Cleveland Metropolitan School District
Performance Evaluation and Development
Process Handbook

2017-2018

For assistance with this process email:
talentimpact@clevelandmetroschools.org

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Introduction to Performance Evaluation and Development

The Cleveland Metropolitan School District envisions 21st Century Schools of Choice where students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences and academic capabilities of each student, while utilizing the highest quality professional educators, administrators and support staff available. This means that all adults working in CMSD must be supported to achieve their goals, and be held accountable for meeting expectations. The Performance Development and Evaluation System (PD&E) is the process by which non-bargaining CMSD staff are supported and held accountable. **PD&E will help all employees to more positively impact students and families in Cleveland by developing and supporting employees to do their best work.**

PD&E is designed to enable:

- Alignment of individual and district goals and priorities;
- Effective, regular feedback;
- Differentiated employee support based on performance; and
- Consistency in the development and evaluation experience across the district.

The ultimate goal is that every member of the CMSD staff meaningfully contributes to a culture where staff are supported, recognized, and challenged to best serve principals, teachers, families and students to have our biggest collective impact on student achievement.

This manual outlines the steps in the PD&E process, and includes FAQs and other resources to support employees and managers with implementing performance evaluation for nonbargaining employees.

**Process Overview**

The PD&E process consists of three parts:

1. **Goal Setting** helps employees to define success in their current work, and provides a mechanism for aligning priorities across the district.
2. **Mid-Year Review** helps employees to document accomplishments, progress and challenges; provides an opportunity for employees and managers to confirm alignment of expectations; and supports fine-tuning of performance goals based on changing context.
3. **End-of-Year Review** helps employees and managers examine performance and document successes and challenges. It also supports differentiated follow-up and decision-making based on performance.
FAQs

Who is included in the PD&E system?
All CMSD administrative employees who are not 1) in a collective bargaining unit/union or 2) licensed, school-based administrators evaluated through the OPES system.

Who is responsible for evaluating staff?
Staff are evaluated by their direct supervisor.

What is the timeline?
There are three parts to the PD&E process. While specific dates may vary year-by-year, the timeline is generally:
- Goal Setting: July 1-August 15
- Mid-Year Review: November 15-January 15
- End-of-Year Review: May 15-June 30

What do I do if I/an employee is out on a leave?
Supervisors should complete a performance evaluation reflecting on the time that the employee did work during the evaluation year. Please contact TalentImpact@clevelandmetroschools.org for guidance on specific cases of leave of absence.

If you are a Supervisor and are out on a leave of absence, be sure to delegate your responsibilities in Workday to a colleague. This should include performance evaluations. Your delegate for performance evaluations should also be the person who is supervising your direct reports in your absence.

How can employees respond if they do not agree with and/or would like to contest their final rating?
In cases where employees have questions about or do not agree with their Mid-Year Review or End-of-Year Review rating, employees should take the following approach:
- During the review conversation, discuss with your manager the rationale for the rating and any open questions. Be sure to share with your manager your honest reactions. Identify any specific areas where you do not agree with your manager’s assessment, e.g. specific competency the goals, and ask clarifying questions and discuss reasons why you may not agree.
- If at the end of the conversation, you and your manager are not aligned on the rating, you will have the option to add a comment when you electronically sign off on the evaluation.

What happens if your goals no longer apply because of changing circumstances, e.g., change in job/position?
In cases where an employee’s functional and/or competency-based goals are no longer applicable or relevant, employees and their managers should use the Mid-Year Review process to assess the original goals and determine how they should be adjusted to better apply to an employee’s role, using the SMART goal framework. The need to change goals may occur if goals are no longer applicable because of changing circumstances, an employee informally or formally changes their job/role, or others. Keep in mind, employees and managers should not wait until the Mid-Year Review process to adjust goals if there is a reason to update beforehand. Goals and progress against goals should be regularly discussed and revisited to support the direction of an employee’s role and growth.

How is this tied to compensation?
The Mid-Year Review and Year-End Review ratings will not be linked to compensation decisions. The primary focus is creating a consistently implemented process for employee goal setting and development. The objective is to promote a culture of performance growth that enables individuals to thrive at CMSD while moving towards CMSD’s collective goals – not to create a punitive, evaluation process.

As the organization rolls out the process this year and understands strengths and areas for improvement, CMSD may consider linking year-end ratings to compensation in future years. However, for now, ratings are not tied to compensation.
For managers collecting evidence and feedback on the performance of direct reports, what constitutes as “good” evidence?
Managers are expected to gather evidence on their direct report’s performance that allows them to 1) identify patterns of performance that indicate the employee’s ability or inability to satisfactorily meet her/his performance expectations by the end of the year and 2) compare the employee’s actual performance and development progress to the goals set at the beginning of the year. Managers will collect this evidence through observations, notes, documentation, feedback from others, and any other materials regarding the employee’s performance to date. “Good” evidence will be specific, data/example-based, and support overall trends (not just one time examples of high or low performance). Examples of documentation may include:

- Concrete and tangible work examples
- Documentation on meetings regarding employee performance
- Compliments or complaints from “customers”
- Copies of disciplinary action documents or related materials
- Data on the results of the employee’s performance in the form of statistics or performance metrics
Goal Setting

Goal setting is a powerful process for thinking about your future in your current role and beyond. Setting the right goals will help focus and motivate growth in existing areas of strength and identify development opportunities. Specifically, the goal setting process provides the following benefits:

- **Focus** – Allows you to prioritize your most important outcomes to maximize your contribution toward the district’s overall vision.
- **Foundation for reflection** – Provides a framework to reflect back on and compare against regularly throughout the year.
- **Accountability and progress monitoring** – Supports everyone’s efforts to meet our collective outcomes.

Goal setting is one of the initial steps in the overall performance cycle and serves as the critical foundation for the continuous loop of performance discussions you will have with your manager over the course of the year. Keep in mind:

1. The performance year runs **July 1st - June 30th**. It’s important to set goals that are met within this time period.
2. Typically, goal setting will take place during the summer (**July**) and should be finalized by **August**.
3. New employees or employees new to their current role should set goals with their manager within their first 30 days.
4. Goals should be revisited often through regular manager-employee check-ins. In addition, formal goal reviews will take place at your mid-year review (**November - December**) and at the end of the performance cycle (**May - June**).

Cascading Goals

“Cascading” is a process of setting goals level by level though the organization to make sure that goals are aligned with overall strategic priorities for the year in keeping with the Cleveland Plan. We do this so that each individual’s goals ladder up to the goals of the team; each team’s goals ladder up to the goals of the department; and each department’s goals ladder up to the district-wide goals.

**Step 1: CEO Develops Strategic Priorities:** The CEO identifies Strategic Priorities for the entire District based on the goals in the Cleveland plan. These priorities are typically multi-year, and drive the work of the entire district.

**Step 2: Chiefs Develop Enterprise-Level Goals:** Based on the Strategic Priorities set by the CEO, Chiefs develop department-level priorities to guide the work of each department. These priorities are designed to support the Strategic Priorities for the district in meeting the goals of the Cleveland Plan, and typically cover multiple years.

**Step 3: Senior Managers Develop Team Goals:** Based on Department-Level Priorities set by each Chief, senior managers develop team-level goals to support Department Priorities and district Strategic Priorities. These priorities are designed to focus the work of individual teams, and typically cover one year.

**Step 4: All Staff Set Individual Goals:** Based on Strategic Priorities, Chief Priorities and Department Goals, all staff will set individual Functional and Competency goals to align the work of the district overall. Individual goals drive individual work, and typically cover one year.
Individual Goals
How Many & What Types of Goals Should I Set?
During the goal setting process, employees create two types of goals:

- **Functional goals** – Define what you commit to achieving throughout the performance cycle related to your specific job function. These goals should ladder up to team-wide and then enterprise-wide goals set and shared by Chiefs and team managers. While your functional goals should attempt to cover a substantial portion of your work, it may not always be possible for functional goals to cover a full 100% of your job duties.

- **Competency goals** – Define how you will perform your work to reach your goals and complete day-to-day activities (e.g., how you conduct meetings, resolve conflicts, manage and develops team members, etc.). These goals are based on the CMSD competency rubric. Click here to review the detailed competency framework.

When are Goals Reviewed?
Progress against both functional and competency goals set in the beginning of the year will be discussed and reviewed on an ongoing basis throughout the year in regular (e.g., weekly or bi-weekly) manager check-ins, after key milestones or notable activities are completed, or ad-hoc on any day in between. Regular self-reflection and manager feedback on progress toward goals is critical to transparency and alignment so that you and your manager have the same understanding on any given day of how you are performing. In addition, regular self-reflection and manager feedback are powerful strategies to help you course-correct or fine-tune your approach over time to be sure you are and remain on track to reach annual goals and to have your biggest impact on your function and ultimately on students in Cleveland.
In addition to ongoing informal self-reflection and feedback on progress against goals, **formal goal reviews** will take place at two points: mid-year and year-end. During each point in the review cycle, you will share self-reflections and receive feedback on each goal and receive an overall rating based on a preponderance of evidence, including your reflections about progress made against your goals, and feedback discussions with the your manager.

**How Do Employees Set Goals?**

**Step 1: Self-Reflection**

Prior to setting goals for the year, it’s important to reflect on:

- Your recent performance, including feedback you may have heard from others via formal (e.g. last year’s evaluation) and informal (e.g. praise or suggestions from others) channels. This may include taking note of why you were successful in certain work scenarios last year and/or why you struggled and did not make the impact you expected.
- Your role in helping the team to reach collective goals – (e.g., what do you need to accomplish to help your team meet its goals for this year?)

Taking this time of reflection will help you set meaningful goals that can accelerate your professional development. Record your reflections someplace where you can easily reference them (e.g., a notebook, a journal, or a self-development file on your computer).

**Step 2: Self-Assessment**

Review the [Competency Framework](#) to understand the expectations for your role, and consider how you are currently doing relative to the expectations outlined in the rubric. Think about which competencies you are strongest in and where you may need additional development. Consider which competencies you have the most interest in developing further to support your long term career development goals. Use this information to help you determine your competency-based priorities for the year.

Some additional tips for completing your self-assessment are below:

- **Be honest.** The more authentic your self-assessment, the better foundation you have for professional growth and development this year and in the long term, and the better base you have for a meaningful review with your manager.
- **Align with your career goals and CMSD.** Tie your self-assessment to the goals of your department/team as a whole as well as to your own professional goals. This enables you to demonstrate your impact in a way that is aligned to your long term career aspirations as well as the district overall.
- **Focus.** As tempting as it might be to choose many competency-based areas, focusing on a few highest impact areas will allow you to channel your development efforts toward growth in a more efficient and powerful way.

**Step 3: Make Sure Goals are Actionable**

The SMART goal setting framework can be helpful to ensure that the goals you are setting (competency or functional goals) are actionable. SMART goals will be specific, measurable, achievable, relevant, and time-bound goals.
Consider the following when setting your SMART goals:

- **Inputs** – You should include a few goals that are function-related and a few that are competency-based.
- **Number** – Consider prioritizing no more than 5 to 6 goals to allow focused investment of energy.

See the SMART goal overview and worksheet.

### Step 4: Collaborate with Manager to review and refine goals

Schedule a goal review meeting with your manager (or allocate time in an existing meeting). Managers, consider the following in reviewing your employees’ goals:

1. Do the functional goals of each individual ladder up to team or organization-wide goals?
2. Do the competency goals focus on previously identified development areas or align to areas where the staff member has an expressed desire to grow?
3. What competencies are most critical for success in this specific role? How does the staff member perform against these competencies? If additional growth is needed in these areas, add it to the list of goals.
4. Are the goals SMART (specific, measurable, achievable, relevant, and time-bound)?
5. Does the number of goals set allow for ambitious growth and development but also a focused investment of energy?

Incorporate updates, as needed, from the conversation with your manager. Managers, see Manager’s Goal Setting Conversation Guide for more information.

### Step 5: Schedule reoccurring meetings with your manager

Routine check points with your manager should be scheduled (e.g., weekly, every other week, or at most monthly) during the performance review cycle to review progress made against goals, reflect on what is working and where your approach may need to be refined, and to obtain feedback, coaching, and support. If you have a recurring check-in with your manager, consider repurposing some or all of that time for feedback and goal reviews.

Goals will be formally discussed at your mid-year review (November - December) and at the end of the performance cycle during year-end reviews (May - June).
The “SMART” Method of Goal Setting

**Specific** – Each goal should be clear and unambiguous. A specific goal will usually answer the five “W” questions:
- What: What do I want to accomplish?
- Why: Specific reasons, purpose or benefits of accomplishing the goal.
- Who: Who is involved?
- Where: Identify a location.
- Which: Identify requirements and constraints.

**Measurable** – If a goal is not measurable, it will be difficult to know whether you are making progress toward successful completion. Indicators should be quantifiable whenever possible. Measuring a goal helps the team stay on track and reach its target dates. A measurable goal will usually answer the following questions:
- How much?
- How many?
- How will I know when it is accomplished?
- How will I know if I have reached success?

**Achievable** – While goals should require a stretch to be reached, each goal should also be realistic. In other words, the goals should neither be out of reach or below standard performance. You should be able to answer the following questions for an achievable goal:
- What items will I need to achieve my goal?
- What things will I need to learn more about to achieve this goal?
- What people can I reach out to for support?

**Relevant** – You should choose goals that matter. A goal that supports or is in alignment with team and departmental goals would be considered a relevant goal. A relevant goal can usually answer the following questions:
- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Are you the right person?
- Is it applicable in the current political or economic environment?

**Time-bound** – A commitment to a deadline helps you and your team focus their efforts on completion by a certain date. Setting a timeline is intended to help ensure that a goal is not overtaken by daily crises / fires. A time-bound goal will usually answer the following:
- By when?
- What can I do six weeks or six months or a year from now that I cannot do today?

Use the Worksheet on the next page as a guide to help you prepare to enter your goals.
<table>
<thead>
<tr>
<th>Step 1: Write your goal using as few words as possible. Remember that goals should be aligned to department goal and increase your proficiency in specific competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My goal is to: _____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Make your goal detailed and SPECIFIC. Answer who/what/when/where.</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Make sure your goal is MEASURABLE. Add details, measurements, and tracking details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will measure/track my goal by using the following numbers, progress indicators, or data points:</td>
</tr>
<tr>
<td>_____________________________________________________________________</td>
</tr>
<tr>
<td>I will know when I’ve reached my goal when:</td>
</tr>
<tr>
<td>_____________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Make your goal ATTAINABLE. What additional resources do you need for success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items I need to achieve this goal: _________________________________________________</td>
</tr>
<tr>
<td>How I'll find the time: ____________________________________________________________</td>
</tr>
<tr>
<td>Things I need to learn more about: ________________________________________________</td>
</tr>
<tr>
<td>People I can talk to for support: _________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Make your goal RELEVANT. List why you want to reach this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__-------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 6: Make your goal TIMELY. Put a deadline on your goal and set some benchmarks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will reach my goal by (date): <strong><strong>/</strong></strong>/____.</td>
</tr>
<tr>
<td>My halfway measurement will be __________________ on (date) <strong><strong>/</strong></strong>/____.</td>
</tr>
<tr>
<td>Additional dates and milestones I'll aim for:</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
</tbody>
</table>
Manager’s Goal Setting Conversation Guide

Use these conversation starters along the way to help get the discussion going. Modify as fits your speaking voice, style, and relationship with your employees.

Before holding goal setting conversations, you should share your department and team goals with your team members so they can set appropriate functional goals.

**Step 1: Open – set a positive tone**
Be sure to set the employee at ease. Work with your staff member to set the day and time well in advance. Be sure you have selected a private setting, allotted sufficient time, and made sure you will not be interrupted. Remember, the purpose of the conversation is to support the success of employees and CMSD as a whole. The outcome of the discussion is to support the employee to develop robust and appropriate set of goals that will enable personal success, position long-term career growth and development, and set the staff member up to make their biggest personal contribution to the overall collective goals of CMSD.

**Step 2: Discuss cascading goals / functional goals**
You should now revisit organizational and team goals to which the employee should be laddering up their functional goals. This helps to frame the conversation and reminds employees that all goals should support achievement of team and organizational goals. Invite the staff member to share their draft goals with you and why they are proposing a focus on each area.

- How does each functional goal ladder up to the collective work of the team / function / department / district?
- What have they proposed NOT to prioritize and why?
- Does the number of goals set allow for ambitious growth and development but also a focused investment of energy?
- As needed, come to alignment on the refinements before goals are finalized.

**Step 3: Discuss competency goals**
Invite the staff member to share their competency goals and rationale for prioritizing them with you.

- How did they consider and incorporate feedback from last year, if applicable?
- What process was taken to reflect on individual performance for each competency and identify development areas to prioritize for goal setting?
- Do the competency-based goals focus on previously identified development areas or align to areas where the staff member has an expressed desire to grow?
- If any of the competencies would qualify as extra critical for this role (like “power strand” competencies for teachers and principals), confirm that they are accounted for in the staff member goals.
- Does the number of goals set allow for ambitious growth and development but also a focused investment of energy?
- As needed, come to alignment on what refinements should be made before goals are finalized.

**Step 4: Discuss action plan and next steps**
No goal setting conversation is complete without a discussion of the concrete steps each employee will take to meet or exceed their goals. Throughout the conversation, managers should ask what support they can provide to their staff member to help them reach their goals. However, in the final moments of the meetings, recap the support you will provide and specific next steps the employee will take to meet their goals.
Inputting Goals into Workday

Strategic Priorities, Chief Priorities, and Team Goals

Workday allows for cascading of goals from Chief to manager to individual contributor. This is accomplished by inputting “Organization Goals” that can be attributed to each organization. Organization Goals are department-level priorities that each employee will consider when setting his/her individual goals. Talent Impact will facilitate the entry of Organization Goals to support Chief and SLT members with this task. All employees, regardless of level, will be responsible for entering their own individual goals.

<table>
<thead>
<tr>
<th></th>
<th>Talent Impact inputs into Workday…</th>
<th>Employee inputs into Workday…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiefs</td>
<td>Organization Goals, set to public so all employees can view</td>
<td>Individual Goals</td>
</tr>
<tr>
<td>Senior Leadership Team (SLT) members</td>
<td>Organization Goals, set to private so only employees in that department/management line can view</td>
<td>Individual Goals</td>
</tr>
<tr>
<td>Managers, non-SLT</td>
<td>None</td>
<td>(Optional) Organizational goals set to private; Individual Goals</td>
</tr>
<tr>
<td>Individual Contributors</td>
<td>None</td>
<td>Individual Goals</td>
</tr>
</tbody>
</table>

Step 1: Input Your Own Organization Goals

Chiefs and Senior Leadership Team members will have their broader priorities, called “Organization Goals,” inputted into Workday on their behalf. Other managers may elect to input their own department priorities into Workday so that their employees may link individual goals to specific department priorities.

1. In search bar type “Manage Organization Goals”
2. Select your own supervisory organization and applicable goal period.

3. Enter your department priorities for the year. Choose “Private” for priorities to just be accessible to employees in your management line for their own goal-setting purposes; if you don’t select private, then every employee will be able to see the department priorities when they set their individual goals. Under “Supports” choose the Organizational Goal that this priority supports, if applicable. Leave “Supporting Initiatives” blank.
4. When you are finished adding all Organization Goals, click OK.

View Organization Goals for Other Departments
Employees can view departments’ public priorities (called “Organization Goals”) at any time. To do so, type in the name of the Supervisory Organization you are interested in viewing. Click “Actions” next to the name of the organization, and then select “Talent > View Organization Goals.” Select the goal period you are interested in viewing. If you select “View Subordinate Organizations” you will be able to see Organization goals from the department, as well as any other sub-departments that have set Goals. If you cannot see a department’s goals that means that the department did not set their goals to “public.”
Step 2: Input Individual Goals

Every summer, all individuals, regardless of role, will set goals for the year ahead. See Goal Setting for more information on best practices for goal setting.

1. Navigate to your Workday Inbox. Look for a message “Set Content: PD&E 2017-2018 Goal Setting: Your Name”. Click on the arrows on the top right to expand to full page.

2. Read the instructions at the top of the page. Then choose “Guided Editor” for a step-by-step process walkthrough.

3. To enter your Functional Goals, select Add. Enter the text in the box marked “Goal.” Select “Non-bargaining Functional Goal” under “Category.” Under “Supports” select the Organization Goal that this goal ties to, if applicable. Enter a Due Date by when you hope to complete the goal. Select the appropriate Status. All of these fields require information to be entered in order for the form to be submitted.
4. Select Add to add another goal. Continue the process until all of your functional goals are added. Aim for three goals; click here for more information on Functional Goals. When you're done adding goals, select “Next.”

5. Click on the link on the top of the page to review the competency framework. Click here for more information on Competency Goals.

6. To enter your competency goals, select Add. Enter the text in the box marked “Goal.” Bold and Underline the competency that you are going to work on and include description text of how this competency relates to your work, and what your specific goal is around this competency. Select “Non-bargaining Competency Goal” under “Category.” You can leave “Supports” blank. Enter a Due Date by when you hope to complete the goal. Select the appropriate Status. All of these fields are required in order to submit the form.
7. Select Add to add another goal. Continue the process until all of your competency goals are added. Aim for 3 goals. When you're done adding goals, select “Next.”

8. Review your Functional and Competency goals as entered. To make changes, click on the pen icon in the top right of each goal. To add a goal, click “Add.” Once you are confident in your goals, select “Submit” at the bottom of the page. If you want to return to the goals, click Save for Later. The task will remain in your inbox until you select “Submit.”

9. Once you hit Submit, your manager will get a message to review your goals.
Step 3: Review Employee Goals

All employees will enter their own individual goals. Before those goals are final, managers have the opportunity to review the goals to make changes or additions. Managers are encouraged to discuss goals with their employees before finalizing.

1. Navigate to your Workday Inbox. Look for a message titled “Set Content: PD&E 2017-18 Goal Setting: Employee Name.” Click on the arrows in the top right corner to expand to full screen.

2. Read the instructions at the top of the screen. Then select “Go to Guided Editor” to review step-by-step.

3. Review the Functional Goals entered by the employee. To edit, click on the pen icon to the top right of the goal. To delete the goal entirely, select the “X” at the top right. To add a goal, select Add. Please discuss goals with your employee before deleting, editing, or adding.
4. Click Next. Review the Competency goals entered by the employee. To edit a goal, click the pen in the top right corner. To delete a goal, click the X. To add a goal, click Add. Please discuss goals with your employee before deleting, editing, or adding. Then click Next.

5. Review both sets of goals for any final changes. If you agree with the goals, select Submit. If you want to return, select Close and come back to your inbox to complete the review later. If you see major issues with the goals and you want the employee to review and/or start over, select Send Back. You will be prompted to enter a reason that the employee will see when the goals are sent back to their Workday Inbox.

6. Once you submit, the goals will be successfully completed.

**View Goals Set during Goal-Setting, and Make Edits Throughout the Year**

Employees can view their goals at any time, and are encouraged to regularly review their goals to support their work. Managers can make edits to goals throughout the year, and are encouraged to do so if employee’s roles and responsibilities change. Employees will have the opportunity to update goal status and details during the mid-year and end-of-year review period.

After goals are finalized, they are viewable to the employee and the manager. Navigate to the employee’s profile, scroll down and select “Performance.”
There are three ways to view goals:

1. Under the tab Performance Reviews. Here you can create a PDF of goals to print.

2. Under the tab Goal Details. Here you can view each goal by status (In process, not started, etc.) and managers can edit goals, including the status. If the goal is no longer applicable, managers should mark the goal as not applicable. Do not delete goals.
3. Under the tab Individual Goals, you can see each goal one by one. Managers can also edit goals from this tab.
Mid-Year and End-of-Year Reviews

What are the Mid-Year and End-of-Year Performance Reviews?
Mid-year reviews serve as formal discussions of overall performance for the first half of the year. Mid-year reviews allow managers and employees to document accomplishments, progress, and challenges; confirm alignment of expectations; discuss priorities; identify and mitigate potential barriers to goal achievement; and fine-tune performance goals for the second half of the year, as needed. Mid-year reviews are especially beneficial because they provide:

- An indicator of progress against goals set at the beginning of the year
- An opportunity for employees to process and synthesize feedback
- An early warning system before issues become problems
- An opportunity for formal coaching and support for employees
- A forum for managers to tailor their differentiated approach to high performers

End-of-Year reviews serve as formal discussions of overall performance, including goal outcomes for the year and demonstrating proficiency levels for role-based and CMSD-wide competencies. The year-end review:

- Facilitates ongoing dialogue between managers and their employees, enabling and developing a feedback culture at CMSD
- Identifies progress against goals set at the beginning of the year
- Highlights performance opportunities and strengths to inform goal setting for the following year

How are employees evaluated?
During the goal setting process in the beginning of the year, employees create two types of goals:

1) Functional goals, which define what an employee commits to achieving this year related to their specific job function. These goals should ladder up to team-wide or enterprise-wide goals communicated to all employees by department Chiefs and managers and be expressed in a SMART format.

2) Competency goals, which define how an employee completes his or her goals and day-to-day activities (e.g., how the employee conducts meetings, resolves conflicts, manages and develops team members, etc.). Special consideration should be paid to any competencies flagged by managers as particularly critical for the function or the role as well as any growth areas resulting from last year’s year-end review. Note that employees are responsible for meeting expectations of all competencies, not just the competencies for which they set performance goals.

The progress each employee makes against both functional and competency goals set in the beginning of the year are reviewed at the mid-year and end-of-year. During each point in the review cycle, employees share self-reflections and receive feedback on each goal and receive an overall rating based on the preponderance of evidence provided by the employee and the manager.

What is the Rating Scale for Mid-Year and End-of-Year Reviews?
Rating scales are used in performance development and evaluation systems to align around an employee’s performance compared to expectations and goals. The scale is designed to provide clear assessments, be relatively easy to administer and contribute to an aligned understanding of performance among employees at a given level.

The progress each employee makes against both functional and competency goals set in the beginning of the year will be reviewed at two points: mid-year and year-end. During each point in the review cycle, employees share
self-reflections, receive feedback on each goal and receive an overall rating based on the preponderance of evidence.

- For the mid-year review, an “On Track”, “Partially On Track”, or “Off Track” rating is assigned to each employee to ensure directional transparency and alignment while keeping the process simple. At this time, managers provide directional feedback on actions employees can take to ensure they are on a successful path for year-end.
- For the year-end review, employees are rated on a 4 category rating scale, with “Accomplished” being the highest and “Ineffective” being the lowest.

<table>
<thead>
<tr>
<th>Accomplished</th>
<th>Skilled</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
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<tbody>
<tr>
<td>Makes exceptional contributions on both the functional and enterprise levels. Consistently demonstrates a high degree of skill and mastery across all competencies. Exemplar of CMSD culture, aspirational norms, and desired behaviors. Independently demonstrates cross functional leadership.</td>
<td>Makes significant contributions on the functional level. Consistently accomplishes goals and meets expected outcomes and may sometimes exceed.</td>
<td>Performance is sometimes below expectations. Key goal(s), deadline(s), or accomplishment(s) may be at risk of not being met.</td>
<td>Performance is often or consistently below expectations. Key goal(s), deadline(s), or accomplishment(s) missed. Immediate and significant performance improvement is required.</td>
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**Mid-year and End-of-Year Performance Review Process**

While the following describes the formal performance evaluation process, managers and employees are expected to meet routinely on an informal basis to discuss function-related and competency-based performance and assess progress made against goals.

**Step 1: Individual Self-Assessment**

Prior to the mid-year and end-of-year performance reviews, it’s important to take some time to reflect on your recent performance.

1. Consider the progress you are making towards your goals and the key strengths and development areas you’ve identified to date. Take note of your biggest successes. Why were you successful in these scenarios? An important aspect of reflection is not only thinking about your progress and challenges, but understanding how you will apply these learnings to help you improve during the remainder of the year.
2. Review the competency rubric to understand the expectations for your role. How are you doing relative to the expectations outlined in the rubric?
3. Ask others you work closely with (peers, managers, partners at schools) about your performance. Does your actual performance align with the performance expectations for your role?
4. Think about the feedback you received during informal conversations about performance or during your last performance review. How has that feedback informed your goal setting? Have you addressed your development needs? If not, what are the obstacles preventing you from reaching performance expectations? What can you do to work on these things?
5. Are there any recent developmental needs you’ve identified? How do you plan to address them?

Taking this time to reflect will help you complete your self-assessment evaluation and prepare you for rich dialogue with your manager during the mid-year and year-end review and may also help you contextualize the formal feedback you receive. Record your reflections someplace where you can easily reference them (e.g., a notebook or a journal).

Now that you have taken time to reflect on your performance to date, it’s time to use these learnings to complete your self-assessment evaluation. Your self-assessment should evaluate the progress you have made against the annual functional and competency goals you set at the beginning of the year. Please reference the goals you set in Workday using the instructions here. This is also a time in which you can highlight any important projects you’ve worked on and new skills you’ve developed.

Some additional tips for completing your self-assessment are below:

- Tie your accomplishments to the goals of your manager or the organization as a whole. This enables you to demonstrate more impact.
- Be honest. The more authentic your self-assessment the better foundation you have for a meaningful review with your manager.
- Be concise. As tempting as it might be to include every aspect of what made your accomplishment great, stick to the highlights.

Preparing to conduct reviews

1. Gather the employee’s performance plan along with your observations, notes, documentation, and any other materials regarding the employee’s performance to date. Examples of documentation include:
   - Concrete and tangible work examples
   - Documentation on meetings regarding employee performance
   - Compliments or complaints from “customers”
   - Copies of disciplinary action documents or related materials
   - Data on the results of the employee’s performance in the form of statistics or performance metrics
2. Identify patterns of performance that indicate the employee’s ability or inability to satisfactorily meet her/his performance expectations
4. Review feedback solicited through the review process. See Completing Reviews in Workday.
5. Compare the employee’s actual performance and development progress to the goals set at the beginning of the year
6. Draft your evaluation.

Step 3: Mid-Year or Year-End Discussion

For Managers:

Before the meeting:

- Share the employee’s evaluation with them prior to the meeting so your employee has time to review. The suggested time to send this draft to your employee is two days in advance.

During the meeting:

- Provide a summary view of performance for the entire performance period and tell your employee their final performance rating.
Use detailed examples and anecdotes to help your employee understand what you are communicating.

Make your suggestions and feedback actionable. Ask your employee to repeat back or paraphrase what they are taking away so that you can be sure it aligns with what you intended to convey.

Give advance consideration to what is most important to share with a focus on examples illustrations, and rationales.

Ensure that both you and your employee are engaged in the conversation.

Be positive about the opportunity for improvement.

Have a collaborative attitude: achieving goals and professional development is a team effort.

Exhibit openness to give and receive feedback.

Express a commitment to follow through on commitments made during this conversation and determine accountability measures.

Demonstrate agility in refining approaches as needed.

Allow the employee ample time to ask questions, gain understanding or share concerns.

Agree on adjustments that need to be made to goals or development plans.

Be sure to include both positive and constructive feedback for all performance levels.

Sample questions you can ask employees during performance review conversations

- General questions
  - Which of your goals have been accomplished to date?
  - How has your performance related to your goals measured up against the success criteria you outlined at the start of the year?
  - What challenges emerged that had an impact on your performance or goal accomplishment?
  - How can I be of assistance to ensure your success?

- Questions specific to mid-year review
  - What goals and projects still need to be accomplished?
  - What resources and support will be required to accomplish the goals that remain for the rest of the year?
  - What obstacles or challenges might hamper performance going forward?
  - What new knowledge, skills, and capabilities will be required for you to meet year-end performance expectations? How can I support you in attaining these requirements?

For Employees

- Review your assessment provided to you by your manager prior to the meeting; note any questions you have.
- Meet with your manager to discuss performance progress. Ask manager for performance-related feedback and discuss any adjustments that should be made to performance goals or development plan.

During the mid-year and year-end review, managers and their employees should talk about how aligned they are on the employee’s self-assessment and managers feedback. Ideally, employees should not be surprised by manager feedback. If so, more touch-points should be scheduled throughout the year to have two-way feedback and explicit performance conversations.

Why do we use feedback as part of the performance review?

Feedback should happen throughout the year through one-on-one discussions, meetings, and debriefs between managers and their direct reports and between peers. That kind of day-to-day interaction and support helps each of us celebrate our successes and grow in our roles to support our mission.

Performance reviews help employees document accomplishments, progress, and challenges, and help to confirm alignment between employees and managers about expectations. Feedback is an integral part of this process because it is a key source of information for employees and managers about performance and it will help
employees and managers develop a holistic view of performance across the year. Peers and others can provide insight into your that helps the employee and manager identify strengths and opportunities for growth.

Getting the most out of the feedback process

**Whom should I select as people to give feedback on my performance?**

First and foremost, you should select people who can speak to your performance. These are colleagues who:

- Work closely with you on projects over the course of the year,
- Have seen aspects of your core work or in different roles, and/or
- Collaborate with you regularly.

Selecting a diversity of people who have seen your work over the past year will help provide you and your manager a holistic view of your performance. These feedback providers can be your colleagues, your direct reports, your “customers” within the district, and/or external partners.

At a minimum, you should select at least three people.

**What information should I share with my feedback providers?**

It’s beneficial if you can notify your feedback providers who are internal CMSD staff that you have selected them, but it’s not necessary. If your feedback providers are external to the district or aren’t a non-bargaining employee in the district, it will be helpful for you to tell them a little bit about the process and that they should expect to hear from your manager.

If there is anything that you specifically want feedback about, you should let your feedback providers know. For example, if you have set a competency goal about systems thinking, you may want to tell your feedback providers about that goal and ask for feedback. Alternatively, if you have a functional goal you’ve been collaborating on with a teammate, you may want to ask them to speak to successes and challenges of the project (which you will also do as part of your self-assessment).

**How do I give good feedback when asked?**

When you’re asked to give feedback about someone, you should highlight both the person’s strengths and areas of growth. Great feedback helps people develop and reach their individual goals and the district reach its goal of providing an excellent education to our scholars.

It is recommended that employees pick about 3 competencies from our competency rubric where the person really shines and 3 competencies where the person could grow. As you think about which competencies to pick, they should be behaviors that you regularly see across multiple situations and within the relevant review period.

For each competency, identify the specific behaviors or examples that you have seen and the impact that those behaviors had. The more specific you can be, the easier it will be for that person to replicate or change the behavior. For example, employees might share:

*Miranda excels at customer experience. She is always responsive to my requests, and if she doesn’t know the answer to my question, she will track it down and communicate progress with me. During SBB, I was confused about what had been allocated in my budget for substitutes. After a back-and-forth over email, Miranda came out to my school so we could go over the numbers together. The next week, she sent me a quick text to make sure I felt comfortable with where we had landed.*

*I would like to see Jose become more innovative. The landscape of our work is changing rapidly, and we have to adjust our strategy and tactics every hiring season to meet new challenges. For example, when our team was brainstorming ways to get our schools 100% staffed, Jose didn’t share any ideas. Then, when we*
agreed to try new communication tactics, Jose was the last person on the team to implement them. I don’t know what underlies his hesitation, but month after month, his schools lag behind in hiring.

What happens if one of my direct reports hasn’t included someone I think they should have to get feedback about him or her?
You should review the list of feedback providers and make adjustments as necessary, whether it’s asking a different person for feedback or including someone from a major project who was left off. We recommend that you ask your direct report about why that person wasn’t included. It may be that the person was less involved than you had thought.

What do I do if I don’t get much feedback on my employees? Or if the feedback is of low quality?
Follow up! Ask for specifics, ask for areas of growth, and ask about specific projects that you’re aware of. You might also consider changing your method. Remember that feedback that you gather through this process is one piece of evidence that you should consider. You can also use survey data, things that you’ve observed over the review period, and feedback that you hear throughout the year, in addition to work product.
Completing Mid-Year and End-of-Year Reviews in Workday

Note that this section refers to “Mid-Year Review” in the titles of the screen shots, but the process is the same for the End-of-Year review.

Step 1: Request Feedback

1. Navigate to your Workday Inbox. Find the message titled “Get Feedback.” Click on the arrows in the top right corner to expand to full screen.

2. Identify the names of the people who you want to request submit feedback. You can type in their name, or select from the drop down list. You can add as many people as you wish; we recommend at least 3 who know your work well and can provide valuable insight. Note: if you wish to request feedback from individuals who are not CMSD employees, you will need to do so outside of the Workday system. Work with your manager to request feedback via email or telephone call.

3. Review the questions. Do not edit or remove questions. You have the option to Add a question, but please do not edit or remove the questions included. Your manager will see what questions are being asked of your feedback providers.

4. You can Save for Later, and return to the form through your Workday Inbox. Or you can select Submit. When you select Submit, your self-evaluation and feedback names are sent to your manager.
Step 2: Complete your Self-Evaluation

1. Navigate to your Workday inbox. Find the message titled “Self-Evaluation: 2017-2018 PD&E Mid Year Review: Your Name.” Click on the arrows at the top right corner to expand to full screen.

2. Read the instructions at the top of the form, and then click “Go to Guided Editor” for step-by-step instructions.

3. Feedback will not show for you. The feedback your peers provide will show up for your manager. Click next
4. Read the instructions at the top of the screen to review your PD&E Functional goals. Click anywhere on the goal to edit. Select a Rating (On Track, Partially On Track or Off Track) and include comments with your reflection on your goals. You can also change the status of the goal. Comments are required for every goal.

5. Repeat the reflection for each of your Functional Goals, then click Next.

6. Read the instructions at the top and do the same thing for the Competency goals. Click next.

7. Complete an overall summary of your performance in the box under “Summarize Overall Performance.” Identify priorities for the rest of the year in the next box. Click anywhere on the question to open the box for editing. Click Next.
8. Select your overall rating for the Mid-Year. Click on the link at the top of the page for rating descriptions. Click under the word “Rating” to access the drop down list. Click Next.

9. On the Summary page, read the entire page to ensure all sections are complete. To edit any section, click the pencil icon in the top right corner. You can elect to “Save for Later;” doing so will save the self-reflection in your Inbox until you submit. If you submit and get an error message, go back to ensure that all goals have a comment.
Step 3: Review Employee Feedback Requests

1. Navigate to your Inbox and find the message “Get Feedback: Employee Name.” Click on the arrows in the top right corner to expand to full screen.

2. Review the individuals your employee asked for feedback. Add names if you wish, or remove names. You can also add questions. Do not remove any questions already included. Do not Deny the feedback list; use the option to add or change recipients instead. Once you have reviewed the list, select Submit. Once you hit submit, employees on the list will receive the feedback request.
Step 4: Responding to Feedback Requests from Employees

1. Navigate to your Inbox. Look for the message “Give Feedback: Employee Name.” Click on the arrows at the top right corner to expand to full screen.

2. Review and respond to each question. You must include some response in the text box. Please do not select Decline. All employees are encouraged to complete the full questionnaire. Remember that the feedback you submit is not viewable by the employee, but only by their manager.

3. You can Save for Later and access the questionnaire in your Workday Inbox, or you can select Submit. When you select Submit, the feedback is sent to the person’s manager.
Step 4: Completing Manager Review

1. Navigate to your Workday Inbox and look for the message “Manager Evaluation: 2017-2018 PD&E Mid Year Review: Employee Name.” Click on the arrows in the top right corner to expand to full screen.

2. Read the instructions on the top of the form, then click Go to Guided Editor for a step-by-step version, or Go to Summary Editor for a one-page version.

3. Review the feedback sent in by colleagues for the employee. Be sure to review any feedback that may have been submitted from individuals outside of CMSD not through the Workday process. Note that the employee does not see this feedback. If you don’t see feedback from someone, please follow up with that person directly via email or phone. Also note that feedback takes time to collect; it may take a few days for a respondent to reply to a feedback request.

You can print at any time by clicking the Printer Icon at the top of the page. Click Next.
4. Review the employee’s Functional goals, and the employee’s comments and rating on each goal. Enter your rating and comments under “Manager Evaluation;” click anywhere under the title to edit the page. You must rate each goal and provide a comment in order to submit. Comments should include the evidence you are using to inform your assessment of the employee’s performance. See What constitutes good evidence for more information. You can also make edits to the goals and status at this point, however it is encouraged that you make notes in the Comment rather than edit the goal directly. When you’re finished click Next.
5. Review the employee’s Competency goals, and the employee’s comments and rating on each goal. Enter your rating and comments under “Manager Evaluation;” click anywhere under the title to edit the page. You must rate each goal and provide a comment in order to submit. You can also make edits to the goals and status at this point, however it is encouraged that you make notes in the Comment rather than edit the goal directly. When you’re finished click Next.

6. Complete the overall manager performance summary and identify priorities for the rest of the year. Review the employee’s own comments as you complete this section. Select Next.

7. Select the Overall Rating for the employee. Refer to the rating scale linked at the top of the page. Click Next.
8. Review the entire Evaluation to ensure that your responses are complete. You have the option to Save for Later, which allows you to access the saved work from your Workday Inbox. You can also send the evaluation back to the employee either to 1) request feedback from more people or 2) revise their self-evaluation. You must include a reason if you choose to Send Back. Finally you can Submit the evaluation. When you hit submit, the evaluation is sent to the Employee for their review. Be sure to meet with the employee to review and discuss the evaluation.

Step 5: Employee Sign off on the evaluation

1. Navigate to your Workday Inbox. Find the message “Manager Evaluation: 2017-2018 PD&E Mid Year Review: Employee Name.” Click the arrows in the top right corner to expand to full screen.

2. Scroll down to review the entire evaluation and your manager’s comments. Under Acknowledgement, select “Acknowledge.” You can include any comments in the Comment box. Note that selecting Acknowledge does not indicate Agreement with the evaluation, just that you acknowledge receiving it. This is the same as your signature on paper. Once you acknowledge, select Submit. This sends your evaluation to your manager.
Step 6: Manager sign-off on the evaluation

1. Navigate to your Workday Inbox and look for the message “Manager Evaluation: 2017-2018 PD&E Mid Year Review: Employee Name.” Click on the arrows in the top right corner to make the message full screen.

2. Scroll down to select “Acknowledge” under “Status.” Note that Acknowledge serves as your electronic signature. You can include a comment here if you wish. Select Submit and the process is complete.
Access Evaluations After they are Complete
The manager and employee can find completed evaluations at any time by clicking on the Employee’s profile, scrolling down to performance, and selecting the tab “Performance Reviews.” Here you can view the review, or create a PDF to print the review.

Competency Framework
Please see the next page for the PD&E competency framework.