth plans address only 2-3 growth edges in one year or evaluation cycle, unless the overall performance profile places the staff member in jeopardy of discontinued employment in his/her job. In cases of critical performance deficits, the supervisor may elect to place the employee on a plan of assistance in lieu of the personal growth plan.
  - d. Establish a process and timeline for ongoing performance dialogue and feedback throughout the next performance review cycle. Note: This is important for keeping the lines of communication open and for achieving ongoing performance dialogue between administrators and their supervisors.
5. During the performance review cycle, make sure the administrator and supervisor reconnect on a regular basis to share how the work on the personal growth plan (or plan of assistance, if needed) is going and to dialogue about any performance concerns, need for support, or other issues that arise.
  6. Prior to the next summative review, the administrator should update the self-assessment, personal growth plan, and evidence in preparation for next review with the supervisor.

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

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

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

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

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Domain 2: Leadership			
Factor A: Mission, Vision, and Goals for District or Organizational Success			
Characteristic 1: Personal Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A1	Maintains focus, commitment, and personal actions in support of the district or organization mission and vision	<i>And</i> , engages stakeholders to establish shared focus, commitment, and actions to achieve district or organization mission and vision	<i>And</i> establishes shared leadership to initiate actions that support and help achieve the district or organization mission and vision
Characteristic 2: District Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A2	Establishes a mission and vision for the area of responsibility that aligns with and supports the district/organization mission and vision	<i>And</i> , communicates with and engages staff and/or relevant stakeholders in establishing a mission and vision for the area of responsibility that aligns with the district or organization mission and vision	<i>And</i> establishes shared leadership in shaping and refining actions to achieve the mission and vision for the area of responsibility
Characteristic 2: Goals and Expectations			
Ineffective	Minimally Effective	Effective	Highly Effective
2A3	Establishes, and takes action to achieve personal work goals to support district or organizational goals and achieve the mission and vision for the area of responsibility	<i>And</i> works with staff and stakeholders, as appropriate, to establish and monitor shared goals and expectations in support of district or organizational goals and the mission and vision for the area of responsibility	<i>And</i> establishes shared leadership in area of responsibility for developing and implementing strategies to achieve shared goals and expectations

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Domain 2: Leadership			
Factor B: Culture			
Characteristic 1: Values, Beliefs, Principles, and Diversity			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>2B1</b>	Communicates and acts in accordance with district or organization values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with staff and other leaders to act in accordance with district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with internal and external stakeholders as appropriate to develop shared district or organization values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Characteristic 2: Language, Traditions, Celebrations, Guiding Principles, and Cultural Norms			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>2B2</b>	Honors and participates in the shared language, traditions, celebrations, guiding principles, and cultural norms of the district or organization	<i>And</i> works with staff and stakeholders as appropriate to honor and participate in the shared language, traditions, celebrations, guiding principles, and cultural norms of the district or organization	<i>And</i> works with staff and stakeholders as appropriate to strengthen the shared language, traditions, celebrations, guiding principles, and cultural norms to better align with and support the district or organization mission and vision

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	Minimally Effective	Effective	Highly Effective
2C1	Uses evidence based practices to support the work in area of responsibility	<i>And</i> works with staff and other leaders as appropriate to identify and use evidence based practices to inform the work in area of responsibility	<i>And</i> cultivates shared leadership to identify, prioritize, and use research supported practices to inform the work in area of responsibility
Characteristic 2: Strategic and Systemic			
Ineffective	Minimally Effective	Effective	Highly Effective
2C2	Establishes and maintains focus on both short and long term priorities and strategies to drive the work in area of responsibility	<i>And</i> works with staff and other leaders as appropriate to establish and maintain focus on both short and long term priorities and strategies to drive the work in area of responsibility	<i>And</i> contributes to shared responsibility for developing and implementing the district or organization improvement plan

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	Minimally Effective	Effective	Highly Effective
2C3	Maintains fair, legal, and ethical conduct	<i>And</i> works with staff and other leaders as appropriate to hold district personnel accountable for fair, legal, and ethical conduct	<i>And</i> works with staff, other leaders, and stakeholders as appropriate to establish policies, practices, and norms that help build a culture of fair, legal, and ethical conduct
Characteristic 4: Work Habits			
Ineffective	Minimally Effective	Effective	Highly Effective
2C4	Demonstrates the personal work habits, skills, and practices needed to carry out job responsibilities	<i>And</i> models and sets expectations for staff and other leaders as appropriate to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency	<i>And</i> works with staff and the leadership team appropriate to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency

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Domain 3 – Systems			
Factor A: Reliable, Aligned, and Consistent Operations			
Characteristic 1: Laws, Policies, and Regulations			
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Maintains current knowledge of and acts in accordance with state and federal laws, safety regulations, employee contracts, and district policies	<i>And</i> works to inform and hold district personnel accountable for adherence to state and federal laws, safety regulations, employee contracts, and district policies	<i>And</i> works helps monitor, and evaluate district policies, regulations, and procedures to adhere to state and federal laws, safety regulations, employee contracts, and district policies
Characteristic 2: Processes and Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
3A2	Works to maintain and follow district or organization systems, processes and procedures as required and appropriate for area of responsibility	<i>And</i> works with staff and other leaders as to monitor and improve compliance with district/organization systems, processes, and procedures as appropriate to area of responsibility	<i>And</i> works with staff and other leaders as appropriate to adapt and improve district processes and procedures to support district programs and services as needed based on stakeholder feedback and monitoring data



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

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Domain 3 – Systems			
Factor B: Efficient and Effective Operations			
Characteristic 1: Personnel Evaluation			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>3B1</b>	Learns and follows district personnel evaluation systems, processes and procedures	<i>And</i> works with staff to learn and follow district or organization personnel evaluation systems, processes and procedures	<i>And</i> helps monitor, evaluate and improve district or organization evaluation system, processes, and procedures to maximize employee growth and development
Characteristic 2: Performance Development			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>3B2</b>	Identifies personal growth edges and pursues professional learning and development to improve personal performance	<i>And</i> helps staff identify personal growth edges and pursue professional learning and development to improve performance	<i>And</i> cultivates shared ownership and leadership for reflective practice, authentic self-assessment, and development of growth plans to improve performance

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

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Domain 4 - Processes			
Factor A: Community Building			
Characteristic 1: Internal Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A1</b>	Maintains and models a cooperative, respectful, and collaborative demeanor in working with co-workers and staff	<i>And</i> holds staff accountable for maintaining a cooperative, respectful and collaborative demeanor in working with co-workers	<i>And</i> recognizes and encourages staff to share responsibility for developing a cooperative, respectful and collaborative working environment
Characteristic 2: External Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A2</b>	Works with staff to maintain open, inclusive, and responsive interactions with external stakeholders	<i>And</i> seeks out current information on the community, solicits and analyzes stakeholder feedback, and used that information to improve programs and services	<i>And</i> cultivates shared responsibility with staff and other leaders to use community information and stakeholder feedback to improve programs, services, and relations

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

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Domain 4 - Processes			
Factor B: Evidence Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>4B1</b>	Collects and analyzes data to monitor and evaluate the effectiveness of programs and services in area of responsibility	<i>And</i> works with staff to collect and collaboratively analyze data to monitor and evaluate the effectiveness of programs and services in area of responsibility	<i>And</i> develops shared leadership with staff and other leaders as appropriate to collect and collaboratively analyze data to monitor and evaluate the effectiveness of programs and services in area of responsibility
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>4B2</b>	Uses multiple forms of data to develop, support, monitor, and benchmark improvement plans and goals for area of responsibility	<i>And</i> works with staff as applicable to use multiple forms of data to develop, support, monitor, benchmark, and revise improvement plans and goals for area of responsibility	<i>And</i> develops shared leadership to develop broader use of multiple data forms, deeper analysis of the data and more strategic use of the analysis to inform improvement plans and goals for area of responsibility

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

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Domain 5 – Capacity			
Factor A: Reliability			
Characteristic 1: Dependability			
Ineffective	Minimally Effective	Effective	Highly Effective
5A1	Is consistent with timely completion of job responsibilities without supervision	<i>And</i> works with staff to develop their capacity to be consistent with timely completion of job responsibilities without supervision	<i>And</i> cultivates shared responsibility for consistent and timely completion of high quality programs and services in area of responsibility
Characteristic 2: Work Quality			
Ineffective	Minimally Effective	Effective	Highly Effective
5A2	Produces high quality work and seeks out strategies to improve work quality without supervision	<i>And</i> works with staff to develop their capacity to produce high quality work and seek out strategies to improve work quality without supervision	<i>And</i> cultivates shared responsibility for consistent high quality and continuous improvement in the delivery of programs and services
Characteristic 3: Professionalism			
Ineffective	Minimally Effective	Effective	Highly Effective
5A3	Maintains a level of professional dress and comportment consistent with the organizational standard and actively works to refine personal professional demeanor	<i>And</i> works with staff to maintain a level of professional dress and comportment consistent with the organizational standard and actively works to refine personal professional demeanor	<i>And</i> cultivates shared responsibility for a consistent level of professional dress and comportment consistent with the organizational standard and collaborative efforts to refine personal professional demeanor



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Domain 5 - Capacity			
Factor B: Adaptability			
Characteristic 1: Initiative and Responsiveness to Challenges			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>5B1</b>	Responds to problems and concerns in a timely manner and sustains effort until resolved	<i>And</i> works with staff to identify problems and concerns and responds in a timely manner with sustained effort until resolved	<i>And</i> cultivates shared leadership and responsibility for identifying and resolving problems and concerns in a timely manner with sustained effort until resolved in a high quality and sustainable way
Characteristic 2: Creativity and Innovation			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>5B2</b>	Is resourceful and creative in carrying out both core and extended job responsibilities	<i>And</i> promotes resourcefulness and creativity among staff in the conduct of their core and extended job responsibilities	<i>And</i> cultivates a culture of resourcefulness and creativity in area of responsibility with rewards and recognition for innovation