

## Leap Tutor

### Standard I. Planning, Preparation, and Skills

*Prepares, plans, and performs work assignments and projects to effectively and efficiently serve the department and its constituents in accordance with established procedures, operating practices, goals and expectations; establishes and maintains an effective backup plan for coverage.*

Competency	Unsatisfactory	Basic	Proficient	Distinguished
<i>a. Takes Initiative in Planning</i>	Needs direction in planning. Unable to think through the steps of planning for a task.	Given task outline, determines the steps and plans for completion of task.	Effectively initiates plans and steps, and completes tasks with minimal direction.	Generates needs, initiates plans, and executes steps in plan. Revises and evaluates plans as needed.
<i>b. Prioritizes Tasks</i>	Is unable to prioritize tasks, or set daily agenda. Needs reminders to prioritize tasks.	Regularly prioritizes tasks and sets daily agenda.	Prioritizes tasks for short and long term goals. Determines needs daily and sets priorities for the future.	Efficiently prioritizes tasks for daily, weekly and monthly tasks. Reviews priorities daily.
<i>c. Transitions Tasks</i>	Much time is lost transitioning from one task to another.	Task transitions are sometimes inefficient resulting in loss of productive time.	Transitions occur smoothly with little loss of productive time.	Excellent in transitioning from task to task without loss of focus. Able to plan in advance for transitions.
<i>d. Completes Tasks</i>	Inefficient and undependable in task completion. Often does not work willingly on assigned tasks.	Usually completes work according to timelines. Usually works willingly on all assigned tasks.	Completes work efficiently and accurately according to timelines provided. Regularly works willingly on all assigned tasks.	Exceptionally dependable and conscientious in all tasks assigned; finds tasks to do without being assigned. Consistently works willingly on all assigned tasks.
<i>e. Generates Results</i>	Fails to meet expectations of quality or work, quantity of work, timeliness of work, and follow through on a regular basis. Routinely needs to be reminded of performance expectations.	Usually completes assignments meeting expectations of quality of work, quantity of work, timeliness of work, and follow through. Occasionally needs to be reminded of performance expectations.	Regularly completes assignments meeting expected performance criteria related to quality, quantity, timeliness of work, and follow through. Rarely needs to be reminded of performance expectations.	Consistently exceeds expectations, delivering high quality and quantity of work that is usually completed ahead of schedule and with maximum follow through.

<i>f. Demonstrates Knowledge Base</i>	Routinely demonstrates lack of knowledge or understanding related to areas of responsibility. Directions and work assignments often have to be repeated. Routinely does not know or act according to standards, practices, policy, law or contracts.	Usually demonstrates knowledge and understanding of assigned tasks. Sometimes is reluctant to learn or improve knowledge base. Occasionally does not know or act according to applicable standards, practices, and policy.	Regularly demonstrates a working knowledge and understanding in the areas of responsibilities. Directions and work assignments rarely have to be repeated. Acquires needed skills and knowledge with little reluctance. Regularly acts in accordance with standards, practices, and policy.	Consistently demonstrates extensive knowledge and understanding in areas of responsibility. Takes the initiative to learn more about areas of responsibility. Recommends ways to improve efficiencies and effectiveness of assigned tasks/duties. Consistently acts in accordance with standards, practices, and policy.
<i>g. Works Independently</i>	Routinely unable to complete assignments on a timely basis without direct oversight. Unable to find productive work unless duties are directly assigned. Spends excessive work hours socializing or performing other non-work related duties.	Usually able to complete assignments on a timely basis with moderate supervision. Usually able to stay productive during slower periods, but sometimes requires some guidance. Often found socializing or performing other non-work related duties during expected work times when not under direct supervision.	Regularly able to complete work assignments on a timely basis with minimal supervision. Manages to stay productive even during relatively slow times. Spends very little work time socializing or conducting personal business.	Consistently able to complete work assignments on a timely basis with minimal supervision. Actively seeks projects from other staff members during slow periods.
<i>h. Uses Information and Resources</i>	Routinely demonstrates lack of knowledge and inefficient use of available information and resources.	Usually demonstrates basic knowledge of available information and resources.	Regularly demonstrates proficient knowledge and efficient and effective use of available information and resources.	Maximizes the use of resources and information. Seeks additional information or resources to use in daily work to improve efficiencies and effectiveness.
<i>i. Maintains organized Work Area</i>	Work area and/or files are generally disorganized and untidy. It is often difficult for others to find the needed information, documents, and/or files.	Work area is clean and files are generally organized.	Work area is clean and presentable. Both manual and computerized files are organized and accessible to others who may need the information.	Work area is exceptionally organized and aesthetically pleasing. Files are clearly labeled, filed in a systematic order, and easily accessible to others who may need the information.

**Standard II. Communication Skills and Work Environment**

*Uses communication skills to promote a positive, efficient, friendly, respectful and professional work environment with an emphasis on teamwork.*

<b>Competency</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>a. Interaction with other staff</i>	Does not demonstrate respect toward others; makes little attempt to establish harmonious relationships.	Interactions with other staff members are usually respectful but may have difficulty working with some individuals.	Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others.	Genuinely respects and understands others and deservingly earns the respect of fellow staff members.
<i>b. Interaction with Students.</i>	Interactions with students are negative, tactless, not age appropriate and/or non-supportive.	Interactions are generally respectful and appropriate but are limited to providing basic services.	Interactions regularly demonstrate warmth and respect.	Interactions with students consistently convey respect. Employee is seen as a valuable resource.
<i>c. Interaction with Administrators, Directors, and supervisors</i>	Does not demonstrate respect or support of administrative staff. Interactions are often negative.	Employee is generally respectful and supportive of administrative staff.	Routinely demonstrates cooperative work and collegial respect for administrative staff.	Consistently demonstrates thorough cooperation, support and respect.
<i>d. Listening Skills</i>	Demonstrates poor listening skills.	Usually demonstrates good listening skills.	Listens to others and considers their feedback.	Actively listens to others and values their input.

**Standard III. Clerical Duties***Willingly, efficiently and effectively performs clerical duties for the assigned department and other departments as requested or assigned.*

<b>Competency</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>a. Calendar and Schedule</i>	Is not aware of schedule or events.	Is aware of schedule or events or knows how to efficiently obtain said information. Makes necessary schedule changes upon request.	Is aware of schedule or events and can efficiently access said information. Effectively schedules requested tutoring time. Seeks information about the schedule and events to make necessary changes.	Meets the definition of proficient plus, anticipates needs and seeks information about the schedule and events to make necessary changes.
<i>b. Data/Document Collection</i>	Fails to request, collect and/or compile data/documents as requested. Data/ documents collected are ineffective, inaccurate, or difficult to track or analyze.	Collects and compiles data/documents as requested in a timely manner. Data/ documents collected can be readily tracked and analyzed.	Organizes and tracks data/documents collected for effective and efficient review and analysis. Ensures data/documents are complete and accurate. Prepares timely and accurate reports on data/documents as requested.	Organizes, tracks, analyzes and reports on data/documents collected. Reviews data/documents for completeness and accuracy. Submits accurate reports to supervisor on a timely basis. Makes frequent recommendations to supervisor based on the analysis of data.
<i>c. Record Keeping</i>	Fails to keep/maintain appropriate Leap tutor records	Generally maintains accurate and complete Leap tutor records. Not consistent about bringing concerns to supervisor's attention.	Maintains accurate and up-to-date Leap tutor records. Consistently brings any concerns to the supervisor's attention.	Meets the definition of proficient plus assists other Leap tutors on record keeping procedures. Regularly takes steps to improve records.

**Standard IV. Professional Responsibilities**

*Demonstrates professional behavior with respect to attitude, accessibility, and confidentiality.*

<b>Competency</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>a. Flexibility/ Adaptability</i>	Finds it difficult to be receptive to new ideas or tasks.	Generally open to new ideas and will change his/her approach if asked.	Typically receptive to new ideas and tasks; deals with new situations well.	Consistently demonstrates flexibility to handle new situations and adapts approach to meet a need.
<i>b. Image</i>	Does little to promote a positive image of District 83.	Usually promotes a positive image of District 83.	Frequently promotes a positive image of District 83.	Always promotes a positive image of District 83.
<i>c. Confidentiality</i>	Frequently fails to handle sensitive, private, and confidential materials and conversations appropriately.	Usually respects confidentially issues, records, reports, and other information.	Understands and follows standards for confidentiality; corrects others who may violate confidentiality.	Demonstrates a high degree of confidentiality for students, parents, and staff.
<i>d. Attitude</i>	Displays lack of enthusiasm to the detriment of the organization.	Usually demonstrates a positive outlook.	Shows considerable enthusiasm and a positive attitude.	Consistently demonstrates and promotes a positive attitude.
<i>e. Attitude toward Supervision</i>	Views constructive feedback negatively and makes little effort to learn from the process.	Accepts feedback and requests advice when in doubt.	Seeks feedback from which to learn and improve skills.	Views supervision as an excellent opportunity for growth. Models positive outlook.
<i>f. Accessibility</i>	Is often not visible and/or accessible to supervisor. Is rarely accessible to co-workers and/or other District 83 Administrators for assigned backup coverage.	Is usually accessible and visible to supervisor for communication and assignments. Is usually accessible to co-workers, supervisors, and Administrators for assigned backup coverage.	Maintains visibility and accessibility to supervisor for communication and assignments. Maintains accessibility to co-workers, supervisors, and Administrators for assigned backup coverage.	Highly visible and accessible to supervisor, co-workers, and Administrators.
<i>g. Acceptance of New Responsibilities</i>	Unwilling to accept new or different responsibilities.	Occasionally accepts new responsibilities and attempts to follow through to best of ability.	Typically receptive to new responsibilities and willingly implements to best of ability.	Eagerly seeks opportunities to broaden field of responsibilities and skills.

**Standard V. Attendance and Punctuality***Work attendance is reliable and predictable with minimal disruption to work product and assignments.*

<b>Competency</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>a. Work Hours</i>	Frequently fails to work approved work schedule. Alters work hours without prior approval from supervisor. Often comes in late or leaves early without approval. Unproductive during the beginning and/or end of the day (i.e. walks in the door precisely at the start of scheduled work shift and spends time settling in prior to beginning work).	Usually works approved work schedule. Generally seeks prior approval to before altering work hours (i.e. come in early/late, leave early/late). Generally remains productive during the beginning and end of day.	Regularly works the approved work schedule. Comes in early to take care of personal business before work schedule begins (i.e. take off jacket, make coffee, use the rest rooms, read the paper, etc.) to ensure work hours are productive. Remains productive throughout the entire day.	Consistently works the approved work schedule. Comes in early to take care of personal business before work schedule begins (i.e. take off jacket, make coffee, use the rest rooms, read the paper, etc.) to ensure work hours are productive. Remains productive throughout the entire day.
<i>b. Leave Use</i>	Fails to give adequate notice for scheduled leaves, or takes unauthorized leave. Fails to submit required Leave Request even after being reminded. Fails to provide adequate medical certification when requested. Demonstrates a pattern of abuse with regards to leave usage. Plans absences without regard to peak work times.	Obtains prior approval for all scheduled leaves. Submits required Leave Request for all planned and unplanned absences, sometimes needing to be reminded. Utilizes leaves in accordance with the definitions outlined in the contract. Attempts to plan leaves around peak work times.	Seeks prior approval of planned leaves with adequate notice (usually one to two weeks). Plans leaves around peak work times. Promptly notifies school office and supervisor of unplanned absences. Makes arrangements for reception coverage.	Coordinates planned absences with other staff members in the department, and others individuals whose work may be implicated by the absence. Schedules planned absences so as not to conflict with peak work times. Is rarely out of work due to unplanned absences.