



North Carolina Supervisor Assessment

The North Carolina Practice Standards builds skills and behaviors in the workforce that provide the groundwork for learning, and they are the foundation of North Carolina's Practice Model. The Practice Standards are anchored by our core values: safety-focused, trauma-informed, family-centered, and cultural humility. They are described in observable, behaviorally specific terms to illustrate how case managers will conduct the essential functions of child welfare and how supervisors and leaders will support them. The Practice Standards are divided into five essential functions: communicating, engaging, assessing, planning, and implementing.

The North Carolina Supervisor Assessment tool is a companion document to the Practice Standards. This assessment is a useful tool to evaluate ways in which you incorporate the Practice Standards into your own practice and areas to improve upon. Assessments are used as a quality improvement measure and will support your learning to enhance your skills and behaviors. This assessment tool can be used in a variety of ways, such as a self-assessment, peer review, or 360-degree evaluation. Following the assessment tool is an Action Plan you will complete where you will identify the specific actions you plan to take to implement the behaviors of the Practice Standards into your work paying particular attention to the areas noted as occurring 'sometimes' or 'never.'

Self-Assessment

A self-assessment is your evaluation of your own practice, behaviors, and attitudes, in particular your implementation of the Practice Standards within your work. When completing the assessment tool as a self-assessment, you will complete the tool on your own following the below instructions. Reflective, thoughtful, and honest responses to each item will provide you with the information necessary to improve your practice to the benefit of your organization and the children and families your staff work with.

Peer Review

A peer review is an evaluation of your practice and professional work by others in supervisor positions who you work with. A peer review provides a structured framework for other supervisors to assess and provide feedback to you on your work and implementation of the Practice Standards. When completing the assessment tool as a peer review, you will ask other supervisors to complete the tool as an evaluation of your work following the below instructions. You can use the information gathered through the peer review as you complete your Action Plan.

360-Degree Evaluation

A 360-degree evaluation is a process where you receive confidential and anonymous feedback on your practice and work from others who work around you, including leaders, other supervisors and managers, case managers, and other staff. It's important that a 360-degree evaluation be completed by staff who are your direct reports. A 360-degree evaluation is a helpful assessment that will provide you with greater insight and understanding of your practice and behaviors, particularly those that relate to the Practice Standards. When completing the assessment tool as a 360-degree evaluation, you will ask leaders, other supervisors, case managers, and other staff within your organization to complete the tool as an evaluation of your work following the below instructions. You can use the information gathered through the 360-degree evaluation as you complete your Action Plan.

Instructions

The North Carolina Supervisor Assessment tool is divided into several sections; there is one section for each corresponding Practice Standard. Each section may be completed in one sitting or completed over time. The assessment should be completed individually, and keep in mind the assessment will be looking at your practice as a whole.

Each core activity within the Practice Standards is broken down into three stages: optimal, developmental, and insufficient. These stages should be used to anchor the ratings in the assessment. Each stage is a stepping stone to the next allowing you to gradually improve your skillset as a child welfare professional. This assessment will help you, as a learner, identify goals and objectives to begin integrating the Practice Standards into your work.

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

The assessment is completed by determining which number on the rating scale corresponds best to your own practice behaviors. There is also space to take notes where a rationale for the rating can be added. Each behavior will be rated on a three-point scale: (1) always, (2) sometimes, (3) never.

1. Always: I implement this standard consistently in my own child welfare practice
2. Sometimes: I inconsistently implement this standard in my own child welfare practice
3. Never: I never implement this standard in my own child welfare practice



North Carolina Supervisor Assessment: Communicating

Communicating is defined as timely and consistent sharing of spoken and written information so that meaning and intent are understood in the same way by all parties involved. Open and honest communication underpins the successful performance of all essential functions in child welfare.

There are four Communicating core activities: (1) engages in clear two-way communication, written and verbal, so others feel validated and heard, (2) uses respectful, non-judgmental, and empowering communication strategies, (3) operating with transparency and honesty, and (4) respecting confidentiality and privacy.

Core Activity: Engages in clear two-way communication, written and verbal, so others feel validated and heard

Practice Standard 1: Ensure clarity when communicating (written and oral)

	A	S	N	Notes
I take time in consultations to ensure workers understand guidance and direction	(1)	(2)	(3)	
I use clear, specific, and understandable language in oral communication to support the development of critical thinking	(1)	(2)	(3)	
I ensure acronyms and child welfare language is understood by staff	(1)	(2)	(3)	
I work to ensure staff understand 'the why' behind decisions	(1)	(2)	(3)	
I consistently review and discuss thoroughly all new policies/procedures to ensure understanding	(1)	(2)	(3)	
I demonstrate skills of effective and clear written communication and I produce professionally written communication	(1)	(2)	(3)	
I consistently provide feedback to and coach staff on concise writing	(1)	(2)	(3)	
I take a developmental approach to providing feedback	(1)	(2)	(3)	

Practice Standard 2: Allow time to enhance two-way communication with workers, families, and community partners through questions and checks for understanding

	A	S	N	Notes

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I understand and communicate with workers to determine when case level assistance is needed	(1)	(2)	(3)
I routinely model Practice Standards for workers	(1)	(2)	(3)
I set aside regularly scheduled consultation time, as well as ad hoc time, to promote critical thinking and skill development	(1)	(2)	(3)
I follow through with scheduled consultation and minimize distractions	(1)	(2)	(3)
I onboard new staff in an intentional way to ensure staff understand tasks and expectations	(1)	(2)	(3)
I understand the experience level of staff and when modeling or coaching is needed	(1)	(2)	(3)
I summarize what the worker has said to ensure clarity and demonstrate skills of reflection	(1)	(2)	(3)
I encourage and respond to questions and all feedback from superiors, peers, workers, and families	(1)	(2)	(3)
I respond to questions from families when issues escalate	(1)	(2)	(3)

Core Activity: Uses respectful, non-judgmental, and empowering communication strategies

Practice Standard 3: Speak to workers, stakeholders, and leaders in a non-judgmental, respectful manner, modeling desired behaviors.

	A	S	N	Notes
I model patience and openness	(1)	(2)	(3)	
I brainstorm options and solutions with workers	(1)	(2)	(3)	
I validate the feelings and opinions of workers	(1)	(2)	(3)	
I begin conversations with workers recognizing positives	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I understand racial equity and communicate with cultural sensitivity	(1)	(2)	(3)
I respectfully listen to workers before providing any needed corrections	(1)	(2)	(3)
I have the ability to recognize my own errors and take ownership of mistakes	(1)	(2)	(3)

Practice Standard 4: Conducts courageous conversations to address culture and climate concerns

	A	S	N	Notes
I consistently model and analyze with workers the skills necessary to conduct courageous conversations to address culture and climate concerns	(1)	(2)	(3)	
I educate workers to understand their biases and identify techniques to mitigate those biases' impact on families	(1)	(2)	(3)	
I debrief with workers courageous conversations and identify lessons learned and implications for future courageous conversations	(1)	(2)	(3)	

Operating with transparency and honesty

Practice Standard 5: Clearly and openly communicate to workers expectations of the job and provide regular and ongoing feedback regarding individual performance

	A	S	N	Notes
I identify clear expectations of what I expect to see in workers and continuously reinforce expectations	(1)	(2)	(3)	
I ensure meeting participants understand everyone's role	(1)	(2)	(3)	
I help less-experienced workers honestly and openly express their needs	(1)	(2)	(3)	
I routinely discuss professional development and understand the need for routine and consistent feedback on job performance	(1)	(2)	(3)	
I actively create a culture of support and learning, offering internal support groups and internal training	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

Practice Standard 6: Consistently transparent, authentic, and genuine during difficult conversations in a way that promotes dialogue and professional development of staff

	A	S	N	Notes
I promote dialogue and professional development through being always direct and honest	(1)	(2)	(3)	
I increase the comfort of workers by starting an honest and transparent conversation	(1)	(2)	(3)	
I keep family voice and priorities at the forefront of conversations	(1)	(2)	(3)	
I create a safe learning environment to admit lack of knowledge	(1)	(2)	(3)	

Respecting confidentiality and privacy

Practice Standard 7: Routinely respect confidentiality while sharing information when necessary and appropriate

	A	S	N	Notes
I have discussions, explain, and follow-up with workers regarding what information can, cannot, and should be shared with parties and when	(1)	(2)	(3)	
I model the importance of confidentiality by not sharing case information with workers from someone else's caseload	(1)	(2)	(3)	
I educate staff regarding the importance of anticipating and minimizing potential breaches of confidentiality	(1)	(2)	(3)	



North Carolina Supervisor Assessment: Engaging

Engaging is defined as empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family’s input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

As a supervisor, you will integrate the Engaging Practice Standard in your practice by empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.

There are three Engaging core activities: (1) Focused attention to understand worker, (2) demonstrating interest and empathy for worker in verbal and non-verbal behavior, and (3) acknowledging strengths.

Core Activity: Focused attention to understand workers

Practice Standard 1: Fully present when meeting with workers

	A	S	N	Notes
I attend to workers when meeting and ignore other distractions	(1)	(2)	(3)	
I acknowledge the importance of the meeting, indicate when I can't meet, and reschedule	(1)	(2)	(3)	
I acknowledge worker statements, demonstrate listening, and interest	(1)	(2)	(3)	
I allow workers to finish each point before reflecting back	(1)	(2)	(3)	

Practice Standard 2: Prepare to connect with workers

	A	S	N	Notes
I utilize opportunities for professional development to better connect with workers	(1)	(2)	(3)	
I utilize opportunities for professional development for workers through modeling, clarifying, and follow-up questions based on issues identified by workers	(1)	(2)	(3)	
I collaborate with workers regularly and consistently to understand the need for coaching and mentoring	(1)	(2)	(3)	
I establish rapport with workers, developing trust, respect, and assurance	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

Practice Standard 3: Consider worker perspectives in all exchanges and actions

	A	S	N	Notes
I operate with the belief that workers have insight into areas of need for their professional development	(1)	(2)	(3)	
I listen and acknowledge worker perspectives of professional development	(1)	(2)	(3)	
I show respect by including workers in planning and decision-making for workload management	(1)	(2)	(3)	
I build relationships with workers from cultural groups other than my own	(1)	(2)	(3)	

Core Activity: Demonstrating interest and empathy for workers in verbal and non-verbal behavior

Practice Standard 4: Recognize worker perspectives and desires

	A	S	N	Notes
I encourage workers to identify priorities for learning and demonstrate responsiveness	(1)	(2)	(3)	
I check in with workers after tough situations and allow them to process lessons learned	(1)	(2)	(3)	
I acknowledge power dynamics and model thoughtful openness in challenging discussions	(1)	(2)	(3)	

Practice Standard 5: Use body language to convey interest to workers

	A	S	N	Notes
I maintain and engage respectful body language to the appropriate culture	(1)	(2)	(3)	
I am mindful of facial expressions, nodding my head affirmatively	(1)	(2)	(3)	
I minimize distractions on the computer	(1)	(2)	(3)	
I acknowledge the need to take notes, able to multitask	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

Core Activity: Acknowledging strengths

Practice Standard 6: Acknowledge and celebrate strengths, growth, and successes

	A	S	N	Notes
I build on small successes and verbally recognize progress made	(1)	(2)	(3)	
I am consistently strengths-based in oral and written communication	(1)	(2)	(3)	
I create a coaching environment, identifying positives and challenges as learning opportunities	(1)	(2)	(3)	
I encourage workers to identify their own strengths and acknowledge their strengths	(1)	(2)	(3)	



North Carolina Supervisor Assessment: Assessing

Assessing is defined as gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

As a supervisor, you will integrate the Assessing Practice Standard in your practice by supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. You will encourage thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.

There are three Assessing core activities: (1) coaching workers to gather and review all history, (2) developing worker skills and capacity to identify needed information and conduct assessment activities, and (3) facilitating critical thinking skills through regular consultation resulting in synthesized information that informs decision making.

Core Activity: Coaching workers to gather and review all history

Practice Standard 1: Coaches workers to gather detailed and factual information about family members that led to agency involvement from expert sources

	A	S	N	Notes
I coach workers on the importance of balancing multiple sources of information	(1)	(2)	(3)	
I critically evaluate information gathered based on the source	(1)	(2)	(3)	
I provide guidance in reviewing and analyzing family record and history for strengths, successes	(1)	(2)	(3)	
I model critically evaluating information gathered based on source	(1)	(2)	(3)	

Core Activity: Developing worker skills and capacity to identify needed information and conduct assessment activities

Practice Standard 2: Coaches worker skills related to staying open to different explanations of events, or keeping biases in check

	A	S	N	Notes
I provide guidance and direction on the need for ongoing information gathering while continuously analyzing and prioritizing information collected	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I provide guidance in analyzing information collected to inform next stages of work	(1)	(2)	(3)	
I share tools and techniques that strengthen assessing skills	(1)	(2)	(3)	
Practice Standard 3: Develops professional skills to differentiate between information and opinions				
	A	S	N	Notes
I facilitate the development of worker skills in gathering information to enhance critical thinking	(1)	(2)	(3)	
I model gathering information that supports all positions, not a limited few	(1)	(2)	(3)	
I encourage worker development of understanding how their biases may cloud positions	(1)	(2)	(3)	

Core Activity: Facilitating critical thinking skills through regular consultation resulting in synthesized information that informs decision making

Practice Standard 4: Evaluates worker synthesis of the information to consider sources, relevance, and timelines				
	A	S	N	Notes
I promote understanding of assessment as an ongoing process in determining and thoroughly synthesizing information	(1)	(2)	(3)	
I model assessing validity and reliability of information gathered, suspending judgment until all relevant information is gathered, and only then forming conclusions	(1)	(2)	(3)	
Practice Standard 5: Supports worker efforts to connect critical thinking to logical decision making				
	A	S	N	Notes
I coach workers on the use of assessment data to guide safety planning, set case goals, develop plans, and case closure	(1)	(2)	(3)	
I demonstrate critical thinking skills through the ability to synthesize and summarize assessment of worker skills and professional development strengths and needs.	(1)	(2)	(3)	



North Carolina Supervisor Assessment: Planning

Planning is defined as respectfully and meaningfully collaborating with families, communities, tribes, and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths, and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

As a supervisor, you will integrate the Planning Practice Standard in your practice by coaching and mentoring workers on how to synthesize assessment information, engage youth and families, and develop behaviorally specific case plans that get to identified outcomes.

There are three Planning core activities: (1) Coach workers on distilling important information to inform the case planning process, (2) engage the worker in prioritizing engaging youth and families in case planning and Child and Family Team Meetings, and (3) ensure the collaborative nature of the planning process, quality of plans, and identifying connections to the assessment and outcomes.

Core Activity: Coach workers on distilling important information to inform the case planning process

Practice Standard 1: Strategizes with workers critical information identified in the assessment process, how to prioritize, and how it drives case planning

	A	S	N	Notes
I provide guidance to workers in how to identify critical information in the assessment process	(1)	(2)	(3)	
I model building case plans from critical information in the assessment process	(1)	(2)	(3)	
I reinforce workers using critical thinking skills based on workers' demonstrated skill level	(1)	(2)	(3)	

Practice Standard 2: Assist workers in understanding how to uncover root causes and underlying reasons for involvement with child welfare services

	A	S	N	Notes
I model how to identify root causes and underlying reasons families come to the attention of child welfare	(1)	(2)	(3)	
I listen to workers' opinions on what are the root causes	(1)	(2)	(3)	
I provide tools and techniques for workers to ask questions, seek input, and drill down to root causes and areas of concern	(1)	(2)	(3)	
I ensure workers have reviewed all applicable information in development of case plan	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

Core Activity: Engage workers in prioritizing engaging youth and families in case planning and Child and Family Team (CFT) Meetings

Practice Standard 3: Guides workers in strategies of partnering with youth and families in case planning and Child and Family Team (CFT) meetings				
	A	S	N	Notes
I assist workers in preparing to partner with youth and families in the case planning process	(1)	(2)	(3)	
I engage in practice conversations with workers ahead of CFT meetings on how to partner with youth and families, prepare for potential difficult or challenging situations to build worker confidence and skills	(1)	(2)	(3)	
I encourage workers to be strength-based, model how to do so	(1)	(2)	(3)	
I provide workers with tools and techniques in engaging with youth and families in case planning and CFT meetings	(1)	(2)	(3)	

Core Activity: Acknowledging strengths

Practice Standard 4: Ensures the collaborative nature of the planning process, quality of plans, and identifies connections to the assessment and outcomes				
	A	S	N	Notes
I assist workers as needed during CFT, do not overstep role	(1)	(2)	(3)	
I provide guidance to workers to ensure CFT goals and objectives are met	(1)	(2)	(3)	
I provide ongoing feedback to workers about engagement of youth and families in case plan	(1)	(2)	(3)	
I provide feedback about documentation to assist worker reflection and notation of youth and family participation in CFT and case planning	(1)	(2)	(3)	

Practice Standard 5: Review case plans to determine quality				
	A	S	N	Notes

	A	S	N	Notes
--	---	---	---	-------

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I thoroughly review case plans to assess for quality, including connections between assessment and case plan to determine if intended outcomes will be achieved	(1)	(2)	(3)
I provide feedback to workers if adjustments or edits are required for the case plan, conduct follow up if edits need to be made	(1)	(2)	(3)
I explain why changes need to be made	(1)	(2)	(3)

Practice Standard 6: Engage with workers to assess progress made on case goals

	A	S	N	Notes
I meet with workers on regular basis to assess progress made on case plan goals	(1)	(2)	(3)	
I engage in conversations with workers about what success looks like with the family	(1)	(2)	(3)	
I guide workers on updating case plans as needed	(1)	(2)	(3)	



North Carolina Supervisor Assessment: Implementing

Implementing is defined as carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

As a supervisor, you will integrate the Implementing Practice Standard in your practice by coaching, mentoring, and providing feedback to workers regarding progress made in implementing plans, accessing services, and achieving outcomes.

There are three Implementing core activities: (1) Coach workers on supporting families to take actions agreed upon in the plan and connecting families to services and community supports, (2) build relationships with providers and informal supports in the community to help families achieve desired outcomes, and (3) provide oversight and feedback to workers, partnering to ensure plans are being implemented, progress is made, and outcomes achieved.

Core Activity: Coach workers on supporting families to take actions agreed upon in plans and connecting families to services and community supports

Practice Standard 1: Provide hands-on, active support to workers to take action on implementing plans				
	A	S	N	Notes
I consistently model the importance of being family-centered and utilizing a trauma-informed approach	(1)	(2)	(3)	
I coach and reflect with workers their engagement and planning skills to enhance worker's skills	(1)	(2)	(3)	
I review community resources with workers to ensure understanding and familiarity that supports family engagement and the thoughtful matching of services to individual family needs	(1)	(2)	(3)	
I demonstrate interest in workers and focus on their long-range professional development through actions and words	(1)	(2)	(3)	
Practice Standard 2: Brainstorm with workers to find solutions to barriers in successful plan implementation				
	A	S	N	Notes
I ask targeted questions of workers to help identify potential barriers and challenges to success	(1)	(2)	(3)	
I routinely support workers' implementation efforts through discussions related to navigating available service array, trauma, and advocacy for families within the system	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I understand evidence-based practices and how those can assist families and conduct transfer of learning to workers	(1)	(2)	(3)
I reflect with workers the demands of the job and how to pace themselves to avoid burnout	(1)	(2)	(3)
I help workers apply what they learn in training to their day-to-day work by discussing what they learn, how to implement the practice, and the support they need	(1)	(2)	(3)

Practice Standard 3: Assist workers in identifying needed services and community supports for families

	A	S	N	Notes
I seek to learn about available services and supports in the community regularly	(1)	(2)	(3)	
I am knowledgeable about ways to find creative supports for families	(1)	(2)	(3)	
I meet with workers regularly to share knowledge of community services and supports	(1)	(2)	(3)	
I encourage workers to share information with each other	(1)	(2)	(3)	
I understand what services may be most successful to address specific behaviors in children and families	(1)	(2)	(3)	
I model strategic use of informal supports in the community to achieve success	(1)	(2)	(3)	

Core Activity: Build relationships with providers and informal supports in the community to help families achieve desired outcomes

Practice Standard 4: Help workers advocate for families with providers about what behavioral changes are expected to ensure quality service delivery

	A	S	N	Notes
I am consistently available for meetings with providers when issues arise	(1)	(2)	(3)	
I am responsive to workers when they share challenges with providers and provide feedback on the next steps	(1)	(2)	(3)	

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

I escalate issues to leaders when patterns emerge on quality services lacking and communicate feedback on resolutions made	(1)	(2)	(3)
I coach workers to ensure recommended services are tied to specific and essential behavioral change	(1)	(2)	(3)
I stay up to date on what quality service delivery means	(1)	(2)	(3)

Core Activity: Provide oversight and feedback to workers, partnering to ensure plans are being implemented, progress is made, and outcomes achieved

Practice Standard 5: Meet regularly with workers on family progress, provide honest feedback, and consider suggestions as needed

	A	S	N	Notes
I routinely meet with workers to review progress on cases	(1)	(2)	(3)	
I consistently provide constructive case-specific feedback during staffing regarding implementation and achievement of outcomes	(1)	(2)	(3)	
I review workers' cases in staffing with a focus on when adjustments may be needed for long term case trajectory	(1)	(2)	(3)	

Practice Standard 6: Monitor service delivery with a focus on the successful impact on safety, permanency, and well-being outcomes for the family

	A	S	N	Notes
I view successful service delivery in terms of achievement of positive outcomes for families, so they are set up for future success	(1)	(2)	(3)	
I assist workers by helping hold service providers accountable	(1)	(2)	(3)	
I focus on identifying worker skills that contributed to successful outcomes as a learning opportunity and chance for repeatable behaviors	(1)	(2)	(3)	
I escalate concerns to leaders when available services are not achieving desired outcomes with families	(1)	(2)	(3)	



North Carolina Supervisor Action Plan

This Action Plan will help you identify the specific actions you plan to take to implement the behaviors of the Practice Standards into your work. While you complete the Action Plan, pay particular attention to the behaviors noted as happening 'sometimes' or 'never' and identify specific actions to address these areas.

	Practice Standard Behavior	As a result of what I learned through this assessment, I am going to...	I will know I am succeeding with this objective when...
1.			
2.			
3.			
4.			
5.			
6.			
7.			