

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

Evaluation Process:

1. Custodial services employees are encouraged to complete the evaluation form based on their own perception of their job performance.
2. A survey will be sent to principals on staff with direct reports for feedback.
3. Supervisors will complete the evaluation form.
4. The evaluator seeks prior approval on the performance evaluation prior to meeting with the employee.
5. The supervisor and employee will meet to discuss the performance evaluation.
6. Send the original evaluation to NACS office at 1930 Como in a confidential envelope.
7. NACS office will send to Human Resources.

Timelines for Evaluation:

1. Custodial Services personnel will receive a performance evaluation:
If original employment probationary: Evaluations will be done at 4 months, 8 months and a final evaluation will be done at the end of the 12 month probationary period.
If promotional probationary: Evaluations will be done at 2 months, 4 months and prior to the end of the 6 month probationary period.
If a permanent employee: Evaluation would be completed every other year.
2. Supervisors may choose to evaluate an 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.



DUE TO 1930 COMO BY _____

Standards of Effective Job Performance for Custodial Services Employees

Name: _____ Employee ID: _____

Job Title: _____ Location: _____

Evaluator: _____ Title: _____ Date: _____

Instructions: Circle 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.

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

| Skill Area | | Performance Level | | |
|------------------|---|--|---|------------------|
| | Below Standard | Meets Standard | | Exceeds Standard |
| Knowledge Base | Demonstrates gaps in knowledge related to area of responsibility 1 | Demonstrates working knowledge in the area of responsibility: <ul style="list-style-type: none">follows steps in cleaning guidelineseffectively uses toolsfollows policy and procedure 234 | Demonstrates extensive knowledge in area of responsibility 5 | |
| Customer Service | Feedback from others indicates disrespectful or unprofessional relationships 1 | Maintains respectful, effective, and professional relationships with all students, staff and parents <ul style="list-style-type: none">skilled in conflict resolutioneffective teamworkeffective communication with staff, students and publictakes responsibility for actions, decisions and resultsreports from others of good work 234 | Data indicate highly positive working relationships 5 | |
| Problem Solving | Problem solving skills are not effective 1 | Applies problem solving skills effectively <ul style="list-style-type: none">uses resources to solve problemsproactively prevents problemsreacts effectively to solve problemslearns to solve own problemsknows which problems to solve on own and which to refer 234 | Is highly proactive in identifying and minimizing potential problems 5 | |
| Notes: | | | | |

| Skill Area | | Performance Level | | |
|---------------------|---|---|---|--|
| | Below Standard | Meets Standard | | Exceeds Standard |
| Productivity | Fails to meet expectations of: <ul style="list-style-type: none"> • quantity • timeliness | Completes assignments meeting expected performance criteria: <u>Quantity of work:</u> <ul style="list-style-type: none"> • Properly uses materials and equipments to effectively and efficiently complete varying workload in a timely manner. <u>Timeliness of work:</u> <ul style="list-style-type: none"> • meets deadlines • follows through | | Identifies ways to streamline and improve efficiency of work |
| | 1 | 2 | 3 | 4 |
| Quality | Fails to consistently meet expectations in Quality of work | <u>Quality of work</u> <ul style="list-style-type: none"> • quality control checks are performed • meets defined cleaning standards • repair tasks are complete • accuracy and appearance are at an acceptable level • recognizes and learns from mistakes | | Ensures that defined processes and quality standards, and best practices are adopted and updated; drives continuous improvement. |
| | 1 | 2 | 3 | 4 |
| Independence | Does not work independently as appropriate | Works independently as appropriate <ul style="list-style-type: none"> • demonstrates multi-tasking • rotates assignments as requested • cross trains • continues quality teamwork even if someone is gone-picks up the slack • uses resources independently • effective use of time | | Proactively completes tasks independently as appropriate |
| | 1 | 2 | 3 | 4 |
| Teamwork | Contributes to making environment negative. | Builds trust by respecting ideas and contributions of everyone; works well with others. <ul style="list-style-type: none"> • implements suggestions made by others • contributes to team goals | | Contributes to positive morale and spirit within the team and embraces diverse and global cultures and ideas |
| | 1 | 2 | 3 | 4 |
| Attire | Does not follow all aspects of uniform policy | Follows uniform policy | | Uniform appearance is exceptional |
| | 1 | 2 | 3 | 4 |

Notes:

| Skill Area | Performance Level | | | | |
|------------|--|----------------|--|--|------------------|
| | Below Standard | Meets Standard | | | Exceeds Standard |
| Safety | Fails to contribute to a safe and positive work environment < | | | | |

Saint Paul Public Schools' Values:

| <u>Value</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 CUSTODIAL SERVICES STAFF WHO SUPERVISE OTHER EMPLOYEES | | | |
|--|---|---|---|
| Skill Area | Performance Level | | |
| | Below Standard | Meets Standard | Exceeds Standard |
| Recognition | Fails to provide positive recognition for employees 1 | Recognizes employees for positive contributions 2 3 4 | Regularly finds ways to support employee's large and small contributions 5 |
| Communication | Fails to communicate effectively 1 | Effectively Communicates by; <ul style="list-style-type: none"> communicates issues of importance to customers (i.e. faculty, athletics department, parent groups, community ed) follows the chain of command partners with principal on building needs communicates effectively with staff 2 3 4 | Never fails to communicate at the right time the right information. 5 |
| High Expectations | Fails to set and/or model high expectations for staff 1 | Sets and models high expectations for staff <ul style="list-style-type: none"> building reflect best practices - clean and organized staff is viewed as positive role models for students 2 3 4 | Sets, models, and attains high expectations for staff 5 |
| Operations | Fails to assure that assigned operations are handled effectively 1 | Assures that assigned operations are running smoothly <ul style="list-style-type: none"> effective at prioritizing uses staff effectively monitors work done by evening shift 2 3 4 | Overall operations are a model for others 5 |
| Management | Fails to consistently implement effective managerial skills 1 | Implements effective managerial skills <ul style="list-style-type: none"> maintains appropriate level of inventory appropriate amount of supplies ordered on time ensures that all required training and licenses are in place monitors cleanliness of building uses data to make decisions 2 3 4 | Implements <u>highly</u> effective managerial skills 5 |
| NOTES: | | | |

**ST. PAUL PUBLIC SCHOOLS
STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR CUSTODIAL SERVICES
EMPLOYEES**

SUMMARY EVALUATION

Please put numeric score after each category from each page:

Category

Knowledge Base _____ Customer Service _____ Problem Solving _____

Productivity _____ Quality _____ Independence _____ Teamwork _____

Attire _____ Safety _____ Attendance _____ Training _____

For Custodial Services employees with direct reports

Recognition _____ Communication _____ High Expectations _____

Operations _____ Management _____

Please check the appropriate overall performance of employee

_____ Exceeds Standard

_____ Meets Standard (Satisfactory)

_____ Below Standard (Unsatisfactory- must be re-assessed within 4 months)

- If non-probationary, an Improvement Plan may be developed

Confer with your supervisor prior to delivering evaluation.

Summary comments (include overall summary and any developmental goals):

Signed: _____

Supervisor

Date: _____

This performance appraisal has been discussed with me and I have received a copy of it.
Custodial services employees may submit a letter for inclusion in their personnel file pertaining to this evaluation.

Signed: _____

Custodial services employee

Date: _____

Procedure: Give a copy of the complete evaluation to the employee. Keep a copy for your files. Send the original to NACS office at 1930 Como in a confidential envelope. NACS office will send to Human Resources.

August 2011