New Social Services Supervisor Training and Certification Manual

**Division of Family and Children Services
Education and Training Section**

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New Social Services Supervisor Certification Program Overview

What is the Social Services Supervisor Certification Program? The Social Services Supervisor Certification Program is an integrated learning approach that provides supervisors with a strong foundation in evidence based, outcome driven practice. Supervisors participating in the program are engaged in variety of learning modes such as online, classroom, mentoring and assessment activities. The program is designed to establish a culture of continuous learning within the agency. The target date for certification is within six months from the date of hire to the supervisory position.

What does being "certified" mean? First, it means that the supervisor has completed a sequence of core and related professional development learning activities that promote the transfer of learning to daily field work. Secondly, it means that the supervisor, through a series of assessment tools, demonstrates a basic level of competency, commitment and passion for child welfare work.

Certification represents only the beginning of continuous professional development and knowledge management. The certification process encourages supervisors to become life long learners of the most current information and best practices in the field of Child Welfare.

What is the goal of the certification program? The program strives to promote a standard of excellence for supervisory practice in the state of Georgia. It encompasses the universe of competencies expected of Social Services Supervisors. The core curriculums chosen for this program equip supervisory staff with the skills needed to manage and lead case managers to accomplish the mission and vision of the agency.

Who makes the certification decision? County Directors make the final decisions regarding certification of Social Services Supervisors after trainees successfully complete all required components as indicated on the Certification Checklist This includes Results Oriented Management (ROM) online training, "Putting the Pieces Together" classroom training, Skill Building , Skills for Successful Supervision training, and successful completion of Field Observations using the Individual training Needs Assessment (ITNA) and second level record FORG review(s).

New Social Services Supervisor Certification Program Overview (cont'd)

How will this manual help me? This manual explains the new supervisor certification process, the sequence of required courses and learning activities, instructions for registering new supervisors and for completing their certification information on the ETS website. It also includes a Certification Checklist for documenting a new supervisor's progression towards achieving the goal of certification. The second part of this manual includes the tools used to assess the supervisor's basic competency level and their commitment to a higher standard of performance in the state of Georgia.

What information is available on the Education and Training Section (ETS) Website? You can register for most learning activities and access transcripts on the ETS website. There are also links to all the course descriptions offered by the section, training site information, and participant guides to many of the course curricula. Social services Supervisors have a link that their own link. Access the website at: http://www.dfcs.dhr.georgia.gov/training.

Waivers: No waivers will be granted for the AASUPV Supervisory Capacity Building Sequence.

Submit waiver requests for completing specific program track requirements to Adell Moore, Project Administrator, at (706)-726-0949 or by email at asmoore@dhr.state.ga.us; Education and Training Section.

Got Questions?

Please address any questions regarding certification to Adell Moore, Project Administrator, at (706)-726-0949 or by email at asmoore@dhr.state.ga.us; Education and Training Section

New Supervisor Certification at a Glance

Here are the recommended steps for completing new supervisor training and certification for new supervisors already certified in their area of program responsibility:

1	AASUPV	Register for the AASUPV Supervisor Capacity Building Sequence on the ETS website
2.	Phone Conference	Participate in Orientation via phone conference
3.	PE 527 or *FC527*	Attend "Family Centered Practice Model for Supervisors " *FC527 is for Fulton County Staff*
4.	OCP 420	Complete Skill Building Activity Classroom Prep: Contact your assigned mentor
5.	OCP 616	Complete Results Oriented Management (ROM) online training
6.	OCP 419	Attend Week One: Putting the Pieces Together- Administrative Supervision (3 Days)
7.	OCP 420	Complete Skill Building Activity: Administrative Supervision; Discuss findings with mentor
8.	OCP 419	Attend Week Two: Putting the Pieces Together- Educative Supervision (3 Days)
9.	OCP 420	Complete Skill Building Activity: Educative Supervision; Discuss findings with mentor
10.	OCP 419	Attend Week Three: Putting the Pieces Together-Supportive Supervision
11.	OCP 420	Complete Skill Building Activity: Supportive Supervision; Discuss findings with mentor
12.	OCP 420	Submit Skill Building Signature Page (signed by mentor) to classroom facilitator (within two weeks after last day of class)
13.	OCP 334	Attend "Daily Management using GA SHINES" (2 days)
14.	OHRMD	Attend "Skills for Successful Supervision" (register on the LMS Learning Portal)
15.	GA SHINES	Second Level Case Review: completed by FPS or designee
16.	ITNA	Supervisor Competency Assessment: completed in collaboration with the new supervisor and FPS or designee
17.	MRF	Interim Performance Review: Completed by County Director/Designee
18.	ETS	Submit completed and signed "Certification Checklist" to Adell Moore asmoore@dhr.state.ga.us

New Supervisor
Training and Certification Sequence

Now that you have a general overview of all the components required for certification, let's take a look at the required learning activities. This is a sequenced combination of online training, classroom instruction, and Skill Building/Mentoring activities. Instructions for course registration are included.

New Supervisors joining DFCS from a different agency/state or assigned to a new program area are required to complete track classroom and on line training in the program areas that they supervise prior to attending "Putting the Pieces Together". While there may be waivers for some of the program specific certification requirements, there are no waivers for the Supervisor Capacity Building Sequence.

Based on past experience, new supervisors with a basic foundation in their respective program area(s) are better prepared to integrate the concepts, theories and practical applications used during the Classroom training and Skill Building activities of the Supervisor Capacity Building sequence.

The following are program requirements for supervisors who have not yet been certified in the program area(s) of responsibility:

Program Requirements for CPS Supervisors

(Strengthening Families to Mitigate Safety and Risk Factors Course)

10 days	Online Training: CPS Intake/Diversion, Investigations and Family Preservation Child Protective Services: Process, Practice and Policy Classroom training), CPS Knowledge Assessment (in class) (A score of 85% or higher is required.)

Program Requirements for Foster Care; Adoption and RD Supervisors

(*Promoting Permanency through Foster Care Services Course)*

10 days	Online training: Foster Care Policy (Books 1-19) Foster Care Services: Process, Practice and Policy (classroom training), Foster Care Knowledge Assessment (in class), (A score of 85% or higher is required.)

There are several prerequisites to OCP 419-"Putting the Pieces Together" classroom training. If you have already completed one of the pre requisite courses or are unable to attend the dates available, please contact your classroom facilitator as soon as possible prior to the first day of class.

Putting the Pieces Together: Supervisory Capacity Development Series

To sign up for the Supervisory Capacity Building Series register for **AASUPV** on the Education and Training Website:
https://www.gadfcs.org/transcript/

Registering for AASUPV automatically registers participants for the follow courses. An Email confirmation letter is sent for each of the AASUPV sequence courses. Please direct any questions or issues pertaining to registration to ssregistrar@dhr.state.ga.us

❖ **AASUPV Orientation:** This is a 90 minute phone conference conducted by the classroom facilitators via teleconference two weeks prior to the first day of OCP 419 "Putting the Pieces Together" classroom training. Information to access the call, slide presentation and initial Skill Building activity will be sent to all participants prior to the phone conference.

A confirmation letter for the phone conference will not be generated by the registration system. Participants will receive a confirmation email from the facilitator.

❖ **Orientation for Mentors:** Intended for veteran supervisors mentoring the upcoming class. This session lasts approximately one hour and is conducted via teleconference approximately two weeks prior to the first day of OCP 419 "putting the Pieces Together" classroom training.

Mentors will not receive a confirmation letter for this session generated by the registration system. They will receive a confirmation email from the facilitator.

❖ **PE 527 -Family Centered Case Practice for Administrators and Supervisors or FC527 (Fulton County Staff) - 6.5 hours. This is a pre requisite to OCP 419.**

Course Description: This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are seven standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.

Putting the Pieces Together: Supervisory Capacity Development Series

❖ OCP 616- Results Oriented Management (ROM) Online Training

Course Description (Prerequisite to OCP 419): This course designed by the University of Kansas School Of Social Welfare, provides information on outcome measurement in child welfare, and provides practical approaches to the three major factors that affect the usage of data: Effective management reports; essential skills in interpreting data and taking management action and how to develop a results-oriented organizational culture.

To access the ROM online training:

❖ Go to: http://www.rom.ku.edu/NotYetREgistered.asp

❖ This will take you to the registration site for the course. (List of Training Modules)

❖ At the end of the first paragraph on this page it states: "Click here to register". Click on this link.

❖ Complete the required information. **NOTE:** You create your own User ID and Password

❖ Once registered, a screen will appear that says: Your registration was successful.

❖ Click the appropriate link below or select a link from the list on the left or top.

❖ Click on "List of Training Modules"

❖ Begin your training by Clicking on Module 1: Introduction and Orientation to the Training

As you successfully complete each module, print a copy of the "Certificate of Completion". Once you have exited the module, you will not be able to go back and reprint the certificate.

As you progress through the training, a summary page will keep up with those modules you have completed. At the finish of the training (all modules completed) **print out** the summary page and **bring this with you** to the classroom training: Supervisory Training: Putting the Pieces Together or email a copy to your trainer prior to the start date of the class. Keep a copy for your records!

Putting the Pieces Together: Supervisory Capacity Development Series

❖ **OCP 419-Putting the Pieces Together Classroom**

Course Description: This nine - day supervisor core training series, **Supervisory Training: Putting the Pieces Together** was originally developed by Charmaine Brittain, MSW, Ph. D., and Butler Institute for Families at the University of Denver. It was adapted for Georgia DFCS in 2009. The training was designed to bring together the latest research and practical application, within an engaging format for maximum learning by supervisors.

Classroom training lasts for nine days and is scheduled for three days a week during three consecutive weeks with a week in between each unit. The curriculum is divided into 3, three day units: Unit 1: Supervisor as Manager. Unit 2: Supervisor as Coach; Unit 3 Supervisor as Team Leader.

New Supervisors are required to complete a series of Skill Building Activities prior to the first week of class, each week in between units and the two weeks following the last day of classroom training.

Putting the Pieces Together Classroom Training includes a written knowledge assessment. A passing score is considered 90% or greater. The assessment is given on the last day of class and covers material addressed in class and in the Skill Building Activities.

If ADA accommodations are required for instruction or testing, the participant and or county must advise the Classroom Facilitator at least one week in advance of the class to allow preparation.

Putting the Pieces Together: Supervisory Capacity Development Series

❖ **OCP 419-Putting the Pieces Together Classroom (cont'd)**

Participants are encouraged to study during the weeks during and in between class, as successful completion of the class require a score of at least 90 %. **There are several comprehensive classroom reviews.** If the participant does not pass the knowledge assessment on the first attempt, the County Director may permit the participant to retake the assessment**.** Arrangements to retake the test are made through the classroom facilitator.

Test results/scores will be made available to the participant and immediate supervisor through the participant's transcript at: https://www.gadfcs.org/transcript/.

If the participant does not pass on the second attempt, the County Director must then consider the individual circumstances and make a decision regarding the participant's continued employment at the supervisory level. The County Director maintains authority regarding employment decisions for the participant at all times.

All participants have an opportunity to evaluate their classroom experience for course content and facilitator performance. All evaluations remain confidential and are used to improve delivery of the course content.

Within 10 business days following the last day of class, Facilitators submit an evaluation form to the participants' County Director/Supervisor for review. The evaluation form is intended to provide feedback on the participant's performance and behavior while attending class.

Putting the Pieces Together: Supervisory Capacity Development Series

❖ OCP 420-Skill Building/ Mentoring

Course Description: A series of four units with activities related to each week of classroom training for "**Putting the Pieces Together**". It is designed to enhance the transfer of learning from the classroom training OCP 419 to the workplace. Here are some highlights of the Skill Building Activities:

1. **Skill Building Activity: Classroom Prep**- completed prior to the first day of class -Unit 1. This includes activities such as Hogan's Heroes and Results Oriented Management (ROM online training)

2. **Skill Building Activity: Administrative Supervision** –completed prior to the first day of the second week of class-Unit 2. One of the activities-The Data Miner- asks the supervisor to use information gleaned from a statewide cadence call to measure performance in their own unit.

3. **Skill Building Activity: Educative Supervision**-completed prior to the first day of the third week of class-Unit 3. In this group of activities, the new supervisor has an opportunity to practice mentoring and clinical supervision techniques learned in class.

4. **Skill Building Activity: Supportive Supervision**-completed within 14 days after the last day of class. New Supervisors select, conduct and evaluate a Team Building activity of their choice.

Each new supervisor is assigned a trained peer mentor who provides guidance, coaching and monitoring for the Skill Building activities. Skill Building activities are completed by the new supervisor in consultation with their peer mentor. Timeframes for the activities begin prior to the first day of class, the two weeks in between class and within two weeks after the last day of class.

New Supervisors are required to bring their Skill Building Signature Page (signed by their peer mentor) to the first day of each of the three weeks of class.

Mentors are required to complete the Skill Building documentation form after each mentoring session with their assigned new supervisor. This form is sent electronically to the classroom facilitator weekly.

Those enrolled in the AASUPV sequence will participate in an orientation and receive the Skill Building unit: Classroom Prep prior to the first day of class.

Putting the Pieces Together: Supervisory Capacity Development Series

❖ **OCP 334- Day to Day Supervision with GA SHINES (post requisite for new and veteran supervisors attending OCP 419)**

Course Description: This is a two day hands-on training. It is designed to provide new and veteran supervisors with basic knowledge and skills surrounding supervisory functions when using GA SHINES. Supervisors will engage in a variety of interactive activities to promote their understanding of their day to day role for using GA SHINES to achieve safety, permanency and well being for the children and families that we serve.

Participants are required to bring their tablets, power cords and a mouse to class.

Skills for Successful Supervision is a three day course provided by OHRMD. It also includes the Georgia Fundamentals of the Performance Management Process (PMP). It is required for supervisor certification and can be taken at any time prior to the certification process. Registration can be made through the following OHRMD Learning Portal at the following web address:
http://www2.state.ga.us/departments/dhr/ohrmd/Training/index.html.

Putting the Pieces Together Classroom Supervisor Guides, Learning Journal, Skill Building activities and classroom handouts can be accessed at:
http://www.dfcs.dhr.georgia.gov/training.

What are my Next Steps?

You have completed the Supervisory Capacity Building Sequence, so what's next?

There are several more steps to complete before a certification decision is made:

❖ **Second Level FORG Case Review:** Completed by the Regional Field program Specialist or County Director/Designee. The person completing the Second Level Case Record Review must be someone other than the new supervisor's immediate administrator. Conducting a conference with the new supervisor to share the findings from the second level review is encouraged. This can be done as an individual conference or during the next step-**Supervisor Competency Assessment**.

❖ **Supervisor Competency Assessment and the Individual Training Needs Assessment -ITNA: (replaces the Certification Field Observation activity):** Conducted by FPS; County Director/Designee. The Supervisor Competency Assessment must be conducted by someone other than the supervisor's immediate manager.

The purpose of this process is to actively engage the new supervisor in an assessment of their current competency level and identify future training needs using the ITNA. The ITNA is a separate document that lists the "universe" of competencies required for successful Child Welfare Supervision. It helps identify the supervisor strengths and the needs for future development in specific competency areas.

❖ **Interim Performance Review:** The County Director/Designee is responsible for completing a review of the new supervisor's progress using the Mid Point Review form (MRF) prior to making the certification decision. All other components of the certification process must be completed prior to completing the MRF.

❖ **Certification Checklist:** This is the last step in the new supervisor certification process. Once all of the certification requirements are completed, and the decision to certify the new supervisor is made-the County Director/Designee completes the checklist and submits it to Adell Moore at asmoore@dhr.state.ga.us . Ms. Moore will register this information in the ETS transcript system**. Please maintain a copy of the Certification Checklist for your records.**

On the following pages you will find the instructions and tools to complete these requirements.

Second Level Case Record Reviews

The purpose of the Second Level Case Record Review is to assess the supervisor's knowledge, skill and understanding from a programmatic and leadership perspective. During this process, the new supervisor has an opportunity to demonstrate their ability to integrate best practice and policy as it impacts the Safety, Permanency and Well being of the children and families served by our agency.

Once the Second Level Case Records Review(s) is completed, the person completing the review(s) is encouraged to discuss their findings with the new supervisor during the Supervisory Competency Assessment using the ITNA. This strengths based approach engages supervisors in a process that identifies their programmatic and practice based competencies and identifies needs for future training in specific areas.

Requirements for Completing the Second Level Case Record Review:

❖ The new supervisor must complete at least one case record review in each program area of responsibility using the Field Operations Review Guide (FORG) Case Record Review Guide located in GA SHINES or other Review Guide as determined by your county office.
❖ The person completing the Second Level Case Record Review can select a case(s) assigned to the supervisor through GA SHINES. This can be a randomly chosen case or a case completed as part of the monthly supervisory case record review requirements.
❖ The person completing the Second Level Case Record Review must be a Field Program Specialist or individual who does not directly supervise the new supervisor.
❖ Findings from the Second Level Case Record Review will be discussed with the supervisor as part of the Supervisor Assessment using the ITNA.

County DFCS offices completing the Second Level Case Record Review in GA SHINES can use the following directions. This information can also be found as a Job Aide in the "Help?" section of GA SHINES:

County Directors and Supervisors are required to read a sample of cases within the county each month as a means of monitoring consistency and accuracy. These reviews must be documented and made available to the State Office. The Case Review page is used by reviewers to document case reviews within Georgia SHINES. Case reviews can be documented for the Intake (INT), Investigation (INV), Diversion (DIV), Ongoing (ONG), Foster Care Child (FCC), and Adoption (ADO) stages.

Case reviews can be initiated either by the Case Review sample batch program, which is a random sampling, or by a staff member. Case Reviews, per policy, occur on a monthly basis.

A Case Review To-Do task is created and displays in the Staff To-Do list of the staff member (either the County Director or Supervisor) who is assigned to complete the task. If the stage is selected for supervisor review the To-Do task is created for the unit supervisor of the primary case manager of the stage. If the stage is selected for a county director review the To-Do task is created for the county director of the stage county.

In addition to the random sampling process of identifying cases to review, staff members have the ability to document case reviews on Intake, Investigation, Diversion, Ongoing, Foster Care Child, and Adoption stages. Stages may be open or closed when documenting the case review. Intake stages that have not been submitted for approval lack Georgia SHINES case structure requirement to conduct a case review. Intakes that have been submitted for approval – even though they may be closed – are available for case reviews.

There are five Review Types – Targeted, First Level, Second Level, Peer to Peer, and Sample. The *Review Type* defaults to Sample Review. The field is disabled if the Case Review is generated by the Case Review Sample batch process. If the Case Review is initiated by a staff member the *Review Type* field is enabled and the reviewer can select either Targeted, First Level, Second Level, or Peer to Peer. When the *Review Type* field is enabled, the option of 'Sample Review' is not available. The reviewer must choose Targeted Review, Second Level Review, or Peer to Peer Review. If the user is performing a Targeted Review, the reviewer is able to review the entire case or "target" specific areas of the case review (e.g. Safety, Well Being or Permanency) to address.

This job aid will provide a step-by-step process for completing a Case Review in Georgia SHINES. It is important to note that the user completing the Case Review page, must navigate and review case information to complete a thorough Case Review, inclusive of any paper file documentation. This is a case review tool and is only as good as the data collected and recorded. It does not substitute for best practice and case supervision. *Information you may have about the case, such as conferences, hallway conversations etc. may not be considered unless there is documentation in the file (Georgia SHINES or paper file) to support the findings.*

Access the Case Review Page from Staff To-Do

Step 1   Click on the Staff To-Do second level tab. Review assigned tasks.

Step 2   Click on the Task hyperlink. This will navigate the user to the Case Review Detail page, which is third level tab under the Case Management second level tab. If a user decides to initiate a Case Review, the user navigates to the Case Management second level tab and clicks the Case Review third level tab.

Review Information pre-populates on the Case Review page.

There are five Review Types:
- Targeted
- First Level
- Second Level
- Peer to Peer
- Sample

There are three sub-modules (sections) that are expandable /collapsible:
- Safety
- Permanency
- Well Being

Once all applicable questions are answered, check the **Review Complete** checkbox and **Save**

Description of Each Sub-Module (Section) on the Case Review Page

Review Information:

The Review Information section pre-populates based on the following:

- ❖ **Reviewed by** field is pre-populated with the name of the reviewer and the reviewer's SHINES job title (Name/Job Title).
- ❖ **Case ID** field is pre-populated by case ID.
- ❖ **Case Name** field is pre-populated by case name.
- ❖ **Case Worker** field is pre-populated by name of the last primary case manager assigned to the stage being reviewed.
- ❖ **Region** field is pre-populated by the stage region.
- ❖ **County** field is pre-populated by the stage county.
- ❖ **Review Period** is pre-populated by the month and year the Sample has been generated or with the month and year (month/year) the case review is initiated by the reviewer [sample cases have a 6 month review period for most items, there may be some items which you will need to look at beyond the 6 month period of review (court orders, eligibility etc.)].
- ❖ **Open Date** is pre-populated by the stage open date of the stage being reviewed (Removal Date in case of Foster Care).
- ❖ **Date of Review** is pre-populated with the system date.
- ❖ **Case Program** is pre-populated by the stage type of the stage being reviewed.
- ❖ **Review Type** is the type of review conducted.
- ❖ **Date Review Completed** is the date the case review was marked 'Review Complete'.

Safety:

The Safety section contains questions that allow the reviewer to address:

- ❖ Children are, first and foremost, protected from abuse and neglect.
- ❖ Children are safely maintained in their homes whenever possible and appropriate.

Permanency:

The Permanency section contains questions that allow the reviewer to address:

- ❖ Children have permanency and stability in their living situations.
- ❖ The continuity of family relationships is preserved for children.

Well-Being:

The Well Being section contains questions that allow the reviewer to address:

❖ Families have enhanced capacity to provide for their children's needs.

❖ Children receive adequate services to meet their physical and mental health needs.

❖ Children receive appropriate services to meet their educational needs.

Summary:

The Summary section contains three date fields: Date Staffed with Worker, Date Corrections Due, and Date Corrections Completed. There is also a Feedback text box that allows the reviewer to document comments for the case manager. The Date Corrections Completed field is enabled for the reviewer all the time even after the review has been marked Review Complete and Saved.

**Supervisor Competency Assessment
And
Individual Training Needs Assessment (ITNA)**

(Replaces the former Field Observation Component)

The Supervisor Competency Assessment is a combination of observations based on past and present interactions with the new supervisor. Part of the assessment is completing the Individual Training Needs Assessment (ITNA). This takes place during an engaging discussion between the new supervisor and the person completing the ITNA.

The person completing the assessment and the ITNA must be a Regional Field Program Specialist, County Director/Designee who does not provide immediate oversight to the new supervisor. It should be someone that is familiar with the new supervisor and their work since they are evaluating a range of competencies over a period of time including present day observations.

The Individual Training Needs Assessment (ITNA) contains the "universe" of competencies specific to Child Welfare Supervision. There are three categories of competencies: Core, Specialized and Related. The ITNA addresses the current competency levels as well as the importance and need for additional development and training.

The Supervisor ITNA is a separate document. While it is completed during the certification process, it can used at any time as a professional development tool.

While completing the ITNA, it is important to share any programmatic and practice findings from the Second Level Case Record Review with the new supervisor.

Requirements for completing the Supervisory Assessment/ITNA

- ❖ Observe the new supervisor in a variety of interactions (minimum of three different types) which allow them to demonstrate their supervisory skill and knowledge transferred from the classroom to their daily work activities.
- ❖ Choose from this list of supervisory interactions: Supervisory Conferences, Unit Meetings; Individual or Group case staffing; Interagency/LIPT meetings; Meetings with community partners; Court Hearings/ Panel Reviews; Case Staffing with SAAG and case managers; Peer meetings/conferences.
- ❖ Complete the "Observation Documentation" form included in this manual for each interaction observed.
- ❖ Once the observations with the new supervisor are done, schedule a time to meet, discuss and complete the ITNA.
- ❖ Complete the ITNA in a conference setting. Engage the new supervisor in a discussion about their current competency levels and need for future training. Include the following in your discussion. Specific directions for completing the ITNA are included in the ITNA document.
- ❖ When conducting this meeting take into consideration current and past interactions with the new supervisor that impact assessment of their competencies. Include Second Level FORG case review findings in this discussion.
- ❖ Complete the Individual Training Plan which is found on the last page of the ITNA document.
- ❖ Conduct a conference with the new supervisor and County Director/Designee to discuss the outcomes of the ITNA including the Individual Training Plan.
- ❖ The County Director/Designee will include the Training Plan in the supervisor's development plan section of the MRF.

Supervisor Competency Assessment Form

Supervisor _____

Assessor _____

Date _____/_____/_____

List the types of activities/interactions observed (minimum of three):

Describe your overall impressions of each:

On the following scale, where would you rank the supervisor's overall "Core" competency level?

0	**1**	**2**	**3**	**4**
None	Basic	Moderate		Optimum

If you have rated the supervisor at Optimum (3-4), please provide examples of how they demonstrated this level during your observations?

If you have rated them at "None or Basic" (2 or below) explain specific areas which need to be addressed before they can be certified?

Comments_____
_____
_____
_____
_____
_____
_____
_____
_____

Instructions for Use of the Management Review Form (MRF)

General

The Management Review Form is designed to assist supervisors in providing performance feedback to employees. The form also serves as documentation that the supervisor and employee have met to review and discuss the employee's performance. The following types of reviews are documented on the MRF:

Working Test Mid-Point Review

By state statute, a management review must be completed within 10 calendar days of the date a classified employee has completed one-half of the working test period or as near to such date as is practicable.

Annual Interim Progress Review

An interim review of employee performance should occur approximately midway through the designated performance period.

Working Test/Permanent Status Review

A working test/permanent status review should be held just prior to the classified employee's permanent status effective date.

Other Reviews

The supervisor may wish to use the MRF to document other reviews that occur during the performance cycle; for example, performance reviews are recommended quarterly or as needed when the employee is experiencing difficulty in performing at the expected level.

Please note:

(1) A review documented on the Management Review Form (MRF) must be based on the employee's performance plan.

(2) The MRF cannot be used to document a salary increase decision; a full evaluation, documented on the Performance Management Form (PMF) is required for the annual performance evaluation that determines salary increase recommendations.

(3) If an employee has been evaluated on the Performance Management Form for a salary increase decision no more than 90 days prior to the permanent status effective date, completion of a MRF is not required for documenting the award of permanent status.

Definition of Performance Status Codes

M = Meets Expectations

(Performance has been acceptable for the time the employee has been on the performance plan.)

E = Exceeds Expectations

(Performance has been exceptional for the time the employee has been on the performance plan.)

NI = Needs Improvement

Performance in this area must improve in order to reach an acceptable level.)

NA = Not Applicable

(The responsibility was not assigned during this period or there was no opportunity to observe it.)

Completing the Form

(1) At the top of the form, indicate type of review being completed.

(2) Fill in employee and agency identifying information.

(3) Under Job and Individual Responsibilities, fill in the first few words of each responsibility statement from the performance plan, and then check the appropriate box to indicate performance status.

(4) In the section headed Recognition/Comments, enter any positive comments (e.g., examples of outstanding performance) that apply to the employee's performance for the period of review.

(5) Under Performance/Terms and Conditions Improvements Needed, describe any performance problems or shortcomings that need to be addressed in order to improve job performance.

(6) In the Development Goals section, describe specific actions that need to be taken to address problems and improve performance.

(7) If purpose of the review is to document awarding of permanent status, enter a checkmark in the "Permanent Status Approved" box.

(8) Enter signatures and dates as indicated and follow agency policy for filing and distribution of copies.

Management Review Form

Working Test Mid-Point Review Working Test/Permanent Status Review	MANAGEMENT REVIEW FORM	Interim Progress Review Other Review
Name	Employee ID.	Hire/Promotion Date
Class/Job Title	Position No	Review Date
Company (Agency) Department Name	Department ID	Review Period To: From:

Statewide Responsibilities	M	NI	DNM	N/A	Terms and Conditions	M	NI	DNM	N/A
1. Teamwork	[ ]	[ ]	[ ]	[ ]	1. Works when Scheduled	[ ]	[ ]	[ ]	[ ]
1. Customer Service	[ ]	[ ]	[ ]	[ ]	2. Requests and uses leave Appropriately	[ ]	[ ]	[ ]	[ ]
2. Organizational Commitment	[ ]	[ ]	[ ]	[ ]	3. Dresses Appropriately	[ ]	[ ]	[ ]	[ ]
4. Performance Management	[ ]	[ ]	[ ]	[ ]	4. Observes health, Safety and Sanitation Policies	[ ]	[ ]	[ ]	[ ]
					5. Follows all other rules and policies	[ ]	[ ]	[ ]	[ ]
					6. Adheres to HIPAA Regulations	[ ]	[ ]	[ ]	[ ]

Job and Individual Responsibilities (Give 4-5 word Identifier)	M	NI	DNM	N/A
1.	[ ]	[ ]	[ ]	[ ]
2.	[ ]	[ ]	[ ]	[ ]
3.	[ ]	[ ]	[ ]	[ ]
4.	[ ]	[ ]	[ ]	[ ]
5.	[ ]	[ ]	[ ]	[ ]
6.	[ ]	[ ]	[ ]	[ ]

Recognition/Comments

Performance Terms and Conditions Improvements Needed

Developmental Goals

I have discussed the contents of this form with my supervisor and have been advised of my performance status relative to the responsibilities/terms and conditions stated on my performance plan.	I have discussed the progress of this employee relative to the responsibilities/terms and conditions stated in the employee's performance plan.	Permanent Status Approved [ ] Not Applicable [ ]
Employee's Signature Date	Supervisor's Signature Date	Reviewing Manager's Signature Date

Certification Checklist for New Supervisors Instructions

The Certification Checklist contains all the courses, learning activities and assessments required in order to be considered for certification.

Following the certification checklist is a description of all the items on the list. Please review the information provided for each of the items. You can register for all classroom training on the ETS website with the exception of "Skills for Successful Supervision". Registration for this course can be found through OHRMD on the LMS Learning Portal.

Notice there is a space before each activity and a checkbox (for specific activities). This is where you can document the date that each item was completed by the new supervisor.

Please remember that the County Director/Designee is responsible for the final certification decision. In making a certification decision, County Directors/Designees are encouraged to review the new supervisor's performance throughout the entire training process.

As part of the certification process, the Director/Designee is required to complete an interim performance review form, taking into consideration the trainee's on-the-job performance, classroom assessment results, feedback from the classroom facilitator, Skill Building/ Mentor and the Field Program Specialist or person completing the observations, second level FORG review and the ITNA document..

Once the certification decision has been made, the County Director /Designee completes and signs this checklist on the computer. Please send the signed, completed form to Adell Moore via GroupWise at asmoore@dhr.state.ga.us. Ms. Moore will enter the information in the ETS Registration and Transcript System.

Please maintain a copy in the new supervisor's county personnel file for your records.

NEW SUPERVISOR CERTIFICATION PROCESS CHECKLIST

Supervisor Name: _____ **County:** _____ **ID:** _____

Program Area(s) of Responsibility:

_____ CPS (includes Family Preservation and Assessments)

_____ Foster Care

_____ Adoption

_____ Resource Development

Completion of the following indicators is consideration for making the certification decision.   Please document the date each course or activity was completed.

_____ Program certification in all program areas of supervisory responsibility

_____ OCP 616 Results Oriented Management On-line satisfactorily completed

_____ PE 527 Family Centered Practice Model Classroom course complete or FC527 (Fulton County Staff)

_____ OCP 419 Putting the Pieces Together Classroom course satisfactorily completed

_____ Putting the Pieces Together knowledge test passed (score of 90% or higher)

_____ Trainer feedback form received and reviewed (classroom feedback)

_____ OCP 420 Skill Building Activities satisfactorily completed

☐ Part One – Classroom Prep

☐ Part Two – Administrative

☐ Part Three – Educational

☐ Part Four - Supportive

_____ OCP 334 Day to Day Supervising with GA SHINES satisfactorily completed

_____ Supervisor Certification Field Observations satisfactorily completed demonstrating **Administrative, Educational, and Supportive** roles in each**:**

☐ Supervisor Competency Assessment and ITNA completed

☐ Second Level Case Record Review satisfactorily completed

_____ ☐ OHRMD Skills for Successful Supervision completed

_____ Interim Performance Review completed

CERTIFICATION GRANTED: (circle one)   Yes   No

County Director making decision _____Date _____

Comments:

Documentation of Certification Decisions:
1. Complete this form and place in the employee's personnel file. The county director making the certification decision must sign this form.
2. To ensure that the certification decision is entered into the Transcript System, e-mail this form to asmoore@dhr.state.ga.us

Congratulations on completing all the steps to becoming a certified Supervisor

But there's more……..

Child welfare research indicates that it takes at least two years to acquire the knowledge and skills for proficiency in providing case management supervisory services. Follow-up courses build upon the foundation laid in new worker and new supervisor certification training to develop the case manager's and supervisor's proficiency in both policy and practice.

Each day, we are faced with new and more demanding challenges that impact child welfare practice. To meet these challenges, we encourage supervisors, new and veteran alike, to take advantage of the many learning opportunities available- whether it is through ETS or self- initiated learning.

In order to maintain an exceptional standard of practice, all DFCS staff, including supervisors are required to obtain 20 hours of ongoing professional development training each fiscal year. Supervisors are also encouraged to promote a learning culture that allows their staff the opportunity for professional growth and development.

For a comprehensive listing of all courses including Professional Excellence Courses, please visit the Education and Training Website at the following address: **http://www.dfcs.dhr.georgia.gov/training**

Required Follow-up Program Area Training for New Supervisors within 6 months of Certification (Unless successfully completed as a Case Manager)

THIS SECTION IS UNDER REVISION

All certified supervisors are required to take an additional 20 hours of continuing education course work each year. These hours can come from any classes approved by their immediate supervisor. For those supervisors that have completed the Supervisors Capacity Building Sequence attendance at the Supervisor Circles counts as hours toward the 20 hour requirement.