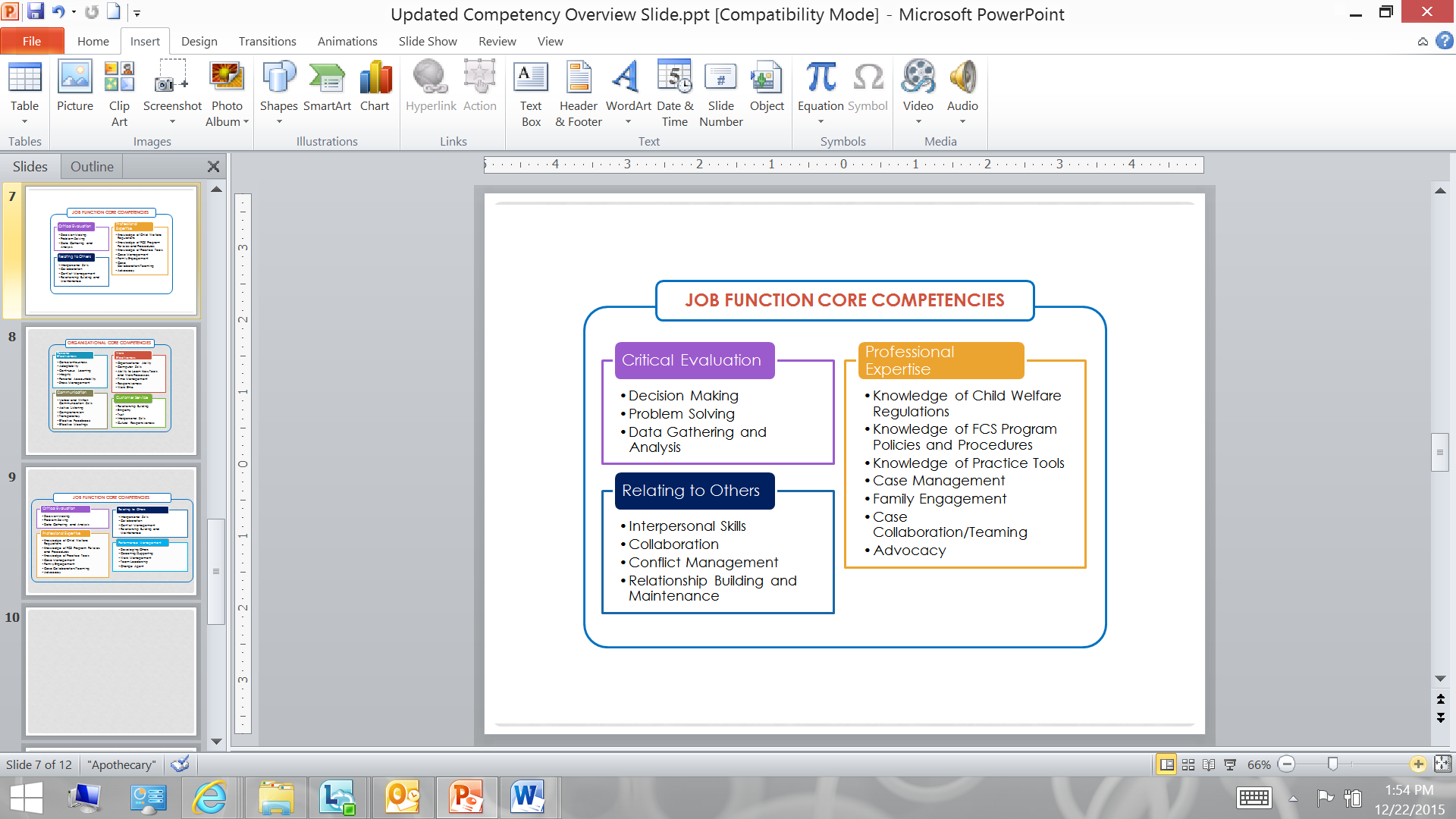
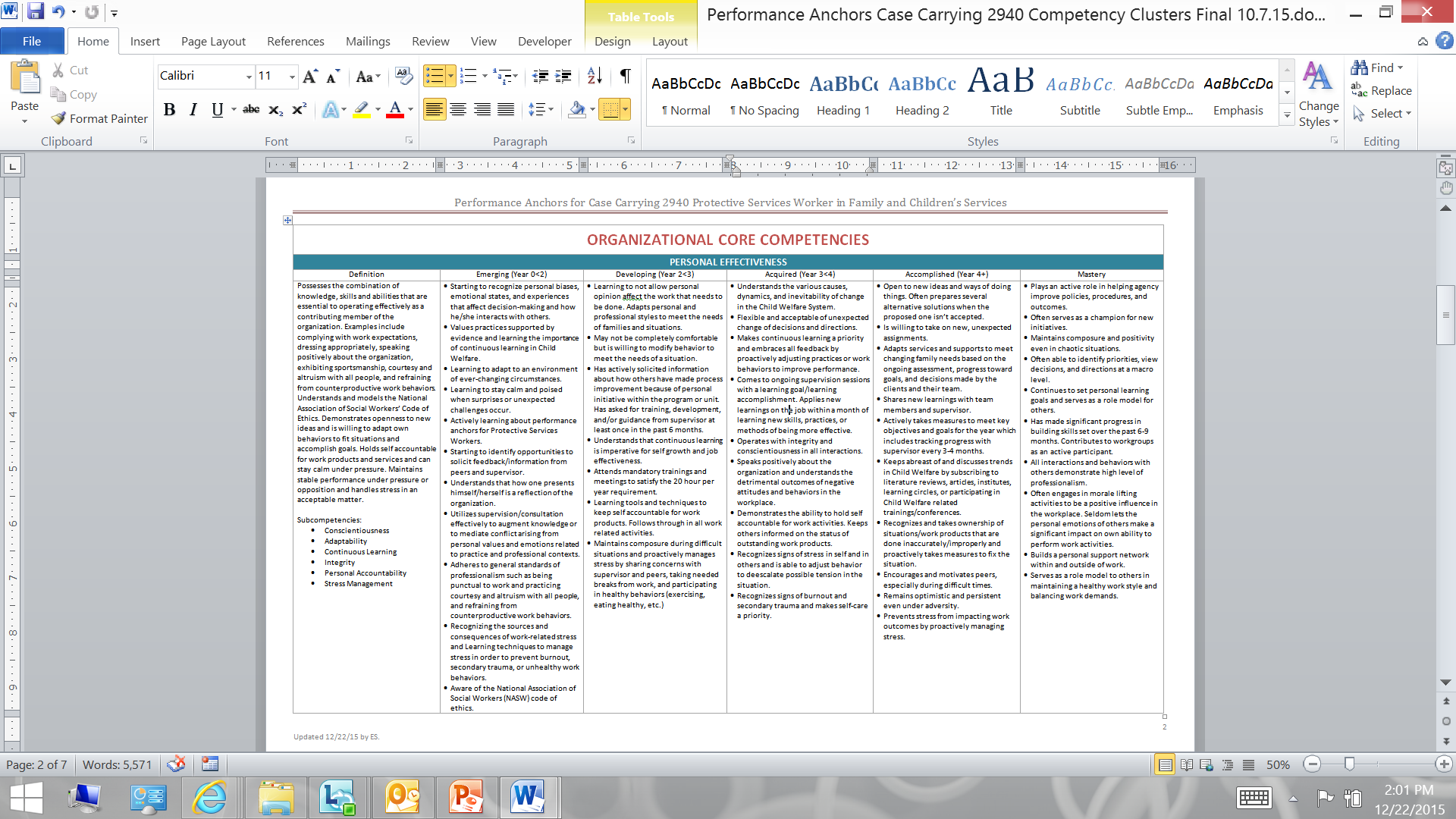
Quick Start Guide: How to use the Performance Anchors

* Familiarize yourself with the competency definitions prior to meeting with staff.
* Select the appropriate proficiency level based on the staff tenure to identify the behavioral indicators that should be acquired within the performance year. For example, someone who has been an FCS 2940 PSW for 3.5 years would fall under the acquired proficiency level and should measure himself/herself against all the behavior indicators in that column for all competencies.
* Review the expected behaviors within that column for all competency clusters in order to set expectations, create SMART goals, evaluate performance, and coach staff.
* When evaluating performance for the formal appraisal process, utilize the performance anchors in conjunction with the performance appraisal form to assign ratings.

**Overview of the Performance Anchors**





Behavioral Indicators

Proficiency Levels

Competency Definition

Subcomptencies: the combination of competencies (knowledge, skills, abilities, behaviors, and values) that are required to achieve proficiency in the competency cluster

Name of Competency Cluster

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| **ORGANIZATIONAL CORE COMPETENCIES** | | | | | |
| **PERSONAL EFFECTIVENESS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Possesses the combination of knowledge, skills and abilities that are essential to operating effectively as a contributing member of the organization. Examples include complying with work expectations, dressing appropriately, speaking positively about the organization, exhibiting sportsmanship, courtesy and altruism with all people, and refraining from counterproductive work behaviors. Understands and models the National Association of Social Workers’ Code of Ethics. Demonstrates openness to new ideas and is willing to adapt own behaviors to fit situations and accomplish goals. Holds self accountable for work products and services and can stay calm under pressure. Maintains stable performance under pressure or opposition and handles stress in an acceptable matter.  Subcompetencies:   * Conscientiousness * Adaptability * Continuous Learning * Integrity * Personal Accountability * Stress Management | * Starting to recognize personal biases, emotional states, and experiences that affect decision-making and how he/she interacts with others. * Values practices supported by evidence and learning the importance of continuous learning in Child Welfare. * Learning to adapt to an environment of ever-changing circumstances. * Learning to stay calm and poised when surprises or unexpected challenges occur. * Actively learning about performance anchors for Protective Services Workers. * Starting to identify opportunities to solicit feedback from peers and supervisor. * Understands that how one presents himself/herself is a reflection of the organization. * Utilizes supervision/consultation effectively to augment knowledge or to mediate conflict arising from personal values and emotions related to practice and professional contexts. * Adheres to general standards of professionalism such as being punctual to work and practicing courtesy and altruism with all people, and refraining from counterproductive work behaviors. * Recognizes the sources and consequences of work-related stress and learning techniques to manage stress in order to prevent burnout, secondary trauma, or unhealthy work behaviors. * Aware of the National Association of Social Workers (NASW) code of ethics. | * Learning to not allow personal opinion affect the work that needs to be done. Adapts personal and professional styles to meet the needs of families and situations. * May not be completely comfortable but is willing to modify behavior to meet the needs of a situation. * Has actively solicited information about how others have made process improvement because of personal initiative within the program or unit. Has asked for training, development, and/or guidance from supervisor at least once in the past 6 months. * Understands that continuous learning is imperative for self growth and job effectiveness. * Attends mandatory trainings and meetings to satisfy the 20 hour per year requirement. * Learning tools and techniques to keep self accountable for work products. Follows through in all work related activities. * Maintains composure during difficult situations and proactively manages stress by sharing concerns with supervisor and peers, taking needed breaks from work, and participating in healthy behaviors (exercising, eating healthy, etc.) | * Understands the various causes, dynamics, and inevitability of change in the Child Welfare System. * Flexible and acceptable of unexpected change of decisions and directions. * Makes continuous learning a priority and embraces all feedback by proactively adjusting practices or work behaviors to improve performance. * Comes to ongoing supervision sessions with a learning goal/learning accomplishment. Applies new learnings on the job within a month of learning new skills, practices, or methods of being more effective. * Operates with integrity and conscientiousness in all interactions. * Speaks positively about the organization and understands the detrimental outcomes of negative attitudes and behaviors in the workplace. * Demonstrates the ability to hold self accountable for work activities. Keeps others informed on the status of outstanding work products. * Recognizes signs of stress in self and in others and is able to adjust behavior to deescalate possible tension in the situation. * Recognizes signs of burnout and secondary trauma and makes self-care a priority. | * Open to new ideas and ways of doing things. Often prepares several alternative solutions when the proposed one isn’t accepted. * Is willing to take on new, unexpected assignments. * Shares new learnings with team members and supervisor. * Actively takes measures to meet key objectives and goals for the year which includes tracking progress with supervisor every 3-4 months. * Keeps abreast of and discusses trends in Child Welfare by subscribing to literature reviews, articles, institutes, learning circles, or participating in Child Welfare related trainings/conferences. * Recognizes and takes ownership of situations/work products that are done inaccurately/improperly and proactively takes measures to fix the situation. * Encourages and motivates peers, especially during difficult times. * Remains optimistic and persistent even under adversity. * Prevents stress from impacting work outcomes by proactively managing stress. | * Plays an active role in helping agency improve policies, procedures, and outcomes. * Often serves as a champion for new initiatives. * Maintains composure and positivity even in chaotic situations. * Often able to identify priorities, view decisions and directions at a macro level. * Continues to set personal learning goals and serves as a role model for others. * Has made significant progress in building skills set over the past 6-9 months. Contributes to work groups as an active participant. * All interactions and behaviors with others demonstrate high level of professionalism. * Often engages in morale lifting activities to be a positive influence in the workplace. Seldom lets the personal emotions of others make a significant impact on own ability to perform work activities. * Builds a personal support network within and outside of work. * Serves as a role model to others in maintaining a healthy work style and balancing work demands. |

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| **COMMUNICATION** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Clearly receives and conveys information and ideas to others in an engaging manner and helps them understand and retain the message. Prepares well-organized and accurate documents such as reports, summaries, and various correspondences. Skilled in synthesizing ideas and factual information into clear and logical written statements. Speaks with confidence and professionalism to individuals and groups of people.  Subcompetencies:   * Verbal and Written Communication Skills * Active Listening * Comprehension * Transparency * Effective Feedback | * Learning to speak with confidence when working with supervisor, peers, and clients. * Learning how to write effective reports and correspondence and understands the importance of timely and accurate documentation. * Respects confidentiality requirements and exercises discretion when sharing information. * Learning to ask open-ended/solution focused questions to gather additional information from others to clarify situations. * Clearly explains complex information in a concise, concrete, courteous, and coherent manner. * Makes very few grammatical and spelling mistakes in all forms of correspondence. | * Embraces opportunities to improve communication skills with on the job experiences, soliciting feedback or through formal training. * Understands the importance of practicing professionalism in all communication. * Knows the impact of how accurate and sufficient documentation contributes to service effectiveness. * Strives to create error free documents that require minor revisions from supervisor. * Is developing ability to provide clients/stakeholders with all available information/resources to manage situations and to make sound decisions. * Learning to adapt and utilizes different communication styles according to what clients/stakeholders need. * Knows what information can be provided to other service providers to promote open communication and collaboration in planning and service delivery, without violating people’s rights to privacy. | * Writes with few errors and practices sensitivity in all correspondences. * Effectively navigates difficult conversations with families, supervisor or other professionals towards positive outcomes. * Skilled in communicating effectively with clients to help them understand the complexities of the Child Welfare system and to reach agreements that will ultimately help clients achieve the best possible outcome. * Utilizes open, honest, clear, and respectful communication style. * Prepares well written court and other reports , summaries, and correspondence that will be admissible and effective in court actions. * Consistently provides clear, factual, and timely documentation for records, reports, and/or court filings. * Listens attentively to others and asks appropriate questions. | * Consciously and actively seeks feedback from others and/ or participates in training opportunities to continue on honing and developing effective communication skills. * Openly and non-judgmentally receives information that results in mutual understanding and positive outcomes when working with others. * Confidently presents well organized and relevant information during court testimony and cross-examination. * Able to convene, lead, and participate effectively in meetings and workgroups. * Invites and listens to feedback and shares appropriate information with supervisor, community partners, colleagues, and clients through a variety of communication channels. | * Produces professional written documents that are accurate, error free, logically written, concise, and informative. * Always proof reads reports and other critical documents to ensure quality and often catches and fixes mistakes before submitting reports. * Speaks comfortably, confidently, and professionally with individuals and large groups of people. * Uses solution focused language, communicates and displays respect and understanding, and conveys purposeful information that can be understood. * Actively listens and interprets non-verbal cues to accurately clarify verbal message when gathering information. * Skilled in adapting communication styles that matches the communication styles of families, coworkers, and other professionals. |
| **WORK EFFECTIVENESS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The collection of knowledge, skills and abilities needed to complete work tasks. These include the ability to organize material and resources to accomplish tasks, the ability to learn new tools (computer skills and program databases) and ability to effectively complete work assignments in a timely manner. Ability to understand how work activities fit into the big picture of the unit and agency goals.  Subcompetencies include:   * Organizational Ability * Computer Skills * Ability to learn new tools and work processes * Time Management * Responsiveness * Work Ethic | * Prioritizes and organizes materials and resources as well as manages time effectively to complete and meet necessary work management tasks and deadlines when working with clients and/or colleagues. * Learning to organize work activities to meet deadlines and compliance standards. * Starting to organize files, contact information, notes, assessments, etc. in a systematic way that is efficient to completing work tasks. * When drawn into resolving immediate crises, may fail to address other important priorities. * Learning about the variety of computer programs utilized within the program to complete work activities. * Works with supervisor to identify any computer skills that need to be developed. * Able to type and enter data at a speed necessary for successful completion of work responsibilities. * Learning time management tools to manage the responsibilities of the job. | * Organizes materials and resources so that they are always ready to complete work efficiently. * Actively seeks training to build computer knowledge and skills to complete work activities. * Utilizes some helpful work tracking tools and is developing an effective system for and adheres to it most of the time. * Uses supervision to seek consultation for workload issues, workload management, and setting priorities. * Proactively explores databases and program software that provide information in completing work assignments. * Completes work activities within computer programs and software with some guidance and feedback from supervisor. | * Attends meetings on time and well prepared, often completing assigned tasks from previous meetings. * Regularly meets workload expectations with minimal guidance from supervisor. * Demonstrates solid organizational skills when prioritizing workload tasks. * Effectively manages multiple and competing priorities in order to meet legal requirements and court deadlines. * Utilizes technology (Outlook Calendar, etc.) to organize work activities. * Has solid understanding of software applications and databases utilized in FCS (CWS/CMS, SafeMeasures, SDM, Word, Outlook, Internet, etc.). * Able to operate standard office equipment including computer terminal, laptop, scanner, fax machine, telephone, and smart phone effectively. * Regularly responds to clients, peers, management, and stakeholders within 48 hours of requests. | * Manages time superbly, knowing how to track work activities so that deadlines are met and utilizes strategies and techniques to maximize workplace performance and personal performance. * Quality of most work is error free, accurate, timely, and complete. * Skillfully navigates through relevant technology to complete work activities. * Often uses technology to make work processes better or to complete work activities more efficiently. * Always willing to learn and use new tools and processes as they are introduced to the program. * Responds to most requests in a timely manner. | * Able to recognize the big picture perspective when setting priorities. * Effectively and consistently meets workload expectations even when stress and work pressure is high. * Quality of all work is error free, accurate, timely, and complete. * Plans weekly work activities effectively and leaves some room for emergency situations. * Can train others to utilize computer programs effectively to complete work activities. * Will often propose improvements to forms or processes by utilizing technology to simplify practices. * Responds to clients, peers, management and stakeholders within 24 hours of requests. |
| **CUSTOMER SERVICE** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| Utilizes cultural responsiveness, interpersonal skills and relationship building skills to provide exceptional customer service to clients and staff. Exhibits patience, empathy, and tact when working with others and builds a network of contacts to foster effective collaboration when working towards common goals. Anticipates and focuses on meeting the needs of families. Gains and maintains trust and respect with others through honesty, empathy, and compassion. Treats all people with equal respect and fairness.  Subcompetencies include:   * Relationship Building * Empathy * Trust * Interpersonal Skills * Cultural Responsiveness | * Understands the unique challenges of providing customer service to non-voluntary clients and always maintains ethical integrity in all interactions. * Learning about own biases that may impact patience and empathy when working with families. * Learning about how the intricacies of various cultural traditions, practices, and family dynamics may impact service delivery. * Learning to consider the relevance of cultural factors when addressing various client needs. * Understands the effects of institutional bias, discrimination, and culturally insensitive policies and practices on services to families and children. * Learning to build trust, rapport, and mutual understanding with colleagues, supervisor, community partners and/or families. | * Understands how own culture, experiences, and background can add bias when working with others. * Demonstrates patience and empathy when working with others and maintains a customer service orientation in all interactions with colleagues, community partners, and collaterals. * Actively building knowledge of the major cultures within San Francisco’s client population. * With supervisor’s guidance, is starting to recognize how family dynamics are impacted by socio-economic culture, thus maintaining sensitivity to these cultural influences when working with families. * Understands the dynamics, contributors, and potential solutions to address the disproportionate representation of minority children in the Child Welfare system. * Demonstrates some ability to be empathetic when addressing others’ needs, concerns, and questions and proactively addresses those issues to build trust and a deeper understanding. | * Provides timely responses to families, colleagues, and community partners including returning calls and emails within 24 business hours; being punctual to meetings and appointments, and following through on commitments. * Engages in critical reflection of the treatment of all individuals and honors their strengths and vulnerabilities. * Performs culturally meaningful analyses, evaluations, and decisions of client population and often obtains guidance/information when unfamiliar with a specific culture. * Always responds in a culturally sensitive manner to others, in order to build a positive working relationship. * Most interactions result in a positive working relationship. * Recognizes and acknowledges feelings and needs of others, and demonstrates unwavering respect for clients and their rights. | * Treats others with respect, empathy, and honesty, especially when having difficult conversations. * Able to take responsibility for own biases, missteps, and mistakes. * Persistent and thorough in seeing problems through to a conclusion, in overcoming obstacles, and in tracking down resources. * Demonstrates a desire to provide positive service outcomes even in difficult situations. * Culturally knowledgeable about concepts and processes related to culture and how these intersect with social work concerns. * Skilled in perceiving and acknowledging diverse viewpoints in the agency and with families. * Mindful of how others may interpret verbal and non-verbal communication and adapts communication style accordingly. * Actively builds partnerships with community partners, collaterals, and HSA colleagues. | * Takes ownership; assumes responsibility as a driving force in getting things done or in making changes with clients, agency, and community. * Often goes the extra mile in responding to families’ and colleagues needs. * Recognizes and constructively responds to bias and discrimination in all aspects of Child Welfare practice as well as demonstrate the capacity to work effectively across cultures. * Frames communication approaches based on accurately interpreting personalities, emotional states, and motives of others and communication is prudently thought through. * Effectively manages indifferences and encourages lessons learned rather than criticizing, in order to raise confidence levels and to generate a sense of teamwork among clients, colleagues, and supervisor. * Assists others in understanding others’ points of views/perspectives in order to facilitate agreements or compromises. |

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| **JOB FUNCTION CORE COMPETENCIES** | | | | | |
| **CRITICAL EVALUATION** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The ability to thoroughly evaluate situations using technical knowledge of practice tools, decision making strategies, and problem solving processes. Analyzes complex situations to identify root issues, creates strategies to resolve issues, and implements the selected course of action. Recognizes when more information is necessary and gathers information when needed. Makes clear judgments based upon an objective evaluation of facts.  Subcompetencies include:   * Decision Making * Problem Solving * Data Gathering and Analysis | * Learning how to effectively utilize Child Welfare tools such as Teaming, Safety Organized Practice (SOP), and Structured Decision Making (SDM). * Tends to take information at face value without probing for more information. * Is developing skills to collect information from key informants, case records, community professionals and other sources to collaborate and verify information collected from collaterals. * Learning to gather relevant information, refining ability to critique and make sound decisions. * Learning how to analyze critical factors and draw sound conclusions and recommendations. * May have some difficulty being decisive in time sensitive situations. * Recognizes that problem solving expertise improves with time and experience. | * Knows what information to collect and gather when identifying physical, emotional, and behavioral characteristics of children who have been maltreated, while considering the cultural and ethnic context of the children. * Recognizes when more information is needed and proactively collects the information prior to making complex decisions. * With assistance of supervisor, makes decisions consistent with the legal definition described in the Penal Code and the Welfare and Institutions code 300 as well as applies assessment instruments and technologies to make informed decisions, including SOP and SDM. * Often consults with supervisor to discuss direction of the case/assignment and to brain storm ideas so that the best decision can be made. * Beginning to use available information, personal expertise, and evidence based practices to analyze and solve problems effectively. | * Adheres to NASW ethical guidelines and recognizes where decisions may potentially fail to meet ethical guidelines and takes appropriate action. * Aware of personal values related to abuse and neglect as related to the legal definitions described in the Penal Code and the Welfare and Institutions code 300. * Makes timely, well informed decisions based on clinical judgment, research, and structured tools including SOP and SDM. * Has solid understanding of the problem solving process when working with others. * Able to identify ramifications and alternate courses of actions to make informed decisions. | * Probes all appropriate sources; weighs relevance and accuracy of information, demonstrates skill and insight in gathering and sorting key information. * Expertly presents rationale for decision and discusses this with supervisor and comes to an agreement, if supervisor differs. * Seeks collaborative effort with colleagues or supervisor when additional perspectives/insights are needed. * Demonstrates exceptional skill and creativity in solving difficult problems. * Generates and evaluates alternative solutions. * Makes innovative recommendations and always has back-up plans/recommendations.http://cdnt.meteorsolutions.com/api/setid?parent_fbid=&application_id=9081c086-c500-4e70-9391-dbe2dea191c0&url_fbid=undefinedhttp://cdnt.meteorsolutions.com/api/setid?parent_fbid=&application_id=9081c086-c500-4e70-9391-dbe2dea191c0&url_fbid=undefinedhttp://cdnt.meteorsolutions.com/api/setid?parent_fbid=&application_id=9081c086-c500-4e70-9391-dbe2dea191c0&url_fbid=undefined | * Constantly builds decision making expertise in Child Welfare by reading cases, conferring with colleagues, and staying abreast of latest industry news. * Always considers alternatives when making decisions and proactively searches all information sources prior to making the final decision. * Willing to adjust direction when new information is discovered. * Helps team members provide new perspectives and alternative solutions in their assignments. * Navigates various data tracking tools and data collection strategies that can support decision making. |

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| **RELATING TO OTHERS** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The ability to develop and manage interactions with others to carry out service goals. Builds positive working relationships with others (internally and externally) and appreciates different perspectives. Participates in work groups to improve program functioning, policies and service delivery. Uses appropriate interpersonal styles and techniques to reduce tension in difficult situations. Responds to conflict or contentious situations in a professional and calm manner and uses a solution focused approach.  Subcompetencies:   * Interpersonal Skills * Collaboration * Conflict Management * Relationship Building and Maintenance | * Learning about all the different ways to contribute to agency goals through working with others. * Learning how to build partnerships with service providers who serve the same client population and/or work toward similar goals. * Learning to stay calm and maintain composure in difficult situations with others. * Learning to capture all points of view prior to making a decision/judgment. * Learning to gather all relevant information prior to making conclusions. | * Proactively developing a network of contacts within community organizations, HSA departments, and other collaterals needed to effectively service clients and/or complete work assignments. * Engaged and responsive to community partners in order to maintain mutually beneficial relationship. * Understands that conflict is a regular part of the work environment and often gives the situation/other party the benefit of the doubt before drawing conclusions. * Has learned a few conflict resolution approaches and has shared and consulted them with colleagues and supervisor for feedback. | * Has a solid network of connections in the agency, community organizations, and collaterals who can be called on to accomplish common goal. * Serves as a valuable member of workgroups. * Recognizes own role in conflict situations. * Is knowledgeable of several conflict resolution techniques and is comfortable dealing with difficult situations. * Uses appropriate interpersonal styles and techniques to reduce tension. * Understands that unaddressed and unresolved conflict can undermine individual productivity. | * Mitigates conflict while maintaining empathy and sensitivity to others in the process. * Open to feedback and sees conflict as learning opportunities and shares effective resolution skills with others. * Helps team members network with community partners or build their interpersonal capability. * Has joined a work group in the past six months and has made some contributions in meeting the initiative/project goal. | * Transforms difficult situations into learning experiences for all parties involved. * Skillfully engages others to work together towards a shared goal. * Can help others to accurately assess situations and adapt approach to diffuse tense situations. * Often is called upon to assist in difficult situations. * Remains impartial when approached with a difficult situation and facilitates open communication with all parties so that they feel heard and to reach mutually agreed next steps and possible solutions. * Effectively manages emotions so that quality of work or professionalism is not impacted when dealing with others. |

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| **PROFESSIONAL EXPERTISE** | | | | | |
| Definition | Emerging (Year 0<2) | Developing (Year 2<3) | Acquired (Year 3<4) | Accomplished (Year 4+) | Mastery |
| The collection of professional and technical knowledge and other pertinent skills that enables one to effectively operate in Child Welfare effectively in the. Understands all aspects of investigation, safety and risk assessments, case planning, and case transition. Integrates and focuses on the three national goals of safety, permanency, and well-being in every aspect of work.  \*Utilizes and integrates practices and modalities to actively involve families in promoting safety, permanency, and well-being for children. Understands and effectively utilizes Core Practice model in building a supportive and cohesive support network to collectively help families work toward shared goals and positive outcomes. Skilled in applying legal procedures including rules of evidence and standards of proof, as well as able to testify and prepare for court activities and hearings.\*  Subcompetencies include:   * Knowledge of Child Welfare Regulations * Knowledge of Family and Children’s Services Program Policies and Procedures * Knowledge of tools used in assessment and consultations (SOP, SDM, Safe Measures, etc.) * Family Engagement/Teaming\* * Advocacy\*   **\* May not apply to all non case carrying staff** | * Possesses relevant technical and professional expertise (up to date on evidence based practices, federal and state statutes, regulations, and Child Welfare procedures * Developing knowledge about how the Juvenile Dependency Court system operates and its relevancy to Child Welfare, who the key players are and their roles and responsibilities, and what the different kinds of hearings are. * Solidifying knowledge about human development, impact of trauma, stages of loss and grief, Behavioral Change Theory, parenting and family dynamics, and Ecological Systems theory. * Learning to utilize standardized safety and risk assessment tools to better ascertain the protection needs of children and to balance structure and professional judgment.\* * Understands the concept of a holistic approach and see its importance when conducting family assessments and addressing contributors to maltreatment, family strengths, protective capacities, and family needs.\* * Learning strategies for engaging and empowering families in collaborative casework.\*   Learning techniques that foster genuine respectful relationships between families and worker and engage uncooperative members of a client’s team.\* | * Understands how the Court system works in Child Welfare. * Understands the importance of identifying culturally relevant service providers and resources and assisting clients choose those services/ resources that are best for them. * Meets compliance metrics at least 50% of the time. * Learning how to coordinate all necessary team meetings, including admin reviews, PARC/MAST, GOALS, TDM, etc. \* * Effectively facilitates the team process and engages the team in planning and decision-making with and in support of the child and family.\* * Utilizes strength-based and family-centered approach to build a sense of partnership with families to achieve positive outcomes. * Practices empowering clients to voice their needs and help them address their underlying issues that may be relevant to their success. \* * Understands the value of involving parents and family members in identifying placement resources and options and safety and/or permanency planning. \* | * Maintains and applies relevant technical and professional expertise to successfully complete work assignments. * Understands policy definitions and concepts and is able to apply them appropriately. * Understands all aspects of investigation, safety and risk assessments, case planning, and case transition. * Skilled in applying legal procedures including rules of evidence and standards of proof, as well as able to testify and prepare for court activity and hearings. * Demonstrates the ability to interact well with all parties involved in a case as well as handle Court pressure and maintain appropriate court behavior. \* * Well-prepared for trial and sufficiently knows case information to effectively testify in Juvenile Court. \* * Works collaboratively with community partners to achieve creative ways for clients to access services.\* * Facilitates critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making.\* | * Understands the dynamics of disproportionality in the Child Welfare system and consistently provides unbiased and fair reports, and information. * Actively applies learned concepts, models, and theories in Child Welfare practice. * Is knowledgeable of service providers in San Francisco and outside of San Francisco to make appropriate referrals for clients. * Consistently meets compliance standards and deadlines. * Understands and consistently applies the concept of family empowerment and how a trusting and collaborative relationship can often motivate and sustain productive change in a family.\* * Demonstrates solid and varied communication strategies to deal with complex issues such as generational trauma/issues, hostility or accusatory statements, or litigious clients who are reluctant to deal with critical issues, as well as strategies to help families cope.\* | * Stays connected to industry news, trends, and practices. Consistently and actively applies new learnings to Child Welfare practice and shares them with supervisor/teammates. * Has comprehensive knowledge about Child Welfare rules, regulations, and practices, and can accurately direct others. * Actively engages families to identify personal and family strengths, extended family networks, and community/ neighborhood resources to ensure children’s safety and promote constructive change. \* * Teaches families to advocate for themselves, work on barrier elimination and to coordinate services provided by neighborhood and community-based providers. \* |