

# Shelby County Schools



---

## Non-Instructional Evaluation Manual (Non-Supervisors)

---

**Department of Human Resources**  
**Office of Employee Performance & Support**  
(revised) September 2017

## Table of Contents

Introduction/Overview	2
Performance Evaluation Planning and Calendar	3
The Competencies	4
Performance Evaluation Steps: Orientation to the Process	6
Performance Evaluation Steps: Goal Setting Conference	7
Performance Evaluation Steps: Mid-year Conference	8
Performance Evaluation Steps: End-of-year Conference	9
Principal Feedback and Performance Issues	10
Calculating Rating Scores and Documentation	11
Peer and Upward Feedback Forms	11
End-of-Year Performance Ratings	12
Evaluation Concerns	12
<b><u>Appendices</u></b>	
Frequently Asked Questions	i
Principal Feedback Form	ii
Rubric	iii

## Introduction

Through the District's continued focus on teacher and leader effectiveness, Shelby County Schools has set clear and very high expectations for the performance of educators. However, all SCS employees—not only educators—have a role to play in student achievement and an obligation to support our 80/90/100% goals to reach Destination 2025. Non-instructional staff members work to support those who are directly serving students every day.

SCS believes it is vitally important that employees have a clear understanding of the expectations for their performance and proper feedback and support to help them be effective.

That is why the Superintendent and District Leadership are excited to introduce a performance evaluation system for our non-instructional staff that:

- Establishes a framework for ongoing feedback on performance and expectations
- Incorporates coaching, development and growth into the day-to-day work of employees and managers
- Links department, team and individual operational goals to larger organizational priorities
- Holds all employees accountable for results

The development and implementation of the Shelby County Schools' Non-Instructional Evaluation Manual for classified employees represents an effort to establish standards of excellence and quality for job performance. The evaluation system should enable continuous improvement by all employees. This year's evaluation cycle will extend from July 1, 2017 to June 30, 2018. This performance evaluation system will require district personnel to identify key responsibilities and assess employment performance on a set of established standards.

## Overview

**SCS performance evaluation theory of action:** By creating a formal process that coherently links team and individual operational goals to larger organizational priorities, employees will understand what is expected of them. The non-instructional evaluation framework encourages employees' engagement in ongoing reflection on progress toward key goals and skills, support for ongoing growth and development, and accountability for themselves as well as others for expected results and outcomes.

The objective of the performance evaluation process is to better align the employees' work so that it is tied to District priorities. SCS believes that performance management should be a daily occurrence in the district, however, the performance evaluation process provides employees with regular, structured opportunities to receive feedback from managers on a core set of goals and skills and establishes clear expectations for employees' work. Although formal performance evaluations should not be the only time that employees receive feedback from managers, this process does ensure that interactions will occur at least four times a year.

The primary objectives of the performance evaluation system are:

- To develop a fair, consistent and objective performance evaluation process
- To ensure job responsibilities encompass the department/school goals
- To identify areas needing improvement and areas of strength
- To improve job performance and job satisfaction

Non-Instructional Evaluation Process  
Shelby County Schools  
**Performance Evaluation Planning and Calendar**

PROCESS STEP	ACTION REQUIRED	DATE
<b>STEP 1:</b> Orientation to the Process	Orientation to the process is a meeting scheduled by the supervisor with his/her employees. During this team meeting, the evaluator explains the entire performance evaluation process. Topics to be discussed include reviewing the competencies, rubric, timelines and milestone dates, department/school goals, norms and value, etc. <b><i>*This meeting is only required for newly hired SCS employees or current employees new to a school site or department.</i></b>	<b>September 2017*</b>
<b>STEP 2:</b> Goal Setting Conference	The supervisor conducts goal setting conference meetings with the employee. The supervisor and employee discuss job expectations, clarify the top performance objectives and establish 3-5 developmental /operational SMART goals. Manager supports, measures of success, implementation dates and District priority alignment are also established during this conference. Although this is a collaborative process, if no consensus is reached, the supervisor makes the final decision.	<b>By September 29, 2017</b>
<b>STEP 3:</b> Upward Feedback	Employees provide insight on the management skills of supervisors – leadership and employee development. These results are shared anonymously with the supervisor and the supervisor’s manager. <b>This is mandatory for all Central Office employees.</b>	<b>November 2017</b>
<b>STEP 4:</b> Mid-year Conference	The supervisor conducts mid-year conferences with the employee. A review of the performance to date and goal progression are discussed. Areas of strength and areas of improvement are also identified during this conference. Employees complete and submit self-assessments at least 48 hours prior to the mid-year conference meeting.	<b>December/ January 2017</b>
<b>STEP 5:</b> Upward Feedback	Employees provide insight on the management skills of supervisors – leadership and employee development. These results are shared anonymously with the supervisor and the supervisor’s manager. <b>This is mandatory for all Central Office employees.</b>	<b>April 2018</b>
<b>STEP 6:</b> End-of-year Conference	End-of-year conferences involve a discussion between the evaluator and employee about the employee’s top job performance objectives, goal attainment and competency ratings. Employees complete and submit self-assessments with evidence at least 48 hours prior to the end-of-year conference meetings. Supervisor should provide comments (feedback) on employee performance and At the conclusion of this conference, the employee should understand his/her supervisor’s expectations for further performance. <b><i>(This conference is held during the last month of a 10 or 11-month employee’s work year.)</i></b>	<b>By June 29, 2018</b>
<b>STEP 7:</b> Peer Feedback	Peer feedback is the warranted feedback non-instructional employees receive on professional skills and team effectiveness from colleagues. Results do not factor into the performance evaluation score. Peer feedback can be given at any time during the evaluation cycle.	<b>Any time during evaluation cycle</b>

## The Competencies

Non-supervisors are evaluated on seven competencies. The following chart provides a brief explanation and the proficiencies associated with each competency.

Competency	Description
<b>Communication</b>	<p>Measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</p> <p><i>Communication (Verbal and Written)</i> <i>Adherence to Deadlines</i> <i>Active Listening Skills</i> <i>Respectful and Tactful Language</i></p>
<b>Collaboration</b>	<p>Measures the strength of an employee’s ability to build, shape and use lasting and durable relationships with fellow employees; it also measures an employee’s ability to use these relationships for the good of the organization and to be an effective team player in accomplishing district-wide goals.</p> <p><i>Team Player</i> <i>Relationship-Building</i> <i>Reliable and Dependable Resource</i></p>
<b>Professionalism &amp; Responsibility</b>	<p>Measures an employee’s dedication to the district’s mission and goals; it focuses on the employee’s attitudes, which affect the outcomes of his or her work, and attention to detail and a commitment to both product and process quality.</p> <p><i>Performance Alignment</i> <i>Customer Service</i> <i>Attendance</i> <i>Ownership and Detail-Oriented</i> <i>Motivation and Attitude</i></p>
<b>Self-Management</b>	<p>Measures an employee’s effort to continually improve, manage and organize his/her own performance to be as efficient and effective as possible.</p> <p><i>Goal Setting</i> <i>Feedback</i> <i>Organizational Capacity</i> <i>Time-Management</i></p>
<b>Adaptability</b>	<p>Measures how well and competently an employee reacts to and handles adversity, problems, setbacks or dilemmas; it also measures how well an employee can adapt performance to accommodate change or new situations.</p> <p><i>Flexibility</i> <i>Stress-Management</i> <i>Creativity and Innovation</i> <i>Viewpoint and Acknowledgement</i></p>

Non-Instructional Evaluation Process  
Shelby County Schools

<b>Knowledge</b>	<p>Measures an employee's organizational and job-related knowledge required for success in his or her position, as well as how effectively he or she can apply or utilize this knowledge; focuses on employee competence in specific skills and abilities for the position.</p> <p><i>Procedures and Protocol Awareness</i> <i>Learning Opportunities</i> <i>Comprehension of Job Responsibilities</i></p>
<b>Problem-Solving</b>	<p>Measures an employee's ability to think critically and solve problems he or she faces in the course of his or her work.</p> <p><i>Decision-Making</i> <i>Solutions-Oriented</i> <i>Resourcefulness</i> <i>Conflict Resolution</i></p>

Non-Instructional Evaluation Process  
Shelby County Schools  
**Performance Evaluation Process Steps**

**STEP 1: Orientation to the Process\***

**BEFORE THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Notify employees of the meeting date</li> <li>• Ask employees to review the non-instructional evaluation manual prior to the meeting (can be accessed in the PLZ “resources tab”)</li> </ul>	<ul style="list-style-type: none"> <li>• Review the non-instructional evaluation manual</li> </ul>

**DURING THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Meet with the team</li> <li>• Discuss the performance evaluation process with employees</li> <li>• Outline supervisor expectations</li> <li>• Review the competencies, rubric, timelines, milestone dates and department/school goals</li> <li>• Explain specific look-fors in rubric descriptors</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions when something is unclear</li> </ul>

**\* Orientation to the Process is only required for newly hired SCS employees or current employees new to a school site or department.**

**STEP 2: Goal Setting Conference**

**BEFORE THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Employee must select you as the evaluator for the first step</li> <li>• Schedule the Goal Setting Conference meeting in the online platform – PLZ</li> <li>• Review the employee’s goals and the associated measures in the Goal Setting Conference form</li> </ul>	<ul style="list-style-type: none"> <li>• Select your supervisor as the evaluator in the online platform – PLZ</li> <li>• Review the date and time submitted by your supervisor for the Goal Setting Conference</li> <li>• Once a date and time have been established, please click “Save and Accept”</li> <li>• Think about operational and developmental goals that you would like to achieve during this year’s evaluation cycle</li> <li>• Establish 3 – 5 SMART goals and complete its associated measures</li> </ul>

**DURING THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Discuss job expectations and clarify the top five performance objectives</li> <li>• Explain your expectations for each competency</li> <li>• Establish 3 – 5 SMART goals developmental &amp; operational</li> <li>• List manager support, success measures, completion dates and district goal alignment</li> </ul> <p><b>Note:</b> While goal setting should be a collaborative process, if there is no consensus the supervisor makes the final decision on goals and their associated measures.</p>	<ul style="list-style-type: none"> <li>• Ask questions when something is unclear</li> <li>• Establish SMART goals: 3-5 developmental &amp; operational</li> <li>• At the end of this meeting, you should understand your job responsibilities and what your supervisor expects from you</li> <li>• At the end of the meeting, sign and date the form*</li> </ul> <p><b>Note:</b> Your sign-off in the online evaluation platform – PLZ does not mean that you agree; it denotes that the meeting occurred.</p>



**STEP 3: Upward Feedback**

Upward Feedback is given via the online evaluation platform – PLZ. Access the Upward Feedback form by clicking on the “Feedback” tab (Refer to the User Guide for more detailed steps on completing upward feedback).

**STEP 4: Mid-year Conference**

**BEFORE THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Schedule the Mid-Year Conference meeting in the online evaluation platform – PLZ</li> <li>• Review employee’s mid-year self-assessment (providing evidence is OPTIONAL)</li> <li>• Enter goal progression status and identify areas of strength and areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Accept the agreed upon End-of-Year Conference meeting in the online evaluation platform - PLZ</li> <li>• Carefully review the competencies and descriptions for each performance level and assess your performance against the descriptions found in the rubric</li> <li>• Complete and submit a mid-year self-assessment form at least 48 hours before the scheduled meeting time. (Providing evidence/specific examples to support self-ratings is optional)</li> <li>• Think about how you have progressed since the goal setting conference and identify areas of strength and areas of improvement</li> </ul>

**DURING THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Discuss employee’s performance to date (including competency performance and goal status)</li> <li>• At the end of the meeting, sign and date the form</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explanation of mid-year self-assessment ratings (evidence/specific examples are OPTIONAL)</li> <li>• Discuss areas of strength and areas of improvement</li> <li>• At the end of this meeting, you should understand what your supervisor expects from you</li> </ul> <p><i>*Note: Your sign-off in the online evaluation platform – PLZ does not mean that you agree; it denotes that the meeting occurred.</i></p>

**STEP 5: Upward Feedback**

Upward Feedback is given via the online evaluation platform – PLZ. Access the Upward Feedback form by clicking on the “Feedback” tab (Refer to the User Guide for more detailed steps on completing upward feedback).

**STEP 6: End-of-year Conference**

**BEFORE THE MEETING**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Schedule the End-of-Year Conference meeting in the online evaluation platform – PLZ</li> <li>• Review employee’s self-assessment (with evidence)</li> <li>• List the top job performance objectives</li> <li>• Select supervisor ratings for competencies using descriptions found in the rubric</li> <li>• List goal results and select ratings for goal attainment</li> <li>• Write comments (specific evidence to support rating scores) about employee’s performance</li> </ul>	<ul style="list-style-type: none"> <li>• Accept the agreed upon End-of-Year Conference meeting in the online evaluation platform - PLZ</li> <li>• Think about how you have progressed since the mid-year conference</li> <li>• Carefully review the competencies and assess your performance against the descriptions found in the NIE rubric</li> <li>• Complete and submit an end-of-year self-assessment form no later than 48 hours before the scheduled meeting time which includes evidence (specific examples) to support self-ratings</li> </ul>

**DURING THE MEETING:**

Supervisor	Employee
<ul style="list-style-type: none"> <li>• Review the applicable employee job description</li> <li>• Discuss whether goals were successfully met or not</li> <li>• Discuss ratings for each component: competency and goal attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explanation of End-of-Year self-assessment scores (specific evidence to support ratings)</li> <li>• Ask for clarification if your supervisor’s scoring reasons are unclear</li> <li>• At the end of the meeting, you should understand your supervisor’s view of your strengths and improvement areas and expectations for future performance</li> </ul> <p><i>*Note: Your sign-off in the online evaluation platform – PLZ does not mean that you agree; it denotes that the meeting occurred.</i></p>

## **STEP 7: Peer Feedback**

Peer Feedback can occur at anytime during the performance evaluation cycle. It is warranted feedback non-instructional employees receive on professional skills and team effectiveness from colleagues. Results do not factor into the performance evaluation score.

### **Principal Feedback**

In cases where employees have a content specific supervisor who is responsible for maintaining industry standards (e.g., Nutrition Service Supervisors and Plant Managers), the Area Manager will be responsible for completing the performance evaluation process. School principals are not responsible for evaluating these positions, however, they are encouraged to provide feedback regarding daily behavioral practices of these employees to Central Office supervisors utilizing the **Principal Feedback Form** (Appendix iii). This collaborative performance review will increase communication between school principals and central office administrators to ensure the maintenance of high-quality performance in schools.

### **Performance Issues**

If performance issues arise at anytime during the performance evaluation cycle, an **Employee Improvement Plan** can be implemented. The plan should be a cooperative venture between the supervisor and the employee. The plan specifies the areas for growth, strategies for improvement, resources and timeline for completion. The Employee Improvement Plan will be used to concentrate on performance areas that need to be strengthened for enhanced performance, and can be accessed on the “Additional Forms” tab in the online evaluation platform – PLZ.

The evaluation process and the employee improvement plan run concurrently, and they may be used together to reinforce and support corrective actions.

### **Additional Information**

If an employee transfers to another school or department in the midst of an evaluation cycle, the new supervisor is responsible for completing the remaining evaluation components. The new supervisor may request feedback from the previous supervisor for context purposes only.

If a supervisor resigns or is out on leave for an extended period of time, the supervisor’s manager or interim supervisor is expected to complete the performance evaluation by the expected timeline for all employees.

## Calculating Rating Scores

Evaluators will use the following rating scale to evaluate employee performance.

Performance Level	EXPLANATION
1	<b>SIGNIFICANTLY BELOW EXPECTATIONS:</b> Consistently falls below position requirements.
2	<b>BELOW EXPECTATIONS:</b> Rarely meets position requirements.
3	<b>MEETING EXPECTATION:</b> Consistently meets all position requirements.
4	<b>ABOVE EXPECTATIONS:</b> Routinely exceeds most position requirements.
5	<b>SIGNIFICANTLY ABOVE EXPECTATIONS:</b> Consistently exceeds all position requirements.

### Documentation

Evaluators and employees will have an opportunity during end-of-year conferences to share evidence of employees' daily, weekly, and monthly accomplishments. Evaluators may use observations, artifacts and/or additional data to substantiate their score ratings.

Documentation is OPTIONAL for employees on mid-year self-assessments; however, documentation is required on End-of-year self-assessments and End-of-year conferences. In addition, employees are encouraged to share artifacts, experiences and data utilizing self-assessment forms as part of preparation for each conference meeting to be used as discussion points about performance. As a best practice, it is recommended to begin collecting documentation at the beginning of the evaluation cycle and gather additional evidence throughout the year.

### Peer Feedback and Upward Feedback Forms

**Peer Feedback** is optional and requested by an employee from his or her peers. It can occur anytime during the performance evaluation cycle. Peers will be asked to rate competencies and respond to questions related to their knowledge of the individual's work. Colleagues are asked to be honest and specific in responses knowing that we all need feedback to become better in our work.

**Upward Feedback** is required and requested from all Central Office employees to evaluators. It assesses managers on two core competencies: leadership and employee development. Employees are encouraged to share their upward feedback with their supervisors as a tool to ensure that supervisors are able to better support and develop them. Your feedback responses will be aggregated and reported anonymously to the supervisor and the supervisor's manager upon completion. *Please note that school-based employees may provide upward feedback to school administrators for feedback purposes ONLY.*

## **The End-of-Year Performance Rating**

The end-of-year performance rating is calculated by adding the evaluator scores for Section II (Max 45) and Section III (Max 5) and dividing the TOTAL by ten (10) - the number of competencies and goal score. For example, if the Section II score is 36 and Section III score is 3, the TOTAL is 39. The end-of-year performance rating will be 3.9 (39 divided by 10). **Scores will be rounded to the nearest tenths place, and not the next whole number.**

End-of-year employee performance results are discussed at the end-of-year conference. Both the evaluator and the employee shall sign-off on the end-of-year performance evaluation. It does not indicate agreement with the performance evaluation. In the event an employee refuses to sign-off on the evaluation, a witness will be asked to sit in on the evaluation review. The witness will then attest (via written statement) that the performance evaluation was read to the employee being evaluated.

If the end-of-year performance rating is less than satisfactory and the evaluator is recommending termination, please print a copy of the end-of-year performance evaluation form in PLZ with all supporting documentation (progressive disciplinary actions, write-ups, emails, etc.) and attach to the conference form for submission to the Department of Employee Relations.

Please note that the end-of-year performance rating will make up 80% of an employee's final evaluation score. The additional components - stakeholder perception (10%) and student growth (10%) - will be added once scores from these components are finalized during the summer. Final evaluation scores may be discussed during the goal setting conference of the subsequent year.

### **Evaluation Concerns**

In cases where the fidelity of the evaluation process is not observed (e.g., no score submitted on evaluation, failure to hold conference, etc.), employees should first address the issue with their direct supervisor. If resolution is not reached at that level, employees may contact the non-instructional evaluation team in Human Resources for assistance.\* Please refer to Policy 4020 for more details.

**\* NOTE: Employees may not submit concerns regarding an individual evaluation score.**

Non-Instructional Evaluation Process  
Shelby County Schools

**FREQUENTLY ASKED QUESTIONS**

**Department of Human Resources**

Shelby County Schools offers educational & employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

## Frequently Asked Questions

### Employee

#### 1. What are the steps in the performance evaluation process?

The steps in the process are outlined in the Non-Instructional Evaluation Manual (NIE Manual):

**All steps of the non-instructional evaluation process are completed online in PLZ**

##### A. Orientation to the Process\*

- a. Evaluator holds a team meeting to explain the entire performance evaluation process (competencies, timelines and documents)
- b. Topics to be discussed include reviewing the competencies, rubric, timelines and milestone dates, department/school norms and values, performance expectations, and appropriate evidence for department/school etc.

**\*Orientation to the Process is only for newly hired SCS employees or those new to a school site/department**

##### B. Goal Setting Conference

- a. Review employee's job description and competencies
- b. Discuss departmental/school goals
- c. Employee and supervisor discuss job expectations, clarify top performance objectives, and establish SMART goals: 3-5 developmental and operational goals
- d. Employee and supervisor discuss manager supports, measures of success and implementation deadlines

##### C. Mid-year Evaluation Conference

- a. Employee completes self-assessment (evidence/documentation is OPTIONAL)
- b. Review of performance to date and feedback provided by supervisor
- c. Progress of goal attainment
- d. Identify areas of strength and areas of improvement

##### D. End-of-year Conference

- a. Employee completes self-assessment (with ratings and evidence)
- b. Supervisor and employee discuss employee's job performance objectives, goal attainment and competency ratings with written feedback
- c. Evaluation is signed-off by supervisor and employee

#### 2. Who sets my goals?

The employee's goals are set through a collaborative process between the supervisor and employee. Some goals may be suggested by the supervisor, and others by the employee. In some departments, an individual's goals grow out of the departmental goal setting process. Goals should be discussed and agreed upon during the Goal Setting Conference in the evaluation process. If there is no consensus, the supervisor makes the final decision on goals and their associated components.

#### 3. What's the difference between goals and objectives?

Goals are the tasks you want to accomplish in a set amount of time (Specific, Measurable, Action-Oriented, Realistic, and Time-Bound). The job objectives are determined by the supervisor, and consists of the top five job responsibilities that the employee should focus on. (Job descriptions contain many job functions, and identifying the top five job objectives narrows down the focus of job duties and the supervisor's expectations).

**4. Is there a required format for goals?**

Yes. Goals should be written as SMART goals: Specific, Measureable, Action-oriented, Realistic and Time-bound.

**5. How general or detailed should goals be? How do I structure realistic goals that leave room for challenges?**

Goals should be realistic, i.e., practical and achievable. Realistic goals provide a "balance" between what is hard and what is easy to achieve. Goals should motivate people to improve and to reach for attainable ends. For a goal to be motivational, the person must feel that the goal can be achieved. Impossible goals demotivate and defeat the goal-setting process. Likewise, easy goals do not motivate any more than unattainable goals. You should review your goals regularly to check your progress and to make any necessary adjustments.

**6. How are goals and job objectives used by supervisors?**

The supervisor should include in their comments on the evaluation, an assessment of the progress you made toward achieving your goals and meeting job objectives. That should be the major criteria used in assessing your performance.

**7. What happens to the goals and objectives you write each year?**

You and your supervisor should review your goals and objectives on a regular basis and revise as needed, stretching the goal to achieve greater outcomes as you progress. Previous year goals can serve as the basis for setting future year goals as well.

**8. What is the purpose for completing a self-assessment?**

You are the person most familiar with your performance. Your self-assessment allows you to personally reflect on your performance while providing evidence of such performance. It also helps your supervisor gain an accurate picture of your performance.

**9. What are developmental and operational goals?**

A developmental goal is a goal that allows an employee to define what they want to achieve regarding their self-knowledge, skill/talent enhancement, or dreams/aspirations. An operational goal is a goal with short-term steps to achieve department/district priorities to move the organization to a successful outcome.

**10. If I begin my current non-instructional position after July 1, should I expect to be evaluated?**

Yes. Depending on your start date, you may go through either the full evaluation process or an abbreviated evaluation process. Board Policy 4020 states that all full-time regular employees will be evaluated on an annual basis. Please refer to the table below for guidance on the abbreviated evaluation process.



Non-Instructional Evaluation Process  
Shelby County Schools

Term of Employment	Employment Date	Receives the following benchmarks
10-month Employee	Before or on October 31 <sup>st</sup>	Orientation to the Process*, Goal Setting Conference, Mid-year Conference and End-of-Year Conference
11-month Employee	Between November 1 <sup>st</sup> and March 31 <sup>st</sup>	Orientation to the Process*, Goal Setting Conference and End-of-year Conference (No Mid-Year Conference)
12-month Employee	April 1 <sup>st</sup> – June 30 <sup>th</sup>	Orientation to the Process*, Goal Setting and an Informal End-of-year Conference

*\*Orientation to the Process is only for newly hired SCS employees or those new to a school site/department*

**11. Why do I submit my self-assessment to my supervisor before my supervisor writes his/her evaluation? Shouldn't we both complete evaluation forms and then meet to discuss them?**

Your supervisor should base the evaluation on his or her observations of your performance, plus all available input from other sources. Your own self-assessment is essential input; to ensure objectivity, your supervisor should have a record of your accomplishments. If your supervisor does an evaluation without having access to your self-assessment, he or she may miss important information.

**12. Do I have to use the online system to complete non-instructional performance evaluations?**

Yes, the online forms are the only official documents to be used throughout the employee performance evaluation process.

**13. What does my signature on the performance evaluation mean?**

The employee's signature (online sign-off) indicates that the performance evaluation conference occurred and the evaluation has been discussed. It does not necessarily mean that the employee agrees with the evaluation or the information contained in it.

**14. Where are conference documents located?**

Conference documents can be accessed on the Employee Performance & Support (Non-Instructional) website found on the SCS Human Resources webpage and on the Resources tab within online system (PLZ).

**15. What is the process for filing a concern?**

In cases where the fidelity of the evaluation process is not observed (e.g., no score submitted on evaluation, failure to hold conferences, etc.), please refer to Policy 4020 and follow the suggested procedures.

***Please note that employees may not submit formal concerns regarding an individual evaluation score. An employee's objection to his or her evaluation score shall be noted in the employee's evaluation file.***

**Supervisor**

**1. What are the steps in the performance evaluation process?**

Department of Human Resources

Shelby County Schools offers educational & employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

The steps in the process are outlined in the Non-Instructional Evaluation Manual (NIE Manual):

The steps in the process are outlined in the Non-Instructional Evaluation Manual (NIE Manual):

**All steps of the non-instructional evaluation process are completed online in PLZ**

A. Orientation to the Process\*

- a. Evaluator holds a team meeting to explain the entire performance evaluation process (competencies, timelines and documents)
- b. Topics to be discussed include reviewing the competencies, rubric, timelines and milestone dates, department/school norms and values, performance expectations, and appropriate evidence for department/school etc.

*\*Orientation to the Process is only for newly hired SCS employees or those new to a school site/department*

B. Goal Setting Conference

- a. Review employee's job description and competencies
- b. Discuss departmental/school goals
- c. Employee and supervisor discuss job expectations, clarify top performance objectives, and establish SMART goals: 3-5 developmental and operational goals
- d. Employee and supervisor discuss manager supports, measures of success and implementation deadlines

C. Mid-year Evaluation Conference

- a. Employee completes self-assessment (evidence/documentation is OPTIONAL)
- b. Review of performance to date and feedback provided by supervisor
- c. Progress of goal attainment
- d. Identify areas of strength and areas of improvement

D. End-of-year Conference

- a. Employee completes self-assessment (with ratings and evidence)
- b. Supervisor and employee discuss employee's job performance objectives, goal attainment and competency ratings with written feedback
- c. Evaluation is signed-off by supervisor and employee

**2. What if the supervisor wants the employee to work on a goal, but the employee does not agree?**

Every effort should be made to establish goals that both the employee and the evaluator can agree upon. However, at some point the evaluator may require that an employee work towards a goal, even without the employee's consent. The employee's goals and objectives are set through a collaborative process between the supervisor and employee. Some goals may be suggested by the supervisor, and others by the employee. In some departments, an individual's goals grow out of the departmental goal setting process. Goals should be discussed and agreed upon during the Goal Setting Conference in the evaluation process. If there is no consensus, the supervisor makes the final decision on goals and their associated components.

**3. I have a department of 20 employees who all do the same job. Can we set team goals or the same goal for all employees?**

Yes. If all employees are doing the same thing and need to reach the same level of proficiency or performance, establishing the same or similar operational goals for each

employee is appropriate. Developmental goals should be tailored to meet the individual growth needs of employees.

**4. I have an employee who is always late for work. May we set a goal to be punctual for this employee?**

Yes. This is an identified area that this employee needs to work on in the Professionalism and Responsibility competency.

**5. What responsibility does the supervisor have in writing the evaluation?**

The supervisor is responsible for evaluating the employee's performance as objectively as possible, using information from their own observations as well as other available sources (i.e., employee's self-assessment form). Board Policy 4020 states, "Performance reviews are conducted by the immediate supervisor or individual having supervisory authority, and shall consist of a written performance evaluation and discussion of the evaluation, including feedback for improvement, with the employee. Employees will be evaluated on an annual basis."

**6. What if an employee is on approved leave (e.g., medical) at the time that they should receive a performance evaluation, do they still receive an evaluation?**

The employee would not receive an evaluation until he/she returns to work. At that point, the evaluation cycle will resume the scheduled timeline, allowing adequate periods of time between each scheduled conference.

**7. What if an employee begins a non-instructional position after July 1, should he/she expect to be evaluated?**

Yes. Depending on the start, an employee may either go through the full evaluation process or an abbreviated evaluation process. Board Policy 4020 suggests that all full-time regular employees will be evaluated on an annual basis. Please refer to the table below for guidance on the abbreviated evaluation process.

<b>Term of Employment</b>	<b>Employment Date</b>	<b>Receives the following benchmarks</b>
10-month Employee	Before or on October 31 <sup>st</sup>	Orientation to the Process*, Goal Setting Conference, Mid-year Conference and End-of-Year Conference
11-month Employee	Between November 1 <sup>st</sup> and March 31 <sup>st</sup>	Orientation to the Process*, Goal Setting Conference and End-of-year Conference (No Mid-Year Conference)
12-month Employee	April 1 <sup>st</sup> – June 30 <sup>th</sup>	Orientation to the Process*, Goal Setting and an Informal End-of-year Conference

*\*Orientation to the Process is only for newly hired SCS employees or those new to a school site/department*

**8. What if the supervisor is out on approved leave (e.g., medical) at the time an employee evaluation is due?**

Non-Instructional Evaluation Process  
Shelby County Schools

The employee would report to the immediate supervisor's manager or be assigned an interim supervisor and that person would complete the review based on his/her observations and documentation (along with any left by the permanent supervisor).

**9. Do I have to use the online system to complete non-instructional performance evaluations?**

Yes, the online forms are the only official documents to be used throughout the employee performance evaluation process.

**10. What does my signature mean on the non-instructional performance evaluation?**

The supervisor's signature (online sign-off) on the completed evaluation form indicates the supervisor's appraisal of the employee's performance and that the supervisor has discussed it with the employee.

**11. What are developmental and operational goals?**

A developmental goal is a goal that allows an employee to define what they want to achieve regarding their self-knowledge, skill/talent enhancement, or dreams/aspirations. An operational goal is a goal with short-term steps to achieve department/district priorities to move the organization to a successful outcome.

**12. Where are conference documents located?**

Conference documents can be accessed on the Employee Performance & Support (Non-Instructional) website found on the SCS Human Resources webpage and on the Resources tab within online system (PLZ).

Non-Instructional Evaluation Process  
Shelby County Schools

**PRINCIPAL FEEDBACK FORM  
(OPTIONAL)**

**Department of Human Resources**

Shelby County Schools offers educational & employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

Non-Instructional Evaluation Process  
Shelby County Schools  
**PRINCIPAL FEEDBACK FORM (OPTIONAL)**

Employee Name \_\_\_\_\_ Employee ID# \_\_\_\_\_

Principal \_\_\_\_\_ School \_\_\_\_\_

To assist the Central Office Area Manager in providing a comprehensive evaluation for Plant Managers and Nutrition Service Supervisors, please rate the employee's performance in the competencies listed below.

**PLEASE USE NIE RUBRIC (APPENDIX K) FOR COMPETENCY SCORING**

Competency	Supervisor Rating				
	1	2	3	4	5
	Significantly Below Expectations	Below Expectations	Meeting Expectations	Above Expectations	Significantly Above Expectations
<b>1. COMMUNICATION</b>					
<p><i>This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</i></p> <ul style="list-style-type: none"> <li>• Communication (Verbal and Written)</li> <li>• Adherence to Deadlines</li> <li>• Active Listening Skills</li> <li>• Respectful and Tactful Language</li> </ul>	<b>Specific Evidence to Support Score:</b>				
<b>2. COLLABORATION</b>					
<p><i>This competency measures the strength of an employee's ability to build, shape and use lasting and durable relationships with fellow employees. It also measures an employee's ability to use these relationships for the good of the organization and to be an effective team player in accomplishing district-wide goals.</i></p> <ul style="list-style-type: none"> <li>• Team Player</li> <li>• Relationship Building</li> <li>• Reliable and Dependable Resource</li> </ul>	<b>Specific Evidence to Support Score:</b>				
<b>3. PROFESSIONALISM AND RESPONSIBILITY</b>					
<p><i>This competency measures an employee's dedication to the district's mission and goals. It also focuses on the employee's attitudes, which affect the outcomes of his or her work, and attention to detail and a commitment to both product and process quality.</i></p> <ul style="list-style-type: none"> <li>• Performance Alignment</li> <li>• Customer Service</li> <li>• Attendance</li> <li>• Ownership and Detail-Oriented</li> <li>• Motivation and Attitude</li> </ul>	<b>Specific Evidence to Support Score:</b>				
<b>4. SELF-MANAGEMENT</b>					
<p><i>This competency measures an employee's effort to continually improve, manage and organize his/her own performance to be as efficient and effective as possible.</i></p> <ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Feedback</li> <li>• Organizational Capacity</li> <li>• Time-Management</li> </ul>	<b>Specific Evidence to Support Score:</b>				

**Department of Human Resources**

Shelby County Schools offers educational & employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

Non-Instructional Evaluation Process  
Shelby County Schools

5. ADAPTABILITY					
<p><i>This competency measures how well and competently an employee reacts to and handles adversity, problems, setbacks or dilemmas. It also measures how well an employee can adapt performance to accommodate change or new situations.</i></p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Stress-Management</li> <li>• Creativity and Innovation</li> <li>• Viewpoint Acknowledgement</li> </ul>	<b>Specific Evidence to Support Score:</b>				
6. KNOWLEDGE					
<p><i>This competency measures an employee's organizational and job-related knowledge required for success in the position, as well as how effectively one can apply or utilize this knowledge. It also focuses on an employee's competence in specific skills and abilities in his or her position.</i></p> <ul style="list-style-type: none"> <li>• Procedure and Protocol Awareness</li> <li>• Learning Opportunities</li> <li>• Comprehension of Job Responsibilities</li> </ul>	<b>Specific Evidence to Support Score:</b>				
7. PROBLEM SOLVING					
<p><i>This competency measures an employee's ability to think critically and solve problems he or she faces in the course of his or her work.</i></p> <ul style="list-style-type: none"> <li>• Decision-Making</li> <li>• Solutions-Oriented</li> <li>• Resourcefulness</li> <li>• Conflict Resolution</li> </ul>	<b>Specific Evidence to Support Score:</b>				

**Based on the competencies, please list two areas of strength and two areas to strengthen.**

AREA(S) OF STRENGTH:

  
  
  

AREA(S) OF IMPROVEMENT:

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date