

Performance Evaluation Guidelines

All regular full-time and part-time County Schools employees receive a performance evaluation annually. Good performance management is critical for creating and maintaining a high performing organization. Employees are more productive and satisfied with their jobs when they understand their roles and the expectations others have of their performance. Feedback on performance is most meaningful when it is given regularly throughout the year so that there are no surprises for the employee during the formal annual evaluation. The final evaluation is best viewed as a review and written summation of the previous year, and when attention is focused on using data from the previous year to support development in the future.

These guidelines are meant to assist supervisors in completing the County Schools performance evaluation form. If you have additional questions, please do not hesitate to call your Human Resources Manager. The current evaluation form can be found at in the HR Forms Center.

General

1. Though employees are not required by personnel policy to do a self-evaluation, individual departments or managers may require one. A self-evaluation can be a valuable exercise and helpful tool for both the employee and supervisor. Please note that supervisors should always do a full evaluation of the employee, and should never merely just sign off on the employee's self-evaluation.
2. In the event that an employee has had more than one supervisor during the performance review period, the current supervisor can and should get feedback from the previous supervisor(s).
3. Because Albemarle County Schools has embraced the challenge of becoming a High-Performing Organization (HPO), we have high expectations for our employee performance. This is reflected throughout the wording of the performance evaluation.
4. When completing employee performance evaluations, supervisors should keep in mind that expectations are for the position, not the person. In other words, if you have five employees that all have the same title, the expectations for all of them should be the same, and they should all be evaluated against the same criteria, not against each other.

Introduction

5. The overall performance rating should generally reflect the scores in the core competencies, but it is not a mathematical or averaged calculation. Manager discretion is required in coming up with an overall rating. For example, depending on the job, it is likely that certain competencies will have more importance than others. In the case of an Office Associate who has frequent contact with the public, one would expect the customer service competency to be important and therefore given more consideration toward the final rating.
6. Some Examples:
 - If an employee receives a rating of "Meets Minimum Expectations" or "Fails to Meet Expectations" on one or two competencies, it would be highly unusual for the employee to receive an overall rating of "Meets and Often Exceeds Expectations" or "Consistently Exceeds Expectations."

- An employee with a rating of a “Fails to Meet Expectations” on more than two competencies would not be expected to get an overall rating of a “Successfully Meets Expectations.”
 - If the ratings for an employee’s competencies fall between two levels (e.g., “Successfully Meets Expectations” and “Meets and Often Exceeds Expectations”), the employee should mostly be operating at the higher level in order to receive that rating.
7. A *Plan of Assistance* is a tool to address employee performance deficiencies. It is required for any employee with an overall rating of “Fails to Meet Expectations,” and is optional for a rating of “Meets Minimum Expectations” and/or in the case of unacceptable attendance (discussed below). A *Plan of Assistance* is a tool managers use to assist an employee who is not successfully meeting the expectations of the job. In brief, the plan sets specific, measurable goals for the employee to accomplish in a set time period and identifies the various ways that support is being given to encourage success. Any supervisor putting a *Plan of Assistance* into place should contact their Human Resources Manager for assistance.
 8. The County Schools attendance policy is GCC. Regular attendance is a minimal expectation of all School Division employees. Principals/Department Heads are responsible for monitoring attendance within their schools/departments. When an employee’s absenteeism exceeds a specified number of days (10 days for 10-month employees, 11 days for 11-month employees, or 12 days for 12-month employees) missed from available work time for individual sick leave, family illness, and/or bereavement, Principals/Department Heads will be responsible for investigating the situation and taking appropriate action when necessary. Just prior to the performance evaluation review period, managers should receive a report from Human Resources that shows sick leave hours used for each employee. Please keep in mind two details about this report:
 - Absences covered by the Family and Medical Leave Act and Worker’s Compensation are not included in this calculation.
 - The report is only a first rough glance at attendance, since it only uses time missed that was coded as “sick” leave and does not include unplanned absences that were covered by annual leave or comp time or unpaid leave. At this time, our systems are unable to collect this data and therefore do not provide a true and complete calculation at this time.
 9. An employee who fails to meet the acceptable attendance policy most likely would not receive an overall rating higher than “Successfully Meets Expectations.”

Review of Goals/Objectives

10. The goals and objectives should have been drafted at the end of the previous performance review period, after discussion between supervisors and employees. If they were not drafted then, they should be drafted as soon as possible. Ideally, these goals and objectives should be tied to the department’s strategic plan and/or the department’s key performance indicators when possible. Whether an employee met the goals and objectives listed in this section should be considered when deciding on an overall rating. It is not necessary to write more than 2-3 sentences for each goal/objective.

Competencies

11. A supervisor may feel free to write “n/a” next to a bullet point if it’s not applicable, but should give the reasoning in the supporting comments section. Similarly, a supervisor may add a bullet, along with justification, in the supporting comments section.
12. An employee does not have to meet all of the bullet points under “Consistently Exceeds Expectations” or “Meets and Often Exceeds Expectations” in order to get that rating, but should get most of them.
13. If an employee has several of the bullet points at and above “Successfully Meets Expectations,” but also has one under “Fails to Meet Expectations,” a rating of “Successfully Meets Expectations” for that competency would not be typical. If an employee has several of the bullet points at and above “Successfully Meets Expectations,” but also has one under “Meets Minimum Expectations,” it would be possible to achieve a rating of “Successfully Meets Expectations.”
14. Some supporting comments are required for each competency, and supervisors should use as many examples as are appropriate. Comments may be sentences or in bullet form. Ideally, the supervisor has comments that have been written down throughout the year that can be used as reference.
15. A new employee can get a “Successfully Meets Expectations” or higher for the Functional Expertise competency depending on the amount of previous similar experience and/or how “new” they are to the Division the performance evaluation period.
16. Supervisors are expected to assist employees as they look to develop in certain competencies. A good place to start is in the County’s Learning Catalog, which lists the free courses offered to employees each semester. At least one course is currently being offered for each of the core competencies. The Learning Catalog is available online at <http://intranet/lglearning/default.aspx>. Other learning opportunities exist in the community through PVCC and UVA. You may contact Louise Wyatt, Organizational Development Manager, for assistance in finding these opportunities.

Summary

17. The summary section is a final snapshot that offers supervisors the opportunity to briefly explain the most significant factors that shaped the employee’s overall rating. It is not necessary to write more than 3-4 sentences in this section. An employee does not have to write comments in the “Employee Comments” section before signing the evaluation, but is encouraged to do so.

Signature Section

18. In the event that an employee refuses to sign the evaluation, the supervisor should note this on the evaluation form. Having another supervisor witness the refusal is a recommended practice.
19. The signature of the “next level supervisor” helps to ensure consistency in performance evaluation reviews throughout the department, and also allows for review of the quality of the immediate manager’s work.