

# Paterson Public Schools



## Athletic Supervisor Practice Rubric

## Professional Educator Performance Standards

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### 1. Athletic Program Delivery (x3)

- ❖ Supervisors prepare for quality program support using a comprehensive approach.

### 2. Staff Development (x3)

- ❖ Supervisors develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

### 3. Leadership (x2)

- ❖ Supervisors deliver quality services to promote *each* student's academic success and well-being.

### 4. Effective Management (x1)

- ❖ Supervisors increase the probability of advancing *each* student's academic success and well-being.

### 5. PROFESSIONAL RESPONSIBILITIES (x1)

- ❖ Supervisors have a responsibility to parents, students, the district, the public and to the education profession.

# PERFORMANCE STANDARD #1: ATHLETIC PROGRAM DELIVERY

*Supervisors prepare for quality program support using a comprehensive approach.*

Service and Support  <i>The Athletic Supervisor should know and be able to:</i>		Level of Performance The Athletic Supervisor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
1a	<b>Demonstrate knowledge of current trends in Athletics and professional development.</b>	Has a working knowledge of Athletics but is ineffective in providing support services that advance the quality of the program or program delivery.	Demonstrates knowledge of Athletics and trends in professional development, but is not always skilled in delivery of support services to others.	Demonstrates thorough knowledge of Athletics and knowledgeable about trends in professional development. Promotes improved practice among practitioners/coaches in improving the quality of the athletic programs. Remains current in their field of athletics so they can serve as resources to colleagues.	Has advanced knowledge, understanding and skill in area of specialty. Supervisor is recognized for expertise and sought after by colleagues for assistance. Incorporates a wide range of professional development activities to meet the needs of diverse audiences.
1b	<b>Collaboratively develop measures of success tasks that are aligned with program goals.</b>	Does not develop measures of success that are aligned with the program goals.	Uses an assessment/evaluation tool approach that proposes to assess some of the goals.	Develops measures of success in collaboration with others that are aligned with the athletic goals.	Provides leadership for the design of assessment tasks.
1c	<b>Access resources both within and beyond the school and district.</b>	Demonstrates little or no knowledge of resources available in the district for practitioners/coaches to advance.	Demonstrates basic knowledge of resources available in the district for practitioners/coaches to advance their skills.	Consistently accesses resources available in schools, across the district and in the larger professional community for practitioners/coaches to advance their skills.	Actively seeks out new resources from a wide range of sources to enrich practitioner's /coaches skills in implementing the district vision. Relentless in seeking ways to make resources available throughout, the district.

1d	<b>Analyze and use data in decision making.</b> i.e.(Athletic participation, growth of individual programs)	Does not collect appropriate record or data to determine need of the program.	Only collects basic records and data to complete report requirements.	Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with the team and other personnel in designing effective programmatic plans.	Systematically collects data from a variety of sources to inform decision making when regarding comprehensive programmatic plans. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the team and other personnel.
1e	<b>Demonstrate flexibility and responsiveness.</b>	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when the program is not successful.	Makes modest changes in the program when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the program. Works well with district personnel and community stakeholders as partners. Makes revisions to the program when needed.	Persists in seeking effective ways to improve the Athletic program. Works collaboratively with a wide range of district personnel and community stakeholders as essential partners. Makes changes as needed in response to others' input.
1f	<b>Use a variety of materials, methods, and strategies to remove barriers for a successful athletic program.</b>	Provides services that consist of a random collection of unrelated strategies lacking coherence or an overall structure. Demonstrates little or no knowledge of the district vision/ plan. Delivers one size fits all programs with minimal impact on advancing the athletic plan.	Includes a number of worthwhile strategies when supporting practitioners/coaches, but some of them do not fit with the broader goals outlined in district action plans. Has a basic knowledge of the schools'/school's athletic program and of coaching skill in delivering those programs. Makes suggestions that will provide contact to programs for all practitioners/coaches.	Uses knowledge of strategies activityt based to guide the implementation and monitoring of programs that meet the individual needs of practitioners/coaches. Supports coaches in monitoring measurable academic interventions. Assists in the design and delivery of sport skills that support learning.	Is highly familiar with the districts plans and works to support practitioners/coaches with the integration of that vision with the athletic programs. Seeks information as to the level of practitioner/coaches skill and effectiveness in implementation of various program components. Is highly coherent in providing support, taking into account the competing demands of making decisions and consulting with others. Recognizes barriers that prevent success within the district. Works collaboratively with others to reduce and eliminate these barriers.

<b>1g</b>	<b>Help staff learn what great looks like.</b>	Helping implementation visualize what great looks like is not purposeful or is an afterthought. The supervisor neither trains staff to recognize "good implementation" nor sets high expectations.	The supervisor trains staff to recognize "good, implementation," and uses the evaluation instrument to help explain what highly effective looks like. However, the supervisor does not help practitioners/coaches visualize great implementation nor provides models and exemplars. He/she does not set high expectations or the picture of success is not rigorous.	In multiple ways, the supervisor helps staff understand what exemplary practice looks like. Models and exemplars are provided. High expectations are established.	The supervisor ensures students receive "good, first instruction" and trains staff to recognize and teach it. In multiple ways, staff is helped to visualize great instruction and what highly effective or distinguished teaching looks like. Models and exemplars are provided. High expectations are established and steps are outlined for staff members to reach the vision of a department.

<b>1h</b>	<b>Prepare staff for success.</b>	Fails to provide opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Inconsistently provides opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Inconsistently provides opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Actively solicits staffs input and involvement in providing ongoing opportunities to increase knowledge of evaluation instrument and shared understanding of effective teaching.			
<b>1i</b>	<b>Provide feedback and planning for growth of programs.</b>	Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric. Fails to use trends in evaluation and other data to guide targeted professional development for coaches.	Allows some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric. Inadequately identifies trends in evaluation and other data to guide targeted professional development for coaches.	Guarantees observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric. Identifies trends in evaluation and other data to guide targeted professional development.	Guarantees observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric. Analyzes trends in evaluation and other data to guide targeted professional development.			
<b>I. PERFORMANCE RATING</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

## PERFORMANCE STANDARD #2: STAFF DEVELOPMENT

*Supervisors develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*

Service and Support		Level of Performance			
<i>The Athletic Supervisor should know and be able to:</i>		The Athletic Supervisor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
<b>2a</b>	<b>Establish clear procedures for practitioners/coaches support.</b>	Has not created or communicated the procedures for accessing practitioners/coaches support. When practitioners/coaches want to access assistance from the Supervisor, they are not sure how to go about it.	Has some procedures (e.g. scheduling workshops) that are clear to practitioners/coaches, whereas others (e.g. receiving informal support) are not.	Has established clear Procedures for practitioners/coaches to use in gaining access to support and/or professional development from the Supervisor to advance their skills.	Has a procedure for accessing support that is clear to all practitioners/coaches and has developed following consultation with others.
<b>2b</b>	<b>Provide appropriate feedback in areas in need of improvement.</b>	Poorly communicates information regarding the written reports are either incomplete or not completed in a timely manner. Does not follow-up with personnel regarding feedback provided.	Communicates individual needs and areas in need of improvement. written reports meet expectations. Occasionally follows-up with personnel regarding feedback provided.	Conveys information from duties in a meaningful manner. Interprets task results, develop professional plan. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with personnel regarding feedback given.	Communicates with parents and other professionals in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating the results to teach others about using evaluative results to design comprehensive programs. Written reports are accurate, well organized and well written. Provides consistent follow-up regarding feedback given.

2c	<b>Utilize technology to gather data and enhance the work environment.</b>	Does not use available technology. Unaware of how to access or use electronic data management systems to store and retrieve information to monitor goal progress or generate district and state reports.	Demonstrates some technology skills that support program implementation. Has a working knowledge of how to access information, track progress monitoring of programs and is able to generate information.	Uses computer programs that assist with effectiveness of using data to drive program implementation. Uses electronic data management tools to access information, track progress monitoring and analyze achievement results to generate success in programs.	Assumes an active leadership role by instructing others on the use of computer athletic programs that promote effectiveness and efficiency in using data to drive programs. Uses electronic data management tools proficiently to create reports and analyze progress-monitoring reports.
2d	<b>Provide effective professional development/ Training.</b>	Staff find professional development program a waste of time. The supervisor designs a program that is disjointed and lacks a strong connection to the department's and school goals plan.	The supervisor creates a staff development program based on the latest findings or current issues in athletics. The program, however, may not be tightly aligned with the department's goals or areas in need of improvement. Much of the staff development program is not engaging.	Staff development is purposeful. The supervisor identifies and addresses areas for improvement. He creates a staff development program that supports the department's goals and schools' plan. The program is engaging. The supervisor takes advantage of the staff's strengths and also uses outside resources to provide professional development.	Staff development is continual and purposeful. The supervisor identifies and addresses areas for improvement. Staff development is focused and is tied to the department's goals and school plan. Staff development is engaging and allows the staff to exert some influence over it. The supervisor takes advantage of staff's strengths and also uses outside resources to provide professional development. Staff development includes significant job-embedded coaching.
2e	<b>Facilitate individual growth of staff.</b>	The supervisor discourages staff from leaving the building for reasonable professional development opportunities and does not provide sufficient release time for professional activities.	The supervisor recommends allocation of an appropriate amount of financial resources to allow for release time for professional activities, but is otherwise disinterested in professional development activities, leaving it to the individual staff to address on their own.	The supervisor provides opportunities for and encourages staff members to grow professionally – attend workshops, camps, speak at conferences, contribute to staff development training, etc.	The supervisor works with individual staff members to set improvement goals, and provides opportunities for staff members to improve coaching, providing aligned professional development. The actions of the supervisor help staff grow professionally – attend workshops, camps, state meetings, league meetings speak at conferences, etc. The supervisor harnesses the unique skills and leadership abilities of individuals and offers

							responsibilities and assigns tasks commensurate with those abilities and in ways that will promote the individual's sense of worth.
<b>2. PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

<b>PERFORMANCE STANDARD #3: LEADERSHIP</b>					
<i>Supervisors deliver quality services to promote each student's academic success and well-being.</i>					
<b>Service and Support</b>		<b>Level of Performance</b>			
<i>The Athletic Supervisor should know and be able to:</i>		<b>The Athletic Supervisor performing at this level:</b>			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3a</b>	<b>Ensure sessions or meetings are focused and productive while promoting active participation.</b>	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings with staff are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings with coaching staff that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.
<b>3b</b>	<b>Collaborate with staff in the design of programs.</b>	Declines to collaborate with coaching staff in the design of programs. Is often too busy with tasks to work with others.	Collaborates with coaching staff in the design of programs when specifically asked to do so. Generally available to meet with others.	Initiates collaboration with coaching staff in the design of programs. Prioritizes schedule to be able to work with coaches to improve the quality of program delivery.	Initiates collaboration with coaching staff in the design of athletic programs, locating additional resources from sources within or outside the school or District, when necessary. Aligns schedule to the highest priority; working with all athletic staff to improve the quality of athletic program delivery.



<b>3c</b>	<b>Establish a culture or ongoing improvement.</b>	Conveys the sense that the work of improving program delivery is externally mandated and is not important to department improvement.	Offers support for coaching staff interested in improving their skills.	Promotes a culture of professional inquiry in which coaching staff seek assistance in improving their skills.	Has established a culture of professional inquiry in which all athletic staff initiate tasks to be undertaken with the support of the Supervisor.
<b>3d</b>	<b>Maximize potential.</b>	The supervisor removes most decision-making from the department. Rules and requirements stifle creativity. Expectations for performance are low and coaching staff members demonstrate little growth in key aspects of their jobs.	The supervisor allows workers some control over their work activities. However, employees feel that they have to get permission to do anything out of the ordinary. Some rules and requirements stifle creativity. Expectations for performance are low or coaching staff members do not feel challenged.	The supervisor creates an environment in which coaches and trainers are able to exert influence and have reasonable control over athletic events. The supervisor provides clear direction and sets parameters, but staff members have wide latitude to accomplish operational objectives. The supervisor provides opportunities for growth and sets expectations to maximize effectiveness.	The supervisor creates an environment in which coaches, counselors and trainers are able to exert influence and have reasonable control over work events. The right people are put in the right places in the department. Opportunities for growth are provided by the supervisor and expectations set to maximize effectiveness. Staff members challenge themselves, are not afraid to take risks, and take advantage of growth opportunities.
<b>3e</b>	<b>Inspire staff.</b>	The supervisor has a negative attitude or is pessimistic about the work of the school. The supervisor does not know how to rally the support staff, coaches and trainers feel disconnected from the school. Morale in the school and department is low and commitment to the goals of the school/ department or success of the students is low.	The supervisor shows a positive attitude and belief that the department can be successful. While the supervisor models having a positive attitude, few deliberate steps are taken to motivate the department staff and rally them to reach shared aspirations.	The supervisor takes deliberate actions to motivate the department staff and rallies them to reach shared aspirations. The supervisor demonstrates personal conviction toward the success of their staff of the department. The supervisor shows enthusiasm for what she/he is doing and is a cheerleader. The supervisor recognizes others for good performance and leadership.	The supervisor continually motivates the department staff to reach higher goals and is able to secure the staff's commitment. Staff members feel supported and challenged and strive to do their best work. As a leader, the supervisor models the way and demonstrates personal conviction toward the success of the coaching staff, trainer's secretary and counselor and the entire department. The supervisor shows enthusiasm for what the department is doing and is a cheerleader. The supervisor helps people realize their best hopes and moves them away from their worst fears.
<b>3f</b>	<b>Promote the concept of</b>	Works in isolation with little evidence of collaboration with	Demonstrates some skills in collaborating with others to gather	Actively participates in professional forums to analyze	Assumes a leadership role for the effective implementation of

	<b>Professionalism Through Community Involvement.</b>	colleagues to implement the concepts and departmental goals professionally.	relevant data design and carry out program implementation strategies. Requires additional skill development and practice for effectively implementing the concepts of departmental goals professionally.	relevant performance data to remove barriers to program implementation, implement and monitor effectiveness of strategies and intentionally seeks to improve the effectiveness of the programs	professional forums teams within the department. Demonstrates a willingness to share best practices strategies with others through modeling or training. Engages in reflective practices that result in improvement of effectiveness of programs.			
<b>3g</b>	<b>Support collaborative partnerships.</b>	Avoids or may have negative relationships with colleagues. Does not become involved in school and/or district events and projects.	Maintains cordial relationships with colleagues to fulfill duties that the department requires. Participates in school, department and/or district events or projects when specifically asked.	Provides mutual support and cooperation with colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in, school and/or district events and projects, making a substantial contribution.	Works collaboratively with administrators, educators, support staff, professionals, and others to improve the effective functioning of the department. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.			
<b>3h</b>	<b>Establish session goals or meeting outcomes.</b>	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student athlete or situation.	Appears to know what they want to accomplish by the end of a session with student athletes or meeting with coaches and trainers, although it may be unclear to others.	Establishes a clear purpose appropriate to the situation when working with student athletes and/or coaches and trainers. Outcomes for sessions with students and/or meetings with educators are stated in advance.	Facilitates student athletes, athletic counselors, and/or coaches and trainers understanding of the purpose for each session or meeting. Session goals and/or meeting outcomes are clarified in advance and participants know what is expected of them.			
<b>3. PERFORMANCE RATING</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

## PERFORMANCE STANDARD #4 EFFECTIVE MANAGEMENT

*Supervisors increase the probability of advancing each student's academic success and well-being.*

Service and Support		Level of Performance The Athletic Supervisor performing at this level:			
<i>The Athletic Supervisor should know and be able to:</i>		<b><i>Unsatisfactory</i></b>	<b><i>Progressing</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
4a	<b>Manage his/her individual time well.</b>	The supervisor does not prioritize his/her use of time. Time for monitoring programs is not sufficient to do the work well. Less important issues are allowed to consume the time.	The supervisor makes time to observe program implementation. Tasks and authority are delegated where feasible. However, the supervisor does not attend to priorities, allowing less important issues to consume the time.	The supervisor does first things first—prioritizes the goals and allocates time accordingly. Time is allocated to keep student athletes and coaches the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time.	The supervisor does first things first—prioritizes the goals and allocates his time accordingly. Time is allocated to keep student athletes, coaches and programs the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time. Although efficient, but the time spent is adequate to get the job done. Time is managed in a way that enables others to work effectively and to manage their time well.

# PERFORMANCE STANDARD #5: PROFESSIONAL RESPONSIBILITIES

*Supervisors have a responsibility to parents, students, the district, the public and to the education profession.*

Service and Support		Level of Performance			
		The Athletic Supervisor performing at this level:			
The Athletic Supervisor should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
5a	<b>Model positive and respectful rapport.</b>	Demonstrates little to no appreciation of the department staff as individuals and, at times, embarrasses and/or devalues students and/or practitioners/coaches through words or actions. Clear lack of rapport exists between the behavior analyst and students and/or practitioners/coaches	Shows an awareness of school and department staff individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Rapport is impersonal.	Recognizes school and department staff individuality and the dignity of each student and/or staff member are consistently maintained. The supervisor interacts positively with students and/or practitioners/coaches and respectful rapport is demonstrated.	Encourages staff individuality and the dignity of each student athlete is consistently maintained and honored. Behavior analyst interactions consistently demonstrate positive and respectful rapport. Is someone who staff seeks out; reflecting a high degree of comfort and trust in the relationship.
5b	<b>Respect diversity among others.</b>	Demonstrates a lack of respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. May even be discriminatory in actions or words.	Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse community are only minimally effective	Demonstrates acceptance of values and viewpoints. Shows concern, respect and sensitivity for the needs of all staff including those from diverse cultural and linguistic backgrounds.	Takes the lead on providing professional development on meeting diverse needs. Initiates programs for staff to meet diverse needs. Has or gains a specialized skill such as conflict resolution, culturally responsive teaching or bilingual skills.

5c	<b>Demonstrate flexibility and responsive.</b>	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when the program is not successful.	Makes modest changes in the program when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the program for success. Works well with personnel as partners. Makes revisions to the program when it is needed.	Persists in seeking effective ways to improve the program for success. Works collaboratively with a wide range of personnel as essential partners. Makes changes as needed in response to others' input.
5d	<b>Access resources both within and beyond the school and district.</b>	Demonstrates little or no knowledge of resources available in the district for staff to advance their skills.	Demonstrates basic knowledge of resources available in the district for staff to advance their skills.	Consistently accesses resources available, across the district and in the larger professional community for coaches to advance their skills. Connects staff with resources in a timely manner and does appropriate follow-	Actively seeks new resources from a wide range of sources to enrich staffs' skills in implementing the district vision. Relentless in seeking ways to make resources available to staff through the district and in the community.
5e	<b>Continue professional growth.</b>	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to department outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve professional practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the district.	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the department and organization.

5f	<b>Maintain positive relations with district and community.</b>	The supervisor's cooperation is given begrudgingly. Little concern is shown for the overall success of the District. The supervisor does little to help other departments and is not a team player.	The supervisor works collaboratively with colleagues, but does not demonstrate a commitment to their success. The supervisor fulfills District requirements, but does not exert any energy in the overall success of the District. The supervisor is not a District team player.	The supervisor works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The supervisor effectively communicates and coordinates with Central Office staff, supports the District's goals and contributes to the overall success of the District. The supervisor is a team player.	The supervisor works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The supervisor communicates and coordinates with Central Office staff, supports the District's goals and contributes to the overall success of the District. The supervisor is a team player who understands Board, local, and state educational and NJSIAA policies and political dynamics and uses that understanding to help the District achieve its' goals.
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5g	<b>Maintain personal professional development.</b>	The supervisor does not attempt to keep skills current. The supervisor does not try to improve his/her ability to lead or manage. The supervisor's expectations for his/her own performance are low. A critical assessment of personal performance is shunned.	The supervisor tries to improve his/her knowledge and takes advantage of professional development opportunities. However, the supervisor does not reflect on his/her practice to improve his/her performance. Assessment of personal performance is not done on a regular basis.	The supervisor is reflective and challenges him/herself to grow professionally. The supervisor models life-long learning. He/she tries to improve overall knowledge and takes advantage of professional development opportunities. The supervisor remains current in the field, staying abreast of applicable research.	The supervisor is reflective and challenges him/herself to grow professionally. The supervisor sees profession as a "craft," continually trying to improve knowledge and while taking advantage of professional development opportunities. Invites feedback from those who work for and around him/her. The supervisor remains current in the field, staying abreast of legislation, policy changes, and current research.
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5h	<b>Contribute to the profession.</b>	The supervisor meets with colleagues or serves on committees, however, does not share ideas or materials. The supervisor is focused on his/her own initiatives but contributed little to the success of any other department.	The supervisor shares work and ideas with colleagues. The supervisor collaborates with colleagues or serves on committees. However, contributions have minimal impact with regard to improving practices or policies.	The supervisor shares work and ideas with colleagues. He/she helps to advance the goals of the District. The supervisor contributes to the professional development and growth of others in the District. Formally teaches other professionals in the District. (i.e., presents at workshops, provides professional development at other schools, etc.).	The supervisor collaborates with others to improve or influence practices or NJSIAA policies that have an impact beyond the school or district. He/she helps to develop materials or resources that help others improve or expand capacity. The supervisor shares ideas and materials or teaches other professionals outside of the department or District. The supervisor initiates important activities or programs to solve a significant problem or to improve professional practice among colleagues.
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5i	<b>Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and the District rules.</b>	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to his/her work. Complies minimally with Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to his/her work. Complies fully with Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to his/her work. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
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5j	<b>Demonstrate professionalism.</b>	Exhibits disrespectful behavior when interacting with others. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect when interacting with others. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Models respect when interacting with. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.
5k	<b>Effectively communicate.</b>	Inconsistently communicates to colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	Communicates information in a timely manner with multiple audiences using oral, written and electronic methods of communication.	Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	Effectively communicates and collaborates with colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.

5l	<b>Perform assigned and related duties.</b>	Is absent from assignment and assigned duties and/or is habitually late.	Performs assignment and other duties as assigned. Is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.
5m	<b>Maintain confidentiality.</b>	Disregards the legal and professional aspects of confidentiality practices.	Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.

<b>5n</b>	<b>Solve problems.</b>	Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	Makes limited contributions when identifying and seeking solutions to effectively address department or district.	Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.	Facilitates and models strategies for identifying and seeking solutions to district level issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.		
	<b>5. PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>