Performance Appraisal

Appraisal Type (check box)**:** ☐Annual ☐Probationary ☐Special

Appraisal Period: _____

Employee Name: _____ **Title:** _____

Part A: Employee Self Assessment

To be completed by employee and returned to supervisor prior to appraisal meeting. Employee is to comment on accomplishments of job goals during the appraisal period.

Learner/Teacher:

Evaluator:

Manager:

Recruiter / Relationships:

Accountability:

Goals for the next appraisal year:

Part B: Area Coordinator's Assessment

Using attached RATINGS GUIDE, please rate employee's performance in the listed categories using only whole numbers. Please attach a copy of the employee's job description and comment on employee's accomplishments of goals during the appraisal period. If needed, please use additional space on the following page.

Learner/Teacher Weighted Score: _____
Comments:

Evaluator Weighted Score:_____
Comments:

Manager Weighted Score: _____
Comments:

Recruiter / Relationships Weighted Score: _____
Comments:

Accountability Weighted Score: _____
Comments:

Goals for the next appraisal year **Fiscal Year:** _____ **FTE:** _____ **Adult/Youth Ratio:** _____ **Goals Adult/Youth:** _____

Total Weighted Score: _____
Overall rating based on total weighted score:

(Check appropriate box)**:** ☐**Below** ☐**Minimally Performs** ☐**Achieves Performance Standards** ☐**Above Average** ☐**Exceeds**
Contact District Director before giving a *"Below"* or *"Minimally Performs"* performance rating.
Employee's Remarks: (I also acknowledge that a copy of my position description is attached and this evaluation has been discussed with me. I understand that my signature does not necessarily indicate agreement.)

Employee's Name	Title	Date	Signature
Area Coordinator's Name	Title	Date	Signature
Additional Evaluator's Name	Title	Date	Signature

ADDITIONAL COMMENTS:

Employee's Initials & Date_____

Area Coordinator's Initials & Date_____

Additional Evaluator's Initials & Date_____

DIRECTIONS

Use the **RATINGS GUIDE** to evaluate the Nutrition Education Assistant. Once a performance appraisal ratings point level (1 – 5) has been determined for each performance standard, insert the whole or half numbers in the appropriate spaces in the **Ratings Points Received** column in the table below (example whole number : 3.0, example half number : 3.5). Please see the **"Explanation of Appraisal Summary Scale with Category Weights"** page for an example of how to complete the **Performance Appraisal Summary** table for an overall rating.

OVERALL RATING BASED ON A 100 POINT WEIGHTED SCALE:

Below Performance standards:	**20- 39**	Below performance standards requires a written improvement plan
Minimally Performs performance standards:	**40- 59**	
Achieves Performance standards:	**60- 79**	
Above Average Performance standards:	**80- 95**	
Exceeds Performance standards:	**96-100**	

Performance Appraisal Summary:

Category	**Ratings Points Received**		**Ratings Possible Points**		**Ratings Category Weights**		Formula: **Points Received/Possible Points X Category Weight = Ratings Score**
Learner / Teacher		÷	**5**	**X**	**25**	=	
Evaluator		÷	**5**	**X**	**25**	=	
Manager		÷	**5**	**X**	**15**	=	
Recruiter / Relationships		÷	**5**	**X**	**20**	=	
Accountability		÷	**5**	**X**	**15**	=	
						Total Score	

Example: Points Received (2) ÷ Possible Points (5) x Category Weights (25) = 12 Score

RATINGS GUIDE

Area Coordinators may rate different levels for individual categories. The overall rating is determined by the total weighted score. Ratings must be in whole or half numbers only.

CATEGORY (WEIGHT in %) Write in Rating	Below Performance Standards 1	Minimally Performs Performance Standards 2	Achieves Performance Standards 3	Above Average Performance Standards 4	Exceeds Performance Standards 5
Learner/ Teacher (25%) Rating #: _____	Unacceptable performance; Does not perform job timely or accurately; Does not follow program guidelines; Insufficient knowledge of job; Does not teach accurate and current nutrition information; Does not teach appropriate number of lessons. Requires constant instruction; Does not graduate sufficient number of participants; Never conducts food experiences or food demonstrations; Does not make effort to actively participate in in-services or learn; Responds negatively to feedback; Unprofessional demeanor; Communicates poorly; Scores poorly on observations conducted by supervisor.	Sometimes same as "Below" but progresses with counseling; Does not consistently meet performance standards; Requires frequent instruction; Has difficulty understanding; Makes minimal effort to learn/improve.	Consistently performs all teaching/learning duties competently & timely; Achieves established goals; Uses resources effectively; Responds appropriately to feedback; Professional & courteous demeanor; Communicates clearly; Working knowledge of job related to teaching / learning; Implements suggestions from supervisor observations.	Consistently performs higher than average; Conducts more than the minimum requirement of food experiences or demonstrations per individual or group of participants; Graduates slightly above established number of participants with positive outcomes; Always positive/pleasant; Maximizes resources; Requires less than the average amount of instruction; Higher than average knowledge of job/duties. Consistently receives higher than average feedback on teaching observation form and reflect very few areas needing improvement.	Consistently exceeds all performance standards; Consistently receives positive feedback from participants; Highly motivated; Seeks appropriate ways to improve processes; Fully understands all aspects of teaching/learning responsibilities; Recognized expert – fully understands all aspects of teaching / learning. Consistently receives excellent feedback on teaching observation form; Teaching observations reflect a model teacher.
Evaluator (25%) Rating #: _____	Does not perform evaluation timely or accurately; Does not follow program guidelines when conducting evaluations; Insufficient knowledge of evaluation procedures/processes; Does not conduct youth evaluations; Does not conduct accurate food recalls; Does not conduct behavior checklists; Does not review or use food recalls, teaching records or behavior checklist to set goals with participants; Does not use food recall kit effectively. Does not collect program satisfaction feedback; Does not participate in supervisor's evaluation observation.	Sometimes same as "Below" but progresses with counseling; Requires constant supervision; Does not consistently meet performance standards; Cannot always be relied on to finish tasks; Has difficulty understanding; Only assumes responsibilities when asked; Makes minimal effort to learn/improve; Many areas for improvement are repeatedly identified in supervisor's evaluation observations.	Needs average supervision; Able to work independently; Consistently performs all job duties related to participant evaluation; Consistently meets performance standards; Consistently completes duties competently & timely; Uses resources effectively; Working knowledge of evaluation procedures / responsibilities. Evaluates 95-100% of youth groups in school settings; Implements suggestions from supervisor's evaluation observations.	Requires little or no supervision; Consistently performs higher than average; Can always be relied on to complete evaluation tasks timely and accurately; Program graduates show slightly improved behavior changes based on food recalls, behavior checklist or youth evaluation. Always uses resources effectively. Evaluates 100% of youth groups in school settings; Evaluation observations reflect very few areas needing improvement.	Consistently exceeds all performance standards; Always completes tasks; Always produces excellent work; Exceptional planning / organizing / prioritizing; Fully understands the process & use of evaluation procedures; Always sets participant goals & works with participants to meet goals. Program graduates show significant behavior changes based on food recalls; Evaluates 100% of youth groups in school settings; Evaluation observations reflect a model evaluator.
Manager (15%) Rating #: _____	Requires constant supervision; Poor organization and prioritization skills; Unprofessional demeanor; Avoids responsibilities; Does not maintain appropriate caseload; Does not manage appropriately; Group sizes are always too large; Does not complete paperwork; Does not complete and submit accurate paperwork on time; Does not demonstrate necessary computer skills; Does not comply with confidentiality and data security policies.	Sometimes same as "Below", but progresses with counseling; Requires frequent supervision; Does not consistently meet performance standards; Cannot always be relied on to finish tasks; Only assumes responsibilities when asked; Makes minimal effort to improve.	Needs average supervision; Able to work independently; Consistently meets performance standards; Consistently completes tasks competently & timely; Consistently complies with data security policies; Communicates clearly; Professional/courteous demeanor.	Requires little or no supervision; Works well independently; Consistently performs higher than average; Effectively plans / prioritizes; High level of productivity; Actively participates in goal achievement.	Consistently exceeds all performance standards; Always completes tasks; Always produces excellent work; Exceptional planning / organizing / prioritizing; seeks ways to improve processes; Highly motivated; Seeks additional responsibilities.
Recruiter / Relationships (20%) Rating #: _____	Requires constant supervision; Communicates poorly; Unprofessional demeanor; Does not promote CNEP programs; Does not understand/support the goals of CNEP & OCES; Does not recruit participants; Does not work with other agencies; Does not work collaboratively with CNEP &/or OCES employees/supervisors; Does not comply with nondiscrimination policies/procedures.	Sometimes same as "Below", but progresses with counseling; Inconsistent; Requires frequent supervision; Only assumes responsibilities when asked; Occasionally causes a rift within team.	Consistently recruits participants; Communicates clearly; Professional & courteous demeanor; Consistently supports the goals of CNEP & OCES; Contributes positively to team; Consistently works collaboratively with CNEP &/or OCES employees/supervisors; Consistently works with other agencies; Responds appropriately to feedback; Consistently complies with nondiscrimination policies/procedures;	Exceeds peers in level of recruitment of participants; exceeds peers in level of recruitment of individual participants; Often leads team efforts; Requires little or no supervision; Seeks additional responsibilities; Higher than average level of working collaboratively with CNEP &/or OCES employee / supervisors; Actively seeks collaboration with others; Always positive / pleasant; Can always be relied on to comply with nondiscrimination policies / procedures.	Highly motivated; Innovative; Self starter; Consistently exceeds peers in level of recruitment of groups and individual participants; Able to set goals & ensure accomplishment of goals; Team builder & motivator; inspires cooperation/progress; Consistently receives positive feedback from CNEP &/or OCES employees / supervisors; Goes the "extra mile" to resolve complex issues.
Accountability (15%) Rating #: _____	Cannot be relied on to finish tasks; Requires constant supervision; Does not maintain a safe/secure work environment; Responds negatively to feedback; Does not participate in CNEP/OCES related conferences/in-services/evaluations; Excessively absent or tardy; Does not follow attendance guidelines / policy / procedure.	Sometimes same as "Below" but progresses with counseling; Cannot always be relied on to finish tasks; Requires frequent supervision; Occasionally participates in CNEP/OCES related conferences/in-services/evaluations; Occasionally maintains a safe/ secure work environment; Frequently absent or tardy; Does not consistently follow attendance guidelines / policy / procedure.	Consistently keeps to schedule; Regularly completes tasks on time; Responds appropriately to feedback; Consistently & willingly participates in CNEP/OCES related conferences/in-services/evaluations; Consistently maintains a safe/secure work environment; Consistently adheres to all policies/guidelines regarding time & leave usage.	Can always be relied on to complete tasks timely & accurately; Requires little or no supervision; Works well independently; Higher than average level of participation in CNEP/OCES related conferences/in-services/evaluations; Higher than average level of maintaining a safe/secure work environment; Better than average attendance.	Always participates in CNEP/OCES related conferences/in-services/evaluations; Always maintains a safe/secure work environment; Excellent attendance record; Always completes tasks; An example for peers in the area; Inspires cooperation / progress. Rev 02/2016

Tool for establishing Performance Goals for the Fiscal Year

Before the beginning of the federal fiscal year (October 1st), each Nutrition Education Assistant with the help of their Unit Area Coordinator will choose the ratio of adults and youth they will work with for the coming fiscal year. Choose this ratio based on the *Fiscal Year EFNEP or ONE Time and Effort Distribution Guide*, needs of the county, and the school/agency relationships established. Once the ratio has been determined, look at the goals for adult teaching visits and adult/youth graduates. Send a completed and signed copy of Part B of the NEA performance document [including additional comments page with appropriate signatures and dates if needed] to the State and District offices.

Adults: The recommended number of teaching visits is 2-4 per month per participant/group. The minimum number of lessons for participant graduation is based on the short-term core lesson requirement. A lesson is a learning experience that covers a single nutrition topic for a minimum of thirty minutes. (See *Lesson & contact definitions* on CNEP website) It is expected that a Nutrition Education Assistant will conduct a minimum of two food experiences or food preparation demonstrations per individual or group of participants prior to graduation. The minimum graduation rate of adult participants is 60% a year.

Small group teaching visits: Strive to provide the best learning environment for participants. Research supports the use of long-term educational experiences conducted in both individual and small-group sessions for the purpose of building appropriate social support for desired nutrition-related behavior changes. Each Nutrition Education Assistant is encouraged to have at least one small group along with individual visits. By program definition, a small learning group consists of 2-15 adult participants. A minimum of 90% of small learning groups should consist of 2-15 participants, the program definition for small learning groups. Paying attention to the information above, program duration (not to exceed 12 months) and lessons taught should be guided by participant need and interest.

Youth: Nutrition Education Assistants may spend up to 100% of their time working with youth in both school and community settings. The appropriate number of lessons for youth in a school setting is 5-6. Youth groups in school settings should conform to State Department of Education group sizes and should not exceed twenty-five students in one setting. Encourage schools or agencies to divide classes into two sessions if group sizes are larger than recommended. Ninety percent of youth groups in a school setting should be the appropriate group size. It is expected that a Nutrition Education Assistant will conduct a minimum of one food experience or food preparation demonstration with learners. Evaluation of program impact is important therefore it is expected that 100% percent of youth groups in school settings should be evaluated each year.

Fiscal Year EFNEP or ONE Time and Effort Distribution Guide

1.00 FTE EFNEP or ONE Nutrition Education Assistant					.75 FTE EFNEP or ONE Nutrition Education Assistant				
Adult/Youth Ratio	Total # of adult teaching visits per month	Total # of adult graduates per year rural/urban	Total # of youth participants per year	Total # of youth groups outside of school setting	Adult/Youth Ratio	Total # of adult teaching visits per month	Total # of adult graduates per year rural/urban	Total # of youth participants per year	Total # of youth groups outside of school setting
00:100	zero	zero	(r) 1100-1200 (u)1500-1700	10-20	**00:100**	zero	zero	(r) 825--900 (u)1125-1275	7-15
25:75	(r) 16-30 (u) 32-48	(r) 13-15 (u) 16-23	(r) 825-900 (u) 1125-1275	7-15	**25:75**	(r) 18-22 (u) 24-34	(r) 9-11 (u) 12-17	(r) 619-675 (u) 844-956	5-13
50:50	(r) 50-60 (u) 66-90	(r) 25-30 (u) 33-45	(r) 550-600 (u) 750-850	5-10	**50:50**	(r) 36-44 (u) 50-68	(r) 18-22 (u) 25-34	(r) 413-450 (u) 563-638	4-10
75:25	(r) 76-90 (u) 98-136	(r) 38-45 (u)49-68	(r) 275-300 (u) 375-425	3-5	**75:25**	(r) 56-68 (u) 74-102	(r) 28-34 (u) 37-51	(r) 206-225 (u) 281-319	2-8
100:0	(r) 100-120 (u)130-180	(r) 50-60 (u) 65-90	zero	zero	**100:0**	(r) 74-90 (u) 98-136	(r) 37-45 (u) 49-68	zero	zero

(r) = rural counties (u) = urban counties

Goals for the next appraisal year: Fiscal Year: _____ FTE: _____ Adult/Youth Ratio: _____ Goals Adult/Youth: _____

Urban and Rural definition: The Bureau of the Census defines an urbanized area, (UA) by population density. According to this definition, each UA includes a central city and the surrounding densely settled territory that together have a population of 50,000 or more and a population density generally exceeding 1,000 people per square mile. A "county" is a political distinction and is not incorporated in the Bureau of the Census' classification scheme. For CNEP programming purposes the Oklahoma Department of Transportation Official Oklahoma State Map will be used each year to determine urban and rural locations. The ODOT state map is based on Census data. Cities with 50,000 or more inhabitants will be considered urban. All cities under 50,000 will be determined rural. Urban Areas include-Oklahoma City, Edmond, Mid-West City, Norman, Tulsa, Broken Arrow, and, Lawton.