**Assessing Fidelity of Implementation**

**Check & Connect Mentor**

**Practice Profile & Rating Rubric**

**Purpose:**

The primary goal of the Check & Connect (C&C) Mentor is to provide the necessary supports to help keep students connected at school and with learning. Mentors work directly and collaboratively with individual students and their families, school staff, and community service providers. Mentors implement strategies that are expected to increase school success and school completion for those students receiving the support.

The purpose of this practice profile is to focus on the critical components of the Mentor’s role and monitor the execution and application of those components, thereby determining fidelity of implementation. The critical components of the C&C Mentor position include: building relationships with students; systematic monitoring of student level data; personalizing interventions; communicating with families; and communicating with school and other agency personnel. The specific practices related to the critical components are identified in the monitoring rubric below.

**Use of the profile and rating rubric:**

The roles and responsibilities of the Mentor are introduced in Mentor training. Mentors may choose to self-monitor using the rubric. It is the responsibility of the C&C Coordinator to monitor each Mentor’s implementation of the critical components and their related practices through the use of this Practice Profile & Rating Rubric form. The C&C Coordinator will rate each of the critical components by using the letter scale where **O** represents the implementation of the practices at the “optimal” level, **D** represents a “developing” level of practice and **N** represents and “not in practice” performance. The form also directs the C&C Coordinator to provide any documentation substantiating the rating. This tool will be useful in identifying critical components and their related practices which need to be improved.

**Ratings for Critical Components**

**O** “Optimal” Level of Implementation - All practices in the category are implemented

**D** “Developing” Level of Implementation - Practices in the category are implemented, but not at the “optimal” level resulting in a need for additional assistance

**N** “Not in Practice” – Either one of more items in the category are occurring

**School: Practice Profile Completed by:**

**Name of C&C Mentor: Date Practice Profile Completed on:**

**Number of Students on Caseload:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Understanding Role as Mentor** | * Participated in all C&C training sessions. * Conveys complete understanding of the purpose and role of mentor. * Maintains an ongoing relationship and commitment to mentees and their families. * Continues mentoring students despite facing challenges. * Keeps total focus on education and learning. | * Participated in some of the C&C training sessions. * Conveys, to some extent, an understanding of the purpose and role of mentor. * Maintains an inconsistent relationship with mentees and their families. * Mentor does not respond productively to challenging situations. * Needs reminders to keep the focus on education and learning. | * Did not participate in any C&C training sessions. * Unable to convey an understanding of the purpose and role of mentor. * Failed to maintain a persistent an long-term relationship with mentees and their families * Mentoring is continually impeded by challenging situations. * Does not stay focused on education and learning. |  |
| ***Documentation to Support Rating & Comments*** | | | | |
| ***Identification of Practices Needing Improvement & Action Plan*** | | | | |
| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Staff Development** | * Attended all monthly staff development meetings. Frequently suggests staff development topics based on needs as a mentor. * Regularly searches for information about new resources and services to support mentees and their families. * Participated in other professional development opportunities (school or community) related to being a mentor. | * Attended some of the monthly staff development meetings. Occasionally, suggested staff development topics based on needs as a mentor. * Seldom searches for information about new resources and services to support mentees and their families. * Rarely participated in other professional development opportunities (school or community) related to being a mentor. | * Did not attend the monthly staff development meetings. Never suggested staff development topics based on needs as a mentor. * Failed to search out information about new resources and services to support mentees and their families. * Did not participate in other professional development opportunities (school or community) related to being a mentor. |  |
| ***Documentation to Support Rating & Comments*** | | | | |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Individual Mentor Meetings** | * Connected with Coordinator weekly to review caseload and problem solve on challenging cases (through email, phone, or in person). | * Connected with the Coordinator, but less than weekly, to review caseload and problem solve on challenging cases (through email, phone, or in person). | * Never connected with Coordinator to review caseload and problem solve on challenging cases (through email, phone, or in person). |  |
| ***Documentation to Support Rating & Comments*** | | | | |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Data Driven Intervention** | * Accurately followed established procedures for data collection, including access and recording of student data necessary for mentoring C&C students. * Verified on a continuous basis with Coordinator that student progress is being recorded consistently and accurately. * Gathered and reported to Coordinator the monthly C&C data. | * Exhibited difficulty in following established procedures for data collection, including accessing and recording student data necessary for mentoring C&C students. * Verified student progress with Coordinator from time to time. * Gathered and reported C&C data to Coordinator less than monthly. | * Did not follow established procedures for data collection including how accessing and recording student data necessary for mentoring C&C students. * Student progress was not verified with Coordinator. * C&C data was neither gathered nor reported to the Coordinator. |  |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Student Referrals, Mentor Caseloads,**  **Check** | * Worked with Coordinator on establishing a balanced caseload. * Utilized data to determine student engagement and educational progress. * Accurately followed criteria for moving from basic to intensive intervention levels. * Provided appropriate level of service to mentees including basic intervention for all mentees and additional intensive interventions when warranted. * Monitored the impact of intensive interventions and modified interventions, when necessary. * Documented and assessed multiple data points and interventions on a monitoring form/data-based system. * Identified appropriate information for case notes and maintained case notes. | * Took note of the recommendations made by Coordinator on balancing caseload. * Made an effort to follow criteria for moving from basic to intensive intervention levels, but not always accurately. * Need additional assistance in providing basic intervention for all mentees. * Need additional assistance in providing intensive interventions, when warranted. * Need additional assistance in monitoring the impact of intensive interventions and modified interventions, when necessary. * Some inaccuracies were identified on the monitoring form. * Case notes are maintained. | * Did not follow recommendations of Coordinator on balancing caseload resulting in problems that could have been avoided. * Did not follow criteria for basic or intensive interventions. * Failed to use the C&C Monitoring form on a consistent and regular basis. * Failed to maintain accurate case notes. |  |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Connect-Building Relationship with Mentee** | * Established and followed a plan for introducing himself/herself to the mentees, families, and other staff. * Developed and adhered to a plan for maintaining communication with mentees and families. * Created and followed a plan for initiating and maintaining communication with administrators, teachers, and others who are involved internally with mentees. * Understands C&C fully by implementing C&C interventions in light of the characteristics of effective mentor-mentee relationships and in the context of child development and individual and cultural differences. * Took ample time to build relationships and follow the natural cycle of relationships with mentees and families. * Focused relationship with mentees on intrinsic motivation: promoting autonomy, belonging, and competence (I can, I want to, I belong). * Identified and used appropriate strategies for assisting mentees to take responsibility for their own motivation and persistence. * Fully understands and practices the importance of building on the strengths of the mentee and the mentee’s family. * Frequently involved parents/families in student engagement efforts. | * Introductions with limited planning were made. * There was ongoing communication with mentees and their families, although it was not consistently maintained or planned out. * There was some communication, although not consistently maintained with administrators, teachers, and others who were involved internally with mentees. * Exhibited some understanding of C&C interventions in light of the characteristics of effective mentor-mentee relationships and in the context of child development and individual and cultural differences. * Took some, but not enough, time to build relationships and follow the natural cycle of relationships with mentees and families. * Relationships with mentees did not always focus on the use of intrinsic motivation. * Some strategies for assisting mentees to take responsibility for their own motivation and persistence were identified and used To a certain extent, understands the importance of building on the strengths of the mentees and their families. * Infrequently involved parents/families in student engagement efforts. | * Did not connect with mentee or family. * Failed to maintain a consistent relationship with mentee or family. * Lacked a plan or focus for data-driven intervention. * Did not initiate or maintain regular communication with other school staff involved with the mentee. * Failed to identify and build on the strengths of the mentee and the mentee’s family. * Failed to work with mentee’s family and the family. * Failed to work with mentee’s family on identifying ways to strengthen student engagement. |  |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Connect - Growing Relationship with Mentee** | * Focus was always on academics and school success. * Often communicated relevance of education and learning to future endeavors. * Created a caring and supportive learning environment. * Helped students with personal problems. * Practiced problem-solving and capacity building strategies through the use of the 5-step problem solving process. * Facilitated the setting short and long term goal with students. * Demonstrated persistence and consistency in relationships with mentees and their families. * Addressed the concerns of the mentees and their families. | * Focus was sometimes on academics and school success. * Occasionally, communicated relevance of education and learning to future endeavors. * There was an attempt to create a caring and supportive learning environment * There was an attempt to help students with personal problems. * Attempted to use the 5-step problem solving process with mentees with some success. * Talked to students about setting short and long term goals. * Sought to maintain relationships with mentees and their families. * The concerns of the mentees and their families were at times addressed. | * Focus was never on academics and school success. * Never communicated relevance of education and learning to future endeavors. * There was no attempt to create a caring and supportive learning environment. * There was no attempt to help students with personal problems. * Did not follow the 5-step problem solving process with mentees. * Neither short nor long terms goals for mentees were set. * There was no continuity in maintain relationships with mentees and their families. * The concerns of the mentees and their families were never addressed. |  |
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| **Critical Components** | **“Optimal”**  **Level of Practice**  **O**  ***All practices within the critical component are implemented*** | **“Developing”**  **Level of Practice**  **D** | **“Not” in Practice**  **N**  ***One or more items within the critical component are occurring*** | **Rating**  **O, D, N** |
| **Supplemental Services** | * Communicated and worked with school staff on the variance of program referral criteria, when necessary. * Helped identify C&C students who may be eligible to receive other supplemental services. * Ensured that all C&C students were never excluded from services from which they could benefit. * Worked extensively with other professionals serving C&C students to clarify roles, responsibilities, and division of labor. | * Infrequently communicated and worked with school staff on the variance of program referral criteria. * Helped identify C&C student who may have been eligible to receive other supplemental services on a limited basis. * To some extent ensured that C&C students were not excluded from services from which they could benefit. * Worked with other professionals on a limited basis to clarify roles, responsibilities, and division of labor. | * Never communicated nor worked with school staff on the variance of program referral criterial. * Never helped identify C&C students who may have been eligible to receive other supplemental services. * Did nothing to ensure that C&C students were not excluded from services from which they could benefit. * Never worked with other professionals serving C&C students. |  |
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