



Section 4: Supervisory Processes

4.1 Records Review

Reviewing Records

When: Frequency with which records are to be reviewed by supervisory staff

- Review at least twice
 - **At least once** during Nutrition and Health Workshop
 - **At least once** after Nutrition and Health Workshop graduation

How: Procedure in which records are to be reviewed by supervisory staff

- During the Workshop
 - Review attendance logs (*see Attachment 4.a*) for completeness
 - Look for participants in jeopardy of not graduating
 - Review entry forms for completeness
 - Reconcile attendance log with names on entry forms
 - Review progression records and current lesson plans
 - Are comments provided?
 - Were sections highlighted to reflect what was done during the lesson?
 - Are activities highlighted?
 - Is all documentation complete?
 - Submit folder for enrollment data entry
 - Follow-up accordingly as needed
- After Graduation
 - Review checklist (including MOU—for ESNY only) (*see Attachment 4.b*)
 - Make sure entry and exit (or termination) forms exist for each participant.
 - Enrollment date = date consent form was **signed**

Who: Procedure in which records are to be reviewed by supervisory staff

- **Supervisors (SUP), Program Assistants (PAs), and Supervising Community Educators (CE IIIs)** can review Community Educator (CE) records
- **Supervisors (SUP)** review Supervising Community Educator's records (or possibly Program Assistant)
 - Supervisors are to spot-check lesson plans



4.2 Field Observations

Lesson/Workshop Observations: “Coaching Up” — the purpose is to build staff up and help them to become even better educators. Lesson/Workshop Observations are used to assess community educators’ facilitation skills and nutrition knowledge. This process allows supervisors the opportunity to provide constructive guidance to community educators. The community educators are also able to assess themselves and compare their assessment with the observer. This is a formal document that is filed for performance management and review.

When: Determine frequency with which lesson/workshop observations should occur

- **At least** four (4) formal observations per year per Community Educator (CE)
- **At least** once per quarter
- **50%** of observations should be **unannounced: at least** two (2) per program year.

Where: Determine locations under which lesson/workshop observations should occur

- Observe each CE in a variety of settings
 - Adult, youth, and senior groups
 - Different times of day/days of week

How: Determine method of performing lesson/workshop observations

- Observers act as **participants** (including dietetic interns)
 - Introduce observer to group as a “colleague” or “co-worker” NOT as a supervisor
 - Observer should not fill out observation form (*see Attachment 4.c*) during visit or sitting off to the side. Observer must join in all group activities.
- Observer must provide feedback **as soon as possible**.
- Observer presents feedback:
 - Written and orally
 - Use approved/standard lesson/workshop evaluation/observation form/checklist. There is a different form for Lessons in a Box (LIB) vs. Workshop (WS).
 - Ideally immediately after lesson observation, if possible (might be necessary to factor that time in beforehand)
 - If not possible to discuss observation with CE immediately afterwards, make an appointment to meet **no later than one (1) week** after the lesson/workshop was observed in order to provide feedback
- Lesson/Workshop Observation form:
 - Must be signed by both the observer and community educator
 - Must be photocopied and given to CE and his/her supervisor



4.2 Field Observations (continued)

- CEs must fill out a self-assessment form **at least twice** per year, based on their evaluation of a workshop/lesson they facilitated
 - Will be compared with observer's evaluation form of the same lesson/workshop
- Specific timeline for continued follow-up after observing that more work/help is needed will be an individual management process/decision



4.3 Quarterly/Annual Performance Management

Supervision and management of the Community Educators is a critical function of the Nutrition and Health Program Coordinators. Monitoring of the educational services and interactions with the public is essential as the community educators represent the face of the CUCE nutrition program. Communication of expectations to staff is critical in management of staff performance. Periodic meetings to assess progress, and discuss issues, participant challenges, and/or other staff needs are recommended.

Procedures

The program coordinators have procedures in place to

- Orient new staff to the CUCE-NYC and FNEC policies and processes.
- Review each community educator's performance after 3 and 6 months of employment.
- Review each community educator's performance annually.
- Observe each community educator at least two to four times per year in a group educational setting. Document and share feedback with each staff person.
- Meet at least monthly with all community educators.
- Discuss teaching plans and evaluate family or group progress with the community educators on an ongoing basis.

Details

When: How frequently formal performance reviews are held

- Once per quarter, at least
- During an annual performance review meeting (can count as both the annual and 4th quarter review)
 - Annual performance review should NOT be a surprise.

How: How performance reviews are conducted

Quarterly: Program Coordinators schedule time to sit with Community Educators

- Community Educator brings:
 - Participant list of families from WebNEERS from the previous quarter (# of participants should be printed as of close of business the day prior to the meeting, for the most up-to-date number of participants)
 - Caseload expectation (on position description)
 - Other WebNEERS documents for all CE's adults and youth
 - Youth documentation
 - List of families
 - Schedules (past and upcoming)
 - Marketing and recruiting efforts
 - Plans for next quarter



4.3 Quarterly/Annual Performance Management

(continued)

- Success stories
- Workshop/Lesson observation forms
 - (self-evaluations and those completed by observers)
- Supervisor
 - Documents the performance review meeting
 - Both CE and supervisor sign
 - Brings other documents as needed
 - Feedback from agency staff about CE's performance, etc.
 - Determines need for follow-up
(see Attachment 4.d: Supervisor/CE quarterly review meeting form)

Annually

- Same procedure as other quarterly meetings
- Reflects CE's performance for the entirety of the previous program year (Oct to Sept)
 - Community Educator Documents
 - Performance Dialogue –Self Assessment
 - Staff Development Plan
 - Supervisor Documents
 - Performance Dialogue (complete)
 - Goal Alignment
 - Position Description

Who: Determine who is involved in performance reviews

- Community Educator
- Supervisor
- Supervising Community Educator, as needed