Just like the supervisors we don’t expect you to be great at everything, so we will learn together as we move forward. Supervisors won’t be great at everything however they will all have their strengths. We will want to capture the strengths to share. We will need to know what areas of training we can provide to you to assist you in this process of assessing and coaching supervisors.

This tool is one way to evaluate how we know if good supervision is occurring? The purpose is to assess how your supervisors assess safety throughout the life of a families case, not just incident based. Thus this is primarily about decision making.

**At the end of this process you will know:**

How your supervisors are assessing safety
How supervisors assess CWS critical thinking skills
This will remove guess work as to their performance

- We hope to evaluate turnover as we know from research and from our own exit interviews, often CWS leave a supervisor more than they leave CW.
- We in time should see changes in your district report cards as practice becomes more focused and refined. So continue to reach out and ask for technical support and use your reports to guide your decision making

**Remember to capture good questions that focus the consultation:**

What is your plan for the visit?
How will you handle the crises of the day and still evaluate the behavioral changes?
Do you keep cases open due to fear or enjoyment of family or their success?
What is the behavioral goal that has to change?
What are the supports that are/need to be in place?
How are you going to manage the visits and ensure you speak to the kids and the parents?

**Look for Supervisor actions that you find to be helpful to CWS**

Demonstrates how the genogram could be tied into culture, church, maybe family support
Connects practice standards/practice standards to behavioral anchors
Starts consultations by focusing on the families strengths such that they may be utilized as supports for change
Ties in past learning from training or past consultation to assist in the transfer of learning process.
Models behaviors we want CWS to perform with families i.e. looks for and validates strengths etc.
Models/ teaches how to effectively deal with secondary trauma or job related stress. This is the supportive aspect of Kadushin’s model and an indicator for retention (see handout).
How a supervisor assists a CWS in understanding why something worked with a family
How a supervisor assists the CWS in understanding how they use themselves within their work i.e. aware of biases or are teaming with families.

**Points to remember:**

- Emergent means a Supervisor/CWS is still learning and will require ongoing coaching and support
- Accomplished is good enough work. The plan then becomes how to move them toward distinguished
- You should see critical thinking skills as you have or will measure in the FOA