National Food Service Management Institute
The University of Mississippi

COMPETENCY-BASED PERFORMANCE APPRAISALS FOR SCHOOL NUTRITION MANAGERS AND ASSISTANTS/TECHNICIANS

Applied Research Division
The University of Southern Mississippi

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NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE

National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

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PURPOSE

The purpose of NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Information Services and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION

The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION

The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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COMPETENCY-BASED PERFORMANCE APPRAISALS FOR SCHOOL NUTRITION MANAGERS AND ASSISTANTS/TECHNICIANS

INTRODUCTION

The Applied Research Division (ARD) of the National Food Service Management Institute (NFSMI) conducted structured telephone interviews with expert panels of school nutrition (SN) professionals in the fall of 2007 to explore components needed in a performance appraisal and resource for evaluating managers and assistants/technicians. The expert panels indicated that an effective performance appraisal form should have (1) criteria clearly defining expected performance, (2) rating scale appropriately reflecting criteria, (3) clear instructions, (4) a user-friendly format, (5) space for comments, and (6) a plan for improvement. The expert panels also indicated that a resource should include general and specific guidance customized to SN managers and assistants/technicians that use language which is clear, specific, and familiar to potential users for it to be useful and comprehensible to SN practitioners at all levels of responsibility.

Drafts were developed using expert panel results, a review of pertinent research literature, and samples of existing forms submitted by SN professionals. The appraisal forms developed were anchored on a five-point scale *(1-Below standard, 2-Needs improvement, 3-Meets standard, 4-Area of strength, and 5-Exceeds standard)* with specific criteria denoting performance expectations for each functional area. The performance criteria for each functional area were anchored on the NFSMI *Competencies, Knowledge, and Skills for Effective School Nutrition Managers* and *Competencies, Knowledge, and Skills for Effective School Nutrition Assistants/Technicians.* The accompanying resource discussed the importance of a standardized and periodic performance appraisal, the appraisal process, and challenges and techniques to improve results of a performance appraisal.

The expert panels evaluated the drafts using a guided review form in the spring of 2008. After revisions were made, the forms and resource were sent to a second review panel of SN professionals and state agency personnel for further evaluation. The researchers analyzed comments and recommendations received from the review panel and made final revisions reflected in this publication.

Evaluating performance is essential for employee growth and program improvement. Using the appropriate process and performance appraisal forms will facilitate effective assessment that contributes to achieving organizational goals. These appraisal forms were designed to be used as independent documents but are also useful as supplements to school district-mandated evaluations. The forms and resource are available in a downloadable format on the NFSMI Web site.

Section 1

PERFORMANCE APPRAISAL PROCESS

PERFORMANCE APPRAISAL PROCESS

Performance appraisal is a distinct and formal management practice involving a periodic interview between a supervisor and an employee. Work performance of the employee is examined to identify strengths and weaknesses as well as opportunities for improvement and skill development. In the absence of a structured system of appraisal, work performance will be judged informally and arbitrarily. A structured appraisal system facilitates fair, defensible, and accurate evaluation.

A structured appraisal system facilitates fair, defensible, and accurate evaluation.

GOALS AND OBJECTIVES

The primary goals of conducting an appraisal are to provide feedback to the school nutrition (SN) staff and to improve future staff and organizational performance. Specific objectives of performance appraisal include the following:

- To clarify and modify goals and expectations
- To identify employee strengths, areas to improve, and training needs
- To proactively correct unacceptable performance
- To provide opportunity for organizational problem-solving and development
- To document criteria for reward allocation
- To recognize superior performance
- To form a basis for personnel decisions
- To renew employee commitment to the organization mission
- To validate selection techniques and human resource policies
- To set new goals and objectives for the coming year

The primary goals of conducting an appraisal are to provide feedback to the school nutrition staff and to improve future employee and organizational performance.

FREQUENCY OF PERFORMANCE APPRAISALS

SN directors generally must comply with school district policies for performance appraisal schedules. SN staff may be evaluated at the end of the probationary period (varies by district), six months after hire date, on the first anniversary of employment, and annually thereafter. Additional appraisal documentation may be completed in conjunction with progress on an improvement plan.

PERFORMANCE APPRAISAL FORM

In many school districts, the performance appraisal form is mandated by the district. In other instances, the SN program utilizes an appraisal form that focuses specifically on the tasks and responsibilities of SN staff. Competent work performance depends on staff having the requisite knowledge, skills, and attitudes.

The National Food Service Management Institute (NFSMI) *Performance Appraisal Form for School Nutrition Managers* and *Performance Appraisal Form for School Nutrition Assistants/Technicians* are based on the competencies, knowledge, and skills needed by SN staff to be effective. Keep in mind that SN programs across the nation are very diverse and the responsibilities of managers and assistants/technicians may vary from one district to another. The appraisal forms were designed to address the fundamental roles of managers and assistant/technicians but can be modified to meet the specific appraisal needs of the SN program.

School nutrition programs across the nation are very diverse. The appraisal forms were designed to address the fundamental roles of managers and assistants/technicians, but can be modified to meet the specific appraisal needs of the local SN program.

School Nutrition (SN) managers are the professionals who oversee all aspects of the school nutrition program at the school site level.

School Nutrition (SN) assistants/technicians are the foodservice employees who work at the local school cafeteria under the direction of a school nutrition manager.

Functional areas are the broad groupings or divisions of job responsibilities that are performed by directors/supervisors within the local school nutrition operation. These categories serve as an umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.

Competencies are the underlying characteristics within each functional area that lead to successful performance. They may include knowledge and skills as well as various levels of motivation.

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS

FUNCTIONAL AREA	COMPETENCIES
NUTRITION AND MENU PLANNING	1. Provides an atmosphere that ensures the purpose of the school nutrition (SN) program to "safeguard the health and well-being of the nation's children" 2. Ensures all meals served in the SN program meet current nutritional standards and meal pattern requirements, including children with special diet needs 3. Maintains nutritional integrity of the SN program through implementation of Dietary Guidelines for Americans 4. Plans and provides menus that encourage student consumption 5. Establishes leadership role in providing nutrition education as part of the total school education program
PROGRAM ACCOUNTABILITY	1. Maintains integrity and accountability of the SN program through compliance with all federal, state, and local regulations 2. Ensures accountability of recorded documentation for compliance with federal, state, and local regulations 3. Ensures compliance with school/school district mission and/or vision statements
SANITATION, SAFETY, AND SECURITY	1. Provides an environment conducive to protecting the health and well-being of the school's children through high levels of sanitation standards 2. Responds to a food hold and recall in an expedient, effective, and efficient manner 3. Provides a safe environment for performance of work 4. Provides leadership to ensure a secure work environment during an emergency or crisis
EQUIPMENT USE AND CARE	1. Establishes administrative responsibility for all foodservice equipment through proper use and care 2. Operates the SN program in compliance with all energy conservation principles
PROCUREMENT	1. Conducts the procurement process within the boundaries of federal, state, and local school purchasing guidelines to protect the integrity of the SN program 2. Operates the SN program to ensure that proper receiving procedures and storage techniques are followed
FOOD PRODUCTION	1. Applies management principles to establishing and maintaining high standards of control for quality food production and distribution 2. Provides a system for preparing and maintaining records that reflect an accurate report of planned menus, food produced, and food discarded 3. Ensures the SN program credibility through daily monitoring of food production procedures

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS *(continued)*

FUNCTIONAL AREA	COMPETENCIES
FOOD ACCEPTABILITY	1. Maintains an operation that responds to student food preferences
SERVICE	1. Develops standards of excellence for providing and maintaining quality in the presentation and service of food 2. Provides leadership to ensure school meals will be served in pleasant facilities and by a courteous staff
FINANCIAL MANAGEMENT AND RECORD KEEPING	1. Operates SN program within established guidelines for a financial management system that provides a cost-effective program of high integrity 2. Provides effective office organization and good paper management techniques to ensure all records and supporting documentation are maintained in accordance with federal, state, and local regulations and policies 3. Organizes and manages the business function of the school foodservice office to maintain an efficient and effective organization
MARKETING	1. Implements a marketing plan to create an atmosphere that attracts and pleases students, teachers, administrators, and other school support staff 2. Provides leadership that promotes the SN program and creates an interest in the role of the school foodservice program in the school and community
PERSONNEL MANAGEMENT	1. Manages the SN program staff according to the federal, state, and local district employment laws, policies, and regulations 2. Communicates effectively with both supervisor and other employees 3. Creates an atmosphere for employee productivity and satisfaction in the workplace 4. Implements organizational techniques to accomplish job tasks with efficiency and maximum development of human resources 5. Integrates a comprehensive training program and standards for evaluating employee performance into the overall management of the SN program 6. Provides leadership that focuses on recognizing, understanding, valuing, and effectively managing diversity for maximum productivity
PROFESSIONAL DEVELOPMENT	1. Provides leadership that sets high professional standards for the SN program and employees 2. Establishes professional status for the SN program's role in the education community by acquiring the education and skills necessary for leadership and management roles

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION ASSISTANTS/TECHNICIANS

FUNCTIONAL AREA	COMPETENCIES
FOOD PRODUCTION	1. Maintains high standards of control for quality food production and service 2. Follows operational procedures for efficient and effective food production and service
SANITATION, SAFETY, AND SECURITY	1. Maintains an environment conducive to protecting the health and well-being of the school's children through high levels of food safety and sanitation standards 2. Maintains a safe facility for performance of work
CUSTOMER SERVICE	1. Maintains quality standards for the presentation and service of food in a pleasant environment
PROGRAM REGULATIONS AND ACCOUNTABILITY	1. Maintains integrity and accountability of the SN program through compliance with all federal, state, and local regulations 2. Maintains accountability of recorded documentation for compliance with federal, state, and local regulations 3. Assures compliance with school/district policies and procedures
EQUIPMENT USE AND CARE	1. Implements administrative policies for proper use and care of all equipment
PROFESSIONAL EXCELLENCE	1. Performs all duties and responsibilities in an ethical and professional manner 2. Communicates effectively with unit manager and other employees 3. Provides leadership as a team member of the school community

The performance appraisal forms use a five-point scale ranging from 1 (Below Standard) to 5 (Exceeds Standard) for each functional area. When the performance criterion is not a responsibility of the employee being evaluated, a mark of N/A (Not Applicable) is given.

1 BELOW STANDARD
staff member fails to perform the minimum requirements of the job and immediate improvement is necessary

2 NEEDS IMPROVEMENT
standards for all competencies are met but performance is weak or inconsistent; improvement is needed in a specific competency

3 MEETS STANDARD
performs all job requirements satisfactorily

4 AREA OF STRENGTH
meets all job requirements and performs above standard for a specific competency

5 EXCEEDS STANDARD
consistently surpasses job standards to improve personal performance and advance the school nutrition program

N/A NOT APPLICABLE
performance is not observed or the competency is not a responsibility of the position

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The following excerpts *(shown on next page)* illustrate how competencies were used as the foundation for developing performance standards specific to the job of the SN manager and assistant/technician. These forms are designed to be used as independent documents but are also useful as supplements to school district-mandated evaluations. The SN-specific standards, used in conjunction with more general employee evaluation forms, contribute to a more focused and objective review of performance.

TABLE 1: EXCERPT FROM THE NFSMI *PERFORMANCE APPRAISAL FOR SCHOOL NUTRITION MANAGERS*

NUTRITION AND MENU PLANNING

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not provide needed quantity b. Menus fail to meet nutrition standards and meal requirements c. Does not facilitate nutrition education d. Disregards the needs of children with special food and nutrition needs	a. Provides atmosphere for healthful eating b. Ensures meals meet nutrition standards and age-appropriate meal requirements, including children with special food and nutrition needs c. Implements the *Dietary Guidelines for Americans* d. Executes plans for meals that encourage student consumption e. Facilitates nutrition education in school program	a. Volunteers for district menu planning/nutrition committee, if appropriate b. Offers suggestions for improving menu acceptability, nutrition integrity, and financial feasibility	
1	2 3 4	5	N/A

Comments:

TABLE 2: EXCERPT FROM THE NFSMI *PERFORMANCE APPRAISAL FOR SCHOOL NUTRITION ASSISTANTS/TECHNICIANS*

FOOD PRODUCTION

Competencies

Maintains high standards of control for quality food production and service.
Follows operational procedures for efficient and effective food production and service.

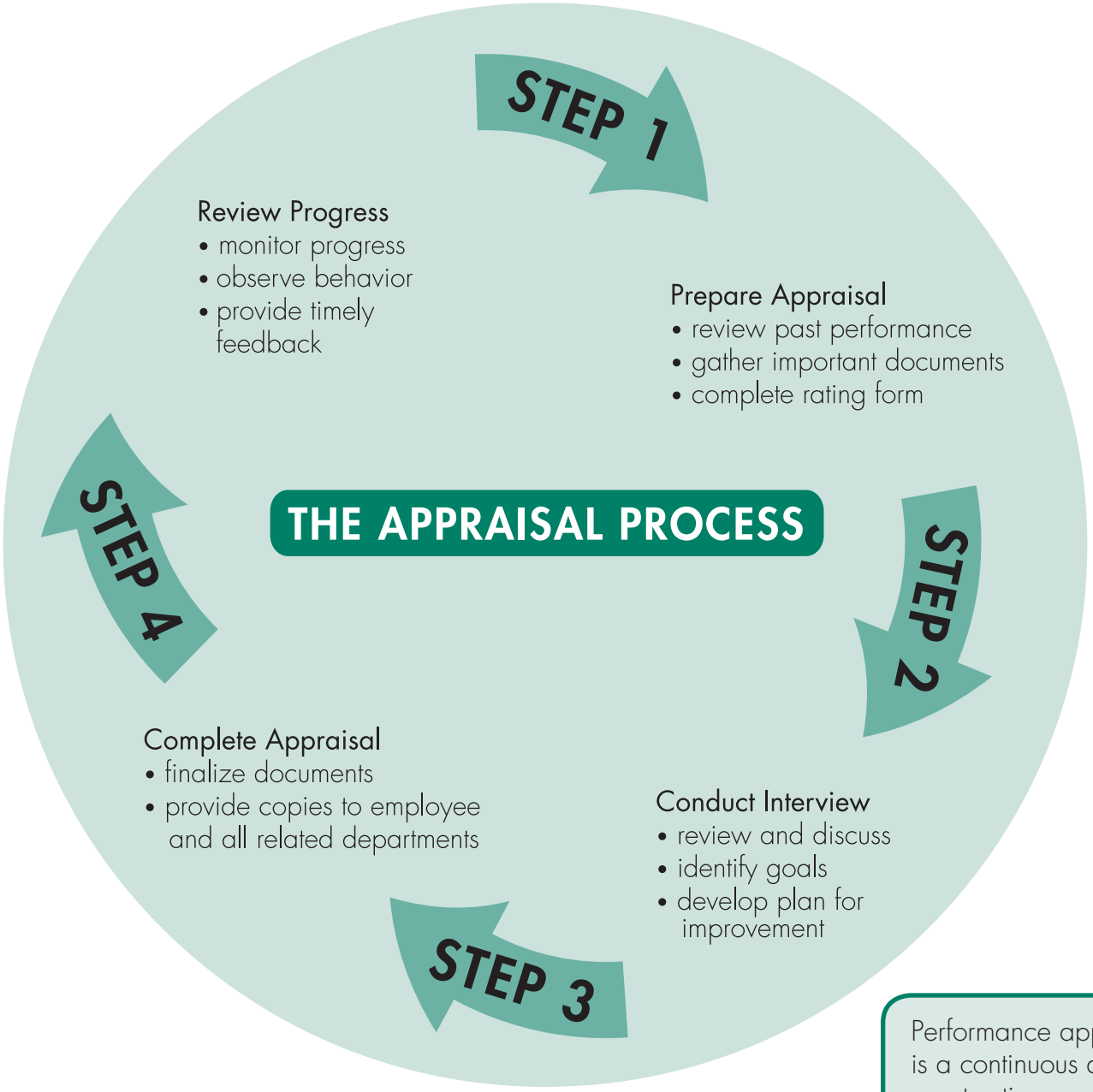
PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not consistently produce food items that meet established quality standards b. Does not produce accurate food quantities c. Disregards operational procedures for food production	a. Uses appropriate quantity food production techniques to produce appealing and nutritious food b. Follows policies and procedures for holding and serving food, portioning food items, batch cooking, using standardized recipes, inventory, and maintaining production records c. Prepares meals for special diets according to instructions d. Checks products during preparation and service to ensure quality standards are met e. Organizes tasks for efficient and effective food production and service	a. Offers suggestions for improving operational procedures for food production b. Volunteers to learn new production techniques	
1	2 3 4	5	N/A

Comments:

THE APPRAISAL PROCESS

The performance appraisal process is a constructive method that recognizes strong performance and identifies areas for improvement. In addition, it is a continuous process that includes both the formal, written evaluation of work performance, and the informal, unscheduled feedback throughout the appraisal period. The following diagram illustrates the recurring activities of performance appraisal.



Performance appraisal is a continuous and constructive process that recognizes strong performance, as well as areas to improve.

PREPARE THE APPRAISAL

- Provide staff a blank copy of the appraisal form at least one week prior to appraisal interview
- Gather and review all pertinent documents related to the job and the staff member, such as:
  - Appraisal form
  - Current job description
  - Previous performance appraisal
  - Any records of staff achievements/disciplinary actions
  - Incident reports
  - Safety record(s)
  - Any documentation in staff member's record since last appraisal
  - Any prior improvement plan(s)
- Arrange documents in the order they will be used in the appraisal interview
- Complete written performance appraisal of staff member
- Schedule the interview so that:
  - Evaluator and staff member have ample time to prepare
  - There is enough time for thorough and unrushed discussion of past performance and future goals
  - The meeting is away from operations, providing privacy and facilitating confidentiality
  - The meeting is at an appropriate time to minimize interruptions from operations
- Arrange a comfortable meeting area so that the evaluator and staff member sit face-to-face in comfortable chairs

CONDUCT THE APPRAISAL INTERVIEW

The appraisal interview is the most important part of the performance appraisal. The aim is to benchmark performance and make plans for improvement. The process for conducting the appraisal interview includes, but is not limited to, the following steps:

- Begin at scheduled time
- Welcome and put staff member at ease
- Review and discuss with staff member the rating of their performance on each element of the appraisal form
- Keep appraisal open to staff member's input, questions, and concerns
- Emphasize strengths on which to build, as well as areas for improvement
- Concentrate on opportunities for growth within the present job
- Complete Performance Improvement Plan (if needed) in conjunction with staff member

- Limit plans for improvement to a few objectives that can be measured and accomplished in a reasonable time period
- Check for staff member understanding by inviting him or her to summarize
- Compare points agreed upon
- Allow the staff member's opportunity to discuss any work-related problems and concerns
- Summarize the session and end on a positive note
- Thank staff member for their contribution to the meeting and efforts throughout the year/period
- Assure staff member you are available to help with their improvement plan
- Obtain staff member signature on the appraisal form

Pointers for conducting a performance appraisal interview include, but are not limited to, the following:

- Conduct interview with a positive, constructive, and supportive attitude
- Avoid closed-ended questions that require only a yes or no answer
- Evaluate honestly and carefully
- Discuss only accomplishments and problems relevant to the job
- Focus feedback on behavior rather than the individual
- Remain open-minded and respect staff member's opinions
- Listen actively and avoid forming conclusions with too little data
- Maintain eye contact and attentive posture

COMPLETE THE APPRAISAL

- Finalize documents and indicate on the performance appraisal form if a Performance Improvement Plan was initiated
- Attach Performance Improvement Plan to signed performance appraisal
- Ensure completed appraisal documents are provided to relevant departments and individuals
- Provide staff member a copy of the signed performance appraisal and Performance Improvement Plan in a timely manner
- Ascertain that staff member's receipt of his or her copy is documented

REVIEW PROGRESS

- Monitor progress based on discussion during the appraisal interview
- Schedule follow-up meeting(s) to review actions completed, commend improvement or outstanding performance, discuss any problems or concerns, and identify future actions
- Conduct informal, day-to-day observations of staff performance and provide feedback

GUIDELINES FOR PERFORMANCE APPRAISAL

Objectivity remains a fundamental element of the performance appraisal process.

School nutrition directors should examine their appraisal process to ensure that it is as free of bias as possible. It is also important that supervisors and managers are aware of the process and are properly trained to administer performance appraisals. While absolute objectivity is difficult to achieve, it is essential to the performance appraisal process. Listed below are some guidelines for conducting effective performance appraisals.

- Ensure staff members are aware of performance standards by which they will be evaluated
- Provide performance standards to newly hired staff at orientation
- Use standardized, job-specific appraisal forms to maintain objectivity of appraisal instead of comparing staff to each other
- Evaluate each trait individually because excellence in one does not imply excellence in others nor does deficiency in one trait imply deficiencies in others
- Gather information from the entire appraisal period
- The appraisal should not be based on isolated, recent, or sensational events
- Base appraisal on objective observations and measurements
- Be consistent with the appraisal process for all staff members
- Ensure that appraisals reflect performance for the current review period, not problems from prior rating periods
- Use previous appraisal reports only as a basis for ascertaining changes that have been made
- Ensure that appraisals reflect the actual situation of the staff (e.g., performance of newly hired employees should not be compared to that of experienced employees)

CHALLENGES AND TECHNIQUES TO IMPROVE RESULTS

Listed below are common challenges that evaluators encounter when administering the appraisal process. Below are some techniques for addressing challenges and improving the evaluator's ability to administer an effective appraisal.

CHALLENGES FOR EVALUATOR	TECHNIQUES TO IMPROVE
Lack of training on constructive appraisal	• Participate in professional development activities sponsored by district and school nutrition organizations • Develop an improvement plan to guide and benchmark progress
Lack of agreement on meaning of terms used to signify degree of success in meeting performance criteria	• Ensure each staff member is provided written job description, blank appraisal form, and performance standards at time of hire • Document performance throughout rating period and communicate to staff member • Discuss negative performance issues when issue occurs during rating period
Reluctance of evaluator to confront staff member with negative remarks	• Present negative appraisal feedback as the intent to assist in overcoming difficulties and improve future performance • Allow staff member to freely discuss performance with evaluator • Support criticism with clear evidence related to work performance • Present feedback objectively without labeling the behavior as good or bad • Invite staff member to comment and confront their performance issues
Lack of employee participation in goal setting	• Communicate job responsibilities and associated criteria used to evaluate staff performance • Collaborate with staff member to set goals that will meet expectations and improve future performance • Document goals and set schedule for periodically checking progress

SUMMARY: Evaluating performance is essential for staff growth and program improvement. Using the appropriate performance appraisal process and measurement instruments will facilitate effective assessment that contributes to achieving organizational goals.

ADDITIONAL RESOURCES

FOR MORE INFORMATION ABOUT PERFORMANCE APPRAISALS, PLEASE REFER TO THE FOLLOWING RESOURCES AND WEB SITES:

Archer North and Associates. (2006). Performance appraisal. Retrieved August, 19, 2007 from http://www.performance-appraisal.com

Byers, B. A., Shanklin, C. W., & Hoover, L.C. (1994). Food service manual for health care institutions. Atlanta, GA: American Hospital Publishing, Inc.

Cater, J. B., & Carr, D. H. (2006). Competencies, Knowledge, and Skills of Effective School Nutrition Managers. Retrieved August 19, 2007 from National Food Service Management Institute Web site: http://nfsmi-web01.nfsmi.olemiss.edu/documentLibraryFiles/PDF%5C20080222025936.pdf

Chanddra, A. (2006) Staff member evaluation strategies for healthcare organizations: A general guide. Hospital Topics, 84(2), 34-38.

Conducting Effective Performance Appraisals: Tips for supervisors. (n.d.). Retrieved August 19, 2007 from University of California-Berkeley, Office of Human Resources Web site: http://hrweb.berkeley.edu/manage/appraisal.htm

Hansen, D. (2005). Performance appraisal tips help page. Retrieved June 16, 2008 from http://iso9k1.home.att.net/pa/performance_appraisal.html

Nettles, M. F., & Carr, D. H. (2006). Competencies, Knowledge, and Skills of Effective School Nutrition Assistants/Technicians. Retrieved August 19, 2007 from National Food Service Management Institute Web site: http://nfsmi-web01.nfsmi.olemiss.edu/documentLibraryFiles/PDF%5C20080716085837.pdf

Painter, C. N. (2003). Ten steps for improved appraisals. Supervision, 64(10),12-14.

Spears, M. C. & Gregoire, M. B. (2007). Performance appraisal. In Foodservice organizations: A managerial and systems approach, (6th ed., pp. 530-534). New Jersey: Prentice Hall.

Please note: The above Web sites were verified as active July 2008 and may expire without notice. The addresses are case sensitive.

Section 2

PERFORMANCE APPRAISAL FORM FOR SCHOOL NUTRITION MANAGERS

PERFORMANCE APPRAISAL FORM FOR SCHOOL NUTRITION MANAGERS

INSTRUCTIONS

OBJECTIVES

The objectives of a performance appraisal are to:

1. Maintain desired performance
2. Improve performance
3. Communicate future expectations to the manager
4. Collect information to aid in effective, fair employment decisions
5. Maximize the growth potential of the manager

RATING SCALE

Using the scale below, evaluate manager's performance in the 12 functional areas:

Nutrition and Menu Planning
Program Accountability
Sanitation, Safety, and Security
Equipment Use and Care
Procurement
Food Production
Food Acceptability
Service
Financial Management and Recordkeeping
Marketing
Personnel Management
Professional Development

1 BELOW STANDARD
manager fails to perform the minimum requirements of the job and immediate improvement is necessary

2 NEEDS IMPROVEMENT
standards for all competencies are met but performance is weak or inconsistent; improvement is needed in a specific competency

3 MEETS STANDARD
performs all job requirements satisfactorily

4 AREA OF STRENGTH
meets all job requirements and performs above standard for a specific competency

5 EXCEEDS STANDARD
consistently surpasses job standards to improve personal performance and advance the school nutrition program

N/A NOT APPLICABLE
performance is not observed or the competency is not a responsibility of the position

Note: For a detailed description of the performance appraisal process, please refer to *Competency-Based Performance Appraisals for School Nutrition Managers and Assistants/Technicians, Section 1*

APPRAISAL FORM

NAME	SCHOOL	☐ Annual ☐ Probationary ☐ Other
CLASSIFICATION/JOB TITLE	REPORTING PERIOD	☐ Performance Improvement Plan attached
EVALUATOR	EVALUATOR'S TITLE	DATE

INSTRUCTIONS

Circle the rating that best describes performance using the standards listed within each functional area. If a specific standard does not apply, circle N/A in the designated column. A score of 1 or 5 requires a notation in the Comments section to document specific reason for score.

1 BELOW STANDARD
2 NEEDS IMPROVEMENT
3 MEETS STANDARD
4 AREA OF STRENGTH
5 EXCEEDS STANDARD
N/A NOT APPLICABLE

NUTRITION AND MENU PLANNING

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not provide needed quantity b. Menus fail to meet nutrition standards and meal requirements c. Does not facilitate nutrition education d. Disregards the needs of children with special food and nutrition needs	a. Provides atmosphere for healthful eating b. Ensures meals meet nutrition standards and age-appropriate meal requirements, including children with special food and nutrition needs c. Implements the *Dietary Guidelines for Americans* d. Executes plans for meals that encourage student consumption e. Facilitates nutrition education in school program	a. Volunteers for district menu planning/nutrition committee, if appropriate b. Offers suggestions for improving menu acceptability, nutrition integrity, and financial feasibility	
1	2 3 4	5	N/A

Comments:

PROGRAM ACCOUNTABILITY

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Non-compliance with federal, state, and local regulations b. Does not support district mission	a. Ensures compliance with federal, state, and local regulations b. Ensures accountability of recorded documentation c. Complies with district mission/vision	a. Serves as role model for implementing district mission/vision	
1	2 3 4	5	N/A

Comments:

SANITATION, SAFETY, AND SECURITY

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Fails to ensure food safety and sanitation b. Does not provide a safe work environment c. Disregards personal hygiene and appearance guidelines	a. Implements high sanitation standards to provide a healthy dining environment b. Responds to food holds and recalls effectively and efficiently c. Provides safe work environment d. Demonstrates leadership in emergency/crisis situations	a. Models desired behaviors b. Applies district/local guidelines to develop creative and practical solutions for reducing and recycling waste and other discarded products c. Updates and implements food safety and sanitation policies, as needed	
1	2 3 4	5	N/A

Comments:

EQUIPMENT USE AND CARE

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not ensure proper equipment use and care	a. Implements procedures for proper equipment use, care, and preventive maintenance b. Complies with energy conservation principles	a. Develops, implements, and updates an effective energy conservation program	
1	2 3 4	5	N/A

Comments:

PROCUREMENT

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not ensure dependable delivery of goods/services for operation of the SN program	a. Complies with federal, state, and local purchasing guidelines b. Ensures that proper receiving procedures and storage techniques are followed	a. Recommends appropriate products to ensure high quality goods and customer services at costs advantageous to the SN program	
1	2 3 4	5	N/A

Comments:

FOOD PRODUCTION

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Quality of finished products is inconsistent b. Does not ensure accurate food production reports	a. Applies management principles to meet high standards of food quality and control b. Implements system for accurate reporting of planned menus, food produced and discarded c. Monitors food production procedures daily	a. Consistently exceeds established criteria for delivery of high quality products b. Effectively directs control system that ensures highest levels of accuracy, accountability, and transparency c. Evaluates and enhances food production system and procedures to improve food quality	
1	2 3 4	5	N/A

Comments:

FOOD ACCEPTABILITY

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not provide food choices appealing to students	a. Encourages customer feedback and responds to student food preference	a. Utilizes feedback to develop creative techniques to increase student acceptance of menu items	
1	2 3 4	5	N/A

Comments:

SERVICE

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not meet customer expectation of presentation and service b. Considers customers an imposition c. Exhibits negative attitude	a. Implements standards of excellence for quality presentation and service of food b. Ensures meals are served in pleasant environment by courteous staff	a. Consistently receives customer feedback that indicates positive perception of food and service	
1	2 3 4	5	N/A

Comments:

FINANCIAL MANAGEMENT AND RECORDKEEPING

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Inaccurate accounting of SN program funds b. Fails to safeguard financial integrity of SN program	a. Operates within established financial management guidelines to provide a cost-effective foodservice program b. Maintains records and supporting documentation in accordance with federal, state, and local regulations/policies c. Manages business functions effectively and efficiently	a. Manages resources to provide funds for new programs and growth	
1	2 3 4	5	N/A

Comments:

MARKETING

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Ineffective implementation of a marketing plan that effectively communicates the role of the SN program in the school and community	a. Implements marketing plan to create an atmosphere that attracts and pleases students, teachers, administrators, and other school support staff b. Creates awareness of the SN program and promotes its role in school and community	a. Advances the credibility of the SN program to consumers and the public	
1	2 3 4	5	N/A

Comments:

PERSONNEL MANAGEMENT

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not communicate effectively with others b. Overlooks the role of the staff in the success of the SN program	a. Manages SN staff according to federal, state, local, and district employment laws, policies, and regulations b. Communicates effectively with supervisor and other staff c. Creates atmosphere for employee productivity and satisfaction d. Uses organizational techniques efficiently for maximum human resource development e. Integrates training program and evaluation standards for staff performance into program management f. Recognizes, understands, values, and manages diversity for maximum productivity	a. Maintains highly positive working relationships that promote effective and efficient use of human resources for the benefit of the individual and SN program	
1	2 3 4	5	N/A

Comments:

PROFESSIONAL DEVELOPMENT

PERFORMANCE LEVEL			
BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not maintain/ learn/apply new skills and knowledge as needed	a. Sets high professional standards for program and employees (i.e. attendance, appearance, attitude, demeanor) b. Acquires education and skills necessary for leadership and management roles	a. Advances professional knowledge and growth of self and others b. Challenges self and others to meet change with enthusiasm	
1	2 3 4	5	N/A

Comments:

OVERALL RATING

INSTRUCTIONS

Add the total ratings for each functional area and divide by the number of functional areas evaluated (do not include functional areas where N/A was used). Round the result to the nearest whole number and check the appropriate box below (1=Below Standard, 2-4=Meets Standard, and 5=Exceeds Standard).

☐ BELOW STANDARD ☐ MEETS STANDARD ☐ EXCEEDS STANDARD

EMPLOYEE SIGNATURE _____ DATE _____

Employee signature indicates the evaluation was discussed with the SN manager and he/she has received a copy of the performance appraisal. It does not signify agreement or disagreement.

EVALUATOR SIGNATURE _____ DATE _____

PERFORMANCE IMPROVEMENT PLAN

EMPLOYEE NAME _____ SCHOOL _____

INSTRUCTIONS

Determine functional areas to be improved. Complete key actions, how progress will be measured, what resources will be needed, and time frame for completion. Use an additional form if necessary. The SN manager and evaluator should discuss and agree upon the priority for completion assigned to each functional area to be improved.

FUNCTIONAL AREAS

- Nutrition and Menu Planning
- Program Accountability
- Sanitation, Safety, and Security
- Equipment Use and Care
- Procurement
- Food Production
- Food Acceptability
- Service
- Financial Management and Recordkeeping
- Marketing
- Personnel Management
- Professional Development

_____

Functional Area to Be Improved

KEY ACTIONS	MEASUREMENT	RESOURCES NEEDED	TIME FRAME

PRIORITY

_____

Functional Area to Be Improved

KEY ACTIONS	MEASUREMENT	RESOURCES NEEDED	TIME FRAME

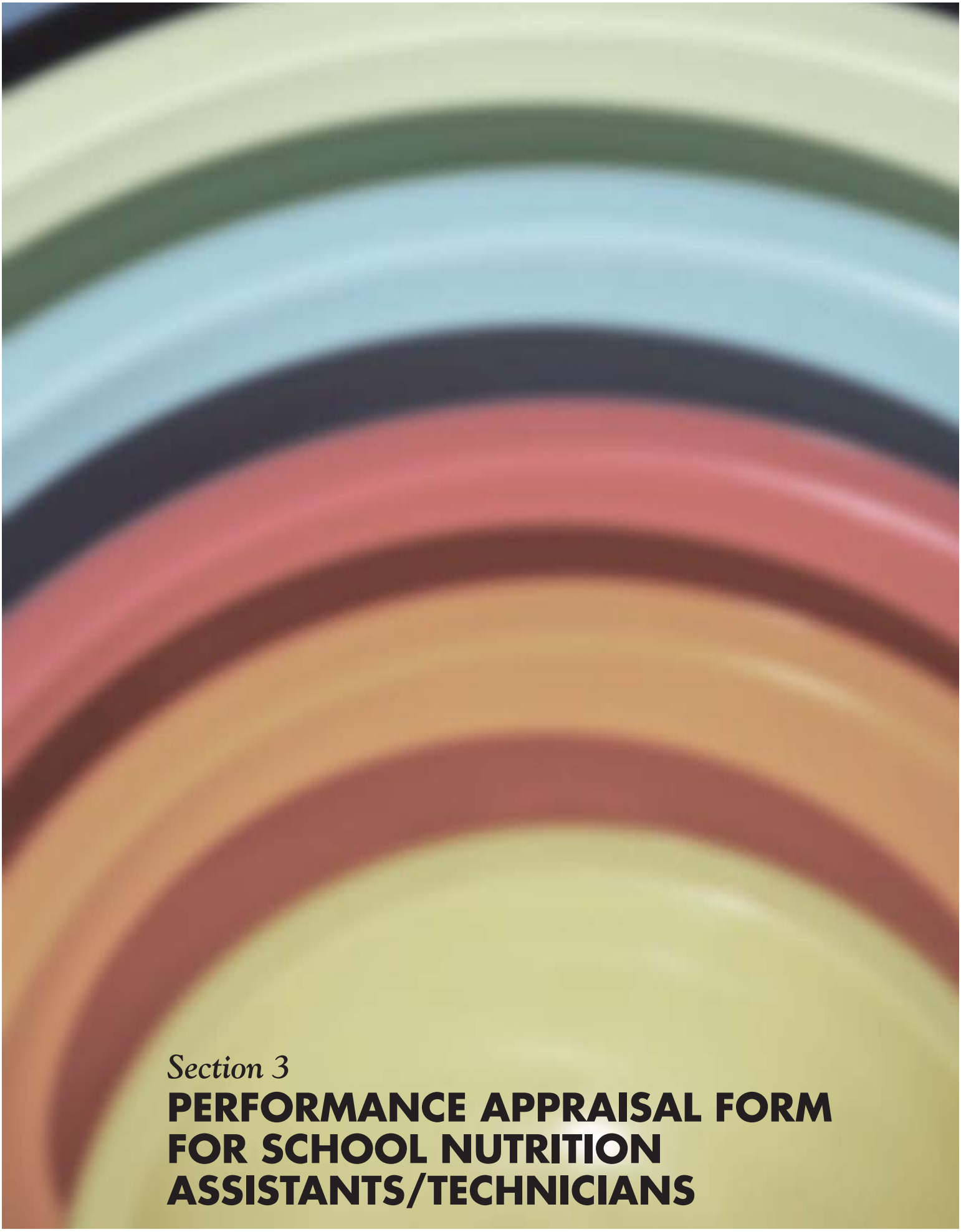
PRIORITY

_____ _____

EMPLOYEE SIGNATURE DATE

_____ _____

EVALUATOR SIGNATURE DATE



Section 3

PERFORMANCE APPRAISAL FORM FOR SCHOOL NUTRITION ASSISTANTS/TECHNICIANS

PERFORMANCE APPRAISAL FORM FOR SCHOOL NUTRITION ASSISTANTS/TECHNICIANS

INSTRUCTIONS

OBJECTIVES

The objectives of a performance appraisal are to:

1. Maintain desired performance
2. Improve performance
3. Communicate future expectations to assistant/technician
4. Collect information to aid in effective, fair employment decisions
5. Maximize the growth potential of the assistant/technician

RATING SCALE

Using the scale below, evaluate assistant/technician's performance in the six functional areas:

Food Production	Program Regulations and Accountability
Sanitation, Safety, and Security	Equipment Use and Care
Customer Service	Professional Excellence

1 BELOW STANDARD
assistant/technician fails to perform the minimum requirements of the job and immediate improvement is necessary

2 NEEDS IMPROVEMENT
standards for all competencies are met but performance is weak or inconsistent; improvement is needed in a specific competency

3 MEETS STANDARD
performs all job requirements satisfactorily

4 AREA OF STRENGTH
meets all job requirements and performs above standard for a specific competency

5 EXCEEDS STANDARD
consistently surpasses job standards to improve personal performance and advance the school nutrition program

N/A NOT APPLICABLE
performance is not observed or the competency is not a responsibility of the position

Note: For a detailed description of the performance appraisal process, please refer to *Competency-Based Performance Appraisals for School Nutrition Managers and Assistants/Technicians, Section 1*

APPRAISAL FORM

NAME	SCHOOL	☐ Annual ☐ Probationary ☐ Other
CLASSIFICATION/JOB TITLE	REPORTING PERIOD	☐ Performance Improvement Plan attached
EVALUATOR	EVALUATOR'S TITLE	DATE

INSTRUCTIONS

Circle the rating that best describes performance using the standards listed within each functional area. If a specific standard does not apply, circle N/A in the designated column. A score of 1 or 5 requires a notation in the Comments section to document specific reason for score.

1 BELOW STANDARD
2 NEEDS IMPROVEMENT
3 MEETS STANDARD
4 AREA OF STRENGTH
5 EXCEEDS STANDARD
N/A NOT APPLICABLE

FOOD PRODUCTION

Competencies

Maintains high standards of control for quality food production and service
Follows operational procedures for efficient and effective food production and service

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Does not consistently produce food items that meet established quality standards b. Does not produce accurate food quantities c. Disregards operational procedures for food production	a. Uses appropriate quantity food production techniques to produce appealing and nutritious food b. Follows policies and procedures for holding and serving food, portioning food items, batch cooking, using standardized recipes, inventory, and maintaining production records c. Prepares meals for special diets according to instructions d. Checks products during preparation and service to ensure quality standards are met e. Organizes tasks for efficient and effective food production and service	a. Offers suggestions for improving operational procedures for food production b. Volunteers to learn new production techniques	
1	2 3 4	5	N/A

Comments:

SANITATION, SAFETY, AND SECURITY

Competencies

Maintains an environment conducive to protecting the health and well-being of the school's children through high levels of food safety and sanitation standards

Maintains a safe facility for performance of work

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Disregards safe food practices b. Does not adhere to safe work procedures c. Ignores personal hygiene and appearance guidelines	a. Follows safe food practices during all food handling processes b. Follows rules of safe time/temperature requirements and corrects deviations promptly c. Maintains a clean and sanitary kitchen and dining area using established procedures d. Uses appropriate measures to safeguard the environment (i.e., waste/grease disposal, water conservation) e. Practices safe work techniques f. Assists with preparation for fire, health, and safety inspections	a. Serves as a role model for other staff members in implementing preventive safety measures in work processes b. Offers suggestions for improving sanitation, safety, and security practices	
1	2 3 4	5	N/A

Comments:

CUSTOMER SERVICE

Competency

Maintains quality standards for the presentation and service of food in a pleasant environment

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Exhibits a negative attitude when interacting with students b. Considers customers as an imposition	a. Assists in creating a pleasant eating environment for students b. Handles customer complaints effectively c. Shares customer feedback with SN manager	a. Assists students in making healthy food choices b. Recommends appropriate service modifications in response to customer feedback	
1	2 3 4	5	N/A

Comments:

PROGRAM REGULATIONS AND ACCOUNTABILITY

Competencies

Maintains integrity and accountability of the SN program through compliance with all federal, state, and local regulations

Maintains accountability of recorded documentation for compliance with federal, state, and local regulations

Assures compliance with school/district policies and procedures

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Cannot accurately and consistently identify meal components required for a reimbursable meal b. Does not comply with school district policies and procedures related to the SN program	a. Maintains confidentiality of students, program, and school b. Identifies, monitors, and ensures that reimbursable meals meet requirements c. Prepares reports and records accurately in compliance with regulations d. Handles cash according to established procedures e. Follows district, local, state, and federal regulations, School Board policies, and SN program policies/procedures	a. Serves as a role model for other staff in maintaining program integrity and accountability	
1	2 3 4	5	N/A

Comments:

EQUIPMENT USE AND CARE

Competency

Implements administrative policies for proper use and care of all equipment

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Operates equipment carelessly and unsafely b. Does not operate and clean equipment according to established procedures	a. Operates equipment safely b. Uses food service equipment suitable for the food product being prepared c. Follows sanitation procedures when using and cleaning equipment d. Monitors equipment operation and reports malfunctions	a. Practices energy conservation b. Conducts preventive maintenance procedures	
1	2 3 4	5	N/A

Comments:

PROFESSIONAL EXCELLENCE

Competencies

Performs all duties and responsibilities in an ethical and professional manner
Communicates effectively with unit manager and other employees
Provides leadership as a team member of the school community

PERFORMANCE LEVEL

BELOW STANDARD	STANDARD	EXCEEDS STANDARD	N/A
a. Disregards the value of a diverse school and SN program community b. Does not maintain/ learn/apply new skills and knowledge as needed	a. Performs work-related activities efficiently with limited supervision b. Interacts with others in an ethical and professional manner c. Maintains cooperative and effective working relationships with others d. Reports to work on time and completes tasks according to work schedules e. Attends and participates in training activities	a. Seeks opportunities for improving self and performance b. Strives to create a positive image for school nutrition	
1	2 3 4	5	N/A

Comments:

OVERALL RATING

INSTRUCTIONS

Add the total ratings for each functional area and divide by the number of functional areas evaluated (do not include functional areas where N/A was used). Round the result to the nearest whole number and check the appropriate box below (1=Below Standard, 2-4=Meets Standard, and 5=Exceeds Standard).

☐ BELOW STANDARD ☐ MEETS STANDARD ☐ EXCEEDS STANDARD

EMPLOYEE SIGNATURE _____ DATE _____

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EVALUATOR SIGNATURE _____ DATE _____

PERFORMANCE IMPROVEMENT PLAN

EMPLOYEE NAME _____ SCHOOL _____

INSTRUCTIONS

Determine functional areas to be improved. Complete key actions, how progress will be measured, what resources will be needed, and time frame for completion. Use an additional form if necessary. The employee and evaluator should discuss and agree upon the priority for completion assigned to each functional area to be improved.

FUNCTIONAL AREAS

- Food Production
- Sanitation, Safety, and Security
- Customer Service
- Program Regulations and Accountability
- Equipment Use and Care
- Professional Excellence

_____

Functional Area to Be Improved

KEY ACTIONS	MEASUREMENT	RESOURCES NEEDED	TIME FRAME

PRIORITY

_____

Functional Area to Be Improved

KEY ACTIONS	MEASUREMENT	RESOURCES NEEDED	TIME FRAME

PRIORITY

_____ _____

EMPLOYEE SIGNATURE DATE

_____ _____

EVALUATOR SIGNATURE DATE

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University, MS 38677-0188
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AA/EOE/ADAI
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