

Mentor Certification Grading Tool

Engagement and Rapport (at least 7 out of 10)

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|--|-----|----|
| 1) Clearly explained their role as a mentor _____ | Yes | No |
| 2) Demonstrated their willingness to partner with the specialist to improve their skills _____ | Yes | No |
| 3) Demonstrated preparation for conference through knowledge of specialist _____ | Yes | No |
| 4) Engages the specialist in the meeting by asking their thoughts _____ | Yes | No |
| 5) Offers availability to the specialist for further questions _____ | Yes | No |
| 6) Addresses the specialist in a respectful manner _____ | Yes | No |
| 7) Uses open ended questions _____ | Yes | No |
| 8) Demonstrated clear structure/logical order (<i>feedback is to haphazard or difficult to follow</i>) _____ | Yes | No |
| 9) Attentive to the specialist's body language, demeanor & tone (<i>as well as their own</i>) during the meeting _____ | Yes | No |
| 10) Maintains professional boundaries (<i>physical and verbal</i>) _____ | Yes | No |

Total Number:

Mentoring: (at least 7 out of 10)

- | | | |
|---|-----|----|
| 1) Appropriately asks questions for the specialist to encourage self-reflection & critical thinking _____ | Yes | No |
| 2) Basics use of active listening (<i>not interrupting, reflection of fleeing/thought</i>) _____ | Yes | No |
| 3) Responsive to questions or requests for clarification from the specialist _____ | Yes | No |
| 4) Identifies strengths as well as areas needing improvement _____ | Yes | No |
| 5) Provides specialist with strategies to improve _____ | Yes | No |
| 6) Avoids the "Sandwich" type of feedback (<i>not delivering positive & negative in one sentence</i>) _____ | Yes | No |
| 7) Points out and provides instructions on potential for follow-up questions, missed in information, lines of questioning, etc. _____ | Yes | No |
| 8) Identifies any issues which are inconsistent with policy and /or Practice Standards _____ | Yes | No |
| 9) Provides the specialist with an accurate measure of their current skill level _____ | Yes | No |
| 10) Is able to summarize the meeting and clarify any questions the specialist may have _____ | Yes | No |

Total Number:

Safety (at least 3 out of 4) Only one “yes” can come from track specific area

- 1) Coaches towards continual assessment of safety whether in or out of home placement _____ Yes No
- 2) Integrates protective capacity factors into discussion of safety threats _____ Yes No
- 3) Mentor encourages self-reflection of practice related to safety prior to providing directive steps (i.e. if the child is not safe, what steps do the parents and CWS need to take vs steps if child is safe) _____ Yes No

Dependent upon track, please check one below (counts as one or zero towards total for section)

- 4) PP: Coaches toward planning for successful reunification/ preparation for adoption _____ Yes No
- 5) CPS/Hotline: Coaches toward identification of possible safety threats, including those not obvious _____ Yes No
- 6) FCS: Coaches toward identifying behavioral changes in order to eliminate safety threats _____ Yes No
- 7) FC/Adopt: Coaches toward identification of possible safety threats in foster/adopt home _____ Yes No

Total Number:

Explanation of Results

- If a mentor receives a rating of “complete,” then he or she is considered a Certified Mentor.
- If a mentor receives a rating of “incomplete” on their first testing attempt, he or she is able to re-test at the next available date.
- If a mentor receives a rating of “incomplete” a second time, a 30 day calendar development plan must be completed with his/her supervisor and the mentor will be allowed to test one more time. The development plan focuses on assessing and coaching to enhance performance. Examples of development plans are provided in the Mentor Sample Development Plan document. After 30 calendar days the supervisor scans a copy of the development plan and copies of the grading tool to the training unit.
- The Training Unit will offer assistance regarding support plan development.
- If a mentor receives a rating of “incomplete” a third time, he or she is not able to be certified as a mentor and personnel action may be taken at the discretion of the supervisor.