



PROCESS FOR USING THE STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR EVALUATION OF NUTRITION SERVICES EMPLOYEES

Evaluation Process

1. Nutrition services employees may complete the evaluation form based on their own perception of their job performance.
2. Supervisors will complete the evaluation form based on everything they know about performance.
3. The supervisor and nutrition services employee will meet to discuss the performance evaluation and any differences noted on the evaluation form.
4. The supervisor will submit the full evaluation to Nutrition Services at 1930 Como. The Summary Evaluation (final page) will be sent to the nutrition services employee's personnel file in the Human Resource Department.

Timelines for Evaluation

1. Nutrition Services personnel will receive a performance evaluation:
 - If probationary, the first evaluation will be done at four months and a final evaluation will be done at the end of the probationary period.
 - If a permanent employee: Evaluation would be completed in February or March every other year.
2. Supervisors may choose to evaluate a nutrition services employee at any time.

Improvement Plans and Disciplinary Action

Supervisors may develop an Improvement Plan or take disciplinary action according to the labor agreement with the appropriate bargaining unit. Evaluators are encouraged to contact their supervisor for assistance in these matters.



Standards of Effective Job Performance for Nutrition Services Employees

Nutrition Services Employee: _____

Job Title: _____ Location: _____

Evaluator: _____ Title: _____ Date: _____

Probationary Evaluation Annual Evaluation

Instructions: Check the number that best describes observed behavior or overall performance. If a standard does not apply to a specific role, mark N/A in the box to the far left.

(Top 5% in SPPS)

Below Standard Area of Growth Meets Standard Area of Strength Exceeds Standard
 1 2 3 4 5

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard
Knowledge Base <input type="checkbox"/> N/A	Demonstrates gaps in knowledge related to area of responsibility <input type="checkbox"/> 1	Demonstrates working knowledge in the area of responsibility: • follows steps in food preparation guidelines • effectively uses tools • follows policy and procedure <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Demonstrates extensive knowledge in area of responsibility <input type="checkbox"/> 5
Mission <input type="checkbox"/> N/A	Does not support the mission of the school or department <input type="checkbox"/> 1	Supports a clear mission for the department or school: • sells service to customers • educates customers about nutrition services <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Creates wide range "buy in" of the department or school mission <input type="checkbox"/> 5

Notes:

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard
Relationships <input type="checkbox"/> N/A	Feedback from others indicates disrespectful or unprofessional relationships <input type="checkbox"/> 1	Maintains respectful, effective, and professional relationships with all students, staff and parents <ul style="list-style-type: none"> • skilled in conflict resolution • effective teamwork • no pattern of complaints from others • reports from others of good work • surveys shows positive results <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Feedback surveys and other data indicate highly positive working relationships <input type="checkbox"/> 5
Problem Solving <input type="checkbox"/> N/A	Problem solving skills are not effective <input type="checkbox"/> 1	Applies problem solving skills effectively <ul style="list-style-type: none"> • uses resources to solve problems • proactively prevents problems • reacts effectively to solve problems • learns to solve own problems • knows which problems to solve on own and which to refer <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Is highly proactive in identifying and minimizing potential problems <input type="checkbox"/> 5
Results <input type="checkbox"/> N/A	Fails to meet expectations of: <ul style="list-style-type: none"> • quality • quantity • timeliness <input type="checkbox"/> 1	Completes assignments meeting expected performance criteria: <u>Quality of work</u> <ul style="list-style-type: none"> • ensures quality of food product • accountable cashiering: <ul style="list-style-type: none"> - accurate money collection - all meals are accounted for correctly • serves proper portions • prepares proper portions • follows recipes/food preparation guidelines • quality control checks are performed <u>Quantity of work:</u> <ul style="list-style-type: none"> • meets established criteria for assigned area of work <u>Timeliness of work:</u> <ul style="list-style-type: none"> - meets deadlines - follows through <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Consistently exceeds established criteria delivering high quality products <input type="checkbox"/> 5

Notes:

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard
Independence <input type="checkbox"/> N/A	Does not work independently as appropriate <input type="checkbox"/> 1	Works independently as appropriate <ul style="list-style-type: none"> • demonstrates multi-tasking • rotates assignments as requested • cross trains • effectively cashiers • continues quality teamwork even if someone is gone-picks up the slack • uses resources independently • effective use of time <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Proactively completes tasks independently as appropriate <input type="checkbox"/> 5
Tasks <input type="checkbox"/> N/A	May not work willingly on all assigned tasks <input type="checkbox"/> 1	Works willingly on all assigned tasks <ul style="list-style-type: none"> • follows job description <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Often goes above and beyond expectations <input type="checkbox"/> 5
Attire <input type="checkbox"/> N/A	Does not follow all aspects of uniform policy <input type="checkbox"/> 1	Follows uniform policy <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Uniform appearance is exceptional <input type="checkbox"/> 5
Safety <input type="checkbox"/> N/A	Fails to contribute to a safe and positive work environment <input type="checkbox"/> 1	Contributes to a safe work environment: <ul style="list-style-type: none"> • lifts properly • lifts appropriate weight • uses carts • keeps area free of spills, debris, etc. • wears goggles when appropriate • uses ear plugs when appropriate • safety records are completed as assigned • sets up, disassembles, cleans machines correctly • reports problems with machines immediately • uses ergonomic principles <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Proactively prevents problems that may disrupt a safe and caring work environment <input type="checkbox"/> 5

Notes:

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard
Food Sanitation <input type="checkbox"/> N/A	Fails to consistently use proper food sanitizing procedures <input type="checkbox"/> 1	Uses proper food sanitation procedures: <ul style="list-style-type: none"> • uses gloves when appropriate • always wears hair restraint • frequently washes hands • cleans area properly <ul style="list-style-type: none"> - buckets and towels are properly set up - uses correct concentration of cleaning agents • records HACCP data: <ul style="list-style-type: none"> - takes temperatures - records time and temperature when taken <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Proactively prevents food sanitation problems <input type="checkbox"/> 5
Attendance <input type="checkbox"/> N/A	Poor attendance and/or ineffective back up plans <input type="checkbox"/> 1	Has good attendance with appropriate plans in place for absences <ul style="list-style-type: none"> • no pattern of absences • follows procedures for reporting absence or tardiness • follows schedule, including breaks • is on time to work: <ul style="list-style-type: none"> - ready to start work at assigned time - in uniform, hands washed, at work station at assigned time - works until the end of the scheduled shift <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Has excellent attendance with well developed plans for absences <input type="checkbox"/> 5
Skill Development <input type="checkbox"/> N/A	Fails to learn and/or apply new skills as needed <input type="checkbox"/> 1	Learns and applies new skills as needed, including technology <ul style="list-style-type: none"> • operates computer programs • cashiers • operates new equipment correctly <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Develops self to assume new roles or responsibilities <input type="checkbox"/> 5

Notes:

Saint Paul Public Schools' Values:

<u>Values</u>	<u>Description</u>	<u>Yes</u>	<u>No</u>
Service over Self	Places subordinates and organization mission before self in actions, behaviors, judgments.		
Embrace Change	Opens pathways to opportunity, operates comfortably in a contemporary, dynamic environment, challenges convention appropriately		
Courage	Endeavors where we may not otherwise go, confronts difficult situations; makes tough calls and stands by them.		
Expect Excellence in all	Sets high expectations for self and others; honors quality contributions of others		
Love, Live Learn:	Exhibits dignity and respect for all, seeks self-improvement, takes personal responsibility.		
Comments:			

FOR NUTRITION SERVICES STAFF WHO SUPERVISE OTHER EMPLOYEES

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard
Recognition <input type="checkbox"/> N/A	Fails to provide positive recognition for employees <input type="checkbox"/> 1	Recognizes employees for positive contributions <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Regularly finds ways to support employee's large and small contributions <input type="checkbox"/> 5
Training <input type="checkbox"/> N/A	Not actively involved in promoting job specific training <input type="checkbox"/> 1	Promotes job specific training for self and others <ul style="list-style-type: none"> • Conducts training with own staff • Evaluates own staff <ul style="list-style-type: none"> - maintains accurate documentation - informs employees in a timely manner - give employees feedback in a professional manner - informs supervisors of employee problems - builds leadership capacity within the department <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Ensures continuous, focused professional development for self and others <input type="checkbox"/> 5
High Expectations <input type="checkbox"/> N/A	Fails to set and/or model high expectations for staff <input type="checkbox"/> 1	Sets and models high expectations for staff <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Sets, models, and attains high expectations for staff <input type="checkbox"/> 5
Meetings <input type="checkbox"/> N/A	Conducts meetings that are not productive and/or on time <input type="checkbox"/> 1	Conducts productive meetings <ul style="list-style-type: none"> • attends meetings on time • is a productive participant at meetings • records the content of meetings <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Conducts highly productive meetings <input type="checkbox"/> 5
Operations <input type="checkbox"/> N/A	Fails to assure that assigned operations are handled effectively <input type="checkbox"/> 1	Assures that assigned operations are running smoothly <ul style="list-style-type: none"> • effective at prioritizing <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Overall operations are a model for others <input type="checkbox"/> 5
Management <input type="checkbox"/> N/A	Fails to consistently implement effective managerial skills <input type="checkbox"/> 1	Implements effective managerial skills <ul style="list-style-type: none"> • maintains appropriate level of inventory • appropriate amount of food is ordered on time • meets meals per labor hour criteria • meets school operational standards: (food, milk, supplies, cost) • lines in the Nutrition Center are cost effective • uses data to make decisions <input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Implements <u>highly</u> effective managerial skills <input type="checkbox"/> 5

See Next Page to Complete Comment Notes for this Section

FOR NUTRITION SERVICES STAFF WHO SUPERVISE OTHER EMPLOYEES (Continued)

Skill Area	Performance Level				
	Below Standard	Area of Growth	Meets Standard	Area of Strength	Exceeds Standard

Notes (Continued):



Standards of Effective Job Performance for Nutrition Services Employees

Please rate the overall performance of _____
 Nutrition Services Employee's Name

School Year _____ Location _____

SUMMARY EVALUATION

Categories:

Below Standard
 1

Area of Growth
 2

Meets Standard
 3

Area of Strength
 4

Exceeds Standard
 5

Please choose a numeric score after each category:

Knowledge Base	<input type="checkbox"/>	Mission	<input type="checkbox"/>	Relationships	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	Results	<input type="checkbox"/>	Independence	<input type="checkbox"/>
Tasks	<input type="checkbox"/>	Attire	<input type="checkbox"/>	Safety	<input type="checkbox"/>
Food Sanitation	<input type="checkbox"/>	Attendance	<input type="checkbox"/>	Skill Development	<input type="checkbox"/>
Recognition	<input type="checkbox"/>	Training	<input type="checkbox"/>	High Expectations	<input type="checkbox"/>
Meetings	<input type="checkbox"/>	Operations	<input type="checkbox"/>	Management	<input type="checkbox"/>

Please Check the Overall Performance: Confer with supervisor prior to evaluation if overall recommendation is "Exceeds Standard" or "Below Standard."

- Exceeds Standard (In the Top 5% of Performance)
- Meets Standard (Satisfactory)**
- Below Standard (Unsatisfactory: must be re-assessed within four [4] months)
 (If non-probationary, an Improvement Plan may be developed.)

Comments

Signed: _____ Date: _____
 Supervisor

This performance appraisal has been discussed with me, and I have received a copy of it. (Nutrition Services Personnel may submit a letter for inclusion in their personnel file pertaining to this appraisal)

Signed: _____ Date: _____
 Nutrition Services Employee