

Nutley Framework for Professional Growth as Secretaries

Levels of Performance			
Level 1 (Lowest)	Level 2	Level 3	Level 4 (Highest)
<b>1: CORE JOB FUNCTIONS</b>			
Secretary rarely or never accomplishes core job functions in a timely and effective manner.	Secretary sometimes accomplishes core job functions in a timely and effective manner.	Secretary consistently accomplishes core job functions in a timely and effective manner without being directed.	Secretary meets Level 3 expectations and extends impact by developing new skills to become more effective, by taking on and successfully fulfilling additional responsibilities, and/or by exceeding expectations on assigned work.
<b>2: CUSTOMER SERVICE</b>			
Secretary rarely or never responds to inquiries and requests from students, parents/guardians, school staff, and community members in a positive, timely, and solutions-oriented manner.	Secretary sometimes responds to inquiries and requests from students, parents/ guardians, school staff, and community members in a positive, timely and solutions-oriented manner.	Secretary consistently responds to inquiries and requests from students, parents/guardians, school staff, and community members in a positive, timely, and solutions-oriented manner.	Secretary meets Level 3 expectations and extends impact by following up on all inquiries and requests to ensure their successful resolution.
<b>3: COMMUNICATION</b>			
Secretary rarely or never produces written communication that is clear, concise, and error-free; rarely or never exhibits effective listening and questioning skills; or is not always respectful.	Secretary sometimes produces written communication that is clear, concise, and error-free; sometimes exhibits effective listening and questioning skills; and is sometimes respectful.	Secretary consistently produces written communication that is clear, concise, and error-free; consistently exhibits effective listening and questioning skills; and is always respectful.	Secretary meets Level 3 expectations and extends impact by serving as a resource to other school staff on communications-related issues (for example, by frequently being available to proofread work or by helping colleagues think through the most productive way to structure a difficult conversation).

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<b>4: PERFORMANCE</b>			
<p>Secretary rarely or never performs at a high level during particularly challenging periods (for example, during the first few weeks of school, during the last weeks of the school year, during testing, when the school has significant staffing or enrollment changes, or when the administration faces deadlines for gathering essential forms or data). Secretary lacks organizational skills, efficient workload management, and flexibility.</p>	<p>Secretary sometimes performs at a high level during particularly challenging periods (for example, during the first few weeks of school, during the last weeks of the school year, during testing, when the school has significant staffing or enrollment changes or when the administration faces deadlines for gathering essential forms or data). Secretary sometimes demonstrates organizational skills, efficient workload management, and flexibility.</p>	<p>Secretary consistently performs at a high level during particularly challenging periods (for example, during the first few weeks of school, during the last weeks of the school year, during testing, when the school has significant staffing or enrollment changes, or when the administration faces deadlines for gathering essential forms or data). Secretary consistently demonstrates organizational skills, efficient workload management, and flexibility.</p>	<p>Secretary meets Level 3 expectations and extends impact by helping colleagues perform at high levels during particularly challenging periods (for example, during the first few weeks of school, during the last weeks of the school year, during testing, when the school has significant staffing or enrollment changes, or when the administration faces deadlines for gathering essential forms or data).</p>
<b>5: DATA</b>			
<p>Secretary rarely or never inputs and tracks all required data (for example, attendance data, staff time and attendance data, or free and reduced-price lunch application data) in a timely and efficient manner.</p>	<p>Secretary sometimes inputs and tracks all required data (for example, attendance data, staff time and attendance data, or free and reduced-price lunch application data) in a timely and efficient manner.</p>	<p>Secretary consistently inputs and tracks all required data (for example, attendance data, staff time and attendance data, or free and reduced-price lunch application data) in a timely and efficient manner.</p>	<p>Secretary meets Level 3 expectations and extends impact by proactively helping the school administration identify and address missing or incorrect data.</p>
<b>6: BUDGET</b>			
<p>Secretary rarely or never uses budget and procurement systems (for example, purchase orders, requisitions, and the Student Activities Fund) in an efficient and appropriate manner; or does not always maintain accurate records of school funds. Or, does not apply.</p>	<p>Secretary sometimes uses budget and procurement systems (for example, purchase orders, requisitions, and the Student Activities Fund) in an efficient and appropriate manner; and sometimes maintains accurate records of school funds.</p>	<p>Secretary consistently uses budget and procurement systems (for example, purchase orders, requisitions, and the Student Activities Fund) in an efficient and appropriate manner; and always maintains accurate records of school funds.</p>	<p>Secretary meets Level 3 expectations and extends impact by proactively making detailed and timely spending recommendations based upon budget analyses and programmatic needs.</p>

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<b>7: PROFESSIONALISM</b>			
<p>Secretary rarely interacts or collaborates with colleagues, parents, or students in a productive (helpful), considerate, or respectful manner. Secretary rarely follows district policy and procedures. Frequently conducts personal business or interactions during work hours.</p>	<p>Secretary sometimes interacts or collaborates with colleagues, parents, or students in a productive (helpful), considerate, or respectful manner. Secretary sometimes follows district policies and procedures. Sometimes conducts personal business or interactions during work hours.</p>	<p>Secretary consistently interacts or collaborates with colleagues, parents, or students in a productive (helpful), considerate, or respectful manner. Secretary is instrumental in helping to create a positive work and school environment. Secretary consistently follows district policy and procedures. Rarely conducts personal business or interactions during work hours.</p>	<p>Secretary meets Level 3 expectations and extends impact by demonstrating problem-solving skills, superior control and understanding when dealing with difficult personalities and situations, and engages in acts of kindness and goodwill for the betterment of the office. Secretary always follows district policies and procedures. Clearly separates work and personal business.</p>
<b>8: PROFESSIONAL DEVELOPMENT</b>			
<p>Secretary rarely attends district professional development activities or seeks opportunities to improve skills and knowledge.</p>	<p>Secretary sometimes attends professional development activities or seeks opportunities to improve skills and knowledge.</p>	<p>Secretary consistently attends professional development activities or actively seeks opportunities to improve skills and knowledge.</p>	<p>Secretary meets Level 3 expectations and extends impact by identifying areas for improvement, researching valuable resources to share with colleagues, and advocating for development opportunities of colleagues.</p>
<b>9: Use of Technology</b>			
<p>Secretary rarely or ineffectively/ inefficiently uses provided technology to accomplish tasks. Use of technology demonstrates a some understanding of each individual piece/type of technology.</p>	<p>Secretary sometimes uses provided technology to accomplish tasks. Use of technology demonstrates a mastery of each individual piece/type of technology.</p>	<p>Secretary consistently uses all manner of provided technology to accomplish tasks in the most efficient and effective manner. Use of technology demonstrates a mastery of each individual piece as well as how multiple pieces of technology may be combined effectively.</p>	<p>Secretary meets level 3 expectations and extends them by continually finding new ways to leverage technology the district has for new efficiencies, identifying new technologies that the district can leverage, and serving as a resource for colleagues in the effective use of technology.</p>