



# EMPLOYEE WORK PROFILE AND PERFORMANCE APPRAISAL REPORT

State Form 52403 (R / 10-08)

<b>Name of Employee</b>		<b>Employee ID Number/Last 4 Digits of SSN</b>	
<b>Agency/Division</b> Department of Child Services/Staff Development		<b>Business Unit</b>	
<b>Class Title/Class Code</b> r		<b>Review Period</b> From                      to	

<b>TYPE OF EVALUATION</b>	<input type="checkbox"/> <b>Six Month Working Test (Merit Agencies Only)</b>		
<input type="checkbox"/> Annual	<input type="checkbox"/> Successfully Completed. Permanent Status Granted. Effective Date:		
<input type="checkbox"/> Interim	<input type="checkbox"/> Request Extension for six months. Extended Due Date:		
<input type="checkbox"/> Other:	Approval of State Personnel Director	Date (month, day, year)	

## PURPOSE OF ORGANIZATION AND POSITION

**Organizational Vision, Mission and/or Objectives:**  
 Vision: Children thrive in safe, caring, supportive families and communities.  
 Mission: The Indiana Department of Child Services protects children from abuse and neglect. DCS does this by partnering with families and communities to provide safe, nurturing, and stable homes.  
 Values: -We believe every child has the right to be free from abuse and neglect; We believe every child has the right to appropriate care and a permanent home; We believe parents have the primary responsibility for the care and safety of their children; We believe the most desirable place for children to grow up is with their own families, when these families are able to provide safe, nurturing, and stable homes; We believe in personal accountability for outcomes, including one's growth and development; We believe every person has value, worth, and dignity. Effective staff development is the key to achieving identified goals in all organizations, particularly in an organization such as the Department of Child Services where staff decisions concerning children and families can change lives. This division is committed to providing quality, practical training that has been proven to achieve results so that all members of the organization can partner to achieve the Department's mission of children thriving in their homes and communities. Through collaborations with other groups and a partnership with the Indiana University School of Social Work, this division will develop a reputation of providing excellence in all areas of training, making sure that every staff member has the tools and the knowledge to fulfill their role within DCS to the best of their ability.

### **Purpose of Position (How does this position fit into the Organization/Division/Facility? What does this position contribute to the Organization/Division/Facility objectives?)**

Position serves as the Practice Model Director for Staff Development in close collaboration with Field Operations. This involves coordination of practice model fidelity and consistency; problem solving with field and policy staff on matters related to the practice model; strategy/planning for all staff to embrace the practice model state-wide; liaison between Practice Consultants, Per Coaches, Peer Coach Consultants, Central Office, Stakeholders, other States and outside consultants; subject matter expert for curriculum training re-writes that pertain to the practice model; subject matter expert for curriculum development of any newly identified training needs; trainer for new Practice Consultants; expert on all Child and Family Team Meeting issues that arise state-wide. This position is also responsible for any initiatives related to the practice model.

## A. COMPETENCIES

*Instructions: Form can be completed electronically by tabbing through and using the space bar to check or uncheck boxes when they are highlighted or clicked with the mouse. Employees must be evaluated on the three required Competencies and the additional agency-determined discretionary Competencies.*

**1. Job Knowledge – Possesses adequate knowledge, skills and experience to perform the duties of the job; understands the purpose of the work unit and how position contributes to the overall mission of the agency; maintains competency in essential areas.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**2. Teamwork – Encourages and facilitates cooperation, pride, trust and group identity; fosters commitment and team spirit; works cooperatively with others to achieve goals.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**3. Customer Service – Demonstrates knowledge of internal and external customers; is sensitive to customer needs and expectations; anticipates needs and responds promptly and willingly to provide information, services and/or products as needed.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**4. Judgement - Exercises logical thinking and foresees consequences of actions; has adequate knowledge of all applicable policies or rules and selects appropriate guidelines or procedures to follow in a variety of situations.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**5. Motivation/Initiative - Displays an interest in performance of tasks, including those over and above regular assignments; willingly accepts increasing responsibility and accountability; makes recommendations and suggestions to improve operations.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**6. Communication - Comprehends oral and written information and clearly and effectively expresses self in the presentation of ideas; develops written work in a logical and comprehensive manner where appropriate.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**7.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**8.**

Rating	Behaviors during the review period which support the rating
<input type="checkbox"/> Meets	
<input type="checkbox"/> Exceeds	
<input type="checkbox"/> Does Not Meet	

**NOTE:** Failure to meet expectations for any Competency may result in employee being placed on a Work Improvement Plan or separation, and may result in employee receiving an Overall Performance Rating of "Does Not Meet Expectations" or "Needs Improvement."

## B. PERFORMANCE EXPECTATIONS/GOALS

Expectation/Results ( <i>Rank in Order of Importance</i> )	Rating
<p>Performance Expectation #1: Practice Model Director is responsible for the making sure that all DCS staff embrace and follow the Indiana Practice Model Statewide including monitoring classroom trainings to make sure all TEAPI skills are taught to appropriate staff; Manager must review relevant data reports for for each region to insure that Child and Family Team Meetings are appropriately occurring. If there are challenges, the Practice Model Director will convey that information to the appropriate Regional Manager and ask if any assistance is needed to address this issue within the Region. Practice Model Director will also assist with developing skills for FCM's necessary to facilitate team meetings based on feedback and requests from the Practice Consultants, Peer Coach Consultants or Regional Managers. QSR results must also be monitored to identify any training or support needs. All newly hired FCM's must become facilitators within 90 days of graduation and Practice Model Director will monitor this information and develop action plans to address any challenges.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
<p>Results:</p>	
<p>Performance Expectation #2: Practice Model Director will supervise the Peer Coach Consultants, providing them with mentoring and coaching as needed based on performance and will act as a liaison to the Practice Consultants, Peer Coaches, Central Office staff, Stakeholders, other States and outside consultants through regularly scheduled meetings. This includes facilitating the P-FACT meetings including preparing agendas, minutes and following up with all recommendations made. It also includes facilitating bi-annual meetings with the Practice Consultants and assisting the Practice Consultants with having quarterly meetings with the Regional Peer Coaches. Practice Model Director will prepare agenda items for consistency across the state and will monitor all minutes to determine if practice model consistency and fidelity is occurring statewide.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
<p>Results:</p>	
<p>Performance Expectation #3: Practice Model Director will be expected to collaborate with and facilitate communication between all DCS departments pertaining to Practice Model as well as external partners where appropriate. This can include serving on various committees and facilitating meetings with the Deputy Directors of Field Operations, Staff Development, Practice Support, Programs and Services, and Communciations. This includes maintaining agendas, minutes and any other material related to the Practice Model. It also includes accommodating requests from outside agencies for information related to the Practice Model which may include providing presentations, demonstrations, and or written documentation. Manager should maintain statistics regarding what is accomplished under this expectation In addition, Practice Model Director will work closely with the designated Training Supervisor to insure fidelity regarding practice model within staff development, as well as within the newly formulated Resource and Adoptive Parent Training unit.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
<p>Results:</p>	
<p>Performance Expectation #4: Practice Model Director will be expected to participate in training new staff or supervisory staff when appropriate. Evaluations received from trainees should average 3.8 (out of 5.00) for training provided. Practice Model Manager will also be expected to serve as subject matter expert in any curriculum reviewed or developed which impacts on practice model which includes understanding all of DCS policy as it relates to Practice Model in close collaboration with Practice Support staff. Requests for curriculum review must be completed within established timeframe. Practice Model Manager will continue to research best practice in this area and provide updated information to curriculum writers as appropriate and relevant. Practice Model Manager will also be a facilitator for the Leadership Academy for Supervisors and assist the Training Manager as necessary with this supervisory leadership program.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
<p>Results:</p>	
<p>Performance Expectation #5: Practice Model Director will regularly review Practice Indicators by Region and identify any modifications necessary for Practice Model fidelity and effectiveness. If problems are identified, Practice Model Manager will be expected to develop an action plan together with a timeline to address the issue, incorporating tasks for the regional Peer Coach Consultant to complete.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
<p>Results:</p>	

<b>Performance Expectation #6:</b> Practice Model Manager will be expected to make sure all appropriate forms are regularly updated and that the Sharepoint Practice Model site has accurate information related to forms, practice, procedure, tips or any other information that might be appropriate and that any changes are promptly made and the Sharepoint site updated. She will also be expected to provide information to the field regularly through the Sharepoint, video clips, the DCS newsletter, accurate and updated brochures, the DCS Coloring Books for children or any other information necessary to promote/enhance the DCS practice model and the Child & Family Team meeting process.	<input type="checkbox"/> Meets <input type="checkbox"/> Exceeds <input type="checkbox"/> Does Not Meet
Results:	

**NOTE:** Failure to meet expectations for any goal or objective may result in employee being placed on a Work Improvement Plan or separation, and may result in employee receiving an Overall Performance Rating of "Does Not Meet Expectations" or "Needs Improvement."

OVERALL PERFORMANCE RATING		
<input type="checkbox"/>	<b>Outstanding</b>	Consistently exceeds expectations on all evaluation factors
<input type="checkbox"/>	<b>Exceeds Expectations</b>	Overall high performance; frequently exceeds expectations on many factors
<input type="checkbox"/>	<b>Meets Expectations</b>	Consistently meets the requirements of the job in all aspects
<input type="checkbox"/>	<b>Needs Improvement</b>	Sometimes acceptable, but not consistent; needs improvement to meet expectations
<input type="checkbox"/>	<b>Does Not Meet Expectations</b>	Does not meet the minimum standards of performance

Is a Work Improvement Plan (WIP) generated as a result of this appraisal?  Yes  No  
If so, please attach the WIP and ensure that the WIP pertains to the specific competency(s) and/or expectation(s) for which a Does Not Meet rating was given.

Is an Employee Development Plan generated as a result of this appraisal?  Yes  No

C – EMPLOYEE DEVELOPMENT PLAN	
Education, Experience, Licensure, Certification suggested for career enhancement:	
Personal Learning Goals:	
<b>Developmental Objectives</b> <i>(Knowledge/Skills/Abilities Needed to Reach Goals)</i>	<b>Developmental Training/Assignments</b> <i>(On-the-Job Training/Details)</i>


**If this form is being used as communication of the Work Profile, not a Performance Appraisal, please sign on the appropriate line below.**

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date (*month, day, year*)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date (*month, day, year*)

**If this form is being used as a Performance Appraisal, please sign on the appropriate line below.**

I hereby certify that this report constitutes an accurate evaluation using my best judgment of the service performed by this employee for the review period covered.			
Signature of Evaluator	Signature of Reviewer	Signature of Appointing Authority	Date ( <i>month, day, year</i> )

I hereby certify that I have had an opportunity to review this report and understand that I am to receive a copy. I am aware that my signature does not necessarily mean I agree with the rating.	
Signature of Employee	Date ( <i>month, day, year</i> )