Pair Support Quality Categories

What is the Pair Support Quality Rubric?

The Pair Support Quality Rubric(http://partners.imentor.org/help/the-pair-support-quality-rubric) is a tool that allows program supervisor to evaluate the quality of pair support by program staff. The rubric is divided into 4 main categories outlined below.

Category	Ability to effectively manage his/her focus list	Ability to effectively provide reactive pair support	Quality of coaching toward healthy relationships	Utilization of all relevant, available information to structure support
Details	✓ Chooses focus list pairs using compelling rationale ✓ Documents notes in a timely fashion ✓ Follows up with pair to meet goals of focus list identification	✓ Takes a customer service approach when interacting with mentors ✓ Follows escalation protocol for safety situations ✓ Demonstrates ability to address challenging topics with pairs	✓ Takes strengths-based stance when speaking about mentees ✓ Takes strengths-based stance when speaking about mentors ✓ Encourages effective use of curriculum ✓ Actively makes mentor the center of the iMentor experience	✓ Effectively uses information from school partners ✓ Effectively uses information from all important sources (i.e., match history and past knowledge of pairs ✓ Effectively uses online communications ✓ Thoughtfully asks for help

Supervisors of program staff evaluate performance in each category over the course of the program year to date each spring, using values of not meeting expectations, meeting expectations and exceeding expectations. Each value carries a numeric score of 1, 2 and 3, respectively and program staff values are averaged for a final Pair Support Quality Score.

Below are examples of what a PM might do if they are showing no evidence (1) , some evidence (2) or clear evidence (3) for each category.

Focus list

Program Manager's ability to effectively manage his/her focus list

	No Evidence	Some Evidence	Clear Evidence
PM chooses focus list pairs using compelling rationale	Pairs chosen for focus list often seem arbitrary, superficial or without a clear explanation for their inclusion and at times, is unnecessarily repetitive, thus showing a limited understanding of the purpose of the focus list	PM generally chooses pairs for focus list with clear need for support with an articulated rationale for inclusion.	PM uses the choosing of pairs for focus list as an opportunity for deep reflection of pair health, and consistently chooses pairs who demonstrate a compelling need for support, regardless of level of relationship strength
PM documents notes in a timely and thoughtful way	PM often logs notes weeks after pair support given and/or does not complete notes, or the 20 hour support benchmark, by the end of the month deadline	PM, on average, documents notes within the week of support given, usually providing 20 hours, but sometimes waits until the end of the month	PM diligently documents notes within the week of the support given, consistently providing at least 20 hours of support to pairs
PM follows up with pair to meet goals of focus list conversation	Pair support offered as a result of focus list inclusion is often not given and documented in advance of next check-in	Pair support offered as a result of focus list inclusion is usually given and documented in advance of next check-in	Pair support offered as a result of focus list inclusion is consistently given and documented in advance of next check-in

Pair Support

Program Manager's ability to effectively provide reactive pair support

	No Evidence	Some Evidence	Clear Evidence
PM takes a customer service approach when interacting with mentors	Is often not responsive in a timely manner, not mindful of tone, and has trouble differentiating between cheerleading and more firmly holding the mentor accountable	Responds to most mentor inquiries in a timely manner, generally strikes the right tone and shows signs of understanding when to cheerlead and when to hold mentors accountable	Consistently responds to inquiries in a timely fashion, uses the appropriate tone and correctly calibrates when to cheerlead and when to hold mentors accountable
PM follows escalation protocols for safety situations	PM often does not recognize or escalate or record safety situations in a timely, responsive manner	PM often recognizes or escalates or records safety situations in a timely, responsive manner	PM always recognizes or escalates or records safety situations in a timely, responsive manner
PM demonstrates ability to address challenging topics with participants	PM struggles to have culturally competent, assertive, or difficult conversations with mentors	PM is developing skills and proactively having culturally competent, assertive or difficult conversations with mentors	PM is skilled and proactive in having culturally competent, assertive or difficult conversations with mentors

Coaching Relationships
Program Manager's quality of coaching toward healthy relationships

	No Evidence	Some Evidence	Clear Evidence
PM takes a strengths-based stance when speaking about mentees	PMs discussion of mentees does not always demonstrate optimism, assumption of best intentions and effort to articulate mentee strengths	PMs discussion of mentees usually demonstrate optimism, assumption of best intentions and effort to articulate mentee strengths	PMs discussion of mentees always demonstrate optimism, assumption of best intentions and effort to articulate mentee strengths
PM takes a strengths-based stance when speaking about mentors	PMs discussion of mentors does not always demonstrate optimism, assumption of best intentions and effort to articulate mentor strengths	PMs discussion of mentors usually demonstrate optimism, assumption of best intentions and effort to articulate mentor strengths	PMs discussion of mentors always demonstrate optimism, assumption of best intentions and effort to articulate mentor strengths
PM encourages effective use of curriculum	PM does not understand how or refuses to use curriculum as a lens to help troubleshoot or solve problems in relationship development and provides differentiated support where necessary	PM occasionally uses the curriculum as a lens to help troubleshoot or solve problems in relationship development and provides differentiated support where necessary	PM consistently and fluently uses the curriculum as a lens to help troubleshoot or solve problems in relationship development and provides differentiated support where necessary
PM actively makes mentor center of iMentor experience	PM struggles or refuses to encourage pairs to work through issues, generally solving issues on their own, or leaves issues unaddressed	PM, where appropriate, encourages pairs to work through issues on their own, setting the mentor up to be the lever of support	PM is skilled at encouraging pairs to work through issues on their own, consistently positioning the mentor to be the primary lever of support

Use of Information
Program Manager's utilization of all relevant, available information to structure support

	No Evidence	Some Evidence	Clear Evidence
Use of information from School Partners	PM does not use school relationships and meetings consistently and effectively to glean holistic information about student needs and does not use this information with care and impact	PM usually uses school relationships and meetings consistently and effectively to glean holistic information about student needs and usually uses this information with care and impact	PM uses school relationships and meetings consistently and effectively to glean holistic information about student needs and uses this information with care and impact
Use of information from all important sources and contexts about pair (including Match History and past knowledge of pairs)	Where relevant, PM does not use notes of match history to provide support responsive to the long-term arc of the relationship	Where relevant, PM consistently uses notes of match history to provide support responsive to the long-term arc of the relationship	Where relevant, PM skillfully and consistently uses notes of match history to provide support responsive to the long-term arc of the relationship
Use of online communications	PM struggles to read online communication and thoughtfully use this information to provide pair support	PM reads most online communication and usually thoughtfully uses this information to provide pair support	PM reads all online communication and thoughtfully uses this information to provide pair support
PM is thoughtful in how/when he/she asks for help	PM rarely seeks a variety of, or appropriate resources for help and thoughtfully uses that information to best support pairs	PM knows when to use appropriate resources for help and thoughtfully uses that information to best support pairs	PM always seeks out appropriate resources for help and thoughtfully uses that information to best support pairs

If you have need support of have any questions, comments or concerns regarding the Pair Support Quality Rubric, click here (mailto:re@imentor.org?subject=Pair%2OSupport%2OQuality%2ORubric) to contact the Research and Evaluation team.