

STATEWIDE SPECIAL EDUCATION MEDIATION SYSTEM
Mediator Evaluation

Mediator: Delta

Parties: xeta public schools

Dates of Observation: 12/14/05

| | <u>Effectiveness</u> (1, 2, 3, 4, NA) | <u>Explanation</u> |
|---|---|---------------------------|
| <u>Stage One: Introduction</u> | | |
| ▪ Sets Positive Tone | 1 | |
| ▪ Clarifies process, roles, timeframe | 1 | |
| ▪ Gains commitment to confidentiality | 1 | |
| ▪ Gains commitment to mediate | 1 | |
| ▪ Engages clients verbally and nonverbally | 1 | |
| <u>Stage Two: Generating the Agenda</u> | | |
| ▪ Obtains brief statements of issues | 3 | |
| ▪ Ensures uninterrupted time | 1 | |
| ▪ Ensures mutual understanding | 1 | |
| ▪ Acknowledges common ground | 1 | |
| <u>State Three: Determining Needs</u> | | |
| ▪ Clarifies the agenda | 3 | |
| ▪ Helps determine priority of issues | 3 | |
| ▪ Explores interests (needs, wants, fears, concerns) | 1 | |
| ▪ Encourages client-to-client dialogue as appropriate | 1 | |
| ▪ Balances communication | 1 | |
| ▪ Ensures mutual understanding of discussion | 1 | |
| ▪ Responds to and acknowledges importance of emotions | 1 | |
| ▪ Directs the process | 2 | |
| ▪ Maintains the agenda or renegotiates new agenda | 3 | |

SSEMS Mediation Evaluation

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| | Effectiveness | Explanation |
|---|----------------------|--------------------|
| ▪ Explores role and importance of non-present relevant parties | 1 | |
| ▪ Determines appropriate involvement of other parties | 1 | |
| ▪ Demonstrates respect for clients | 1 | |
| ▪ Monitors client communications to ensure respect and civility | 1 | |
| ▪ Encourages full disclosure of information | 1 | |
| ▪ Explores resistance | 2 | |
| ▪ Promotes positive thinking | 1 | |

Stage Four: Problem Solving and Agreement Writing

| | | |
|--|-----|--|
| ▪ Determines readiness to problem-solve | 1 | |
| ▪ Elicits multiple options | N/A | |
| ▪ Explores impact on relevant others | N/A | |
| ▪ Encourages use of objective criteria | N/A | |
| ▪ Acknowledges and responds to emotions | 1 | |
| ▪ Returns to earlier stages if needed | N/A | |
| ▪ Provides structure for problem-solving | 2 | |
| ▪ Encourages mutual understanding | 2 | |
| ▪ Ensures consensus | 1 | |
| ▪ Explores feasibility of agreement | 1 | |
| ▪ Explores commitment to agreement | 1 | |
| ▪ Assists clients in writing memorandum of agreement | 1 | |

Categories:

- 1) Outstanding – very high level of skills; creative techniques
- 2) Strong – covered key areas effectively and efficiently
- 3) Competent – demonstrated ability but with need to strengthen some key areas
- 4) Not competent – need to strengthen skills and ability to manage process in one or more critical areas