Classified Growth & Development Cycle

Resource Guide: *Classified Performance Framework*
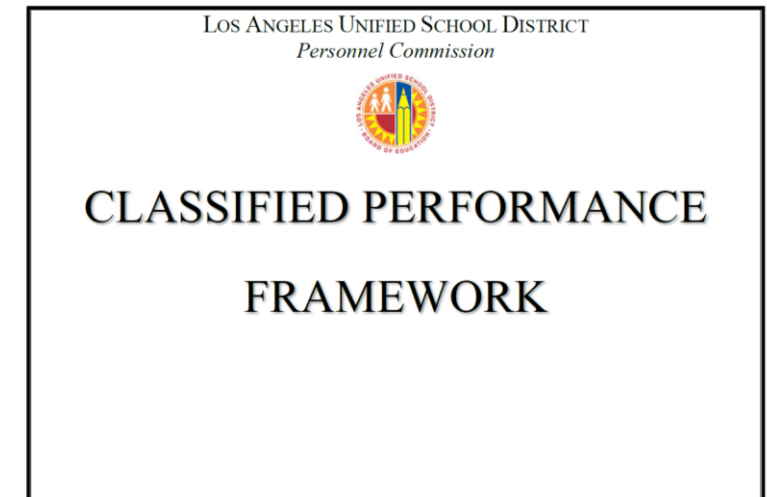
Classified Growth & Development Cycle

Resource Guide: *Classified Performance Framework*

- Background

  - A key element of the CGDC is the Classified Performance Framework. This framework provides clear expectations for effective performance in the classified service.

  - The Classified Performance Framework is the foundation for all the tools and processes in the Classified Growth & Development Cycle.

  - This framework was developed with the assistance of an Advisory Committee, which consisted of various internal and external stakeholders. In addition, numerous groups of internal classified staff helped develop the list of behaviors and competencies that classified employees should have.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

CLASSIFIED PERFORMANCE

FRAMEWORK

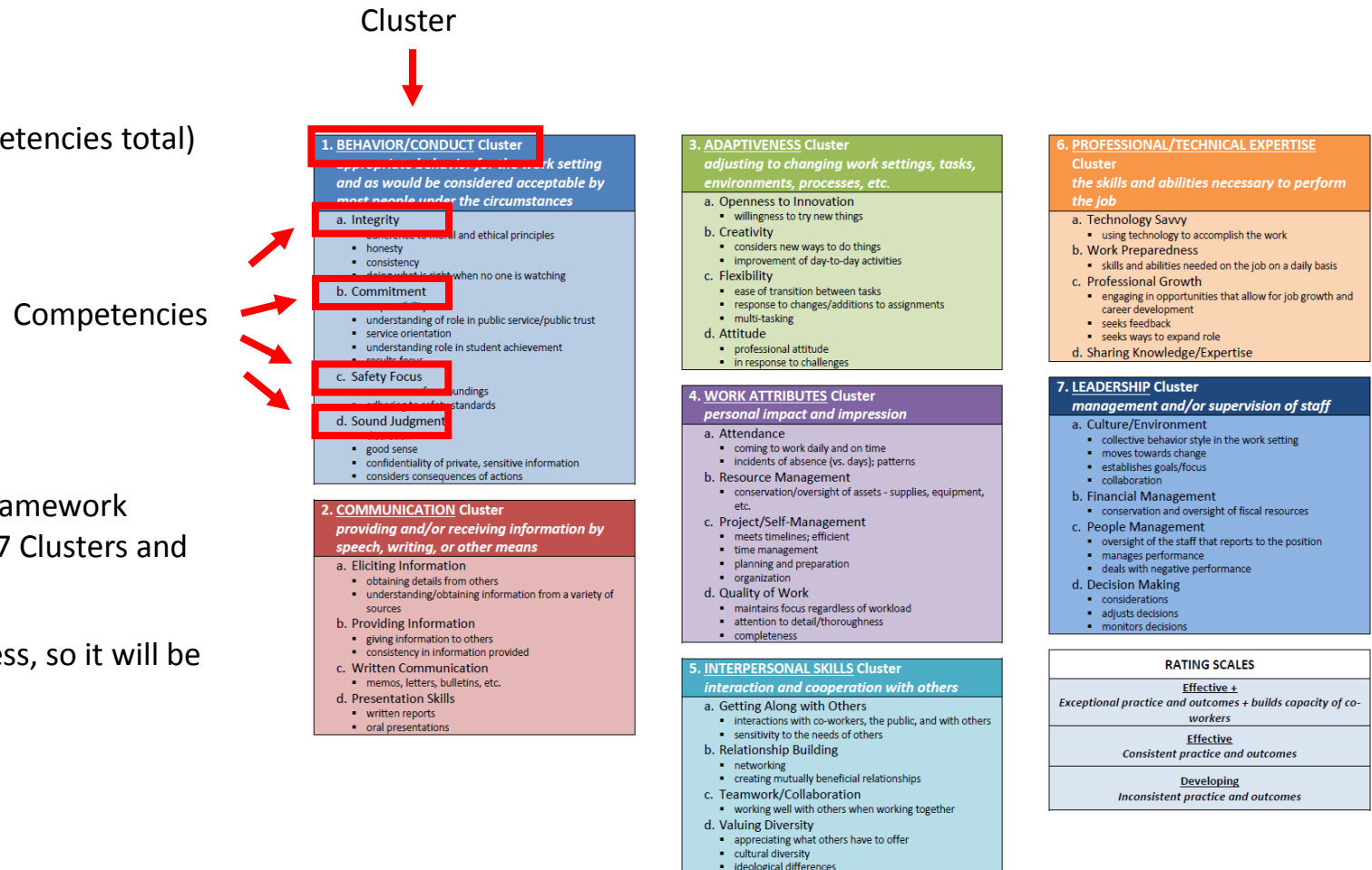modified 092716

Classified Growth & Development Cycle

Resource Guide: *Classified Performance Framework*

- Structure of Framework

  - 7 Clusters

  - 4 Competencies within each Cluster (28 Competencies total)

- Placemat

  - The 2nd page of the Classified Performance Framework contains a placemat – a brief summary of the 7 Clusters and 4 Competencies within each Cluster.

  - We will use these terms throughout this process, so it will be useful to become familiar with them.

Cluster

Competencies

1. BEHAVIOR/CONDUCT Cluster
appropriate behavior for the work setting and as would be considered acceptable by most people under the circumstances

a. Integrity
  - adherence to moral and ethical principles
  - honesty
  - consistency
  - doing what is right when no one is watching

b. Commitment
  - understanding of role in public service/public trust
  - service orientation
  - understanding role in student achievement
  - results focus

c. Safety Focus
  - awareness of surroundings
  - adherence to safety standards

d. Sound Judgment
  - good sense
  - confidentiality of private, sensitive information
  - considers consequences of actions

2. COMMUNICATION Cluster
providing and/or receiving information by speech, writing, or other means

a. Eliciting Information
  - obtaining details from others
  - understanding/obtaining information from a variety of sources

b. Providing Information
  - giving information to others
  - consistency in information provided

c. Written Communication
  - memos, letters, bulletins, etc.

d. Presentation Skills
  - written reports
  - oral presentations

3. ADAPTIVENESS Cluster
adjusting to changing work settings, tasks, environments, processes, etc.

a. Openness to Innovation
  - willingness to try new things

b. Creativity
  - considers new ways to do things
  - improvement of day-to-day activities

c. Flexibility
  - ease of transition between tasks
  - response to changes/additions to assignments
  - multi-tasking

d. Attitude
  - professional attitude
  - in response to challenges

4. WORK ATTRIBUTES Cluster
personal impact and impression

a. Attendance
  - coming to work daily and on time
  - incidents of absence (vs. days); patterns

b. Resource Management
  - conservation/oversight of assets - supplies, equipment, etc.

c. Project/Self-Management
  - meets timelines; efficient
  - time management
  - planning and preparation
  - organization

d. Quality of Work
  - maintains focus regardless of workload
  - attention to detail/thoroughness
  - completeness

5. INTERPERSONAL SKILLS Cluster
interaction and cooperation with others

a. Getting Along with Others
  - interactions with co-workers, the public, and with others
  - sensitivity to the needs of others

b. Relationship Building
  - networking
  - creating mutually beneficial relationships

c. Teamwork/Collaboration
  - working well with others when working together

d. Valuing Diversity
  - appreciating what others have to offer
  - cultural diversity
  - ideological differences

6. PROFESSIONAL/TECHNICAL EXPERTISE Cluster
the skills and abilities necessary to perform the job

a. Technology Savvy
  - using technology to accomplish the work

b. Work Preparedness
  - skills and abilities needed on the job on a daily basis

c. Professional Growth
  - engaging in opportunities that allow for job growth and career development
  - seeks feedback
  - seeks ways to expand role

d. Sharing Knowledge/Expertise

7. LEADERSHIP Cluster
management and/or supervision of staff

a. Culture/Environment
  - collective behavior style in the work setting
  - moves towards change
  - establishes goals/focus
  - collaboration

b. Financial Management
  - conservation and oversight of fiscal resources

c. People Management
  - oversight of the staff that reports to the position
  - manages performance
  - deals with negative performance

d. Decision Making
  - considerations
  - adjusts decisions
  - monitors decisions

RATING SCALES
Effective + *Exceptional practice and outcomes + builds capacity of co-workers*
Effective *Consistent practice and outcomes*
Developing *Inconsistent practice and outcomes*

- Easy ways to familiarize yourself with the framework

  - Read the description of the Competency

1. BEHAVIOR/CONDUCT Cluster *appropriate behavior for the work setting and as would be considered acceptable by most people under the circumstances*			
	Developing *Inconsistent practice and outcomes*	**Effective** *Consistent practice and outcomes*	**Effective +** *Exceptional practice and outcomes + builds capacity of co-workers*
a. **Integrity** ▪ *adherence to moral and ethical principles* ▪ *honesty* ▪ *consistency* ▪ *doing what is right when no one is watching*	May engage in activities that could be considered conflicts of interest because s/he considers them minor or indirect. Demonstrates honesty and sincerity in encounters with others, but not consistently. May provides vague information, omit negative information or only state what listeners "want to hear."	Refrains from behavior that may appear to be a conflict of interest. Consistently demonstrates honesty and sincerity in encounters with others as it relates to the work in the District. Is forthcoming when questioned. Builds trust through reliability and authenticity.	Practices and outcomes as described for Effective, PLUS models behavior and helps co-workers and peers to perform effectively in this competency as well.

  - Read the information contained in the "Effective" box – this is the most basic description, or benchmark, of expected behavior

Classified Growth & Development Cycle

Resource Guide: *Classified Performance Framework*

- Easy ways to familiarize yourself with the framework

    - Read the definitions of the ratings

1. **BEHAVIOR/CONDUCT** Cluster *appropriate behavior for the work setting and as would be considered acceptable by most people under the circumstances*			
	Developing *Inconsistent practice and outcomes*	**Effective** *Consistent practice and outcomes*	**Effective +** *Exceptional practice and outcomes + builds capacity of co-workers*
a. *Integrity* ▪ *adherence to moral and ethical principles* ▪ *honesty* ▪ *consistency* ▪ *doing what is right when no one is watching*	May engage in activities that could be considered conflicts of interest because s/he considers them minor or indirect. Demonstrates honesty and sincerity in encounters with others, but not consistently. May provides vague information, omit negative information or only state what listeners "want to hear."	Refrains from behavior that may appear to be a conflict of interest. Consistently demonstrates honesty and sincerity in encounters with others as it relates to the work in the District. Is forthcoming when questioned. Builds trust through reliability and authenticity.	Practices and outcomes as described for Effective, PLUS models behavior and helps co-workers and peers to perform effectively in this competency as well.

- "Developing" is not unexpected for someone fairly new in a position with little experience in the role. If rating a Competency developing, that competency may be a good one to consider for growth planning.

- "Effective" means that you *consistently* perform as described in the benchmark. If you perform this Competency well in your role, you are effective.

- "Effective +" is reserved for those who not only perform consistently in this Competency, but ALSO help their co-workers and peers to perform effectively in the Competency. An employee should not rate him/herself Effective + just because s/he is consistently performing his/her job.

Classified Growth & Development Cycle

Resource Guide: *Classified Performance Framework*

- Easy ways to familiarize yourself with the framework

  - Of the 28 Competencies, you should select the 8 to 12 that are most related to your current position – with the following requirements

    - You should select at least one from each of the Clusters

    - If you do not manage or supervise employees, you do not need to select any Competencies from Cluster 7 – Leadership

- Need support – here's our contact information

- CGDC Web page
  http://achieve.lausd.net/CGDC

- Heidi Hrowal, Program & Policy Development Advisor
  heidi.hrowal@lausd.net
  (213) 241-4683

- Lia (Olga Maria) Castano, HR Specialist II
  olgamaria.castano@lausd.net
  (213) 241-4943