**DIRector FIDELITY ASSESSMENT**

**Rating profiles (7-28-19)**

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| **Foundation** |  | | **Rating: 0 1 2 3 4** | | |
| **Be open, honest, clear and respectful in your communication.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Language not understandable due to jargon, slang, abbreviations, etc. * Does not ask individuals about their preferred name or title. * Body language is generally closed * Does not communicate support for diversity and individual differences (may make assumptions about or judge differences) | **1: Taking Small Steps/Occasionally (1-25%)**   * Taking small steps to reduce jargon and increase use of understandable language (such as by checking for understanding, asking others to alert when jargon used, etc.) * Occasionally checks on others’ preferred name or title * Taking small steps to open closed body posture during interactions (such as focusing on breathing or using other strategies to relax/open body posture for a period of time) * Occasionally fosters (or taking small steps to foster) diversity and individual differences (such as owning an assumption and checking it out, etc.) | **2: Sometimes/Some (26-50%)**   * Sometimes uses understandable language while other times uses jargon * Sometimes checks on and uses others’ preferred name and title * Sometimes uses open body language (may be open in familiar or less stressful situations while closed at other times, etc.) * Sometimes fosters diversity and individual differences (such as in written communication or when feels more relaxed and confident in situation) | | **3: Often/Many/Much (51-75%)**   * Often uses understandable language without jargon * Often checks on and uses others’ preferred names, titles and pronouns * Often conveys open body language and respect for culture in interactions * Often fosters diversity and individual differences in interactions and communication | **4: Very Much/Consistently/ Most or All (76-100%)**   * In most or all interactions uses understandable language without jargon * In most or all interactions asks method of communication preferred and addresses individuals by the name, title and pronouns they request * In most or all interactions conveys openness through body language and shows deference to Tribal Leadership and cultural brokers * In most or all interactions and communication fosters diversity and individual differences |
| Evidence for rating and other comments: | | | | | |

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| **Engagement** |  | | **Rating: 0 1 2 3 4** | | |
| **Creates a learning environment.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Primarily attends to staff professional development through classroom training * Focuses on tasks, problems, concerns, and/or mistakes rather than strengths * Does not encourage new ideas - focuses on tasks, learning, compliance or improvement using established approaches * Does not establish or encourage use of informal learning opportunities OR does not support CPM learning OR expects CPM learning to occur without providing both formal and informal learning opportunities | **1: Taking Small Steps/Occasionally (1-25%)**   * Occasionally goes beyond (or taking small steps to go beyond) classroom training to attend to staff professional development (such as setting up real-world practice and feedback or introducing/ exploring use of coaching and leadership strategies) * Occasionally focuses on strengths (though may not yet see mistakes as opportunities to learn/grow) * Occasionally encourages (or taking small steps to encourage) the sharing and testing of new ideas for learning and improvement * Taking small steps to establish (or if established occasionally encourages use of) both formal and informal CPM learning opportunities | **2: Sometimes/Some (26-50%)**   * Sometimes goes beyond classroom training to attend to staff professional development (such as through limited coaching and/or leadership activities) * Sometimes focuses on strengths and sees mistakes as opportunities to learn and grow * Sometimes encourages an agency culture of trying new approaches for learning and improvement * Sometimes establishes and encourages use of formal and informal opportunities to help others learn and apply CPM values and principles | | **3: Often/Many/Much (51-75%)**   * Often goes beyond classroom training to attend to staff professional development through regular coaching and leadership activities * Often focuses on strengths and sees mistakes as opportunities to learn and grow * Often encourages an agency culture of trying new approaches for learning and improvement * Often establishes and encourages use of both formal and informal opportunities to help others learn and apply CPM values and principles | **4: Very Much/Consistently/ Most or All (76-100%)**   * Consistently promotes a high level of staff professional development through a planful system of training, coaching, and leadership activities * In most or all interactions, creates a strengths-based environment in which mistakes are seen as opportunities to learn and grow * Consistently fosters an agency culture of trying new approaches for learning and improvement * Consistently establishes and encourages use of many formal and informal opportunities to help others learn and apply CPM values and principles |
| Evidence for rating and other comments: | | | | | |

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| **Engagement** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |
| **Engages staff in implementation and system improvement.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * No CPM vision or goals OR vision and goals are created by an individual or small team without input/ involvement of others * No CPM vision or goals OR does not integrate CPM vision and goals in communications OR does not reinforce or support CPM in communications (may indicate other things are more important, etc.) * No team(s) clearly designated to be responsible for CPM implementation and leadership OR little effective communication   between those teams   * Does not recognize or encourage staff OR talks about staff and/or system concerns instead of strengths OR does not recognize and share how staff contribute to implementation and system improvement | **1: Taking Small Steps/Occasionally (1-25%)**   * Occasionally involves (or is taking small steps to involve) staff in creating and supporting the vision and goals of CPM * Occasionally reinforces and supports CPM vision and goals or is taking small steps to integrate CPM vision and goals in interactions and communications * Taking small steps to establish or improve communication between leadership and implementation teams (such as starting to create or test out a communication protocol between teams, etc.) * Occasionally encourages and recognizes (or is taking small steps to encourage and recognize) staff strengths and contributions to implementation and system improvement (such as asking what would be encouraging or affirming, sharing what leader is working on, trying it out and seeking feedback on how did, etc.) | **2: Sometimes/Some (26-50%)**   * Involves some staff in creating or supporting the vision and goals of CPM (may involve a particular level of staff such as managers or may identify staff based on certain qualities and positions) * Reinforces or supports CPM vision and goals in some interactions and communications * Supports some ongoing communication between leadership and implementation teams, though communication may be delayed, confusing, or incomplete * Sometimes encourages staff or recognizes their strengths and contributions to implementation and system improvement | | **3: Often/Many/Much (51-75%)**   * Involves supervisors and managers in creating and   supporting the vision and goals of CPM   * Reinforces and supports CPM vision and goals in many interactions and communications * Establishes and maintains frequent (though not always timely and effective) communication between leadership and implementation teams * Often encourages staff and recognizes their strengths and contributions to system improvement | **4: Very Much/ Consistently/Most or All (76-100%)**   * Consistently involves staff and leaders at all levels in creating and supporting the vision and goals of CPM * Reinforces and supports CPM vision and goals in most or all communications * Establishes and maintains a high level of timely and effective communication between leadership and implementation teams * In most or all interactions encourages staff and recognizes their strengths and contributions to implementation and system improvement. |
| Evidence for rating and other comments: | | | | | |

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| **Engagement** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |
| **Shows that he/she cares.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Does not listen to staff about their CPM ideas and experience * Does not respond to staff challenges re CPM OR does not establish or use communication and feedback loops to support implementation * Does not support partner involvement in CPM OR includes partners without ensuring clear and meaningful ways for them to be involved and part of communication and feedback loops * Uses a technical or individualized approach to solving problems | **1: Taking Small Steps/Occasionally (1-25%)**   * Occasionally listens to staff or is taking small steps to listen to staff about their CPM ideas and experience (such as planning or early outreach) * Occasionally helps staff (or is taking small steps to help staff) navigate CPM implementation through communication and feedback loops (such as creating communication protocols among teams, etc.). * Taking small steps to support partner involvement in CPM (such as setting up a partner advisory group, making plans to add partners to existing teams and identify their roles, creating communication protocols among teams that include partners, etc.) * Occasionally engages others (or taking small steps to engage others) in working together to solve problems | **2: Sometimes/Some (26-50%)**   * Sometimes listens to staff to hear their successes, concerns and ideas about implementing CPM (may listen more to those at a certain level or in certain positions) * Sometimes helps staff navigate implementation through communication and feedback loops (may focus on assisting staff at a certain level, such as direct reports, or staff in certain positions) * Sometimes supports partner involvement in CPM and sometimes includes them in communication and feedback loops * Sometimes engages others in working together to solve problems (may focus on span of control or certain level/positions) | | **3: Often/Many/Much (51-75%)**   * Often listens to staff, especially at supervisor and manager levels, to hear their successes, concerns and ideas about implementing CPM * Often helps staff at supervisor and manager levels navigate implementation challenges through communication and feedback loops that have been established and are ongoing * Often supports active partner involvement in CPM and often ensures they are part of communication and feedback loops * Often engages others in working together to solve problems (often goes beyond span of control and includes multiple agency levels and perspectives, may include partners) | **4: Very Much/Consistently/ Most or All (76-100%)**   * Consistently listens to staff at all levels to hear their successes, concerns and ideas about implementing CPM * Helps staff at all levels navigate implementation setbacks and obstacles through frequent and timely communication and feedback loops, * Consistently supports active partner involvement in CPM and consistently ensures they are part of ongoing communication and feedback loops * Consistently engages others in working together to solve problems (often includes relevant partners in addition to staff from multiple agency levels and perspectives) |
| Evidence for rating and other comments: | | | | | |

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| **Engagement** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |
| **Recognizes staff strengths/successes.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Does not communicate about agency strengths and the efforts of staff in daily work * Does not encourage leadership development of staff * Does not help staff recognize their strengths * Does not encourage staff to share their experiences to help others learn/develop | **1: Taking Small Steps/ Occasionally (1-25%)**   * Occasionally affirms (or taking small steps to affirm) agency strengths and the efforts of staff in daily work * Occasionally fosters leadership development of staff (may focus on certain level or those who are direct reports) * Occasionally helps staff (or taking small steps to help staff) recognize their strengths * Occasionally encourages staff to share their experiences and mentor others | **2: Sometimes/Some (26-50%)**   * Sometimes affirms agency strengths and the efforts of staff in daily work (may be affirming to those at certain levels within the organization or in certain positions) * Sometimes fosters leadership development of staff (may focus on staff at certain levels, direct reports, or staff with certain qualities or in certain positions) * Sometimes helps staff recognize their strengths * Sometimes encourages staff to share their experiences and mentor others | | **3: Often/Many/Much (51-75%)**   * Encourages use of many affirming processes and often affirms agency strengths and the efforts of staff in daily work * Often fosters leadership of staff at supervisor and manager levels * Often helps staff recognize their strengths * Often encourages staff to share their experiences and mentor others | **4: Very Much/Consistently/ Most or all (76-100%)**   * Establishes many processes and opportunities to affirm agency strengths and the efforts of staff in daily work * Consistently fosters leadership of staff who are at all levels of the organization * Consistently helps staff recognize their strengths * Consistently encourages staff to share their experiences and mentor others |
| Evidence for rating and other comments: | | | | | |

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| **Inquiry/Explore** |  | | **Rating: 0 1 2 3 4** | | |
| **Seeks feedback.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Primarily talks to or directs others and/or focus on compliance and tasks rather than seeking feedback and listening to others * Does not take steps to address issues of perceived agency power/authority OR demonstrates that maintaining image is more important than receiving honest feedback * Does not track barriers and challenges OR does not promote work to address challenges OR does not communicate with staff or partners about work that may be underway to address challenges * Does not hold supervision meetings with managers OR does not use those supervision meetings to manage and support CPM | **1: Taking Small Steps/Occasionally (1-25%)**   * Occasionally engages (or is taking small steps to engage) staff and stakeholders as partners by eliciting feedback, listening, and confirming understanding * Occasionally acknowledges or takes steps to address issues of perceived agency power/authority (such as by emphasizing importance of family voice and experience, community-based supports and services, etc. * Occasionally tracks (or is taking small steps to track) barriers and challenges and explore how to address them * Occasionally holds supervision meetings with managers that discuss CPM OR is taking small steps to establish regular supervision meetings with managers that explore and address CPM services | **2: Sometimes/Some (26-50%)**   * Engages some staff and stakeholders as true partners by eliciting feedback, listening to diverse perspectives, and encouraging consensus around next steps (may engage a certain staff level or staff in certain positions) * Seeks to address issues of perceived agency power/authority with some staff and partners by acknowledging it and seeking honest feedback (may address with managers, those in certain staff positions, with certain partners, or in other limited situations) * Keeps track of some challenges and provides updates to some staff and/or partners about the work being done on them (may track barriers and/or focus updates on certain partners, staff levels, or on certain key positions) * Sometimes holds supervision meetings with managers to communicate about CPM implementation/services | | **3: Often/Many/Much (51-75%)**   * Often engages staff at supervisor and manager levels and many stakeholders as true partners by eliciting feedback, listening to diverse perspectives, and facilitating development of shared goals and strategies * Seeks to address issues of perceived agency power/authority with those at supervisor and manager levels and with many partners by acknowledging it and encouraging and accepting honest feedback in diverse situations * Keeps track of many challenges and communicates regularly with supervisors and managers and with many partners about progress in addressing challenges * Often holds supervision meetings with managers that help coordinate CPM services | **4: Very Much/Consistently/Most or All (76-100%)**   * Consistently engages staff at all levels and most or all stakeholders as true partners (via focus groups, surveys, meetings) by eliciting feedback, listening, confirming understanding of diverse perspectives, and developing consensus around strategies and activities used for creating solution-based change * Seeks to address issues of perceived agency power/authority between themselves and staff at all levels and most or all partners by acknowledging it and consistently demonstrating that receiving honest feedback from staff and partners is more important than maintaining their image * Keeps track of most or all barriers and challenges and communicates frequently and effectively with staff at all levels and with most or all partners about what challenges are being worked on, which can't be worked on and why not * Holds regular and frequent supervision meetings with managers to seek input and develop solutions that affect ability to deliver services w/CPM |
| Evidence for rating and other comments: | | | | | |

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| **Advocacy** | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Promotes advocacy.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * Does not establish or encourage processes that seek out and invite input from staff and partners * Relies on normal business processes or advocates based on own views rather than listening to and advocating for others based on their input * Does not communicate about agency change efforts OR places blame and/or responsibility for improving outcomes on staff or families OR speaks negatively about change efforts and their potential for improving outcomes * Does not share awareness of or communicate about best practices OR best practices are discounted or discouraged for local consideration/use | **1: Taking Small Steps/Occasionally (1-25%)**   * Occasionally provides (or is taking small steps to provide) opportunities for staff and/or partners to share their input * Occasionally advocates in response to the input of Tribes, partner agencies, staff, youth, families, and/or caregivers * Occasionally speaks with managers about the agency’s change efforts and opportunities to integrate the changes in their work * Occasionally seeks out or takes small steps to become aware of best practices so they can be considered for integration into existing practice | **2: Sometimes/Some (26-50%)**   * Creates an environment where some staff and partners have opportunities to share their input and be heard (opportunities may focus on certain partners, staff levels, or positions) * Sometimes advocates in response to the input of Tribes, partner agencies, staff, youth, families, and caregivers * Sometimes speaks with managers about the agency’s change efforts and opportunities to integrate the change in their work * Sometimes seeks out or becomes aware of best practices that are then discussed with management and considered for use | | **3: Often/Many/Much (51-75%)**   * Creates an environment where many staff and partners (Tribes, agency partners, youth, families, and caregivers) have opportunities to share their input and be heard * Often advocates in response to the input of Tribes, partner agencies, staff, youth, families, and caregivers * Often speaks with managers and supervisors about the agency’s change efforts and opportunities to integrate and model the change in their work * Often seeks out or becomes aware of best practices that management is then encouraged to explore for local integration/use | **4: Very Much (76-100%)**   * Creates an environment where all voices are heard by concretely providing ongoing opportunities for Tribes, agency partners, staff, youth, families, and caregivers to share their input * Consistently advocates in response to the input of Tribes, partner agencies, staff, youth, families, and caregivers, including ensuring their input is considered in agency decision-making * Encourages flexibility and openness to change among staff in all parts of the agency by speaking positively about change efforts and their potential for improving client outcomes and by modeling change so that people know how to integrate it into their work * Stays up to date on best practices and consistently collaborates with management on ways to integrate into existing practice | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Advocacy** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |
| **Advocates for resources.** | | | (Circle one) | | |
| **0: Not at All (0%)**   * Does not review new initiatives OR does not ensure that key components of current and new initiatives are congruent with and integrated into CPM planning and implementation * Does not consider CPM when changes to resources and/or contracts are possible or are being made * Does not advocate for resources OR does not consider staff and CPM needs when advocating for resources * No implementation team clearly responsible for CPM OR does not coordinate with the implementation team OR implementation team is expected to handle responsibilities without Director-level support | **1: Occasionally/Taking Small Steps (1-25%)**   * Occasionally reviews a current or new initiative (or is taking small steps to establish reviews of initiatives) to ensure key components are congruent with and integrated into CPM planning and implementation * Occasionally realigns (or is taking small steps to re-align) resources and contracts to support CPM * Occasionally advocates (or is taking steps to prepare and begin advocacy) for CPM resources to support and develop staff, CPM practice and effective culturally responsive services * Occasionally coordinates (or is taking small steps toward establishing regular communication and coordination) with implementation team to support progress and remove barriers | **2: Sometimes/Some (26-50%)**   * Sometimes reviews current and/or new initiatives to ensure that key components are congruent with and integrated into CPM planning and implementation * Realigns some resources and contracts to support CPM * Sometimes advocates for resources needed to support staff, CPM practice and effective, culturally responsive services * Sometimes coordinates with the implementation team to address emergent issues and needs | | **3: Often/Many/Much (51-75%)**   * Often reviews current and new initiatives to ensure that key components are congruent with and integrated into CPM planning and implementation * Realigns many (but not all) resources and contracts to support CPM * Often advocates for resources needed to support and develop staff, CPM practices and effective, culturally responsive services * Often coordinates with the implementation team by reviewing, training/coaching plans and policy/practice change | **4: Very Much/Consistently/ Most or All (76-100%)**   * Consistently reviews current and new initiatives to ensure that key components are congruent with and integrated into CPM planning and implementation * Realigns most or all existing resources and contracts to support CPM * Consistently advocates for the resources needed to support and develop staff, CPM practices and effective, culturally responsive services * In partnership with implementation team, regularly reviews planning goals, timeframes for training, coaching, policy, and practice change so that expectations are clear and barriers eliminated |
| Evidence for rating and other comments: | | | | | |

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| **Teaming** | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Builds partnerships.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * Does not build infrastructure to support ongoing partnerships * Does not encourage the honoring of ethnic and cultural diversity in the agency and/or does not nurture partnerships with community-based, culturally connected service providers * There are no collaborations with courts or partner agencies OR does not attend collaborations OR does not talk positively about CPM when attends * Does not establish group goals, measurement systems, or conflict resolution processes OR goals, measurement system, and conflict resolution processes are set for groups without their input and agreement | **1: Occasionally/Taking Small Steps (1-25%)**   * Occasionally builds (or is taking small steps to build) infrastructure to develop and facilitate partnerships * Is taking small steps to honor and reflect ethnic and cultural diversity in the agency and nurture partnerships with community-based, culturally connected service providers * Occasionally attends collaborations with Courts or partner agencies to support CPM * Occasionally establishes (or is taking small steps to establish) group goals, measurement systems, and/or conflict resolution processes | **2: Sometimes/Some (26-50%)**   * Builds some of the infrastructure needed to develop and facilitate ongoing partnerships for CPM and system improvement * Encourages the honoring of ethnic and cultural diversity in some parts of the agency, and sometimes nurtures partnerships with community-based, culturally connected service providers * Sometimes attends collaborations with Courts and partner agencies to support CPM * Sometimes establishes mutually agreed upon group goals, measurement systems, and conflict resolution processes | | **3: Often/Many/Much (51-75%)**   * Builds much of the infrastructure needed to develop and facilitate ongoing partnerships for CPM and system improvement * Ensures that ethnic and cultural diversity is honored and reflected through much of the agency, and often nurtures partnerships with community-based, culturally connected service providers * Nurtures partnerships by often attending and participating in collaborations with Courts, partner agencies, and other Divisions in the Agency to implement and support CPM * Often establishes mutually agreed upon group goals, measurement systems, and conflict resolution processes | **4: Very Much/Consistently/Most or All (76-100%)**   * Builds most or all of the infrastructure needed to develop and facilitate ongoing partnerships for CPM and system improvement * Ensures that ethnic and cultural diversity is honored and reflected throughout the agency and consistently nurtures partnerships with effective community-based, culturally connected service providers * Nurtures partnerships by consistently initiating, attending, and participating in individual collaborations with other Divisions in the Agency, Courts and partner agencies as well as inter-agency collaborations, to implement, support and sustain CPM * Consistently establishes mutually agreed upon group goals, measurement systems, and conflict resolution processes | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Teaming** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Works with partners.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * Does not include key partners or solicit new partners * Does not promote collaborative work with families and partners OR collaborative work with families and partners does not support CPM implementation, policy development and operations * Does not engage county peers or share best practices * Does not manage political realities by building alliances or working across boundaries | **1: Occasionally/Taking Small Steps (1-25%)**   * Occasionally includes key partners and/or is taking small steps to identify, solicit and include new partners * Occasionally encourages staff to work with families and partners in CPM implementation, policy development and operations * Occasionally engages county peer(s) and discusses best practices and solutions * Is taking small steps to identify and begin building alliances that can assist in managing political realities | **2: Sometimes/Some (26-50%)**   * Sometimes includes key partners and considers new partner opportunities * Sometimes encourages staff to work collaboratively with families, youth, resource families, and cultural, community and Tribal representatives in CPM implementation and/or policy development and operations * Sometimes engages county peers and shares best practices and solutions * Establishes some alliances and sometimes works across boundaries to help manage political realities | | **3: Often/Many/Much (51-75%)**   * Often includes key partners and explores new partner opportunities * Often encourages staff to work collaboratively with families, youth, resource families, and cultural, community and Tribal representatives in local implementation of CPM and in ongoing policy development and operations * Often engages county peers and shares best practices and solutions * Often establishes alliances and works across boundaries to help manage political realities | **4: Very Much/Consistently/Most or All (76-100%)**   * Consistently includes key partners and solicits and includes new partners * Ensures staff work collaboratively with families, youth, resource families, and cultural, community and Tribal representatives as active partners in implementation of CPM and in ongoing policy development and operations * Consistently engages county peers and shares best practices and solutions * Consistently and proactively manages political realities by building alliances and working across boundaries | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Teaming** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Models teaming.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * Does not model inclusive decision-making or facilitate local use of teaming structures and approaches to implement CPM * Does not stress importance of teaming with partners or develop partnerships with clear written goals or MOU’s * Does not attempt to gain others’ cooperation to accomplish goals OR is not effective in gaining others’ cooperation to accomplish goals * Does not encourage teaming among managers or across divisions, agencies, or external partners | **1: Occasionally/Taking Small Steps (1-25%)**   * Occasionally models (or is taking small steps to build skill in modeling) inclusive decision-making and use of teaming structures and approaches to support CPM * Occasionally develops partnerships with clear written goals or MOU’s * Occasionally gains cooperation from others to accomplish goals so that true collaboration occasionally takes place in goal accomplishment * Encourages teaming efforts among managers and/or across divisions, agencies, or external partners | **2: Sometimes/Some (26-50%)**   * Sometimes models inclusive decision-making, and use of teaming structures and approaches to support CPM, and creates an environment that facilitates the same in manager level staff * Sometimes develops partnerships with clear written goals or MOU’s * Sometimes gains cooperation from others to accomplish goals so that true collaboration sometimes takes place in goal accomplishment * Encourages and ensures teaming efforts occur among managers AND encourages teaming across divisions, agencies, and external partners | | **3: Often/Many/Much (51-75%)**   * Often models inclusive decision-making and use of teaming structures and approaches to support CPM, and creates an environment that facilitates the same in staff at both supervisor and manager levels * Often develops partnerships with clear written goals, roles, and responsibilities or MOU’s * Often gains cooperation from others to accomplish goals so that true collaboration often takes place in goal accomplishment * Encourages and ensures teaming efforts occur among managers and across divisions AND encourages teaming efforts across agencies and external partners | **4: Very Much/Consistently/Most or All (76-100%)**   * Consistently models inclusive decision-making and use of teaming structures and approaches to implement and support CPM, and creates an environment that facilitates the same in staff at all levels * Consistently models/stresses the importance of teaming by developing partnerships and MOUs * Consistently gains cooperation from others to accomplish goals so that true collaboration takes place in most or all goal accomplishment * Encourages and ensures teaming efforts occur among managers and across divisions, agencies, and external partners | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Accountability** | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Listens and provides feedback.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * No internal and external communication plans OR does not use communication plans OR communication plans do not foster a safe environment * Does not review and identify next steps for complaints, barriers, and problems within 48 business hours OR does not engage in a process that includes listening to those involved * Does not develop shared expectations about follow-up OR does not encourage follow up based on shared expectations * Does not provide updates on findings regarding complaints, barriers and problems | **1: Occasionally/Taking Small Steps (1-25%)**   * Occasionally uses (or is taking small steps to develop) internal and external communication plans to create a safe environment that promotes sharing * Occasionally reviews and identifies next steps for complaints, barriers, and problems within 24-48 business hours and then engages in a process that includes listening to those involved * Taking small steps to develop processes for establishing shared expectations about follow-up/follow-through based on those expectations * Occasionally provides (or is taking small steps to provide) updates on findings regarding complaints, barriers and problems | **2: Sometimes/Some (26-50%)**   * Sometimes uses internal and external communication plans to create a safe environment * Sometimes reviews and identifies next steps for complaints, barriers, and problems within 24- 48 business hours and then engages in a process that includes listening to those involved * Based on shared expectations about follow-up, ensures review of some of the relevant data and information to make balanced assessments and informed decisions * Sometimes provides updates on findings regarding complaints, barriers and problems and sometimes shares action steps or why some requested changes cannot be made | | **3: Often/Many/Much (51-75%)**   * Often uses internal and external communication plans to create a safe environment that promotes sharing * Often reviews and identifies next steps for complaints, barriers, and problems within 24-48 business hours and then engages in a transparent process of inquiry that includes listening to those involved and identifying others who need to be included * Based on shared expectations about follow-up, ensures review of much of the relevant data and information to make balanced assessments and informed decisions * Often provides updates on findings regarding complaints, barriers and problems and shares many of the action steps and why some requested changes cannot be made | **4: Very Much/Consistently/Most or All (76-100%)**   * Consistently uses internal and external communication plans to create a safe environment that promotes sharing * Consistently reviews and identifies next steps for complaints, barriers, and problems within 24 business hours and then engages in a transparent process of inquiry that includes listening to those involved and identifying others who need to be included. * Builds on the shared expectations about follow-up and ensures review of most or all of the relevant data and information to make balanced assessments and informed decisions * Consistently provides timely updates on any findings regarding complaints, barriers/problems, and shares action steps that have been taken to address concerns including why some requested changes cannot be made | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Accountability** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Monitors organizational effectiveness.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * Does not monitor workload and staffing gaps * Workload and staffing gaps are not addressed OR impacts of CPM are not considered in efforts to address workload and staffing gaps * Is not aware of status of implementation OR does not adjust the pace of implementation based on implementation issues and needs at leadership level OR adjusts pace without effectively addressing the implementation issues and needs at leadership level * Does not keep implementation moving OR moves implementation forward without assessing and addressing CPM implementation issues and needs at staff level | **1: Occasionally/Taking Small Steps (1-25%)**   * Taking small steps to develop a clear process to monitor for workload and staffing gaps * Occasionally addresses (or is taking small steps to address) workload and staffing gaps to promote staff use of CPM in caseload * Occasionally reviews (or taking small steps to review) status of implementation (such as whether leadership is engaging in CPM leadership behaviors) in order to make decisions regarding how to keep implementation moving * Occasionally assesses (or taking small steps to assess) whether staff are engaging in CPM practice behaviors in work with families and partners in order to make decisions regarding how to keep implementation moving | **2: Sometimes/Some (26-50%)**   * Identifies a clear process to monitor for workload and staffing gaps which is not yet being implemented * Addresses some workload and staffing gaps to encourage staff to utilize CPM in caseload * Sometimes reviews status of implementation and makes decisions to keep implementation moving at a pace that ensures many managers are engaging in CPM leadership behaviors * Keeps implementation moving at a pace that ensures some staff are engaging in CPM behaviors with some families and partners | | **3: Often/Many/Much (51-75%)**   * Identifies a clear process to monitor for workload and staffing gaps which is in the process of being implemented * Addresses many of the workload and staffing gaps to strengthen ability of staff to meet demands of CPM in caseload * Regularly reviews status of implementation and makes decisions to keep implementation moving at a pace that ensures many supervisors and managers are engaging in CPM leadership behaviors * Keeps implementation moving at a pace that ensures many staff are engaging in CPM behaviors with many families and partners | **4: Very Much/Consistently/Most or All (76-100%)**   * Identifies, implements, and ensures consistent use of a process to monitor for workload and staffing gaps * Consistently addresses workload and staffing gaps to ensure staff can meet demands of CPM in caseload * Makes timely decisions to keep implementation moving at a pace that ensures all leadership (supervisors, managers, etc.) are engaging in CPM leadership behaviors * Keeps implementation moving at a pace that ensures most staff are consistently engaging in CPM behaviors in their work with families and partners | | |
| Evidence for rating and other comments: | | | | | | | |

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| **Accountability** (Cont’d) | | | **Rating: 0 1 2 3 4** | | |  |  |
| **Monitors practice effectiveness.** | | | (Circle one) | | | | |
| **0: Not at All (0%)**   * No CQI process OR does not use CQI process OR CPM implementation, evaluation and fidelity data not collected or not incorporated in CQI * Relies on long-term outcome data and does not seek out or encourage measurement of short-term outcomes * No ongoing evaluation efforts OR does not include stakeholders in data and evaluation efforts * No established plan for supervision OR supervision does not include coaching in CPM behaviors | **1: Occasionally/Taking Small Steps (1-25%)**   * Taking small steps to establish a CQI process and/or explore the CPM data that will assist in evaluating CPM implementation, model fidelity and effectiveness * Taking steps to seek out and identify the key short and long-term outcomes for measuring the local effectiveness of CPM * Occasionally includes (or taking small steps to include) families, youth, caregivers, Tribes, and/or agency partners in data collection and evaluation efforts * Taking small steps to develop and implement a supervision plan that includes coaching in CPM leadership and practice behaviors | **2: Sometimes/Some (26-50%)**   * Identifies CPM implementation data and fidelity data needed to evaluate CPM implementation, model fidelity and effectiveness and then explores how to incorporate in CQI process * Identifies appropriate technology and tools for monitoring short- and long-term outcomes and measuring the local effectiveness of CPM * Sometimes includes families, youth, caregivers, Tribes, or agency partners in data collection and evaluation efforts * Supports staff and holds each other accountable for sustaining the practice model by ensuring supervision conducted by supervisors and managers at least quarterly and by including leadership/ practice behaviors in supervision/coaching and professional development | | **3: Often/Many/Much (51-75%)**   * Develops and implements data collection protocols for the CPM implementation and fidelity data needed to evaluate CPM implementation, model fidelity and effectiveness and incorporates in CQI process * Ensures the agency has the technology and tools that have been identified for monitoring short- and long-term outcomes and develops a plan for implementing the tools and measurement processes * Often includes families, youth, caregivers, Tribes, and agency partners in data collection and evaluation efforts * Supports staff and holds each other accountable for sustaining the practice model by ensuring supervision conducted by supervisors and managers at least every other month, and by including leadership/ practice behaviors in performance evaluation, supervision/coaching and professional development | **4: Very Much/Consistently/Most or All (76-100%)**   * Uses an established CQI process at 3 to 6-month intervals to evaluate CPM implementation, model fidelity, and effectiveness * Identifies appropriate technology and implements tools (dashboards, data points, charts) to monitor short- and long- term outcomes and measure effectiveness of CPM * Consistently engages stakeholders (families, youth, caregivers, Tribes, agency partners) in data collection and evaluation efforts * Supports staff and holds each other accountable for sustaining the practice model by ensuring at least monthly supervision meetings at all levels, and by including leadership/practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline. | | |
| Evidence for rating and other comments: | | | | | | | |