Tennessee Department of Children's Services

CPS Individual Learning Plan for Pre-Service

Support Team Information

New Hire: _____

Pre-Service Start Date: _____

Pre-Service Group #: _____

Team Members: _____   _____

_____   _____

Quick Links

Classroom	OJT	Certification	Extended OJT
Week 1: Core	Week 5: OJT 1	Case Presentation	Partial Recommendation STMs/ Coaching Sessions
Week 2: Specialty	Week 6: OJT 2	Professional Development Plan	Second Case Presentation
	Week 7: OJT 3		
	Week 8: OJT 4	Rubric	
	Additional STMs/Coaching Sessions		

Orientation Week: Initial STM

STM Date:

Meeting Content:	
Questions, onboarding issues, etc.:	

Week 1: Core Foundations   Waived

Core Foundations Topics	
Cultural Competency	Global Assessment
Family-Centered Practice	Assessment Integration Quality Documentation
Strengths-Based Approach	Self-Care
Intro to Engagement	Intro to Trauma
Intro to Child & Family Team	CANS/FAST Certification

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Trainers:

Trainer Observations:

Week 2: CPS Specialty   **Waived**

Child Protective Services Specialty Topics	
DCS Values	Permanency Planning
CFSR	CPS Case Tasks
Engagement & Empathy	Initial Referral Response
Self-Care	IPA
CFTM Stages & Documentation	Case Classification
Global Assessment	Case Transfer Tasks
Assessment Integration	Child Removal Process & Trauma
CPIT	Case Closure

Trainers:

Trainer Observations:

Additional Training Support *(optional Coaching by Trainer)*

Date:	Trainer:	Comments:

Week 3: TFACTS *(optional comments/additional support)*

Date:	Trainer:	Comments:

Week 4: Bridge/Sim Lab *(no documentation required)*

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Assignment of Training Cases:

☐ Ready for Training Cases

- **Number of Training Cases** (*up to 5*):

- Document special notes about case transitioning, planned case transition meetings, and special considerations *(do not include client information in the ILP)*

OR

☐ Not ready for Training Cases

- Document next steps needed to develop skills necessary to receive training cases

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Week 5: OJT 1 STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	
Other	
Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation	

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Week 6: OJT 2 STM OR Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	
Other	
Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation	

Additional Training Cases:

☐ Ready for additional Training Cases

- **Number of additional Training Cases** (*up to 3*):

- Document special notes about case transitioning, planned case transition meetings, and special considerations *(do not include client information in the ILP)*

OR

☐ Not Ready for additional Training Cases

- Document next steps needed to develop skills necessary to receive additional training cases

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Week 7: OJT 3 STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	
Other	
Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation	

Week 8: OJT 4 STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	

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Other	
Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation	

ADDITIONAL STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(observed)*:	
OJT experiences *(co-lead or lead)*:	
Weekly Supervision & Field Observation:	
Strengths:	
Development opportunities:	
Other:	
Action steps: *(including OJT Plan of Action)*	
OR Coaching Session Documentation:	

ADDITIONAL STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(observed)*:	

OJT experiences *(co-lead or lead):*	
Weekly Supervision & Field Observation:	
Strengths:	
Development opportunities:	
Other:	
Action steps: *(including OJT Plan of Action)*	
OR Coaching Session Documentation:	

ADDITIONAL STM **OR** Coaching Session

☐ Additional Support/Coaching Recommended   Attempted/Rescheduled STMs:

STM Date:

STM Participants:

Shadowing experiences *(observed)*:	
OJT experiences *(co-lead or lead):*	
Weekly Supervision & Field Observation:	
Strengths:	
Development opportunities:	
Other:	
Action steps: *(including OJT Plan of Action)*	
OR Coaching Session Documentation:	

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Week 9: Case Presentation

New Hire Name: _____   Group #: _____
Presentation Date: _____   Region: _____

Case Presentation Rating Summary				
	Exceeds Expectations **4**	Meets Expectations **3**	Development Opportunity **2**	Skill Not Demonstrated **1**
Communication	☐	☐	☐	☐
Engagement	☐	☐	☐	☐
Teaming	☐	☐	☐	☐
Assessment	☐	☐	☐	☐
Planning, Implementation, Tracking and Adjusting	☐	☐	☐	☐
Child Welfare Mission and Values	☐	☐	☐	☐
Self-Management	☐	☐	☐	☐
Documentation Skills	☐	☐	☐	☐
Case Presentation Total Score:				

Quick Link to Case Presentation Rubric with Detailed Scoring and Notes

Certification Recommendation		
Panel Consensus	Case Presentation Score	Plan/Next Steps
☐ Fully Recommend	20 and above	
☐ Partially Recommend	14 – 19	
☐ Not Recommending	less than 14	

*In case of partial recommendation, continue documentation with **Week 10**:OJT 5 STM/Coaching Session*

Please have all panelists sign this form to verify agreement to above recommendation and scores.

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Name	Position	Date	Signature
	Professional Development Coach		
	Supervisor		
	Mentor		
	Other		
	Other		

Certification Requirement Checklist			
Completed	Waived	Requirement	Comments
☐	☐	Core	
☐	☐	Specialty	
☐	☐	TFACTS	
☐	☐	Bridge	
☐	☐	Sim Labs	
☐	☐	Google Classroom Assignments	
☐	☐	OJT Checklist	
☐	☐	Motivational Interviewing	
☐	☐	TFACTS: MI Documentation	

New Hire Acknowledgement:

☐ I verify that I completed Pre-Service as documented on the Individual Learning Plan and outlined by policy.

_____
New Hire

_____
Date

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Professional Development Plan			
Strengths			
Areas to Develop	**Target Date**	**Professional Development Strategies & Action Steps**	

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Case Presentation Rubric

COMMUNICATION
Clarity & Attentive Listening

	4 Exceeds Expectations	3 Meets Expectations	2 Development Opportunity	1 Skill Not Demonstrated
Articulation	☐ Superior ability to articulate thoughts through clear language and wording.	☐ Able to clearly articulate thoughts most of the time.	☐ Limited articulation ability; frequently uses unclear language, awkward wording, or searches for words.	☐ Consistently struggles to articulate thoughts.
Non-Verbal Cues	☐ Consistently uses and accurately identifies non-verbal cues; verbally clarifies meaning.	☐ Uses and identifies non-verbal cues effectively during most interactions; occasionally hesitates to clarify verbally.	☐ Limited use and inaccurate interpretation of non-verbal cues.	☐ Neither uses nor recognizes non-verbal cues; displays lack of understanding or interest.
Complete & Concise	☐ Consistently delivers complete, thorough & concise information.	☐ Delivers complete information most of the time.	☐ Often delivers incomplete information and/or over-verbalizes.	☐ Consistently delivers incomplete information.
Interpretation	☐ Consistently interprets information *(others' stories, questions, explanations, etc.)* accurately as evidenced by responses.	☐ Interprets information accurately most of the time; usually asks for clarification and responds appropriately.	☐ Often interprets information inaccurately or provides some irrelevant responses.	☐ Consistently interprets information inaccurately and provides irrelevant responses or does not request clarification.
Attribution	☐ Consistently recognizes and verbalizes the difference between personality and behavior; does not define others based on their behavior (*"is a liar" vs. "told a lie"*).	☐ Occasionally fails to differentiate between personality and behavior.	☐ Expresses limited awareness of differentiation between personality and behavior.	☐ Demonstrates no awareness of the difference between personality and behavior.
Confidence	☐ Articulates and explains views in a confident, non-defensive manner.	☐ With a few exceptions, articulates and explains views in a confident, non-defensive manner.	☐ Typically articulates views in a tentative manner; may share reasons for those views defensively at times.	☐ Consistently articulates views in a tentative manner and often shares reasons for views in a defensive manner.

Communication Comments:

COMMUNICATION Score:

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ENGAGEMENT
Use of Interpersonal Skills, Respect, Genuineness, and Empathy to Build Professional Relationships

	4	3	2	1
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Self-Disclosure	☐ Thorough understanding of pros/cons of using self-disclosure and uses in a manner that enhances engagement.	☐ General understanding of pros/cons of using self-disclosure and uses appropriately most of the time.	☐ Aware of self-disclosure concept but does not use purposefully *(overuses or misses opportunities where it would be helpful).*	☐ Inappropriate use of self-disclosure and/or lacks personal boundaries.
MI Skills	☐ Employs a variety of Motivational Interviewing skills *(reflection, summarization, open-ended questions, etc.)* effectively to engage families and help them envision positive outcomes.	☐ Employs basic Motivational Interviewing skills to engage families and to help them envision positive outcomes.	☐ Limited use of Motivational Interviewing skills with limited awareness of signs of resistance in envisioning positive outcomes.	☐ Serious deficiencies in Motivational Interviewing/ interpersonal helping skills; refers to them but does not recognize their importance or apply them in practice.
Shared Perspective	☐ Consistently encourages others to share their thoughts/feelings; able to view situations from the perspective of others.	☐ Usually encourages others to share their thoughts/feelings; able to view situations from the perspective of others most of the time.	☐ Limited ability or interest in understanding the thoughts, feelings, and perspectives of others.	☐ Views situations exclusively from own perspective or in terms of DCS authority; shows no interest in the thoughts/feelings of others.
Resistance Strategies	☐ Displays advanced awareness of resistance being a part of the change process and addresses it in an effective, professional manner.	☐ Displays basic understanding of resistance being part of the change process and addresses it effectively most of the time.	☐ Appears uncomfortable when encountering resistance; focuses entirely on "fixing the client" rather than balancing client resistance with managing own feelings.	☐ Unable to enact strategies that are helpful to alleviate tension in situations where resistance is encountered.
Transparency	☐ Consistently honest, even in difficult situations.	☐ Displays honesty regarding own feelings/perspective but may conceal them in some difficult situations.	☐ Sometimes avoids, withholds, or misrepresents information.	☐ Consistently avoids, withholds, or misrepresents information.

Engagement Comments:

ENGAGEMENT Score:

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TEAMING
Team Building & Fostering Collaboration

	4 Exceeds Expectations	**3** Meets Expectations	**2** Development Opportunity	**1** Skill Not Demonstrated
Community Network	☐ Demonstrates excellent knowledge of available networks/providers and ability to identify beneficial potential team members.	☐ Demonstrates good knowledge of available networks/providers and willingness to seek help from colleagues when resources cannot be found.	☐ Displays limited awareness of community networks and does not seek help from colleagues when resources cannot be found.	☐ Displays little or no awareness of community networks and is unable to identify appropriate potential team members.
Informal Supports	☐ Consistently engages families to identify informal supports and explores their willingness/ability to be members of the family team.	☐ Usually engages families in identifying informal supports; takes a "supports list" approach as opposed to exploring contribution potential.	☐ Uses few strategies to help families identify supports and only does so as part of the initial assessment.	☐ Focuses on own role and does not include the family in identifying supports.
Partnership	☐ Takes advantage of all opportunities to work with a team which includes nonprofessional and non-traditional helpers/supports.	☐ Takes advantage of opportunities to work with a team most of the time and shows commitment to partnering.	☐ Misses many opportunities to use the team approach; casework is mostly caseworker driven.	☐ Recognizes teaming as a requirement but does not acknowledge the benefits; works and makes decisions unilaterally.
Fosters Collaboration	☐ Uses exceptional variety of techniques to foster collaboration in a formal team meeting setting and in other interactions with various team members.	☐ Uses basic techniques to foster collaboration in formal meetings and most other interactions.	☐ Uses limited techniques to foster collaboration.	☐ Does not foster collaboration; may use strategies that have the opposite effect.
Conflict Resolution	☐ Uses effective conflict resolution strategies in any given situation.	☐ Uses basic skills for de-escalating team conflicts *(e.g., taking breaks, advance preparation/follow up with team members, etc.).*	☐ Struggles to de-escalate team conflicts or facilitate constructive resolution.	☐ Unable to de-escalate team conflicts or facilitate constructive resolution in any given situation.
Inclusion Strategies	☐ Recognizes the value of relationships/connections between family members and informal supports; implements inclusion strategies.	☐ Recognizes the value of relationships/connections between family members and informal supports; implements strategies to include them most of the time.	☐ Recognizes the value of some of the relationships/connections between family members and informal supports but has difficulty involving them.	☐ Little to no recognition of value of relationships/connections between family members and informal supports; may quickly discount them based on incomplete/erroneous information.

Teaming Comments:

TEAMING Score:

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ASSESSMENT
Gathering & Analyzing Critical Information

	4	3	2	1
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Global Assessment	☐ Casework reflects global assessment as a fluid, ongoing process throughout the life of the case.	☐ Recognizes that assessment is an ongoing process throughout the life of the case.	☐ Lacks clear understanding of how assessment is an ongoing process; views assessment as an event.	☐ Minimal assessment skills; assessment is driven by compliance and completed only during designated timeframes.
Next Steps	☐ Develops a comprehensive, prioritized set of next steps to build on existing information.	☐ Develops steps to build on existing information but misses some opportunities for additional follow-up or fails to explore all useful sources.	☐ Misses critical pieces of information that lead to inadequate development of next steps, inefficiencies, and missed opportunities.	☐ Misses several opportunities/ resources for gathering information or suggests questionable sources for the information being sought.
Prioritizing	☐ Consistently and accurately prioritizes critical factors *(safety, risks, strengths etc.)* based on gathered information.	☐ Uses gathered information to prioritize critical factors most of the time.	☐ Evidence of difficulty prioritizing next steps; misses several opportunities to gather critical information.	☐ Unable to effectively prioritize next steps; misses most opportunities to gather critical information.
Conclusion Accuracy	☐ Consistently develops accurate and logical conclusions based on available information.	☐ Develops accurate and logical conclusions based on available information most of the time.	☐ Frequently draws inaccurate or premature conclusions based on provided information.	☐ Draws mostly inaccurate or distorted conclusions.
Risk Assessment	☐ Consistently identifies all signs of risk when assessing for safety.	☐ Identifies all critical signs of risk but may miss some secondary ones.	☐ Occasionally misses one critical sign and many secondary ones when assessing for safety.	☐ Minimal ability to identify signs of safety; regularly overlooks critical signs.

Assessment Comments:

ASSESSMENT Score:

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PLANNING, IMPLEMENTATION, TRACKING & ADJUSTING
Assessment Integration & Comprehensive Permanency Planning

	4	3	2	1
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Assessment Integration	☐ Presents clear, visible links to assessment information in the development and implementation of the family plan.	☐ Evidence of assessment information is apparent in most action steps; the assessment tool information has been applied to action steps in most instances.	☐ Limited use of assessment information in planning of next steps, resulting in "cookie cutter" approach.	☐ Does not utilize assessment information in planning, resulting in "cookie cutter" plan or assessment tools were used inaccurately with the family.
Track & Adjust	☐ Regularly and accurately adjusts and updates action steps based on case progress.	☐ Ability to track progress and make adjustments to action steps with some support.	☐ Little evidence of tracking during further contact with family and progress in not addressed or documented; no updates or charges are made.	☐ Lacks understanding of the purpose and process of developing plans for families as evidenced by use of inappropriate phrasing and attitudes.
Quality Perm Plans	☐ Able to develop quality family plans with clear goals and action steps which are directly related to the family's needs and strengths. Appropriate target dates and responsible parties are clearly identified.	☐ Able to develop family plans with minimal assistance. Actions steps are mostly clear and most often contain responsible parties and reasonable target dates.	☐ Requires significant assistance in creating family plans. Actions steps have no responsible parties identified and lack of target dates.	☐ Unable to create effective family plans. Action steps, if present, may show no relation to the goal, the results of assessment tools, or other case information.
Contingency Planning	☐ Shows comprehensive understanding of contingency and concurrent planning in ensuring children's need for permanency in a timely manner.	☐ Shows general understanding of contingency and concurrent planning in ensuring children's need for permanency in a timely manner.	☐ Refers to contingency and concurrent planning but does not implement it.	☐ Demonstrates little to no understanding of the need for contingency and concurrent planning.
Change Cycle	☐ Demonstrates clear understanding of the Change Cycle and commitment to aftercare planning with families.	☐ Demonstrates basic understanding of the Change Cycle and the importance of aftercare planning with families.	☐ Minimal understanding of the Change Cycle and the need for aftercare planning in casework.	☐ Lacks understanding of the Change Cycle and/or the need of aftercare planning process.

Planning, Implementation, Tracking & Adjusting Comments:

PLANNING, IMPLEMENTATION, TRACKING & ADJUSTING Score:

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CHILD WELFARE MISSION & VALUES
Strengths-Based, Family-Centered Practice & Focus on Safety, Permanence, & Well-Being

	4	3	2	1
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Change Potential	☐ Displays firm belief that people are capable of change.	☐ Shows belief that in most cases and with the right supports, people can change.	☐ Displays doubt that people are capable of change.	☐ Displays set view that people are incapable of change.
Family-Driven	☐ Demonstrates firm commitment to the principle of family-driven casework by treating the family as the expert *(e.g., long-term skills to solve own problems, investment in success of goals set, etc.).*	☐ Demonstrates commitment to family-driven casework, allowing families to be involved in a meaningful manner in most decisions; believes that in some cases case manager-driven work is required.	☐ Demonstrates limited understanding of family-driven casework by involving families in few of the decisions or just in the formation of the team.	☐ Demonstrates little or no understanding of family-driven casework by primarily focusing on own role in guiding families' decision-making.
Family Preservation	☐ Demonstrates deep commitment to family preservation & children's need for permanency.	☐ Demonstrates good understanding of family preservation & children's need for permanency.	☐ Some understanding of family preservation & children's need for permanency but does not consistently act in accordance with that understanding.	☐ Minimal commitment or understanding of family preservation & children's need for permanency.
Inherent Strengths	☐ Demonstrates commitment to the principle that all families have strengths and connects those strengths to relevant goals.	☐ Demonstrates belief that every family has strengths; frames situations as source of challenge and opportunity rather than focusing on deficits.	☐ Some investment in principle that all families have strengths; limited ability to identify strengths and difficulty relating strengths to relevant goals.	☐ Focuses on family deficits and is generally unable to identify functional strengths.
Well-Being Principle	☐ Demonstrates commitment to the principle of well-being by assessing and addressing all critical issues *(e.g. current functioning, parenting capabilities, education status, physical health, mental health status, etc.).*	☐ Demonstrates commitment to the principle of well-being by assessing and addressing most critical issues.	☐ Limited understanding of the principle of well-being; may not comprehensively assess and address critical issues within the family.	☐ Lacks understanding of general principles underlying comprehensive assessment of family well-being.

Child Welfare Mission & Values Comments:

CHILD WELFARE MISSION & VALUES Score:

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SELF-MANAGEMENT
Self-Awareness & Confidence

	4	**3**	**2**	**1**
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Cultural Competence	☐ Demonstrates well-developed sense of cultural competence by using personal strategies to identify, include, and openly explore others' view of the world.	☐ Demonstrates cultural competence and an understanding of how it impacts work with children & families.	☐ Demonstrates little cultural competence; can identify differences in others' world view but is largely unaware of own reluctance towards inclusiveness.	☐ Demonstrates severely limited cultural competence; may deny or reject others' view of the world in favor of own view or comes across as judgmental.
Stressful Situations	☐ Appears calm and composed in stressful situations.	☐ Appears composed in stressful situations with some visible signs of nervousness.	☐ Appears quite nervous in stressful situations.	☐ Appears nervous in stressful situations; anxiety interferes with ability to think or communicate clearly.
Self-Awareness	☐ Openly, honestly, and accurately identifies own strengths and limitations.	☐ Identifies own strengths and limitations with some reserve.	☐ Identifies some strengths and limitations; some inconsistency between what is described & what is observed.	☐ Not able to identify own strengths and limitations; significant inconsistency between what is described and what is observed.
Professional Development	☐ Eagerly pursues opportunities for professional development.	☐ Demonstrates openness to professional development.	☐ Verbalizes openness to professional development but does not acknowledge its benefits.	☐ Verbalizes little or no interest in training or lifelong learning.
Seeks Supervision	☐ Seeks supervision at all appropriate instances.	☐ Seeks supervision in most instances as needed.	☐ Seeks supervision in a mix of appropriate and inappropriate instances.	☐ Does not know how or when to seek supervisory support.
Attitude	☐ Consistently demonstrates a positive, optimistic attitude in working with families.	☐ Demonstrates positive, optimistic attitude about work with families overall but expresses occasional apprehension.	☐ Displays doubts and apprehension in work with families; some lack of enthusiasm.	☐ Regularly expresses or displays doubts and apprehension regarding ability to work with families; demonstrates clear lack of enthusiasm.
Coping Skills	☐ Consistently employs proven, effective coping skills to deal with professional stress.	☐ Usually relies on proven, effective coping skills to deal with professional stress.	☐ Describes/demonstrates limited awareness and use of coping skills.	☐ Shows limited awareness of coping skills or uses inappropriate coping skills.

Self-Management Comments:

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SELF-MANAGEMENT Score:

DOCUMENTATION
Professional Writing & Quality Contacts

	4	3	2	1
	Exceeds Expectations	Meets Expectations	Development Opportunity	Skill Not Demonstrated
Clear Content	☐ All documentation content is clear, concise, and organized in a logical manner.	☐ Documentation content is mostly clear and concise; some wordiness or lack of flow may be present.	☐ Content includes many vague statements, some disorganization, or a lot of wordiness interfering with communication of main issues.	☐ Content is confusing and wordy; details are presented in a disorganized, unrelated way.
Complete Content	☐ Documentation meets all quality contacts requirements and includes all content needed for thorough and complete case record.	☐ Documentation meets most quality contacts requirements and includes most of the relevant content needed for the case record.	☐ Major details are omitted, and documentation appears to be incomplete.	☐ Documentation content is seriously lacking and appears incomplete.
Grammar	☐ Writing is free of grammatical, spelling, and punctuation errors.	☐ Writing contains occasional grammatical, spelling, or punctuation errors.	☐ Writing contains many grammatical, spelling, and/or punctuation errors.	☐ Frequent spelling, punctuation, and grammatical errors which make the writing seem unprofessional and difficult to understand.
Professional Wording	☐ All documentation is professionally worded *(acronyms are explained, fact is distinguished from opinion, slang and buzzwords are avoided).*	☐ Documentation style is mostly professional; some acronyms, judgements, or slang may be present.	☐ Documentation includes several unprofessional statements which may interfere with communication.	☐ Text includes many unprofessional statements which disrupt communication.
Quality Contacts	☐ Documentation reflects quality contacts and global assessment with each case member *(e.g. if a home visit occurred, there is a description of discussion with each person in the home.).*	☐ Documented evidence of quality contacts and global assessment with critical case members; some assessment opportunities were missed or not documented.	☐ According to documentation, not all case members were interviewed; several assessment opportunities were missed or not documented.	☐ Based on documentation, few case members were interviewed, and critical case information was missed in assessment.

Documentation Comments:

DOCUMENTATION Score:

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Week 10: OJT 5 STM **OR** Coaching Session *(Ongoing Partial Recommendation Support)*

STM Date: Attempted/Rescheduled STMs:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	
Other	
Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation:	

Week 11: OJT 6 STM **OR** Coaching Session *(Ongoing Partial Recommendation Support)*

STM Date: Attempted/Rescheduled STMs:

STM Participants:

Shadowing experiences *(NH observing)*	
OJT experiences *(NH co-leading/leading)*	
Weekly Supervision & Field Observation *(by Supervisor)*	
Strengths	
Development opportunities	
Other	

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Action steps *(including OJT Plan of Action)*	
OR Coaching Session Documentation:	

Week 12: Second Case Presentation

New Hire Name: _____   Group #: _____

Presentation Date: _____   Region: _____

Case Presentation Rating Summary				
	Exceeds Expectations **4**	Meets Expectations **3**	Development Opportunity **2**	Skill Not Demonstrated **1**
Communication	☐	☐	☐	☐
Engagement	☐	☐	☐	☐
Teaming	☐	☐	☐	☐
Assessment	☐	☐	☐	☐
Planning, Implementation, Tracking and Adjusting	☐	☐	☐	☐
Child Welfare Mission and Values	☐	☐	☐	☐
Self-Management	☐	☐	☐	☐
Documentation Skills	☐	☐	☐	☐
Case Presentation Total Score:				

Certification Recommendation		
Panel Consensus	Case Presentation Score	Plan/Next Steps
☐ Fully Recommend	20 and above	
☐ Not Recommending	less than 14	

Please have all panelists sign this form to verify agreement to above recommendation and scores.

Check the "Forms" Webpage for the current version and disregard previous versions. This form may not be altered without prior approval.
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Name	Position	Date	Signature
	Professional Development Coach		
	Supervisor		
	Mentor		
	Other		
	Other		

New Hire Acknowledgement:

☐ I verify that I completed Pre-Service as documented on the Individual Learning Plan and outlined by policy.

New Hire _____   Date _____

Reserved for use by Office of Training and Professional Development:

Training Manager _____   Date _____

Executive Director of Training and Professional Development   Date _____

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