



MASTER PLAN

Administrative Support and Non-Instructional Development

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Course Group Number: (10454603 previously Office Support Personnel Program
Absorbing 10454606 Non-Instructional Leadership Development Program)

Purpose

The major focus of the Talent Acquisition and Operations Non-instructional Professional Development Department is to provide and manage professional learning for all non-instructional employees.

Professional Learning opportunities provided under this Master Plan cover the development of non-instructional personnel in preparation for a leadership role and workplace solutions and communication skills for Administrative Support employees.

Professional Learning activities are designed in alignment with the District's Strategic Plan, the Certified Achievement Program, contractual professional learning requirements and incentives, District policies and initiatives, State and local rules and laws.

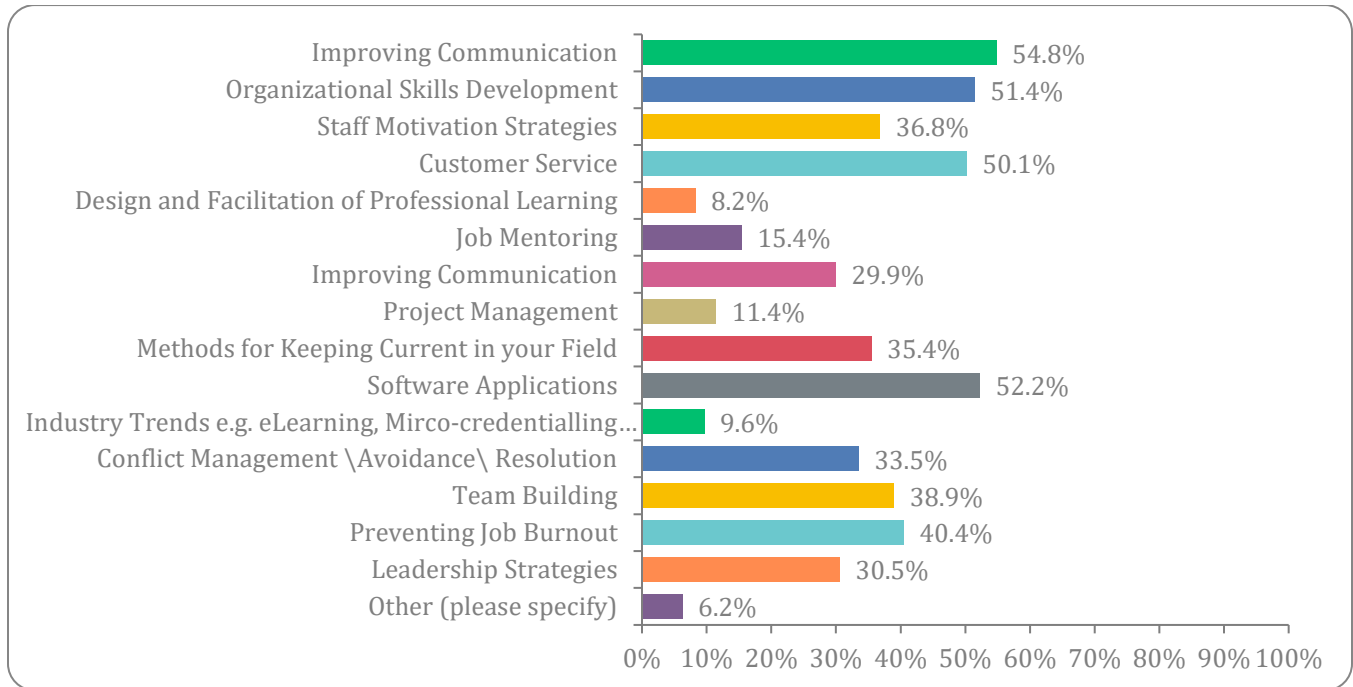
Needs Assessment

The Certified Achievement Program (CAP) is a contractual professional learning incentive program, which is designed to offer permanent, full-time, and part-time secretarial/clerical and confidential employees an incentive for the continuous improvement of the skills required for their current position, and to assist individuals to qualify for promotional opportunities within the district. As of August 2022, 42% (964) of full-time clerical employees participate in the Certified Achievement Program. Enrollment in the Certified Achievement Program has decreased by 10% over the past few fiscal years. We contribute this decrease to the workforce response to Covid-19 shutdown and safeguards. Our goal is to increase participation in the program by communicating the incentive program to all new clerical hires and non-participants in the program. Professional learning opportunities will also be shared on many District sites and platforms.

The Professional Development Standards & Support (PDSS) conducts an annual survey of all employees who participate in professional learning. The results measure participation, limitations, and needs. The 2021/22 Professional Learning Survey included specific questions regarding professional learning for non-instructional employees. According to the data collected, 1,994 non-instructional employees responded to the survey. Clerical employees made up 63% of the non-instructional employees that responded to the survey.

The responses to the question asking which professional learning areas would most benefit the individual in School year 2022-23 align to the goals of this Master Plan. Improving communication, Organizational Skills Development, Conflict Resolution, Customer Service, Team Building and Leadership Strategies are currently covered in our course offerings. These areas will also be the focus of any new professional learning offerings in the upcoming fiscal year.

Q27: Which of the following professional learning areas would most benefit you in School year 2022-23? (Choose all that apply.)



**Desired Outcomes and Performance Indicators
Non-Instructional Development**

1.0 Administrative Support and Operations (All Clerical Employees)			
1.1 Desired Outcome: Articulates the vision, mission, and strategic goals of the District and their respective school or department.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Exemplary level of knowledge and articulation of how their role and the work of their location, impacts the vision, mission, and strategic goals of the District and their respective location and stakeholders.	Competent level of knowledge and articulation of how their role and the work of their location, impacts the vision, mission, and strategic goals of the District and their respective location and stakeholders.	Foundational level of knowledge and articulation of how their role and the work of their location, impacts the vision, mission, and strategic goals of the District and their respective location and stakeholders.	No knowledge and unable to articulate how their role and the work of their location, impacts the vision, mission, and strategic goals of the District and their respective location and stakeholders.
1.2 Desired Outcome: Applies appropriate District, State and Local laws, rules, policies, and procedures, which govern the operation of the school or department within the scope of the responsibilities of the position			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Exemplary application and knowledge of District, State and Local laws, rules, policies, and procedures, which govern the operation of the school or department.	Effective application and knowledge of District, State and Local laws, rules, policies, and procedures, which govern the operation of the school or department.	Inconsistent application and knowledge of District, State and Local laws, rules, policies, and procedures, which govern the operation of the school or department.	No evidence of the application and knowledge of District, State and Local laws, rules, policies, and procedures, which govern the operation of the school or department.
1.3 Desired Outcome: Demonstrates effective communication with students, teachers, administrators, parents, and all other stakeholders as an Ambassador of the School District.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates mastery in the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	Demonstrates a proficient level in the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	Demonstrates a foundational level of expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	No demonstration of the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.

1.4 Desired Outcome: Provides quality and sustained customer service to all internal and external District stakeholders in alignment with the District's Customer Service Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Strong evidence of the application and articulation of District customer service standards in all interactions with internal and external customers.	Demonstrates evidence of the application and articulation of District customer service standards in all interactions with internal and external customers.	Foundational evidence of the application and articulation of District customer service standards in all interactions with internal and external customers.	No evidence of the application and articulation of District customer service standards in all interactions with internal and external customers.
1.5 Desired Outcome: Prepares professional and grammatically correct written and electronic correspondence in compliance with District standards and protocols.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates mastery in the preparation of professional and grammatically correct written and electronic correspondence in compliance with District standards and protocols.	Demonstrates a proficient level in the preparation of professional and grammatically correct written and electronic correspondence in compliance with District standards and protocols.	Demonstrates a foundational level in the preparation of professional and grammatically correct written and electronic correspondence in compliance with District standards and protocols.	Has not demonstrated any level in the preparation of professional and grammatically correct written and electronic correspondence in compliance with District standards and protocols.

Data Collection Plan: Administrative Support and Operations (All Clerical Employees)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Reaction Sheet (Level 1 evaluation) Feedback/Survey Data	1x each/per professional learning session	Course Organizer
2. Participants' Learning	Pre/post-tests, course assignments, and collaborative activities i.e., Discussion Board assignments	Multiple times per professional learning session	Course Designer Course Facilitator
3. Organizational Supports	District survey data EOY data reporting to Director	Annually	District Department Course Organizer
4. Participants' Practice	Action Plan and similar implementation activities	Multiple times per professional learning session	Course Designer Course Facilitator
5. Student Outcomes	Does not measure student outcomes	N/A	N/A

2.0 Non-Instructional Development (Aspiring Leaders)			
2.1 Desired Outcome: Demonstrates the ability to identify their specific leadership style and utilize their leadership skills to lead others in a positive and motivating environment.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates mastery in the identification and interpretation of their specific leadership style and the effective application of these skills to lead and motivate others in a positive work environment.	Demonstrates a proficient level in the identification and interpretation of their specific leadership style and the effective application of these skills to lead and motivate others in a positive work environment.	Demonstrates a foundational level in the identification and interpretation of their specific leadership style and the effective application of these skills to lead and motivate others in a positive work environment.	No demonstration of the identification and interpretation of their specific leadership style and the effective application of these skills to lead and motivate others in a positive work environment.
2.2 Desired Outcome: Uses research-based quality tools to solve problems and modify work processes that improve work productivity.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Strong evidence of the knowledge and use of research-based solutions and processes to resolve workplace problems and improve work productivity.	Proficient evidence of the knowledge and use of research-based solutions and processes to resolve workplace problems and improve work productivity.	Foundational evidence of the knowledge and use of research-based solutions and processes to resolve workplace problems and improve work productivity.	No evidence of the knowledge and use of research-based solutions and processes to resolve workplace problems and improve work productivity.
2.3 Desired Outcome: Uses interpersonal skills to build effective working relationships.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Strong evidence of interpersonal skills including verbal and non-verbal communication, resolving conflict, teamwork, empathy, active listening, positive and professional attitude.	Proficient evidence of interpersonal skills including verbal and non-verbal communication, resolving conflict, teamwork, empathy, active listening, positive and professional attitude.	Foundational evidence of interpersonal skills including verbal and non-verbal communication, resolving conflict, teamwork, empathy, active listening, positive and professional attitude.	No evidence of interpersonal skills including verbal and non-verbal communication, resolving conflict, teamwork, empathy, active listening, positive and professional attitude.

2.4 Desired Outcome: Demonstrates effective communication to achieve the desired results.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrates mastery in the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	Demonstrates a proficient level in the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	Demonstrates a foundational level of expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.	No demonstration of the expression and exchange of ideas, knowledge, and information in a clear, concise, and respectful manner.

Data Collection Plan: Non-Instructional Leadership Development (Aspiring Leaders)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Reaction Sheet (Level 1 evaluation) and Professional Learning Survey in LMS	1x each/per professional learning session	Course Facilitator Course Designer Course Organizer
2. Participants' Learning	Pre/post-tests, course assignments, and collaborative activities i.e., Discussion Board assignments	Multiple times per professional learning session	Course Facilitator Course Designer Course Organizer
3. Organizational Supports	District survey data (Professional Development Survey, Customer Service Survey and Parent Survey)	Annually	Assigned District Department
4. Participants' Practice	Action Plan and similar implementation activities	Multiple times per professional learning session	Course Facilitator Course Designer Course Organizer
5. Student Outcomes	Does not measure student outcomes	N/A	N/A

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Administrative Support and Operations (All Clerical Employees)	Professional learning feedback data from LMS Participation data	Summary of professional learning feedback and participation data from LMS
Non-Instructional Development (Aspiring Leaders)	Professional learning feedback data from LMS Participation data	Summary of professional learning feedback and participation data from LMS
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Administrative Support and Operations (All Clerical Employees)	Program and course assignments Action Plan	Summary of professional learning feedback and participation data from LMS
Non-Instructional Development (Aspiring Leaders)	Program and course assignments Action Plan	Summary of professional learning feedback and participation data from LMS
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Administrative Support and Operations (All Clerical Employees)	Professional development programs and support from Talent Acquisition and Operations (NI)	Summary of professional learning feedback and participation data from LMS
Non-Instructional Development (Aspiring Leaders)	Professional development programs and support from Talent Acquisition and Operations (NI)	Summary of professional learning feedback and participation data from LMS
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Administrative Support and Operations (All Clerical Employees)	Observation Work Sample Action Plan Number of participants Number of CAP participants District Leadership Preparation Programs	Observation Work Sample Action Plan Number of participants Number of CAP participants District Leadership Preparation Programs
Non-Instructional Development (Aspiring Leaders)	Observation Work Sample Action Plan Number of participants Number of CAP participants District Leadership Preparation Programs	Observation Work Sample Action Plan Number of participants Number of CAP participants District Leadership Preparation Programs

Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Administrative Support and Operations (All Clerical Employees)	N/A	N/A
Non-Instructional Development (Aspiring Leaders)	N/A	N/A