

Shelby County Schools



Non-Instructional Evaluation Manual (Supervisors)

Division of Human Capital
Department of Human Resources
(revised) July 2016

Department of Human Resources

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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. As a result, we are seeing promising gains in student achievement every year.

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, 2015 to June 30, 2016. 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, and by supporting employees' development toward a set of key competencies that clearly define excellence, employees will understand what is expected of them, engage in ongoing reflection on progress toward key goals and skills, receive support for ongoing growth and development, and hold themselves and each other accountable for results.

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, the process does ensure that these 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

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• **Performance Evaluation Planning and Calendar**

PROCESS STEP	ACTION REQUIRED	DATE
STEP 1: 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. <i>*This meeting is only required for newly hired SCS employees or current employees new to a school site or department.</i>	September 2016*
STEP 2: Goal Setting Conference	Goal setting conference meetings are held by the supervisor 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 and implementation dates are also established during this conference.	September 2016
STEP 3: Submit Conference Documents	At the conclusion of all goal setting conferences, please submit (hand-deliver or through board mail) the original goal setting conference documents to Human Resources*. <i>Please keep a copy of all conference documents in your school or office evaluation file.</i>	By September 30, 2016
STEP 4: Mid-year Conference	Mid-year conferences are held by the supervisor with the employee. A review of the performance to date and goal progression are discussed. Areas of strength and areas to strengthen are identified during this conference.	December/ January 2017
STEP 5: Submit Conference Documents	At the conclusion of all mid-year conferences, please submit (hand-deliver or through board mail) the original mid-year conference self-Assessments and mid-year conference documents to Human Resources*. <i>Please keep a copy of all conference documents in your school or office evaluation file.</i>	By January 31, 2017
STEP 6: End-of-year Conference	Final evaluation conferences involve a discussion between the evaluator and employee about the employee's top job performance objectives, goal attainment and competency ratings. Supervisor should provide comments (feedback) for employee performance. At the conclusion of this conference, the employee should understand his/her supervisor's expectations for further performance. <i>(This conference is held during the last month of a 10 or 11-month employee's work year.)</i>	May/June 2017
STEP 7: Submit Conference Documents	At the conclusion of all end-of-year conferences, please submit (hand-deliver or through board mail) the original end-of-year self-assessments and end-of-year conference documents to Human Resources*. <i>Please keep a copy of all conference documents in your school or office evaluation file.</i> *Shelby County Schools Department of Human Resources, Barnes Rm 102 c/o Non-Instructional Specialist 160 S. Hollywood St Memphis, TN 38112	By June 30, 2017

Non-Instructional Evaluation Process
Shelby County Schools
The Competencies

Supervisors are evaluated on nine competencies. The following chart provides a brief explanation and the key aspects associated with each competency.

Competency	Description
Communication	<p>Measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</p> <p style="text-align: center;"><i>Clarity/Precision/Efficiency</i> <i>Timely and Appropriate Urgency</i> <i>Active Listening</i> <i>Tactfulness</i></p>
Collaboration	<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 style="text-align: center;"><i>Teamwork</i> <i>Networking/Relationship-building</i> <i>Reliable/Dependable</i></p>
Professionalism & Responsibility	<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 style="text-align: center;"><i>Align Work to District Goals and Priorities</i> <i>Professionalism and Customer Service</i> <i>Attendance</i> <i>Initiative & Detail-Oriented</i> <i>Drive for Excellence, Enthusiasm, and Motivation</i></p>
Self-Management	<p>Measures an employee’s efforts to continually improve, manage and organize his/her own performance to be as efficient and effective as possible.</p> <p style="text-align: center;"><i>Goal Setting</i> <i>Invites Feedback and Constructive Criticism</i> <i>Organization</i> <i>Prioritization</i></p>
Adaptability	<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 style="text-align: center;"><i>Flexible</i> <i>Manage Stress</i> <i>Creativity/Innovation</i> <i>Accept Various Viewpoints</i></p>

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Knowledge	<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>Familiarity of Procedures, Protocols, and Daily Operations</i> <i>Continual Learning</i> <i>Awareness of Job Descriptions and Expectations</i></p>
Problem-Solving	<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>Information Gathering and Decision-Making</i> <i>Identify Problems and Seek Solutions</i> <i>Resourcefulness</i> <i>Conflict Resolution</i></p>
Leadership	<p>Measures a supervisor’s ability to successfully form teams, oversee employee outcomes, and motivate employees, all with the aim of achieving district wide objectives; as well as focuses on a supervisor’s desire to hold employees accountable through performance evaluations and hold himself/herself accountable for employee support.</p> <p><i>Instill Vision to Achieve Department and District Objectives</i> <i>Delegating</i> <i>Hold Employees Responsible for Performance through Evaluations</i> <i>Hold Oneself Responsible for Support</i></p>
Employee Development	<p>Measures a supervisor’s ability to mold, improve and develop employee performance with effective feedback and communication with consistent and constant coaching and mentoring</p> <p><i>Mentoring</i> <i>Effective Feedback</i> <i>Coaching and Development.</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"> • Notify employees of the meeting date • Provide a copy or email the non-instructional evaluation manual at least 48 hours or two (2) days before the meeting 	<ul style="list-style-type: none"> • Review the non-instructional evaluation manual

DURING THE MEETING:

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

*** Orientation to the Process is only held for newly hired employees or those employees who are new to the school site/department.**

STEP 2: Goal Setting Conference

BEFORE THE MEETING:

Supervisor	Employee
<ul style="list-style-type: none"> • Notify employee of meeting date • Provide a blank copy or email the goal setting conference form 	<ul style="list-style-type: none"> • Review the goal setting conference form

DURING THE MEETING:

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

STEP 3: Submission of Goal Setting Conferences

At the conclusion of all goal setting conferences, please submit the original goal setting conference documents to Human Resources (Refer to Performance Evaluation Planning and Calendar).

STEP 4: Mid-year Conference

BEFORE THE MEETING:

Supervisor	Employee
<ul style="list-style-type: none"> • Provide a blank copy or email the mid-year conference evaluation form • Review employee’s self-assessment (providing evidence is optional) • Enter goal progression status and identify areas of strength and areas of improvement <p><i>Note: As a courtesy, the evaluator can remind employee that a self-assessment has to be submitted by the employee prior to the mid-year conference</i></p>	<ul style="list-style-type: none"> • Carefully review the competencies and descriptions for each performance level and assess your performance against the descriptions found in the rubric (Appendix K) • 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). • Think about how you have progressed since the goal setting conference and identify areas of strength and areas of improvement

DURING THE MEETING:

Supervisor	Employee
<ul style="list-style-type: none"> • Enter goals from goal setting conference and provide progression status • Discuss employee’s performance to date • At the end of the meeting, sign and date the form 	<ul style="list-style-type: none"> • Provide explanation of mid-year self-assessment ratings (evidence/specific examples are OPTIONAL) • Discuss areas of strength and areas of improvement • At the end of this meeting, you should understand what your supervisor expects from you • At the end of the meeting, sign and date the form* <p><i>*Note: Your signature does not mean that you agree. It denotes that the meeting occurred.</i></p>

STEP 5: Submission of Mid-year Conferences

At the conclusion of all mid-year conferences, please submit the original mid-year self-assessments and mid-year conference documents to Human Resources (Refer to Performance Evaluation Planning and Calendar).

STEP 6: End-of-year Conference

BEFORE THE MEETING

Supervisor	Employee
<ul style="list-style-type: none"> • Provide a blank copy or email the end-of-year conference evaluation form • Review employee’s self-assessment (with evidence) • List the top job performance objectives • Enter supervisor ratings for goal attainment and competencies using descriptions found in the rubric (Appendix K) • Write comments (specific evidence to support rating scores) about employee’s performance <p><i>Note: As a courtesy, the evaluator can remind employee that a self-assessment has to be completed by the employee prior to the end-of-year conference</i></p>	<ul style="list-style-type: none"> • Carefully review the competencies and assess your performance against the descriptions found in the rubric (Appendix K) • Think about how you have progressed since the mid-year conference • Review your operational goals and developmental goals from the goal setting conference and assess whether you hit or missed the goals • 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

DURING THE MEETING:

Supervisor	Employee
<ul style="list-style-type: none"> • Review the applicable employee job description • Discuss whether goals were successfully met or not • Discuss ratings for each component: competency and goal attainment • Calculate final performance rating • Sign and date the form 	<ul style="list-style-type: none"> • Provide explanation of employee self-assessment (specific evidence to support ratings) • Explain the developmental and operational goal activities • Ask for clarification if your supervisor’s scoring reasons are unclear • At the end of the meeting, you should understand your supervisor’s view of your strengths and improvement areas and expectations for future performance • Sign and date the form*

****Note:** Your signature does not mean that you agree. It denotes that the meeting occurred.*

STEP 7: Submission of End-of-year Conferences

At the conclusion of all end-of-year conferences, please submit the original end-of-year self-assessments and end-of-year conference documents to Human Resources (Refer to Performance Evaluation Planning and Calendar).

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 may provide feedback on these employees utilizing the **Principal Feedback Form** (Appendix I). 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** (APPENDIX D) 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.

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

Additional Information

Please use the employee's full legal name (name associated in Shelby County Schools) on all documentation to ensure proper identification and filing of performance evaluation documents.

Non-Instructional Evaluation Process
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Calculating Rating Scores

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

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

This process is **OPTIONAL** for employees on mid-year self-assessments. 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.

Peer Feedback and Upward Feedback Forms

Peer Feedback (APPENDIX E) 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 (APPENDIX F) is required and requested from all Central Office employees to evaluators. The form 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. Employees should submit the form to their supervisor and/or supervisor's manager upon completion. Both forms – peer feedback and upward feedback – are located in the appendix. *Please note that school-based employees may provide upward feedback to school administrators for feedback purposes ONLY.*

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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 should be rounded to the nearest tenths place, but do not round to 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 and date the end-of-year performance evaluation. It does not indicate agreement with the performance evaluation. In the event an employee refuses to sign the evaluation, a witness will be asked to sit in on the evaluation review. The witness will then attest (via signature on the back of the evaluation form) that the performance evaluation was read to the employee being evaluated.

The employee signs and provides the date of the end-of-year performance evaluation on the employee line. The evaluator signs and provides the date of the end-of-year performance evaluation on the supervisor line. The evaluator's supervisor is the reviewing authority (reviewer), and will sign and date on the reviewer line (e.g., the director and/or department head).

If the end-of-year performance rating is less than satisfactory and the evaluator is recommending termination, a copy of the end-of-year performance evaluation and all supporting documentation (progressive disciplinary actions, write-ups, emails, etc.) must be attached to the conference form and submitted to the Department of Employee Relations.

The evaluator and the employee will retain a copy of the completed employee performance evaluation, and the original will be forwarded to the Department of Human Resources.

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.*

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

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APPENDIX A:
GOAL SETTING CONFERENCE FORM

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Non-Instructional Evaluation Process
Shelby County Schools
GOAL SETTING CONFERENCE

Employee Name _____ Employee ID# _____

Principal/Supervisor _____ School/Department _____

SECTION 1: JOB OBJECTIVES

Select the top job performance objectives based on the employee’s job description and Supervisor’s expectations.

Job Performance Objectives (Indicators or Benchmarks)

SECTION 2: GOALS

Goal-Setting Framework

- Well-written goals meet specific criteria. The following “SMART” criteria should be used as a guideline to establishing goals: **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic and **T**ime-bound.

Ex: By August 1, 2009, implement a new performance management system for classified staff using clearly defined processes and guidelines so employees and managers can more competently evaluate performance.

DEVELOPMENTAL GOALS

Developmental goals are areas that need to be strengthened as identified by the employee and Supervisor. These goals are based on skills or behaviors that are needed to be an effective contributor to the department or school. (The employee’s *Initial Self-Assessment* is a tool that could be utilized to identify recommended areas).

OPERATIONAL GOALS

Operational goals are tasks or objectives which result in outcomes that directly contribute to team or departmental success. These goals should be in alignment with the district’s priorities

District Priorities:

- | | |
|---|---|
| Priority #1: Strengthen Early Literacy | Priority #4: Expand High Quality School Options |
| Priority #2: Improve Post-Secondary Readiness | Priority #5: Mobilize Family and Community Partners |
| Priority #3: Develop Teachers, Leaders, and Central Office to drive student success | |

Create 3-5 SMART goals and action steps to meet each goal. Employees must have one or more developmental goal(s) and one or more operational goal(s).

Goal Type	Goal	Manager Support	Success Measures	Completion Date	District Priority #
Operational/Developmental		(Completed by Supervisor)			
<i>Developmental Goal</i>	Goal #1: <i>I will increase my financial report completion rate from 90% to 95% by June 30, 2015 by inputting data daily from 10 am – 12 pm.</i>	<i>Timely distribution of data and criteria for financial reports</i>	<i>Friday check-ins to ensure weekly deadline is met</i>	<i>June 30, 2015</i>	<i>Priority #3</i>

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Goal Type <small>Operational/Developmental</small>	Goal	Manager Support <small>(Completed by Supervisor)</small>	Success Measures	Completion Date	District Priority #
	Goal #2:				
Goal Type <small>Operational/Developmental</small>	Goal	Manager Support <small>(Completed by Supervisor)</small>	Success Measures	Completion Date	District Priority #
	Goal #3:				
Goal Type <small>Operational/Developmental</small>	Goal	Manager Support <small>(Completed by Supervisor)</small>	Success Measures	Completion Date	District Priority #
	Goal #4:				
Goal Type <small>Operational/Developmental</small>	Goal	Manager Support <small>(Completed by Supervisor)</small>	Success Measures	Completion Date	District Priority #
	Goal #5:				

**Goals are adjustable throughout the year*

The goals in this conference are accepted for implementation beginning _____ and ending _____
month/year month/year

Employee

Date

Supervisor

Date

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APPENDIX B:
MID-YEAR SELF-ASSESSMENT FORM

Non-Instructional Evaluation Process
Shelby County Schools
MID-YEAR SELF-ASSESSMENT

Employee Name _____ Employee ID# _____

Principal/Supervisor _____ School/Department _____

PLEASE USE NIE RUBRIC (APPENDIX K) FOR COMPETENCY SCORING

Competency	Self-Rating				
	1	2	3	4	5
	Significantly Below Expectations	Below Expectations	Meeting Expectations	Above Expectations	Significantly Above Expectation
1. COMMUNICATION					
<p>This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</p> <ul style="list-style-type: none"> • Clarity/Precision/Efficiency • Timely and Appropriate Urgency • Active Listening • Tactfulness 	Specific Evidence to Support Score (OPTIONAL):				
2. COLLABORATION					
<p>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.</p> <ul style="list-style-type: none"> • Teamwork • Networking/Relationship-building • Reliable/Dependable 	Specific Evidence to Support Score (OPTIONAL):				
3. PROFESSIONALISM AND RESPONSIBILITY					
<p>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.</p> <ul style="list-style-type: none"> • Align Work to District Goals and Priorities • Professionalism and Customer Service • Attendance • Initiative and Detail Orientation • Drive for Excellence, Enthusiasm, and Motivation 	Specific Evidence to Support Score (OPTIONAL):				
4. SELF-MANAGEMENT					
<p>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.</p> <ul style="list-style-type: none"> • Goal Setting • Invites Feedback and Constructive Criticism • Organization • Prioritization, Scheduling and Time Management 	Specific Evidence to Support Score (OPTIONAL):				

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5. ADAPTABILITY					
<p>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.</p> <ul style="list-style-type: none"> • Flexible • Manage Stress • Creativity/Innovation • Accept Various Viewpoints 	Specific Evidence to Support Score (OPTIONAL):				
6. KNOWLEDGE					
<p>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.</p> <ul style="list-style-type: none"> • Familiarity of Procedures, Protocols, and Daily Operations • Continual Learning • Awareness of Job Descriptions and Expectations 	Specific Evidence to Support Score (OPTIONAL):				
7. PROBLEM SOLVING					
<p>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.</p> <ul style="list-style-type: none"> • Information Gathering and Decision-Making • Identify Problems and Seek Solutions • Resourcefulness • Conflict Resolution 	Specific Evidence to Support Score (OPTIONAL):				
8. LEADERSHIP					
<p>This competency measures a supervisor's ability to successfully form teams, oversee employee outcomes, and motivate employees, all with the aim of achieving district-wide objectives. It also focuses on a supervisor's desire to hold employees accountable through performance evaluations and also to hold oneself accountable to his or her supervisor.</p> <ul style="list-style-type: none"> • Instill Vision to Achieve Department and District Objectives • Delegating • Hold employees Responsible for Performance through Evaluations • Hold Oneself Responsible for Support 	Specific Evidence to Support Score (OPTIONAL):				

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9. EMPLOYEE DEVELOPMENT				
<p>This competency measures a supervisor's ability to mold, improve and develop employee performance with effective feedback and communication and with consistent and constant coaching and mentoring.</p> <ul style="list-style-type: none"> • Mentoring • Effective Feedback • Coaching and Development 	<p style="text-align: center;">Specific Evidence to Support Score (OPTIONAL):</p>			

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

Supervisor

Date

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APPENDIX C:
MID-YEAR CONFERENCE FORM

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Non-Instructional Evaluation Process
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MID-YEAR CONFERENCE

Employee Name _____ Employee ID# _____

Principal/Supervisor _____ School/Department _____

Review goals established during the Goal Setting Conference and discuss progress to date.

Goals	Progress to Date (on track, not on track)
Goal #1	
Goal #2	
Goal #3	
Goal #4	
Goal #5	

Based on the competencies, please list two areas of strength and two areas of improvement for the employee.

<p>AREA(S) OF STRENGTH:</p> <p>AREA(S) TO STRENGTHEN:</p>
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Please provide specific strategies that will be used to provide support and reinforce the development areas.

Employee Date

Supervisor Date

APPENDIX D:
EMPLOYEE IMPROVEMENT PLAN

Non-Instructional Evaluation Process
Shelby County Schools
EMPLOYEE IMPROVEMENT PLAN

Employee Name _____ Employee ID# _____

Principal/Supervisor _____ School/Department _____

Competency/Component identified as focus area for improvement.*

Area: _____

Strategy: *Identify steps to be taken to improve the focus area.*

Resources: *List resources needed (be specific).*

Target Date: *Identify a target date and timeline for completion (this should include additional conferences, necessary documentation, etc.)*

**Please attach additional pages if needed.*

- Sufficient progress has been achieved: The employee is no longer on an improvement plan.
- Some progress has been achieved, but more is needed: The employee remains on an *Employee Improvement Plan*.

Employee

Date

Supervisor

Date

page ___ of ___

Department of Human Resources

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APPENDIX E:
PEER FEEDBACK FORM (OPTIONAL)

Non-Instructional Evaluation Process
Shelby County Schools
PEER FEEDBACK (OPTIONAL)

Employee Name _____ Position/Title _____

School/Department _____ Date _____

Please rate each competency and respond to the questions below based on your knowledge of this individual's work. Please be honest and specific in your responses, knowing that all of us need feedback to become better in our work. Note that all feedback will be kept anonymous and will only be shared with the employee being evaluated. It is recommended that you spend no more than 30 minutes on this feedback. (Lowest 1 to Highest 5)

1 – Significantly Below Expectations	2 – Below Expectations	3 – Meeting Expectations	4 – Above Expectations	5 – Significantly Above Expectations
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<u>Competencies</u>	<u>Rating</u>				
Communication	1 _____	2 _____	3 _____	4 _____	5 _____
Collaboration	1 _____	2 _____	3 _____	4 _____	5 _____
Professionalism and Responsibility	1 _____	2 _____	3 _____	4 _____	5 _____
Self-Management	1 _____	2 _____	3 _____	4 _____	5 _____
Adaptability	1 _____	2 _____	3 _____	4 _____	5 _____
Knowledge	1 _____	2 _____	3 _____	4 _____	5 _____
Problem Solving	1 _____	2 _____	3 _____	4 _____	5 _____
Leadership	1 _____	2 _____	3 _____	4 _____	5 _____
Employee Development	1 _____	2 _____	3 _____	4 _____	5 _____

- In describing this person's performance and how he/she operates as a teammate and colleague, please list two areas of strengths and two areas of development.

Areas of Strengths

Areas of Improvement

- Additional Comments (if applicable)

APPENDIX F:
UPWARD FEEDBACK FORM

Non-Instructional Evaluation Process
Shelby County Schools
UPWARD FEEDBACK TO SUPERVISOR

Supervisor Name _____ Position/Title _____

School/Department _____ Date _____

Please rate each competency (if applicable) and respond to the questions below based on your knowledge of your manager's work. Please be honest and specific in your responses, knowing that all of us need feedback to become better in our work. Note that all feedback will be kept anonymous and will be shared with the employee being evaluated and his/her supervisor after it has been aggregated with other direct reports. It is recommended that you spend no more than 30 minutes on this feedback. (Lowest 1 to Highest 5)

1 – Significantly Below Expectations	2 – Below Expectations	3 – Meeting Expectations	4 – Above Expectations	5 – Significantly Above Expectations
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Competencies

Rating

Leadership	1 _____	2 _____	3 _____	4 _____	5 _____
Employee Development	1 _____	2 _____	3 _____	4 _____	5 _____

Job Performance

1. To what extent has your supervisor provided you with positive or constructive feedback during the time you've worked together? To what extent did you find this feedback helpful? Were you able to implement it? Please give specific examples.

2. On a scale of 1 to 5, how clear do you feel about your job responsibilities (5=you know exactly what you are responsible for and what success looks like in your role, 1=not clear at all)? To what extent is that due to your supervisor?

3. On a scale of 1 to 5, how clear do you feel about the direction of the department (5=you know exactly what you are responsible for and what success looks like in your role, 1=not clear at all)? To what extent is that due to your supervisor?

4. Additional Comments

Department of Human Resources

APPENDIX G:
END-OF-YEAR SELF-ASSESSMENT FORM

Non-Instructional Evaluation Process
Shelby County Schools
END-OF-YEAR SELF-ASSESSMENT

Employee Name _____ Employee ID# _____

Principal/Supervisor _____ School/Department _____

PLEASE USE NIE RUBRIC (APPENDIX K) FOR COMPETENCY SCORING

Competency	Self-Rating				
	1	2	3	4	5
	Significantly Below Expectations	Below Expectations	Meeting Expectations	Above Expectations	Significantly Above Expectation
1. COMMUNICATION					
<p>This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</p> <ul style="list-style-type: none"> • Clarity/Precision/Efficiency • Timely and Appropriate Urgency • Active Listening • Tactfulness 	Specific Evidence to Support Score:				
2. COLLABORATION					
<p>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.</p> <ul style="list-style-type: none"> • Teamwork • Networking/Relationship-building • Reliable/Dependable 	Specific Evidence to Support Score:				
3. PROFESSIONALISM AND RESPONSIBILITY					
<p>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.</p> <ul style="list-style-type: none"> • Align Work to District Goals and Priorities • Professionalism and Customer Service • Attendance • Initiative and Detail Orientation • Drive for Excellence, Enthusiasm, and Motivation 	Specific Evidence to Support Score:				
4. SELF-MANAGEMENT					
<p>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.</p> <ul style="list-style-type: none"> • Goal Setting • Invites Feedback and Constructive Criticism • Organization • Prioritization, Scheduling and Time Management 	Specific Evidence to Support Score:				

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Non-Instructional Evaluation Process
Shelby County Schools

5. ADAPTABILITY					
<p>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.</p> <ul style="list-style-type: none"> • Flexible • Manage Stress • Creativity/Innovation • Accept Various Viewpoints 	Specific Evidence to Support Score:				
6. KNOWLEDGE					
<p>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.</p> <ul style="list-style-type: none"> • Familiarity of Procedures, Protocols, and Daily Operations • Continual Learning • Awareness of Job Descriptions and Expectations 	Specific Evidence to Support Score:				
7. PROBLEM SOLVING					
<p>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.</p> <ul style="list-style-type: none"> • Information Gathering and Decision-Making • Identify Problems and Seek Solutions • Resourcefulness • Conflict Resolution 	Specific Evidence to Support Score:				
8. LEADERSHIP					
<p>This competency measures a supervisor's ability to successfully form teams, oversee employee outcomes, and motivate employees, all with the aim of achieving district-wide objectives. It also focuses on a supervisor's desire to hold employees accountable through performance evaluations and also to hold oneself accountable to his or her supervisor.</p> <ul style="list-style-type: none"> • Instill Vision to Achieve Department and District Objectives • Delegating • Hold employees Responsible for Performance through Evaluations • Hold Employees Responsible for Support 	Specific Evidence to Support Score:				

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Non-Instructional Evaluation Process
Shelby County Schools

9. EMPLOYEE DEVELOPMENT					
<p>This competency measures a supervisor's ability to mold, improve and develop employee performance with effective feedback and communication and with consistent and constant coaching and mentoring.</p> <ul style="list-style-type: none">• Mentoring• Effective Feedback• Coaching and Development	<p style="text-align: center;">Specific Evidence to Support Score:</p>				

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

Supervisor

Date

APPENDIX H:
END-OF-YEAR CONFERENCE FORM

Non-Instructional Evaluation Process
Shelby County Schools
END-OF-YEAR CONFERENCE
(Supervisors)

Section I: Employee Information

1. Review Period:

to

2. Review Date:

3. Employee Name:

4. Employee Job Title/Position:

5. Supervisor/Principal's Name:

6. School/ Department:

7. Employee ID Number
(SCS Assigned Identifier)

Please list the employee's top job performance objectives and/or responsibilities.

8. Job Performance Objectives (Indicators or Benchmarks):

Section II: Competencies

PLEASE USE NIE RUBRIC (APPENDIX K) FOR COMPETENCY SCORING

II: Competency	Supervisor Rating				
	1	2	3	4	5
1. COMMUNICATION					
2. COLLABORATION					
3. PROFESSIONALISM & RESPONSIBILITY					
4. SELF-MANAGEMENT					
5. ADAPTABILITY					
6. KNOWLEDGE					
7. PROBLEM SOLVING					
8. LEADERSHIP					
9. EMPLOYEE DEVELOPMENT					
Section II Score: Max 45					

Please provide specific evidence/documentation to support the above scores given to the employee for each competency.

Communication:
Collaboration:
Professionalism and Responsibility:

Non-Instructional Evaluation Process
Shelby County Schools

Self-Management:

Adaptability:

Knowledge:

Problem Solving:

Leadership:

Employee Development:

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Non-Instructional Evaluation Process
Shelby County Schools

Section III: Goal Attainment

Employees should have established goals during the *Goal Setting Conference* that are aligned with the district priorities. Please list and rate each goal based on the following scale:

RATING SCALE

- 1 = Significantly Below Expectations – Outcome measures of the goal were significantly below the projected level.
- 2 = Below Expectations – Outcome measures of the goal were below the projected level.
- 3 = Meeting Expectations – Outcome measure of the goal were as projected.
- 4 = Above Expectations – Outcome measures of the goal were above the projected level.
- 5 = Significantly Above Expectations – Outcome measures of goal were significantly above the projected level.

Operational/Developmental Goals	Results	District Priority #	Rating
Goal #1			
Goal #2			
Goal #3			
Goal #4			
Goal #5			
Total			
Divide total score by the number of goals			___/___
Section III Score: Max 5			

Non-Instructional Evaluation Process
Shelby County Schools

Employee: _____ Date: _____

Principal/Supervisor: _____ School/Office: _____

Section IV: Final Score Summary

Competency	Employee Rating						Supervisor Rating				
	1	2	3	4	5		1	2	3	4	5
1. COMMUNICATION											
2. COLLABORATION											
3. PROFESSIONALISM & RESPONSIBILITY											
4. SELF-MANAGEMENT											
5. ADAPTABILITY											
6. KNOWLEDGE											
7. PROBLEM SOLVING											
8. LEADERSHIP											
9. EMPLOYEE DEVELOPMENT											
Section II Score (Max 45)											
Goals Section III Score (Max 5)											
Total Score (Add Section II Score and Section III Score)											
Divide the total score by ten (10)							/ 10				
Final Performance Rating											

NOTE: If the final performance rating is less than Meeting Expectation (3) and the Supervisor is recommending termination, a copy of the End-of-year Conference and all supporting documentation (progressive disciplinary actions, write-ups, emails, etc.) must be attached to the conference form and submitted to the Department of Labor and Employee Relations.

COMMENTS:

Employee: _____
(Signature and Date)

Supervisor: _____
(Signature and Date)

Reviewer (If applicable): _____
(Signature and Date)

Original: Human Resources

Copies: Retain in School/Office

Non-Instructional Evaluation Process
Shelby County Schools

APPENDIX I:
PRINCIPAL FEEDBACK FORM

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
1. COMMUNICATION					
<i>This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.</i> <ul style="list-style-type: none"> • Clarity/Precision/Efficiency • Timely and Appropriate Urgency • Active Listening • Tactfulness 	Specific Evidence to Support Score:				
2. COLLABORATION					
<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> <ul style="list-style-type: none"> • Teamwork • Networking/Relationship-building • Reliable/Dependable 	Specific Evidence to Support Score:				
3. PROFESSIONALISM AND RESPONSIBILITY					
<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> <ul style="list-style-type: none"> • Align Work to District Goals and Priorities • Professionalism and Customer Service • Attendance • Initiative and Detail Orientation • Drive for Excellence, Enthusiasm, and Motivation 	Specific Evidence to Support Score:				
4. SELF-MANAGEMENT					
<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> <ul style="list-style-type: none"> • Goal Setting • Invites Feedback and Constructive Criticism • Organization • Prioritization, Scheduling and Time Management 	Specific Evidence to Support Score:				

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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"> • Flexible • Manage Stress • Creativity/Innovation • Accept Various Viewpoints 	Specific Evidence to Support Score:				
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"> • Familiarity of Procedures, Protocols, and Daily Operations • Continual Learning • Awareness of Job Descriptions and Expectations 	Specific Evidence to Support Score:				
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"> • Information Gathering and Decision-Making • Identify Problems and Seek Solutions • Resourcefulness • Conflict Resolution 	Specific Evidence to Support Score:				

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

APPENDIX J:
FREQUENTLY ASKED QUESTIONS

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):

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. Employee and supervisor discuss job expectations, clarify top performance objectives, and establish SMART goals: 3-5 developmental and operational goals
- b. Employee and supervisor discuss manager supports, measures of success and implementation deadlines

C. Mid-year Evaluation Conference

- a. Employee completes self-rating (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 to strengthen

D. End-of-year Conference

- a. Employee reviews job description and competencies
- b. Employee completes self-rating (with ratings and evidence)
- c. Supervisor and employee discuss employee's job performance objectives, goal attainment and competency ratings with written feedback
- d. Evaluation is signed by supervisor and employee and submitted to the Department of Human Resources

2. Who sets my goals and objectives?

The employee's goals and objectives are set through a collaborative process between the supervisor and employee. Some may be suggested by the supervisor, and others by the employee based on District priorities. 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.

3. What's the difference between a goal and an objective?

A goal is what you are trying to achieve. An objective is what you will do to achieve that goal.

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 objectives used in the self-evaluation?

Your self-evaluation should reflect your progress toward your goals and objectives during the past year. You should describe your successes and discuss why some goals (if any) were not achieved.

7. How are goals and 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 objectives. That progress, you're your achieving performance standards, should be the major criteria used in assessing your performance.

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

Your goals and objectives should be retained in the school/department office for the upcoming 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.

9. 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.

10. 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.

11. 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 30 th	Orientation to the Process*, Goal Setting Conference, Mid-year Conference and End-of-Year Conference
11-month Employee	Between October 31 st and March 31 st	Orientation to the Process*, Goal Setting Conference and End-of-year Conference (No Mid-Year Conference)
12-month Employee	April 1 st and after	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*

12. Why do I give 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.

13. Do I have to use the SCS Non-Instructional Evaluation Manual forms?

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

14. What does my signature on the performance evaluation mean?

The employee's signature indicates that the evaluation form has been reviewed and discussed. It does not necessarily mean that the employee agrees with the evaluation.

15. Where are conference documents located?

Conference documents can be accessed on the Employee Performance & Support tab found on the SCS Human Resources webpage.

16. 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?

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

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. Employee and supervisor discuss job expectations, clarify top performance objectives, and establish SMART goals: 3-5 developmental and operational goals
- b. Employee and supervisor discuss manager supports, measures of success and implementation deadlines

C. Mid-year Evaluation Conference

- a. Review of performance to date and feedback provided to employee
- b. Progress of goal attainment
- c. Identify areas of strength and areas to strengthen

D. End-of-year Conference

- a. Employee reviews job description and competencies
- b. Employee completes self-rating (with ratings and evidence)
- c. Supervisor and employee discusses employee's job performance objectives, goal attainment and competency ratings with written feedback
- d. Evaluation is signed by supervisor and employee and submitted to the Department of Human Resources

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 may be suggested by the supervisor, and others by the employee based on District priorities. 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.

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.

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

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 SCS Non-Instructional Evaluation Manual forms?

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

10. What does my signature on the Performance Evaluation mean?

The supervisor's signature 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 tab found on the SCS Human Resources webpage.

Non-Instructional Evaluation Process
Shelby County Schools



APPENDIX K

**Employee Effectiveness Measure Framework:
A Performance Evaluation Measure for Shelby County Schools Non-Instructional Staff
(Supervisors)**

Updated Version, revised August 20116

Department of Human Resources

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Non-Instructional Evaluation Process
 Shelby County Schools
**Shelby County Schools Non-Instructional Staff
 Competency Rubric**

1. COMMUNICATION

This competency measures how well employees can efficiently share and receive information with co-workers, supervisors, clients and the community at large.

Communication is a transaction between two or more people, with all participants having an active role in the process. It is a process that allows individuals to exchange information, confer knowledge, give advice and commands, and ask questions. "Many of the problems that occur in organizations are the direct result of people failing to communicate or communicating ineffectively" (SANS Leadership, pg 136). Effective communication requires that all parties understand a common language expressed through verbal or nonverbal actions and takes place only when the listener clearly understands the message that the speaker intended to send.

Strong communication varies depending on the role, audience and purpose. Meeting expectations would include using the most appropriate verbal and written communication strategies, responding in a timely manner while prioritizing urgency, demonstrating strong listening skills, and exhibiting courteous and tactful language. Going above and significantly above expectations would include modeling clear and articulate verbal and written communication strategies for the target audience, demonstrating to others how to prioritize communications based on urgency, modeling active listening skills and consistently clarifying miscommunications before they become problematic, and is a model of courtesy and tactfulness to others.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Clarity, precision and efficiency of communication • Timeliness and appropriate urgency of communication • Active listening • Tactfulness 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Communicates (verbal or written) in a manner that conveys information precisely, without ambiguity and presents ideas in a meaningful way • Adheres to deadlines with timeliness and urgency • Actively listens to others to ensure understanding before responding and summarizes the comments, questions and opinions of others • Communicates professionally with external and internal customers using respectful, tactful and comprehensible language 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the employee communicate (both verbally and written) in a way that expresses information precisely? • Does the employee adhere to deadlines and prioritize according to urgency? • What communication strategies are utilized to confirm understanding before replying to others and recapping the comments, questions and opinions of others? • How does the employee communicate with external and internal customers?
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Non-Instructional Evaluation Process
Shelby County Schools

COMMUNICATION				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>For Level 4- All areas of performance match the descriptions in level 3, and two areas match the description below:</i> <i>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</i>
Communication (Verbal and Written)	Employee does not use appropriate communication strategies and techniques for target audience	Employee sometimes uses appropriate communication strategies and techniques for target audience	Employee employs the most appropriate communication strategies and techniques for target audience	Employee models clear and articulate oral/written communication by using appropriate strategies/techniques for target audience
Adherence to Deadlines	Employee does not respond on time and does not prioritize more urgent issues	Employee sometimes responds in a timely manner, and/or sometimes does not prioritize more urgent issues	Employee responds in a timely manner and prioritizes communication for varying levels of urgency	Employee responds promptly and demonstrates to others how to prioritize communications with different levels of urgency
Actively Listening Skills	Employee does not demonstrate active listening skills, and does not understand information	Employee sometimes demonstrates active listening skills by asking questions, restating facts and identifying solutions	Employee demonstrates strong active listening skills by asking questions, restating facts and/or identifying solutions	Employee models active listening techniques, and consistently clarifies miscommunication before it becomes problematic
Respectful and Tactful Language	Employee does not exhibit courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee sometimes exhibits courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee exhibits courtesy and tact when communicating with others (colleagues, supervisors or customers)	Employee is a model of tactfulness and courtesy when communicating with others (colleagues, supervisors or customers)

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2. COLLABORATION

This competency measures the strength of an employee’s ability to build, shape and use lasting and durable relationships with fellow employees to achieve results. 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.

Collaboration is a process through which a group of people constructively explore their ideas to search for a solution that extends one’s own limited vision. According to Shawn Callahan, founder of *Anecdote*, there are three types of collaboration: team collaboration, network collaboration and community collaboration. Collaboration is a process that continues and betters over time; the more employees collaborate, the more significant the working relationships become.

There are many benefits to collaborating in the workplace. When employees collaborate, they are able to utilize the strengths and skills of everyone involved. The company and employees benefit from collaboration because as a result of sharing ideas and working together, they see how others think, negotiate and operate. Access to others with unique expertise and viewpoints will most likely allow employees to come up with ideas and solutions at a faster pace. Collaborating in the workplace allows important projects and initiatives to be completed in a more efficient manner. When employees share “wins” with others, they often build a sense of team.

Meeting expectations would include consistently working with team members, building relationships and networking, and demonstrating resourcefulness. Going above and significantly above expectations would include leading and guiding projects with expected outcomes, coaching others on networking and making internal and external connections and modeling reliability and dependability.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Ability to serve on teams and groups effectively by compromising and working toward an agreed approach to complete the work and achieve goals • Skill in networking and relationship building • Reliability and dependability as measured by the extent to which the employee is trusted by others 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Works together with others and is a team player • Fosters cooperative and positive work relationships inside and/or outside the organization • Is considered as a reliable and dependable resource by colleagues 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What specific examples can be described where the employee worked with others? • How does the employee foster internal and external work relationships? • Do colleagues consider the employee a reliable and dependable resource?
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Non-Instructional Evaluation Process
Shelby County Schools

COLLABORATION				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<p>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</p> <p>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</p>
Team Player	Employee does not collaborate with team members, and does not contribute to team results	Employee sometimes collaborates with team members and/or sometimes contributes to team results	Employee collaborates with team member and contributes to team results	When given the opportunity, employee demonstrates commitment to lead and guide projects to produce expected outcomes
Relationship Building	Employee does not network nor builds relationships with other employees	Employee occasionally networks, and builds relationships with other employees	Employee regularly networks, and builds relationships with other employees	Employee coaches peers on networking, and making connections with pertinent individuals within and outside of the district
Reliable and Dependable Resource	Employee is not reliable, dependable, and is not used as a resource by peers	Employee is sometimes reliable, dependable, and/or occasionally serves as a resource for peers	Employee is always reliable, dependable, and consistently demonstrates resourcefulness	Employee models reliability and dependability, and coaches others on how to be more resourceful

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3. PROFESSIONALISM & RESPONSIBILITY

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.

Professionalism is defined as an individual's conduct at work. Professionalism is not just about what you know – it’s how you do your job, how you behave and how you come across. Professionalism means conducting oneself with responsibility, integrity, accountability, and excellence. Responsibility refers to employees taking responsibility for their own actions outside of normal job duties. Self-responsibility is related to accountability, which requires employees to accept blame for their errors or omissions and acknowledge the successes and contributions of others.

Meeting expectations would include consistently aligning performance to district/school priorities, meeting internal and external customer needs, 95% attendance rate or better, taking ownership of work and displaying a positive work attitude. Going above and significantly above expectations would include modeling performance alignment, exceeding internal/external customer needs, 98% or higher attendance rate, taking initiative and detail-oriented and encouraging others through his/her own motivation.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Ability to align his or her work with the larger goals and priorities of the district successfully • Skill in conducting himself or herself professionally and focus on high-quality customer service • Attendance • Initiative in taking ownership for projects and level of detail orientation for product quality • Drive to do every job with motivation, excellence and a positive attitude 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Aligns performance with both district/school vision and goals, and is dedicated to using these priorities to measure success in the position • Promotes high-quality customer service and professionalism through consistent customer satisfaction (i.e., timely feedback, problem resolution and continual service improvements) • Comes to work and arrives on time ready to contribute to the District’s goals and priorities • Demonstrates initiative by assuming ownership for assignments and pays attention to detail and quality • Displays motivation, a commitment to excellence, demonstrates a positive attitude towards the work 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the employee establish job-related goals and prioritize tasks? • How does the employee promote high-quality customer service? • How often is the employee present and on time for work? • What does the employee do to display ownership of job assignments? • Does the employee display a positive attitude and a commitment to excellence towards the work?
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Non-Instructional Evaluation Process
Shelby County Schools

PROFESSIONALISM & RESPONSIBILITY				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<p>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</p> <p>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</p>
Performance Alignment	Employee rarely aligns performance to meet district/school vision and goals	Employee sometimes aligns performance to meet district/school vision and goals	Employee consistently aligns performance and measures outcomes with district/school vision and goals	Employee models for others the practice of aligning performance and measuring success with the vision and goals of the district/school
Customer Service	Employee seldom meets internal/external customer needs, or works to prevent potential problems	Employee sometimes meets internal/external customer needs, but rarely works to prevent potential problems	Employee generally meets internal/external customer needs, and works to prevent potential problems	Employee consistently exceeds internal/external customer expectations, and seeks constant improvement to processes to prevent future problems.
Attendance	Employee is present less than 93% of total contracted days (not including vacation days) and/or frequently reports to work late	Employee is present at least 93% of total contracted days (not including vacation days) and/or sometimes reports to work on time	Employee is present at least 95% of total contracted days (not including vacation days) and reports to work on time	Employee is present at least 98% of total contracted days (not including vacation days) and reports to work on time
Ownership and Detail-Oriented	Employee does not take ownership for work assignments and does not pay attention to detail for product quality	Employee sometimes takes ownership for work assignments, and/or sometimes pays attention to detail for product quality	Employee takes ownership for work assignments and pays attention to detail for product quality	Employee shows initiative by taking ownership for assignments and is a model to others on paying attention to detail for product quality
Motivation and Attitude	Employee is not motivated, does not demonstrate a sense of commitment for excellence nor a positive attitude	Employee displays occasional motivation and a sense of commitment for excellence, and/or sometimes displays a positive attitude toward the work	Employee is motivated, demonstrates a sense of commitment for excellence and displays a positive attitude toward the work	Employee encourages others through his/her motivation, excellence in work tasks and positive attitude towards the work

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4. SELF-MANAGEMENT

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.

Success in one’s job is linked to how well the employee manages himself/herself and situations as well as the ability to do the job every day. Self-management skills are those abilities that allow an employee to feel more productive when doing daily routine regardless of the working environment. Well-developed self-management skills will help employees efficiently communicate with co-workers, management and customers, make right decisions and plan work time.

A part of “self-management” is the determination to take responsibility and make the changes needed for workplace success.

Meeting expectations would include demonstrating self-assessment and realistic goal attainment, seeking out and applying feedback, organizational skills and prioritizing tasks. Going above and significantly above expectations would include coaching others on the process of personal development, utilizing feedback for growth and improvement, modeling to others how to manage work independently and to prioritize and schedule time effectively.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Ability to self-assess, and set challenging and achievable goals which accurately target skills or behaviors that could be improved or developed • Consistency in seeking out feedback and applying constructive criticism regarding performance • Organizational capability in approaching work in a straightforward and disciplined manner • Ability to prioritize, schedule and manage effectively to make the best use of time (especially when there are more tasks or projects than an employee has time to complete) 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Sets realistic goals for skill/knowledge development by accurately identifying and targeting self-improvement for continuous improvement • Welcomes feedback or constructive criticism about performance from others and works to creatively apply this feedback for personal growth • Approaches work in a straightforward, organized, and self-disciplined way • Demonstrates the ability to efficiently prioritize tasks by using scheduling and time-management skills to maximize performance capabilities 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Are realistic and challenging goals set based on targeted self-improvement? • How does the employee respond to feedback and constructive criticism? • What strategies does the employee use in approaching work? • Does the employee have the ability to efficiently prioritize tasks using scheduling and time-management skills?
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Non-Instructional Evaluation Process
Shelby County Schools

SELF-MANAGEMENT				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<p>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</p> <p>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</p>
Goal Setting	Employee does not engage in self-assessment for the purpose of setting measurable goals for skill/knowledge development	Employee sometimes engages in self-assessment for the purpose of setting measurable goals for skill/knowledge development	Employee demonstrates the practice of self-assessment and realistic goal setting for skill/knowledge development	Employee models continuous utilization of self-assessment and realistic goal setting, and often coaches peers through the process of personal development
Feedback	Employee does not welcome or use feedback from others for personal growth and improvement	Employee welcomes feedback from others, but does not utilize it for personal growth and improvement	Employee regularly seeks out and applies feedback from others to improve personal performance	Employee gives quality feedback and coaches others to use feedback for personal growth and improvement
Organizational Capacity	Employee is unorganized and fails to manage work independently, leading to low productivity	Employee struggles with organization and managing work independently, especially when working on complex tasks	Employee is organized, disciplined, and manages work independently, leading to better work performance	Employee coaches peers on how to be better organized, disciplined, and manage their work independently, leading to higher-level work performance
Time-Management	Employee does not prioritize task to produce high-quality results through scheduling and time-management skills	Employee struggles to prioritize tasks to produce high-quality results through scheduling and time-management skills	Employee prioritizes tasks to produce high-quality results through scheduling and time-management skills	Employee models to peers how to prioritize, manage and schedule time effectively to maximize performance

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5. ADAPTABILITY

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.

Adaptability is a critical quality that describes employees who are able to anticipate, respond to and manage change on a day-to-day basis. Adaptable employees usually demonstrate an open mind, listen to alternative ideas and approaches to tasks, come up with creative or innovate ways to solve problems and can adjust behaviors and actions to meet current day or task demands. Furthermore, these employees also have the ability to cope when things do not go as planned.

Meeting expectations would include exemplifying flexibility in adaptive approaches to work, handling high stressful situations, utilizing creativity and innovation in task completion, and welcomes alternate viewpoints. Going above and significantly above expectations would include modeling flexibility in approaching responsibilities, handling high-stress situations while simultaneously producing high-quality performance results, coaching others on creative and innovative approach for project completion and incorporates viewpoints from others to complete tasks.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Flexibility in handling new or challenging situations or circumstances • Ability to tolerate and manage stress • Innovation or creativity in task completion • Capability to acknowledge various viewpoints and accept new ideas 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Demonstrates flexibility in his/her approach to work in the face of challenges, change and/or unusual circumstances • Remains composed and focused during stressful and/or high activity periods • Uses creativity and innovation when the traditional approach to a task or project is not possible • Accepts alternate viewpoints and incorporates new ideas that are beneficial to completing tasks 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Does the employee demonstrate flexibility when approaching work during challenging or unusual circumstances? • How does the employee manage and respond to stress? • What does the employee do when the traditional approach to task completion is not possible? • Is the employee capable of accepting various viewpoints and incorporating these alternate ideas?
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Non-Instructional Evaluation Process
Shelby County Schools

ADAPTABILITY				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>For Level 4- All areas of performance match the descriptions in level 3, and two areas match the description below: For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</i>
Flexibility	Employee is resistant to modifying his/her approach to work, even when it adversely affects effectiveness	Employee sometimes modifies his/her approach to work, when forced to diverge from normal routines	Employee shows flexibility in adapting his/her approach to work depending on situations	Employee models flexibility in approaching responsibilities, especially during unusual situations
Stress-Management	Employee displays an inability to perform effectively during stressful periods	Employee sometimes performs effectively during stressful periods	Employee handles highly stressful situations well and shows high-quality performance	Employee models to others how to handle high-stress situations and produce high-quality performance results
Creativity and Innovation	Employee does not use creative or innovative approaches to complete tasks/projects	Employee sometimes uses creative or innovative approaches in completing tasks/projects	Employee utilizes creativity and innovation in his/her approach to completing tasks/projects	Employee's creative and innovative approach to task/project completion is exemplary and serves as a model for others
Viewpoint Acknowledgement	Employee does not accept the viewpoints or ideas of others when completing tasks	Employee sometimes accepts the viewpoints and ideas of others when completing tasks	Employee welcomes alternate viewpoints and new ideas from others when completing tasks	Employee incorporates viewpoints and techniques from colleagues in order to complete tasks efficiently

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6. KNOWLEDGE

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.

The importance of understanding the assigned job role in an organization cannot be overemphasized. Employees’ knowledge, expertise, and skills are central to success on the job, as well as the ways in which employees apply these factors to their work. Employees want to do well in their job, and in order to accomplish that, they need a clear understanding of what is expected. Understanding job roles and descriptions will ensure that employees ultimately understand the tasks and duties that are expected to fulfill add value to the organization.

Meeting expectations would include being knowledgeable of procedures and protocols and adhering to federal laws and district policies, seeking learning opportunities to improve job performance, and demonstrating proficiency in all assigned duties. Going above and significantly above expectations would include guiding others on the appropriate procedures and protocols as well as federal laws and district policies pertaining to job responsibilities, assisting others in accessing learning opportunities to improve job performance, and mentoring others to understand job expectations.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Familiarity of procedures, protocols and adherence to national, state and district policies for approaching the work in daily operations • Inclination toward continual learning and improvement of performance • Awareness of one’s job description and skills that are essential to the execution of assigned duties 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Demonstrates a sound understanding of procedures, protocols and technical aspects (i.e., federal laws, state laws and district policies) related to job responsibilities and daily operations • Embraces an attitude of continual learning and constantly seeks to improve job performance • Demonstrates a comprehensive understanding of the job description and expectations in carrying out assigned duties 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Does the employee apply current procedures and protocols related to job responsibilities during daily operations? • Is the employee constantly seeking to improve job performance through continuous learning opportunities? • What does the employee exemplify to acknowledge understanding of job duties and expectations?
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Non-Instructional Evaluation Process
Shelby County Schools

KNOWLEDGE				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<p>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</p> <p>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</p>
Procedure and Protocol Awareness	Employee has no knowledge of the procedures, protocols, federal laws, state laws and/or district policies related to his/her job responsibilities and daily operations	Employee has limited knowledge of the procedures, protocols, federal laws, state laws and/or district policies related to his/her job responsibilities and daily operations	Employee is knowledgeable of the procedures and protocols related to his/her job responsibilities and daily operations and adheres to federal laws, state laws and district policies	Employee demonstrates expert knowledge of the procedures and protocols and guides others to appropriately adhere to federal laws, state laws and district policies related to his/her job responsibilities
Learning Opportunities	Employee rarely seeks opportunities to continually learn and improve job performance	Employee sometimes seeks out learning opportunities to improve job performance	Employee regularly demonstrates a desire to continually learn and seeks opportunities to improve job performance	Employee models an attitude of continual learning by coaching and assisting others in accessing learning opportunities to improve job performance
Comprehension of Job Responsibilities	Employee demonstrates no knowledge of the job description, expectations and often experiences challenges with specific assigned duties	Employee demonstrates some understanding of the job description and expectations, and may sometimes experience challenges with specific assigned duties	Employee demonstrates a clear understanding of the job description and expectations by exemplifying proficiency in performing all aspects of assigned duties	Employee serves as a mentor to others to understand the job description and expectations by exemplifying excellence in performing all aspects of assigned duties

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7. PROBLEM SOLVING

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.

Problem solving encompasses the process of identifying problems and implementing solutions to them. Effective problem solving skills enable employees to analyze problems, identify problem severity and assess the impact of alternative solutions. Proficient problem solving skills helps employees work more efficiently with co-workers and customers alike. They also learn to use available resources to resolve issues in a constructive manner. Effective problem solving usually involves working through a number of steps or stages.

Meeting expectations would include regularly gathering information to make well-informed decisions, consistently identifying and potential problems, utilizing district resources appropriately, and resolving conflicts, using professionalism and effective communication skills. Going above and significantly above expectations would include guiding others in making competent and well-considered decisions, identifying potential problems and guiding employees to a resolution before performance is affected, serving as a resource to guide others to appropriate district resources, and aiding others through mediation to avoid and resolve conflicts.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Effectiveness in gathering relevant information and the ability to use this information to make competent and well-considered decisions • Ability to identify and seek out solutions to problems early on • Resourcefulness in seeking help and assistance from the appropriate sources • Ability to resolve conflicts, especially with the use of effective communication 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Demonstrates the capability to make competent and well-considered decisions based on effective information gathering • Successfully identifies potential problems and acts to resolve them before they become obstacles to effective performance • Demonstrates resourcefulness in seeking help and assistance from appropriate district sources • Resolves conflict appropriately by using effective communication skills 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Does the employee demonstrate the capability to make competent and well-considered decisions? • Is the employee able to identify and seek out solutions or resolve problems before they hinder performance? • What district resources does the employee utilize? • How does the employee resolve conflicts using effective communication?
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Non-Instructional Evaluation Process
Shelby County Schools

PROBLEM SOLVING				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>For Level 4- All areas of performance match the descriptions in level 3, and two areas match the description below: For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</i>
Decision-Making	Employee does not gather information or use it to make decisions	Employee sometimes gathers and synthesizes available information to make decisions	Employee regularly gathers information in order to make well-considered decisions	Employee shares pertinent information and guides others in making competent and well-considered decisions
Solutions-Oriented	Employee does not identify or address problems when they occur	Employee sometimes identifies or addresses potential problems before they impede effective performance	Employee identifies and resolves potential problems before they impede effective performance	Employee helps others identify potential problems and guides them to a resolution before performance is affected
Resourcefulness	Employee does not utilize district resources effectively	Employee demonstrates limited knowledge of available district resources	Employee is aware of and utilizes appropriate district resources effectively	Employee serves as a resource to guide others to appropriate district resources
Conflict Resolution	Employee lacks effective communication skills, which often creates conflict in the work place	Employee sometimes demonstrates unprofessional communication skills creating personal and/or work conflicts	Employee resolves conflicts, using professionalism and effective communication skills	Employee serves as a mediator to avoid and resolve conflicts using effective communication

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8. LEADERSHIP

This competency measures a supervisor’s ability to successfully form teams, oversee employee outcomes, and motivate employees, all with the aim of achieving district-wide objectives. It also focuses on a supervisor’s desire to hold employees accountable through performance evaluations and also to hold oneself accountable to his or her supervisor.

A supervisor is responsible for overseeing and leading the work of a group of people. A supervisor’s role is often described as providing everything his/her employees need to successfully accomplish their job. A supervisor’s responsibilities include planning, organizing, directing, monitoring and evaluating employees. Key leadership success sets “great” leaders apart from “good” leaders in today’s organizations. Leaders know what they value, and the best leaders exhibit both their values and ethics in their leadership style and actions.

Meeting expectations would include creating and instilling a team vision and utilizing it to match employee skills, forming and monitoring teams for performance, using performance evaluations for skill development, and holding oneself accountable for the results of team. Going above and significantly above expectations would include mentoring others on vision creation and employee role assignments, coaching others on effectively forming teams, modeling effective use of performance evaluations for skill development, and consistently holding oneself accountable for results and support of team.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Ability to instill a vision and blend all work resources to achieve departmental and district-wide objectives • Ability to form teams and monitor teamwork effectively for quality performance • Success in conducting effective performance evaluations that ensures accountability, and provides suggestions for improvement • Ability to effectively hold oneself accountable for the results, goals setting, and support for employees 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Creates a vision for employees, instills it in them, and matches their skills with appropriate assignments in order to meet departmental needs, and achieve district-wide objectives • Demonstrates thoroughness in forming teams and monitoring teamwork to ensure quality performance • Conducts effective performance evaluations and uses the information for accountability and improvement • Holds oneself accountable for results, goal setting and support of employees 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the supervisor create a vision and blend all resources to achieve departmental and district-wide objectives? • Is the supervisor able to form teams and monitor teamwork for quality performance? • Does the supervisor conduct effective performance evaluations and use the results for accountability and improvement? • Is the supervisor holding himself/herself accountable for results, and supporting employees?
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Non-Instructional Evaluation Process
Shelby County Schools

LEADERSHIP				
DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
A measurement of how well or how often an employee:	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<p>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</p> <p>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</p>
Vision	Supervisor does not create a team vision, instill in team members, nor use it for assigning responsibilities	Supervisor creates a team vision, but does not successfully instill in team members or use it for assigning responsibilities	Supervisor creates a team vision, helps instill the vision in employees and uses it to assign job responsibilities	Supervisor mentors others on how to create a team vision and match employee skills with appropriate job assignments
Form & Monitor Teams	Supervisor does not form effective teams, or thoroughly monitor team work for quality performance	Supervisor occasionally forms effective teams and rarely monitors teamwork to ensure quality performance	Supervisor effectively forms teams and thoroughly monitors teamwork for quality performance	Supervisor exemplifies and coaches others on how to effectively form teams and monitor teamwork
Performance Evaluations	Supervisor does not use performance evaluations effectively for skills development and employee accountability	Supervisor sometimes uses performance evaluations effectively for skills development and employee accountability	Supervisor uses performance evaluations effectively for skills development and employee accountability	Supervisor consistently models effective use of employee performance evaluations for skill development and accountability
Accountability	Supervisor does not hold oneself accountable for the results, goals and support of employees	Supervisor sometimes holds oneself accountable for the goals, results and support of employees	Supervisor holds oneself accountable for the goals, results and support of employees	Supervisor consistently models how to hold oneself accountable for goals, results and support of employees

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9. EMPLOYEE DEVELOPMENT

This competency measures a supervisor’s ability to mold, improve and develop employee performance with effective feedback and communication and with consistent and constant coaching and mentoring.

Supervisors guide employees, administer and organize work processes and systems, and handle problems while simultaneously help employees to successfully conduct their own work. The successful supervisor provides recognition, appreciation, training and feedback to reporting employees. Recommended approaches to employee development include providing clear performance expectations, empowering employees, delegating responsibilities and improving employee performance.

Meeting expectations would include focusing on mentoring individual employees to develop their skills, consistently providing feedback and effectively addressing issues that affect performance and coaching individual employees on skills based on their needs. Going above and significantly above expectations would include guiding others on how to develop the skill set of their team, coaching others on how to address issues affecting team performance, and modeling to others how to coach and develop individual employees based on strengths and needs.

<p>Key aspects of performance in this category include:</p> <ul style="list-style-type: none"> • Mentoring abilities • Ability to give accurate, helpful and constructive feedback • Ability to coach and develop improved employee performance through using accurate information about employee strengths and weaknesses gained from experience working with and observing the employee in the workplace 	<p>Proficiencies:</p> <ul style="list-style-type: none"> • Demonstrates abilities to successfully mentor teams and direct reports • Gives effective feedback and recognition, and addresses issues or concerns affecting individual or team performance • Effectively coaches on development of skills and behaviors of employees based on individual strengths and needs 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What abilities does the supervisor demonstrate in mentoring teams and employees? • Is the supervisor able to give accurate, effective feedback and address issues affecting individual or team performance? • Does the supervisor have the ability to coach and develop employee performance based on individual strengths and needs?
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Non-Instructional Evaluation Process
Shelby County Schools

EMPLOYEE DEVELOPMENT

DESCRIPTOR FEATURE	1- Significantly Below Expectations	2- Below Expectations	3- Meeting Expectations	4- Above Expectations/ 5- Significantly Above Expectations
<p>A measurement of how well or how often an employee:</p> <p>Mentorship</p> <p>Feedback</p> <p>Coach & Develop</p>	<p><i>The following best describes what is observed:</i></p> <p>Supervisor does not engage in mentoring or guiding team members to develop their skills</p> <p>Supervisor does not provide feedback to individuals or team members, and does not address issues affecting individual/team performance</p> <p>Supervisor does not coach individual team members on specific skills and behaviors</p>	<p><i>The following best describes what is observed:</i></p> <p>Supervisor occasionally mentors team members, but is often unsuccessful in guiding them to develop their skills</p> <p>Supervisor sometimes provides feedback to individuals and team members, but rarely addresses issues affecting individual/team performance</p> <p>Supervisor sometimes coaches individual team members on specific skills and behaviors based on knowledge of their strengths and needs</p>	<p><i>The following best describes what is observed:</i></p> <p>Supervisor focuses on mentoring individual team members to develop their skills</p> <p>Supervisor regularly provides feedback and effectively address issues affecting individual/team performance</p> <p>Supervisor coaches individual team members on specific skills and behaviors based on knowledge of their strengths and needs</p>	<p><i>For Level 4- All areas of performance match the descriptions in level 3, and one area matches the description below:</i></p> <p><i>For Level 5- All areas of performance match the descriptions below, in addition to those of level 3 where there is overlap:</i></p> <p>Supervisor mentors other supervisors, and guides them on how to develop the skill set of their team members</p> <p>Supervisor provides feedback and coaches other supervisors on how to effectively address issues affecting individual/team performance</p> <p>Supervisor models to other supervisors how to thoroughly coach individuals on specific skills and behaviors based on knowledge of their strengths and needs</p>

Department of Human Resources

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