**Fostering Opportunities Implementation (FOI)**

**Specialist Observation Form**

Goal:

* This Specialist Observation Form can be used by the Fostering Opportunities Program Coordinator to identify a Site Specialist’s areas of strength and areas for support in the implementation of the Fostering Opportunities program.

Purpose:

* This form is a **non-evaluative** tool and will not be used for the purposes of employment or performance.
* The rating on this form will be used as an indicator on the Fostering Opportunities Implementation Tool to ensure the effective and efficient implementation of the Fostering Opportunities program.

Instructions:

* The Specialist should review and reflect on the form prior to being observed.
* The Program Coordinator (i.e., Site Supervisor) should complete a direct observation of each Specialist during their regular check-in with a student and complete this form during the observation. The Program Coordinator will review, reflect, and discuss the ratings during a one-on-one check-in with the Specialist.
* The form is recommended to be used semesterly. It is encouraged to complete the form before the end of each semester to prevent retrospective reporting upon returning from an extended holiday vacation. For example, **complete the form by December 15th and May 15th.**

|  |  |
| --- | --- |
| Date: |  |
| Program Location/Site: |  |
| Program Coordinator  (i.e., Site Supervisor): |  |
| Specialist Name: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Roles:** The specialist focuses on their four primary roles (advocacy, social-emotional, mentoring, and academic support) throughout every check-in with the student. | | | | | |
| 1. **Preparation: The specialist demonstrates that they have checked attendance, grades, behavior, and any other relevant information prior to meeting with the student/caregiver.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Rapport and Relationship Building: The specialist demonstrates effective strategies to engage the student/caregiver. The specialist creates a space to share concerns about conflicts, issues, and behaviors that are affecting them.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Rapport and Relationship Building: The specialist’s actions are culturally responsive and affirm the student/caregiver’s identity. This includes appropriate body language, proximity, tone of voice, use of student name and pronouns, and use of inclusive language, which create an environment that appears to be emotionally, psychologically, and physically safe.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Social-Emotional: The specialist uses intentional strength-based language when communicating with students and their networks and communicates those strengths back to the students and their networks.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Social-Emotional: The specialist interacts and communicates in a trauma-informed manner and educates members of the network on how to do that. The specialist can display the following key principles essential to a trauma-informed approach:**  * Promote a sense of safety (e.g., physical, psychological, interpersonal communication). * Trustworthiness and transparency. | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Social-Emotional: The specialist demonstrates the use of effective communication and Motivational Interviewing skills with the student/caregiver. The specialist can implement motivational interviewing techniques with seven principles in mind:**  * Allow the student to guide the conversation. * Express empathy through reflective listening. * Use affirmations to encourage the development of self-advocacy skills. * Identify discrepancies between the student’s goals or values and current behaviors for actionable change. * Avoid arguments and direct confrontation. * Adjust to the student’s resistance rather than directly opposing it. * Support self-efficacy and optimism. | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Job-Specific Skills: The specialist demonstrates effective partnership, collaboration, and ability to problem solve.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Job-Specific Skills: The specialist demonstrates understanding of applicable child welfare and school/district policies, procedures, and resources; and demonstrates an understanding and provision of community resources and referral processes.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Plan/Next Steps/Goal Setting: The specialist summarizes the meeting and clearly articulates the specific goals and/or expectations established in the meeting. The student/caregiver voice is heard and incorporated into the Action Step plan.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |
| 1. **Documentation: At the end of each meeting, the specialist documents and clearly communicates the status of their work with the student/caregiver. Collaboration and co-identified barriers are shared among the specialist and the student.** | | | | | |
| Needs Support | | Meeting Standard | | Exceeds Standard | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Comments: | | | | | |

