

Classified Employee Evaluation Performance Standards Guidelines

Each evaluator should consider the "Performance Standards Guidelines" when assessing each employee. The guidelines are intended as general standards for each assessment category. The evaluator will maintain the flexibility relative to the specific assessment criteria within each category as applicable to the duties and responsibilities assigned to the employee. In addition to the assessment regarding each of the performance standards, the evaluator may wish to provide supporting statements and/or comments in the appropriate spaces on the form ("General Comments").

It should be noted the evaluator is required to submit supporting documentation for "Commendable," "Needs Improvement," or "Unsatisfactory" ratings. The evaluator must document the specifics related to an overall evaluation of "Needs Improvement" as noted, and attach evidence to note that the employee has received assistance directed toward improving the employee deficiencies in the areas specified.

1. Relationships with Students, Staff & Parents - relates to the employee's ability to work and communicate in a work setting with various individuals in a harmonious manner. Specific assessments should include:
 - Ability to "get along" with others
 - Communicating with others in a pleasant manner.
2. Quality of Work – considers the accuracy, appearance, orderliness, thoroughness, and proficiency of the work assigned or undertaken. In order to assess this particular performance standard, work quality should be assessed utilizing an appropriate time period in which several assignments and/or projects are measured.
3. Quantity of Work - measure the output of the employee over the course of the evaluation. Several assessment characteristics should be considered including, but not limited to:
 - Completion of work in a designated time period
 - Ability to cope with increases in the workload successfully
 - Ability to consistently accomplish requirements of the job.
4. Resourcefulness - addresses the ability of the employee to perform assigned tasks appropriately and with a minimum degree of supervision. This standard also addresses:
 - Utilization of innovative techniques and methods
 - Ability to perform assignments under various time, directive, and/or administrative constraints
 - Ability to meet assigned objectives considering the needs of the program or assignment.

5. **Communication Skills** - considers the ability of the employee to appropriately interpret written and verbal communications of other persons as well as the employee's ability to express and deliver written and verbal communications to others. Specific items of assessment should include:
 - Telephone communication skills (i.e. tact, timeliness, etc.)
 - Written communications (i.e. letters, memorandums, etc.)
 - In-person communications (i.e. comprehension, tact, etc.).

6. **Organizational Skills** - is directed to the ability of the employee to appropriately and effectively manage assignments and activities. The evaluator should consider:
 - Maintenance and organization of supplies, materials, and equipment related to the assignment
 - Management of time concerning assignments.

7. **Attendance and Punctuality** - considers the overall attendance pattern of the employee as well as the reporting habits of the employee. That is, reporting to work and leaving the work site at the appropriate time. Other assessment characteristics that should be considered are:
 - Appropriate and prompt notification of absences
 - Attendance consistency
 - Use of leave and/or break privileges as they relate to job performance.

8. **Job Knowledge** - relates to the extent to which the employee knows his/her job and assigned tasks/responsibilities in order to perform it effectively. It includes a range of assessment including, but not limited to:
 - Comprehension of assigned work
 - Adaptability concerning assignments
 - Ability to comprehend and utilize new techniques.

9. **Initiative** - relates to the ability of the employee to appropriately perform assignments resourcefully and under a variety of conditions and settings. More specific assessments should include:
 - Ability to try to relate to new methods and techniques
 - Performance of assigned tasks without consistent supervision and direction
 - Acceptance and performance of new assignments and/or tasks with a minimum degree of hesitance and supervision.

10. **Judgment** - relates to the ability of the employee to think clearly, grasp situations, and arrive at appropriate conclusions. More specifically, the evaluator should consider:
 - Adherence to regulations, policies, and procedures
 - Ability to react favorably in a variety of circumstances, including "emergency" situations.

11. Attitude - concerns the employee's behavior, feelings, and actions exhibited in relation to assignments and dealing with staff and the public. The evaluator should consider:

- Level of cooperation exhibited by the employee
- Employee actions and options.

Overall Evaluation

There are four (4) overall evaluation categories which can be utilized by the evaluator (Commendable, Satisfactory, Needs Improvement, and Unsatisfactory). The evaluator(s) should consider the following in arriving at an "overall evaluation" for the employee:

Commendable: The "Commendable" employee consistently exceeds the standards for the particular position. The employee in this category should have a majority of the eleven (11) "Performance Standards" marked/rated as commendable. Employees in the commendable category will typically exhibit skills, knowledge, and work habits superior to other persons in the same or similar position classification. The evaluator should note that documentation is required as an attachment to the evaluation for employees with an overall evaluation of commendable

Satisfactory: Employees rated "Satisfactory" for an overall evaluation are expected to meet minimum standards established for the particular position. The employee in this category should have a clear majority of the eleven (11) "Performance Standards" marked/rated as satisfactory. Employees in the satisfactory category will typically perform at least equal to other persons in the same or similar position classification.

Needs Improvement: The employee rated in this category for the "overall evaluation" is one who fails to meet some of the minimum expectations and standards established for the position. Employees in this category typically will not meet minimum expectations for the position and fail to achieve a satisfactory rating in three (3) or more of the performance standards. The evaluator should note that documentation and additional information regarding efforts to rectify deficient performance will be required for employees in this category.

Unsatisfactory: Employees in this category typically fail to meet the majority of the standards established for the position. Further, the "Unsatisfactory" employee will fail to achieve a satisfactory or needs improvement rating in a majority of the eleven (11) performance standards. The evaluator must document specific instances of unsatisfactory performance and must attach documentation to substantiate the unsatisfactory rating.

EVALUATION FORM FOR CLASSIFIED EMPLOYEES

Employee's Last Name _____ First Name _____ Middle Initial _____ Name of School/Office/Department _____ School Year _____

Job Title _____ Annual Evaluation _____ Probationary Evaluation _____

Performance Standards	Annual Evaluation				General Comments:
	C O M M E N D A B L E	S A T I S F A C T O R Y	N E E D S I M P R O V E M E N T	U N S A T I S F A C T O R Y	
A. Relationships with students, staff, and/or parents					<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
B. Quality of work					
C. Quantity of work					
D. Resourcefulness					
E. Communication Skills					
F. Organizational Skills					
G. Attendance and Punctuality					
H. Job Knowledge					
I. Initiative					
J. Judgment					
K. Attitude					

Overall Evaluation: Commendable Satisfactory Needs Improvement Unsatisfactory

Summary Comments (mandatory for Commendable, Needs Improvement, and Unsatisfactory categories)

Signature of Employee _____ Date _____ Signature/Title of Designated Evaluator _____

(This signature indicates that the employee has received and reviewed the evaluation report. This does not mean that the employee agrees with the evaluation.)

Employee's Comments (Optional)



Office of Custodial Services Supervisor Performance Review

DBS _____	NBS _____
<input type="checkbox"/>	Annual Review
<input type="checkbox"/>	Probationary Review
Date of Hire: _____	

Employee's Name: _____

Location: _____

Please circle the number that best applies to the employee's rating. (1) Very Good, (2) Satisfactory, (3) Needs Improvement, (4) Unsatisfactory. For a (3) or (4) rating, a corrective action plan for improvement is required.

I. Job Performance

A. Job Knowledge

1. Excels in knowledge necessary to successfully perform the job.
2. Demonstrates sufficient knowledge to meet responsibilities.
3. Requires assistance and reminders to perform job responsibilities.
4. Requires daily supervision with job duties.

Comments/Action Plan:

B. Job Skills

1. Consistently demonstrates skills necessary to perform the job.
2. Requires minimal supervision to demonstrate skills to perform the job.
3. Demonstrates skills of job with supervision and re-training.
4. Does not demonstrate the skills necessary to perform the job.

C. Quality of Work

1. Consistently performs high quality work.
2. Consistently performs an acceptable quality of work.
3. Meets quality of work standards with supervision and support.
4. Does not meet expected quality of work standards.

D. Quantity of Work

1. Daily performance exceeds assigned job responsibilities.
2. Daily performance successfully meets assigned job responsibilities.
3. Daily performance frequently does not meet job responsibilities.
4. Daily performance consistently does not meet job responsibilities.

E. Job Safety

1. Consistently wears proper safety equipment and follows safety procedures.
2. Usually wears proper safety equipment and follows safety procedures.
3. Must be reminded to use safety equipment and follow safety procedures.
4. Fails to wear safety equipment and/or follow safety procedures.

F. Maintenance of Equipment

1. Consistently performs routine maintenance, care, and storage of equipment.
2. Requires minimal support with routine maintenance, care, and storage of equipment.
3. Demonstrates minimal effort to maintain equipment.
4. Provides no maintenance of equipment.

G. Recordkeeping/Paperwork

1. Consistently performs, maintains, and submits required paperwork (i.e., attendance sheets, inspections, security check list, sub plans, summer plans, refrigerator temps, fire extinguisher inspections, etc.).
2. With minimal support from managers, performs, maintains, and submits required paperwork.
3. Needs frequent reminders of assignment and documentation requests.
4. Does not consistently perform, maintain, or submit required paperwork.

Employee's Name & Location: _____

H. Supply Inventory Control

1. Consistently monitors supply inventory and organizes supply rooms.
2. Requires minimal support with monitoring inventory and organizing supply rooms.
3. Reminders are needed to monitor supply inventory and organizing supply rooms.
4. Provides no effort to maintain supply inventory and organizing supply rooms.

Comments/Action Plan:

I. Maintaining 5-S (Sort/Shine/Set/Standardize/Sustain) Standards for Custodial Closets and Carts

1. Maintains a high level for organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
2. Provides routine level for organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
3. Demonstrates minimal effort to maintain organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
4. Does not consistently organize, clean, label, standardize, and sustain closets and carts for products, equipment, and supplies.

II. Human Relations/Attitude

A. Relationship with Administrators/Supervisors/Team Members

1. Maintains an excellent working relationship/cooperation with administrators/supervisors.
2. Maintains a good working relationship/cooperation with administrators/supervisors.
3. Usually works well with administrators/supervisors.
4. Does not work well with administrators/supervisors.

B. Relationships with Students, School Staff, and the Public

1. Maintains an excellent working relationship with students, staff, and community members.
2. Maintains a good working relationship with students, staff, and community members.
3. Has difficulty interacting with students, staff, and community members.
4. Does not interact well with students, staff, and community members.

C. Technology and Communication Skills

1. Consistently exhibits excellent written and oral communication skills.
2. Exhibits satisfactory written and oral communication skills.
3. Meets expectations, with supervision and reminders.
4. Displays poor written and oral communication skills.

III. Dependability

A. Attendance

1. Consistently uses leave appropriately.
2. Requires assistance and reminders to appropriately request leave.
3. Concern Form issued since last review.
4. Corrective action taken since last review.

Employee's Name & Location: _____

B. Punctuality

- 1. No tardiness since last review.
- 2. Two (2) or fewer occurrences of tardiness since last review.
- 3. Three (3) to five (5) occurrences of tardiness since last review.
- 4. Six (6) or more occurrences of tardiness since last review.

Comments/Action Plan:

IV. Leadership Competencies

A. Organizational Skills

- 1. Demonstrates strong organizational skills; effectively manages assignments.
- 2. Displays average organizational and project management skills.
- 3. Needs frequent reminders of assignments and documentation requests.
- 4. Fails to maintain records or manage projects.

B. Initiative

- 1. Is self-motivated and consistently demonstrates initiative on the job.
- 2. With supervision, shows initiative and motivation.
- 3. Demonstrates minimal motivation and initiative.
- 4. Lacks self-direction and initiative.

C. Problem Solving

- 1. Is consistent and effective with handling problems/concerns.
- 2. With support from managers, handles problems/concerns.
- 3. Needs frequent support with handling problems/concerns.
- 4. Does not demonstrate ability to handle problems/concerns.

D. Team Building

- 1. Consistently develops the team through inspections and feedback.
- 2. Regularly develops the team through inspections and feedback.
- 3. Rarely develops the team through inspections and feedback.
- 4. Has not developed the team.

Overall Rating for Performance Standards: _____
(A: 18-26 * B: 27-36 * C: 37-46 * D: 47+)

Summary Comments (Optional): _____

Employee's Comments (Optional): _____

Employee's signature indicates that the employee has received and reviewed the performance review. This does not mean that the employee agrees with the review.

Employee's Signature/Date

Supervisor's Signature/Date

Custodial Services' Signature/Date

Administrator's Signature/Date



Office of Custodial Services
Custodian Performance Review

Employee's Name: _____

Location: _____

Please circle the number that best applies to the employee's rating. (1) Very Good, (2) Satisfactory, (3) Needs Improvement, (4) Unsatisfactory. For a (3) or (4) rating, a corrective action plan for improvement is required.

Annual Review
Probationary Review
Date of Hire: _____

I. Job Performance:

A. Job Knowledge

- 1. Excels in knowledge necessary to successfully perform the job.
2. Demonstrates sufficient knowledge to meet responsibilities.
3. Requires assistance and reminders to perform job responsibilities.
4. Requires daily supervision with job duties.

Comments/Action Plan:

[Empty box for comments/action plan]

B. Job Skills

- 1. Consistently demonstrates skills necessary to perform the job.
2. Requires minimal supervision to demonstrate skills to perform the job.
3. Demonstrates skills of job with supervision and re-training.
4. Does not demonstrate the skills necessary to perform the job.

[Empty box for comments/action plan]

C. Quality of Work

- 1. Consistently performs high quality work.
2. Consistently performs an acceptable quality of work.
3. Meets quality of work standards with supervision and support.
4. Does not meet expected quality of work standards.

[Empty box for comments/action plan]

D. Quantity of Work

- 1. Daily performance exceeds assigned job responsibilities.
2. Daily performance successfully meets assigned job responsibilities.
3. Daily performance frequently does not meet job responsibilities.
4. Daily performance consistently does not meet job responsibilities.

[Empty box for comments/action plan]

E. Job Safety

- 1. Consistently wears proper safety equipment and follows safety procedures.
2. Usually wears proper safety equipment and follows safety procedures.
3. Must be reminded to use safety equipment and follow safety procedures.
4. Fails to wear safety equipment and/or follow safety procedures.

[Empty box for comments/action plan]

F. Maintenance of Equipment

- 1. Consistently performs routine maintenance, care, and storage of equipment.
2. Requires minimal support with routine maintenance, care, and storage of equipment.
3. Demonstrates minimal effort to maintain equipment.
4. Provides no maintenance of equipment.

[Empty box for comments/action plan]

G. Maintaining 5-S (Sort/Shine/Set/Standardize/Sustain) Standards for Custodial Closets and Carts

- 1. Maintains a high level for organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
2. Provides routine level for organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
3. Demonstrates minimal effort to maintain organized, cleaned, labeled, standardized, and sustained closets and carts for products, equipment, and supplies.
4. Does not consistently organize, clean, label, standardize, and sustain closets and carts for products, equipment, and supplies

[Empty box for comments/action plan]

Employee's Name & Location: _____

H. Problem Solving

1. Demonstrates sensitivity, is strong and effective with handling problems/concerns.
2. With minimal support from managers, handles problems/concerns.
3. Needs frequent support with handling problems/concerns.
4. Regards problems/concerns as a challenge.

Comments/Action Plan:

II. Human Relations/Attitude:

A. Relationship with Administrators/Supervisors/Team Members

1. Maintains an excellent working relationship/cooperation with administrators/supervisors.
2. Maintains a good working relationship/cooperation with administrators/supervisors.
3. Usually works well with administrators/supervisors.
4. Does not work well with administrators/supervisors.

B. Relationship with Students, School Staff, and the Public

1. Maintains an excellent working relationship with students, staff, and community members.
2. Maintains a good working relationship with students, staff, and community members.
3. Has difficulty interacting with students, staff, and community members.
4. Does not interact well with students, staff, and community members.

C. Technology and Communication Skills

1. Consistently exhibits ability to follow written and oral instructions.
2. Demonstrates sufficient ability to follow written and oral instructions.
3. Meets expectations, with supervision.
4. Does not demonstrate ability to follow written and oral instructions.

D. Initiative

1. Is self-motivated and consistently demonstrates initiative on the job.
2. With supervision, shows initiative and motivation.
3. Demonstrates minimal motivation and initiative.
4. Lacks self-direction and initiative.

III. Dependability:

A. Attendance

1. Consistently uses leave appropriately.
2. Requires assistance and reminders to appropriately request leave.
3. Concern Form issued since last review.
4. Corrective action taken since last review.

B. Punctuality

1. No tardiness during this time period.
2. Two (2) or fewer occurrences of tardiness since last review.
3. Three (3) to five (5) occurrences of tardiness since last review.
4. Six (6) or more occurrences of tardiness since last review.

Employee's Name & Location: _____

Overall Rating for Performance Standards/Overall Review Score/Rating: _____
(A: 14-20 * B: 21-35 * C: 36-49 * D: 50+)

Summary Comments (Optional): _____

Employee's Comments (Optional): _____

Employee's signature indicates that the employee has received and reviewed the performance review. This does not mean that the employee agrees with the review.

Employee's Signature/Date

Supervisor's Signature/Date

Custodial Services' Signature/Date

Administrator's Signature/Date

Performance Standards Guidelines for Educational Interpreters

Directions: Review the Performance Standards Guidelines below. Develop at least one objective for each area and type it in the space provided after each area – complete electronically. An objective should not be a restatement of a performance standard, but rather a description of the activity(ies) the interpreter will engage in for personal professional growth and/or for program improvement. Complete your objectives, sign, and return this form to Emily Kinsler at the County Diagnostic Center no later than **September 25th**.

Interpreter Name	Signature	Date
Emily Kinsler		

Evaluator Name	Signature	Date

(Signature indicates that the interpreter has developed objectives for the 2014-15 school year. The evaluator will sign and date and return a copy to the interpreter.)

Interpersonal Skills

- **Relates Effectively with Students**
 - ✓ Maintains professional relationships with students
 - ✓ Communicates professionally, verbally and non-verbally with students
 - ✓ Interacts with students in a positive manner, demonstrating caring and respect
 - ✓ Communicates clearly and with accurate information
- **Relates Effectively and Collaborates with Hearing Service Team Members**
 - ✓ Maintains professional relationships with team members
 - ✓ Demonstrates a collaborative attitude with team members
 - ✓ Communicates clearly and with accurate information
- **Develops Collaborative Relationships with Administrators, Teachers, and Support Staff**
 - ✓ Maintains professional relationships with school staff
 - ✓ Demonstrates a collaborative attitude with school staff
 - ✓ Communicates clearly and with accurate information
- **Develops Positive Relationships with Families**
 - ✓ Maintains professional relationships with families
 - ✓ Interacts with families in a positive manner, demonstrating caring and respect
 - ✓ Communicates clearly and with accurate information

Objective: _____

Planning and Preparation

- **Demonstrates Knowledge of Students’ Interpreting Needs**
 - ✓ Demonstrates knowledge of the language mode necessary to perform each assignment as determined by the Individualized Education Program
 - ✓ Recognizes student interpreting needs related to classroom instruction
 - ✓ Demonstrates knowledge of the curriculum, as needed, to provide appropriate interpreting to the student
- **Demonstrates Knowledge of Expectations and Standards of the Interpreting Profession**
 - ✓ Demonstrates knowledge of the Interpreter Code of Professional Conduct
 - ✓ Demonstrates knowledge of the educational interpreter role (see “Educational Interpreter Guidelines”)
- **Demonstrates Knowledge of Resources**
 - Understands the positions and services within the Hearing Services Team (HST)
 - ✓ Is familiar with HST staff who work with the assigned student and the services the assigned student receives
- **Demonstrates Effective Time Management**
 - ✓ Organizes and prioritizes tasks
 - ✓ Completes paperwork (e.g. time sheet, mileage reports) to meet deadlines

Objective: _____

The Classroom Environment

- **Establishes a Culture for Learning**
 - ✓ Considers the needs of the student to accomplish assigned interpreter duties in the educational environment (see Educational Interpreter Guidelines)
 - ✓ Communicates the importance of the content
- **Manages Classroom Procedures Effectively**
 - ✓ Supports school staff and students in situations such as emergencies and safety issues
 - ✓ Follows established classroom procedures
- **Manages Student Behavior Effectively**
 - ✓ Establishes appropriate standards of student conduct related to use of the interpreter
 - ✓ Supports school staff in established expectations of student behavior within the classroom and school
- **Organizes Physical Space Appropriately**
 - ✓ Assesses classroom layout to determine appropriate positioning of interpreter to provide services
 - ✓ Assesses teacher movement and teaching patterns to determine appropriate positioning of interpreter to provide services

Objective: _____

Delivery of Interpreting Services

- **Uses Effective Communication Strategies and Skills**
 - ✓ Demonstrates use of strategies to ensure student understanding of signed message (e.g. student advocacy, clarification of directions, clarification of sign)
 - ✓ Voicing of signed message, as appropriate, is clear and correct
- **Implements Interpreting Services Appropriately**
 - ✓ Facilitates student-to-teacher, teacher-to-student, and student-to-student communications
 - ✓ Presents the message accurately and in support of the Individualized Education Program
 - ✓ Demonstrates familiarity with curriculum, as needed, to provide appropriate interpreting to student
 - ✓ Meets student needs related to the interpreting process
- **Demonstrates Flexibility and Responsiveness**
 - ✓ Adapts to the variability in the workload successfully
 - ✓ Completes assignments under various time, directive, and/or administer constraints
 - ✓ Completes new assignments within the scope of job responsibilities

Objective: _____

Professional Responsibilities

- **Maintains Accurate Records**
 - ✓ Completes (e.g. time sheet, mileage reports) paperwork accurately and in a timely manner
- **Demonstrates Commitment to Professional Growth**
 - ✓ Participates in professional development activities (e.g. course offerings, workshops, Quality Assurance Standards testing)
 - ✓ Demonstrates service to the school, district, and profession through sharing knowledge (mentoring, participating on committees, making presentations)
- **Shows Professionalism**
 - ✓ Applies Interpreter Code of Professional Conduct to work assignment
 - ✓ Provides interpreter services that are consistent with the policies and standards of the Howard County Public School System (HCPSS)
 - ✓ Adheres to HCPSS regulations, procedures, and policies (e.g. duty day, duty year, leave, confidentiality)

Objective: _____

Observation Summary

Educational Interpreter Name: _____ School: _____ Date: _____

Student Name: _____ Subject: _____ Grade: ____ Time: _____

Information about Student, such as signing mode, typical routine during the time period, and any other helpful information:

- Hearing aids
- Cochlear implant
- FM system

Comments (to be completed by the evaluator and shared with the interpreter):

Classroom Procedures:

Comments:

Evaluator Signature: _____ Date: _____

Educational Interpreter: _____ Date: _____

(Signature indicates only that the visit has occurred and comments shared.)

THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM
 EMPLOYEE EVALUATION FORM
 FOOD & NUTRITION SERVICE ASSISTANT

Date _____

Name of Employee _____ School _____

4	3	2	1	0	Relationship w/co-workers
4	3	2	1	0	Relationship w/students
4	3	2	1	0	Relationship w/teachers and school staff
4	3	2	1	0	Kitchen equipment skills
4	3	2	1	0	Cleaning skills in assigned area
4	3	2	1	0	Serving skills
4	3	2	1	0	Portion control
4	3	2	1	0	Cash register skills
4	3	2	1	0	Copes w/workload increase
4	3	2	1	0	Work completion skills
4	3	2	1	0	Works independently
4	3	2	1	0	Uses standardized methods
4	3	2	1	0	Follows written instructions
4	3	2	1	0	Follows verbal instructions
4	3	2	1	0	Use of time and advance planning
4	3	2	1	0	Keeps work area organized and neat
4	3	2	1	0	Promptness on job
4	3	2	1	0	Attendance on job
4	3	2	1	0	Sanitation Standards and procedures
4	3	2	1	0	Safety Standards & Procedures
4	3	2	1	0	Personal appearance
4	3	2	1	0	Helps co-workers w/out being asked
4	3	2	1	0	Follows Food & Nutrition Service Policies & Procedures
4	3	2	1	0	Handles emergency situations
4	3	2	1	0	Attitude toward Supervision
4	3	2	1	0	Accepts constructive criticism
4	3	2	1	0	Accepts & performs new assignments

- 4 Exceeds requirement
- 3 Satisfactory
- 2 Needs improvement
- 1 Unsatisfactory
- 0 Does not apply

Employee's Signature

Manager's Signature

White Copy-Human Resources Office
 Yellow Copy-Food & Nutrition Service
 Pink Copy-Employee

Food & Nutrition Service Area Field Representative

HEALTH ASSISTANT PERFORMANCE STANDARDS

PURPOSE

The purpose of the performance standard evaluation is to provide a systematic process for assessment of the health assistant's performance to assure the provision of quality health care for students, compliance with state mandated programs and regulations, and to provide a basis for program and professional development.

PERFORMANCE STANDARDS

1. Direct Care and First Aid - relates to the provision of adequate and safe first aid care for injury or illness as outlined in the Health Services manual. Direct care includes activities prescribed by a physician and those developed by Health Services to meet the health needs of the individual, e.g., diabetic monitoring, asthma management, vital sign monitoring, clean catheterization, etc. Includes appropriate decision-making for priority of care and follow-up.
2. Medication Administration - considers the completeness of physician orders and the consistency of physician orders with medication labeling. Administers and records medication in a timely and appropriate manner according to Health Services policy and procedures.
3. State Mandated Programs - appropriately implements rules, regulations, policies and procedures regarding State-mandated programs, e.g., immunizations, physical examination, health care provider, etc.
4. Documentation - relates to the quality of written documentation on the student health record /daily log concerning direct care and first aid care provided, including referrals, verbal communications, accident reports, etc. Follows Health Services policy and procedures for documentation.
5. Health Appraisal - reviews health records (health inventory, emergency procedure card, screening reports, continuation notes, etc.) following Health Services procedures. Identifies, documents, and refers students with health problems in a timely manner. Communicates information appropriately to school administrators, health professionals, and staff.
6. Organization Skills - maintains the health suite in a clean and neat manner. Health records are complete and rosters maintained. Student records are filed and locked. Forms are current and available. Supplies are adequate and storage area is organized.
7. Communication Skills - communicates appropriate information in a timely, tactful, nonjudgmental manner with nurses, students, staff, and parents. Written communications are legible, concise, and objective. Appropriately interprets written and verbal communications.
8. Interpersonal Relationships - is able to work and communicate with others in a manner which facilitates achievement of student goals. Effectively communicates with community and staff. Works effectively to resolve conflicts. Demonstrates a cooperative attitude in completion of health assistant's roles and responsibilities, and interactions with staff and community.

9. **Problem Solving Skills** - uses effective problem-solving strategies in meeting the health needs of the school community. Gathers data, identifies problem, considers alternate solutions, selects appropriate plan, implements plan, and revises plan as needed.
10. **Time Management** - identifies responsibilities, sets priorities, establishes time lines, and meets deadlines.
11. **Attendance and Punctuality** – Meets responsibilities for arrival and departure according to employee reporting and dismissal hours to ensure safe care of students. Makes every effort to provide advance notice for leave. Attends Health Services professional development in compliance with job requirements.

PERFORMANCE EVALUATION RATINGS

There are 4 evaluation categories that can be utilized by the evaluator (commendable, satisfactory, needs improvement, and unsatisfactory). The evaluator should consider the following in determining the level of performance in each performance category and for the overall evaluation for the health assistant:

Commendable: a. Performance standard rating - a commendable rating is indicative of a health assistant who consistently exceeds the expectation of performance for the established standard. The health assistant rated in the commendable category will typically be self-directed and exhibit skills, knowledge, and work habits superior to other health assistants in regard to the specified standard. b. Overall evaluation rating - for a health assistant to receive an overall evaluation rating of commendable the health assistant should have the majority of the performance standards rated as commendable and have no performance ratings below satisfactory.

Satisfactory: a. Performance standard rating - a satisfactory rating is indicative of a health assistant who meets the minimum requirement of the established standard. Health assistants rated in this category will typically perform at least equal to other health assistants. b. Overall evaluation rating - for an overall satisfactory rating the health assistant should have a majority of the eleven performance standards rated satisfactory, no more than 2 performance standard ratings of needs improvement and no ratings of unsatisfactory.

Needs Improvement: a. Performance standard rating - a needs improvement rating is indicative of a health assistant who fails to meet some of the minimum expectations of the established standard. b. Overall evaluation rating - for an overall evaluation rating of needs improvement the health assistant would fail to achieve a satisfactory rating in three or more of the performance standards.

Unsatisfactory: a. Performance standard rating - an unsatisfactory rating is indicative of a health assistant who typically fails to meet the minimum expectations of the established standard. b. Overall evaluation rating - for an overall evaluation rating of unsatisfactory the health assistant would fail to achieve a satisfactory rating in the majority of the eleven performance standards, and receives unsatisfactory ratings in at least three performance standards.

Howard County Public School System Health Services Performance Evaluation Form for Health Assistants

Name - Last		First			M.I.
School Year _____	Commendable	Satisfactory	Needs Improvement	Unsatisfactory	_____ School
Annual _____					
Interim _____					
Performance Categories		Comments			
1. Direct Care and First Aid					
2. Medication Administration					
3. State Mandated Programs					
4. Documentation					
5. Health Appraisal					
6. Organizational Skills					
7. Communication Skills					
8. Interpersonal Relationships					
9. Problem Solving Skills					
10. Time Management					
11. Attendance & Punctuality					

Overall Evaluation					
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Evaluator Comments (Optional) _____

Health Assistant Signature _____ **Date** _____

I have received a copy of this evaluation and it has been reviewed with me.

Evaluator Signature _____ **Title** _____ **Date** _____

HOWARD COUNTY PUBLIC SCHOOL SYSTEM
School Nurse Evaluation Form
School Year

Name of School Nurse

Professional Assignment

Please place the appropriate letter symbol in the box next to the objective

S - Satisfactory U - Unsatisfactory

- S** 1. **Interpersonal Skills:**
Relates effectively with students
Relates effectively and develops team relationships with school health assistants
Develops collaborative relationships with administrators, teachers, student services personnel, and support staff
Develops positive relationships with families and community agencies and professionals

Comments:

- S** 2. **Management, Planning, and Preparation:**
Demonstrates knowledge of nursing theory and practice in school health
Demonstrates holistically knowledge of students
Demonstrates knowledge of resources
Conducts nursing assessments to develop effective individual health care plans
Demonstrates effective time management

Comments:

- S** 3. **The Health Services Environment:**
Establishes a culture for safe and effective health care in the health suite
Manages health room procedures effectively
Manages student behavior effectively
Organizes the health room space effectively
Demonstrates knowledge of procedures for delegation of nursing tasks
Performs supervisory activities
Demonstrates integration into school student services teams

Comments:

- S** 4. **Delivery of School Health Services**
Effectively trains health assistants and other school personnel in health-related tasks

Implements health services program requirements
Uses effective oral and written communication strategies and skills
Implements COMAR school health standards in assigned schools
Demonstrates flexibility and responsiveness

Comments:

S

5. Professional Responsibilities

Reflects on nursing practice
Maintains accurate confidential records
Demonstrates commitment to professional growth

Comments:

Overall Rating
unsatisfactory.)

S

See attachments (Attachments are required for all overall ratings of

Recommendations:

School Nurse Signature and Date

Health Specialist Signature and Date

Note: Signature of employee does not indicate approval or disapproval of this evaluation. It does indicate that a conference was held and that the employee was given a copy of this report.

Distribution: Health Services Specialist, Principal, School Nurse, Personnel File

Hispanic Achievement Liaison Evaluation Form

2017/2018 School Year

Name of Person Evaluated

Designated Evaluator's Name

Please place appropriate letter symbol in the box

S = Satisfactory

U = Unsatisfactory

Planning and Preparation

- Demonstrates knowledge of students and families
- Demonstrates knowledge of resources
- Assists school teams in developing interventions that support appropriate instructional and behavioral goals
- Provides necessary accommodations for Spanish speaking families in school meetings and events

Comments:

The School Environment

- Collaborates in establishing a culture for learning
- Advocates for Hispanic students and their families
- Educates staff as to the realities of Hispanic students and their families
- Manages school procedures effectively
- Participates on interdisciplinary teams

Comments:

Program Implementation

- Communicates clearly and accurately
- Demonstrates flexibility and responsiveness
- Engages families in the educational process
- Monitors progress of Hispanic students to ensure their participation in appropriate programs
- Monitors absences, tardiness, behavior referrals and suspensions of Hispanic students to reduce occurrences

Comments:

Professional Responsibilities

- Reflects on the role of the Hispanic Achievement Liaison
- Relates effectively to students
- Develops collaborative relationships with administration, teachers and staff
- Fosters positive relationships with families and community members
- Maintains accurate records
- Shows professionalism
- Grows and develops professionally

Comments:

Overall Rating

See attachments

(Attachments are required for all overall ratings of unsatisfactory)

Liaison's Signature & Date

Designated Evaluator's Signature & Date

Principal's Signature & Date

BSAP Achievement Liaison Evaluation Form

2017 - 2018 School Year

Name of Person Evaluated

Designated Evaluator's Name

Please place appropriate letter symbol in the box

S = Satisfactory

U = Unsatisfactory

Planning and Preparation

- Demonstrates knowledge of students and families
- Demonstrates knowledge of resources
- Assists school teams in developing interventions that support appropriate instructional and behavioral goals
- Provides necessary supports for African American families in school meetings and events

Comments:

The School Environment

- Collaborates in establishing a culture for learning
- Advocates for African American students and their families
- Educates staff as to the realities of African American students and their families
- Manages school procedures effectively
- Participates on interdisciplinary teams

Comments:

Program Implementation

- Communicates clearly and accurately
- Demonstrates flexibility and responsiveness
- Engages families using the MSDE PreK12 Family Engagement Framework
- Monitors progress of African American students to ensure their participation in appropriate programs
- Monitors absences, tardiness, behavior referrals and suspensions of African American students to reduce occurrences

Comments:

Professional Responsibilities

- Reflects on the role of the BSAP Achievement Liaison
- Maintains accurate records
- Shows professionalism
- Grows and develops professionally

Comments:

Overall Rating

(Attachments are required for all overall ratings of unsatisfactory)

BSAP Achievement Liaison's Signature & Date

Designated Evaluator's Signature & Date

Principal's Signature & Date