FREQUENTLY ASKED QUESTIONS

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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.

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

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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.

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

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