# 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. The Evaluator should seek feedback from principals on the performance and growth opportunities of the employee.
3. Custodial Supervisors will complete the evaluation form on Head Engineers and Head Engineers will complete the evaluation form on building personnel.
4. The Evaluator seeks prior approval on the performance evaluation prior to meeting with the employee.
5. The Evaluator and employee will meet to discuss the performance evaluation.

**Directions for Evaluations:**

1. Print out an evaluation form (attached).
2. Complete the evaluation, ensuring to add comments everywhere, especially any category where your rating is “below standards” or “exceeding standards.”
3. Before you review the performance evaluation with your employee scan and email the completed evaluation to your Custodial Supervisor for approval. Your Custodial Supervisor will contact you to discuss the evaluation and give you feedback.
4. Once the evaluation is approved by your Custodial Supervisor, review with employee, and both you and the employee sign it.
5. Make a copy of the signed evaluation for your records and offer a copy to your employee.
6. Finally, scan and email the signed evaluation to**:**

Custodial inbox - [custodial@spps.org](mailto:custodial@spps.org)

Custodial Supervisors - [sups@spps.org](mailto:sups@spps.org)

**Timelines for Evaluation:**

1. Custodial Services personnel will receive a performance evaluation on the following timelines.

* For employees in their original employment probationary period, evaluations will be completed at:
  + 4 months
  + 8 months and
  + A final evaluation will be done at the end of the 12-month.
* For employees in a promotional probationary period, evaluations will be completed at:
  + 2 months
  + 4 months
  + Prior to the end of the 6-month probationary period.
* For permanent employees, evaluations will be completed:
  + Every other year.

1. Supervisors may choose to evaluate an employee at any time.

**Improvement Plans and Disciplinary Action:**

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

# Standards of Effective Job Performance for Custodial Services Employees at Saint Paul Public Schools

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|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Employee ID |  |
| Job Title |  | Location |  |
| Evaluator |  | Evaluator Title |  |
| Evaluation Type | Choose an item. |  |  |

# Instructions: Circle the number that best describes observed behavior or overall performance and type in the Rating Number where indicated. If a standard does not apply to a specific role, mark N/A in Skills Area Box.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Safety** | 1 | 2 | 3 | 4 | 5 |
| Fails to contribute to a safe and positive work environment | Contributes to a safe work environment:   * demonstrates a commitment to safety by following rules and guidelines. * follows proper PPE requirements * performs work using safely, following established procedures * takes proper care of equipment * follows good housekeeping practices * reports unsafe conditions * meets requirements of 100% participation in safety training | | | Proactively prevents problems that may disrupt a safe and caring work environment |
| Comments: | | | | | |
| Attendance | 1 | 2 | 3 | 4 | 5 |
| Poor attendance and/or ineffective back up plans  Does not follow call in procedure correctly. | Has good attendance with appropriate plans in place for absences   no pattern of absences   * follows Call In Procedures to reporting absence or tardiness * follows schedule, including breaks * is on time to work: * ready to start work at assigned time * works until the end of the scheduled shift | | | Has excellent attendance with well developed plans for absences |
| Comments: | | | | | |
| **Knowledge****Base** | 1 | 2 | 3 | 4 | 5 |
| Demonstrates gaps in knowledge related to area of responsibility | Demonstrates working knowledge in the area of responsibility:   * follows steps in cleaning guidelines * effectively uses equipment * follows policy and procedure | | | Demonstrates extensive knowledge in area of responsibility |
| Comments: | | | | | |

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| --- | --- | --- | --- | --- | --- |
| Customer Service | 1 | 2 | 3 | 4 | 5 |
| Feedback from others indicates disrespectful or unprofessional relationships | Maintains respectful, effective, and professional relationships with all students, staff and parents   * skilled in conflict resolution * effective communication with staff, students and public * reports from others of good work | | | Data indicate highly positive working relationships |
| Comments: | | | | | |
| ProblemSolving | 1 | 2 | 3 | 4 | 5 |
| Problem solving skills are not effective | Applies problem solving skills effectively   * uses resources to solve problems * proactively prevents problems * reacts effectively to solve problems * learns to solve own problems * knows which problems to solve on own and which to refer | | | Is highly proactive in identifying and minimizing potential problems |
| Comments: | | | | | |
| Productivity | 1 | 2 | 3 | 4 | 5 |
| Fails to meet expectations of:   * quantity * timeliness | Completes assignments meeting expected performance criteria:  Quantity of work:   * Properly uses materials and equipment to effectively and efficiently complete varying workload in a timely manner. * Stays on task   Timeliness of work:   * meets deadlines * follows through * effective use of time | | | Identifies ways to streamline and improve efficiency of work |
| Comments: | | | | | |
| **Quality** | 1 | 2 | 3 | 4 | 5 |
| Fails to consistently meet expectations in  Quality of work | Quality of work   * quality control checks are performed * meets defined cleaning standards * accuracy and appearance are at an acceptable level * recognizes and learns from mistakes * takes responsibility for actions, decisions and results | | | Ensures that defined processes and quality standards, and best practices are adopted and updated; drives continuous improvement. |
| Comments: | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independence** | 1 | | 2 | | 3 | 4 | 5 | |
| Does not work independently as appropriate | | Works independently as appropriate   * demonstrates multi-tasking * rotates assignments as requested and continues quality teamwork even if someone is gone * uses resources independently | | | | Proactively completes tasks independently as appropriate | |
| Comments: | | | | | | | | |
| Teamwork | 1 | | 2 | | 3 | 4 | 5 | |
| Contributes to making environment negative. | | Builds trust by respecting ideas and contributions of everyone; works well with others.   * effective teamwork * implements suggestions made by others * takes direction well and without complaint * contributes to team goals | | | | Contributes to positive morale and spirit within the team and embraces diverse and global cultures and ideas | |
| Comments: | | | | | | | | |
| Attire | 1 | | 2 | | 3 | 4 | 5 | |
| Does not follow all aspects of uniform policy.  Uniform has holes, is dirty/soiled/stained. | | Follows uniform policy   * shows up prepared for current weather conditions. * uniform is clean and/or freshly laundered. | | | | Uniform appearance is exceptional. | |
| Comments: | | | | | | | | |
| Training | | Fails to learn and/or apply new skills as needed | | Learns and applies new skills as needed, including technology   * operates computer programs, including email and payroll * checks email as assigned * operates new equipment correctly * keeps up on current best practices for job title * cross trains | | | | Develops self to assume new roles or responsibilities |
| Comments: | | | | | | | | |

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| --- | --- | --- | --- | --- | --- |
| FOR CUSTODIAL SERVICES STAFF WHO SUPERVISE OTHER EMPLOYEES | | | | | |
| **Recognition** | 1 | 2 | 3 | 4 | 5 |
| Fails to provide positive recognition for employees | Recognizes employees for positive contributions | | | Regularly finds ways to support employee’s large and small contributions |
| Comments: | | | | | |
| **Communication** | 1 | 2 | 3 | 4 | 5 |
| Fails to communicate effectively | Effectively Communicates by;   * 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 * properly wears and operates custodial phone and walkie-talkies | | | Never fails to communicate at the right time the right information. |
| Comments: | | | | | |
| **Professional**  **Expectations** | 1 | 2 | 3 | 4 | 5 |
| Fails to set and/or model high expectations for staff | Sets and models high expectations for staff   * building reflects best practices - clean and organized * staff is viewed as positive role models for students | | | Sets, models, and attains high expectations for staff |
| Comments: | | | | | |
| **Building Operations** | 1 | 2 | 3 | 4 | 5 |
| Fails to assure that assigned operations are handled effectively.  Excessive inventory on hand. | Assures that assigned operations are running smoothly   * effectively prioritizes duties, tasks and projects * uses staff effectively * monitors cleanliness of building   Implements effective managerial skills   * maintains appropriate level of inventory * ensures that all required training and licenses are in place * uses data to make decisions * monitors work done by evening shift | | | Overall operations are a model for others |
| **Comments:** | | | | | |

**Saint Paul Public Schools’ Guiding Values**

|  |  |  |  |
| --- | --- | --- | --- |
| **Value** | **Description** | **Yes** | **No** |
| **ACHIEVEMENT** | Fostering academic success by taking action to increase student achievement through challenging and collaborative learning. |  |  |
| **COMMUNICATION** | Engaging with sincerity and honesty by using language that can be understood by all. |  |  |
| **CONTINUOUS IMPROVEMENT** | Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not. |  |  |
| **COLLABORATION** | Working together in a respectful manner that values and honors families, staff, students and the community. |  |  |
| **ACCOUNTABILITY** | Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance. |  |  |
| **INCLUSIVE CULTURE** | Embracing each individual culture, race, ethnicity, ability and identity. |  |  |
| Comments: | | | |

**ST. PAUL PUBLIC SCHOOLS**

**STANDARDS OF EFFECTIVE JOB PERFORMANCE FOR CUSTODIAL SERVICES EMPLOYEES**

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| --- | --- |
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# SUMMARY EVALUATION FOR

**Skills Category Ratings**

Please enter the numeric rating score after each skills category.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Safety |  | Attendance |  | Knowledge Base |  | Customer Service |  | Problem Solving |  |
|  |  |  |  |  |  |  |  |  |  |
| Productivity |  | Quality |  | Independence |  | Teamwork |  | Attire |  |
|  |  |  |  |  |  |  |  |  |  |
| Training |  |  |  |  |  |  |  |  |  |

*For Custodial Services employees with direct reports*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Recognition |  | Communication |  | Expectations |  | Operations |  |

**Overall Ratings**

After reviewing with your supervisor, please check the appropriate overall performance of employee.

Exceeds Standard

Meets Standard (Satisfactory)

Below Standard (Unsatisfactory - must be re-assessed within 4 months) Note: A Performance Improvement Plan may be developed for employees who are not in a probation period and rated Below Standard

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

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| --- |
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Suggestions for career development (optional):

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|  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator

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

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Custodial Services Employee

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