

Appendix B: University Prep Charter High School Teacher Evaluation System

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Purpose:

University Prep is committed to developing effective educators. University Prep also believes that all teachers should be held accountable for the objectives and outcomes they can influence. As a result, University Prep will provide extensive support to help teachers meet their objectives and enhance themselves professionally. All University Prep teachers are expected to actively participate in a process of continuous improvement and reflection by being open to feedback and by using the resources and tools that University Prep provides.

Evaluations are part of an ongoing, year-round process in which a teacher will discuss performance issues with his or her administrator. Specifically, the evaluation will evaluate the teacher's current level of performance, progress made since the last review and establish goals

for the next evaluation. The evaluation helps ensure that both the teacher and his/her administrator understand their respective roles in assisting and supporting the teacher to achieve his/her career goals.

Two Track System:

All teachers will be evaluated using a process of systematic appraisal of performance based on the Danielson Standards. There will be two available tracks depending on years of teaching experience and expertise as defined by the school site principal.

Track I is for newer teachers to the profession who need to focus on the Danielson Standards.

Track II is for more experienced teachers who will focus more on professional growth. To be eligible for Track II, a teacher must have earned either “Effective” or “Highly Effective” on all Danielson Standards. In order for a teacher to be on Track II, the teacher and immediate supervisor must mutually agree on Track II placement by September 30. The two tracks are described in more detail on the following pages.

General Provisions:

- Each teacher who received an overall rating of effective or highly effective from the previous school year shall receive a minimum of one (1) unrated informal and one (1) optional unrated informal prior to each rated formal or set of 3 rated informal observations.
- Track I teachers will be formally evaluated at least twice each school year, the second time being at least fifteen working days prior to the end of the school year. If there are only two formal observations, both formal observations for Track I teachers may occur in the second semester.
- Track II teachers will be evaluated once a year, at least fifteen days prior to the end of the school year. Ten working days’ notice shall be given for a formal observation unless a date is mutually agreed upon by the teacher and supervisor.
- Formal observations shall be preceded by a pre-observation conference at a date chosen by the teacher and followed by a post-observation conference within ten working days. Written feedback will be provided within 10 days of the post-observation conference.
- Informal Observations - Three (3) informal observations shall count as one (1) formal observation if:
 - All informal observations must be at least twenty (20) minutes in length.
 - Two (2) informal observations must take place prior to the three (3) informal observations that shall count as one (1) formal observation. Nonetheless, If a Teacher has been rated effective or highly effective in the previous school year, the teacher shall have the choice to receive a minimum of **one (1) rather two (2)** unrated informal observations prior to each rated formal or set of three (3) rated informal observations.
 - Each informal observation which shall be counted as part of a set of three (3) shall be followed within two (2) business days by written feedback. The written feedback shall include a statement that the informal observation shall count as part of the set.

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Another informal observation shall not occur until this written feedback has been submitted.

- A post-observation conference after the three (3) informal observations that shall count as one (1) formal observation.
- Track II teachers shall have the option whether they would like to have three (3) informal observations that count as their one (1) formal observation. Track II teachers shall make this determination by September 30th and review their Track II assignment with administrators.
- Track I teachers shall only have three (3) informal observations count as one (1) formal observation per school year. If the first formal observation results in an effective or highly effective rating in all competencies rated, (3) informal observations shall count as the second formal if mutually agreed upon by the principal and teacher.
- All Track I and Track II teachers are required to complete one (1) curriculum binder per school year.
 - All teachers must complete a scope & sequence, outlining the course's units of study, pacing plan, and standards covered by October 1st of each school year.
 - Teachers must complete and submit a syllabus for each course taught by October 1st of each school year. The syllabus should include an overview of the course and grading policy.
 - Teachers are expected to plan for every lesson. Unit overviews and lesson plans should be kept updated in each teacher's curriculum binder.
 - Curriculum binders will be reviewed by administration incrementally throughout the school year with notice.
- All Track I teachers are required to complete the Track I Portfolio for professional development. The administration will give feedback within thirty days after the portfolio is submitted.
- All Track II teachers are required to complete the Track I Portfolio or the Professional Growth Plan (Track II Portfolio), as determined by the supervisor.
- Both Track I and Track II teachers may request additional feedback from the administration on their Curriculum Binders during the school year. Such feedback will be provided within thirty days except in the case of reasonable delays.

Development and Improvement Plans

- If during any teacher observation, an administrator determines that a teacher is either Developing or Ineffective on any of the standards defined by the Danielson Standards, a development plan may be created to help foster teacher growth.
- The **development plan** shall include the following:
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific suggestions for improvement;
 3. Resources to be utilized to assist with the improvement; and
 4. The means by which improvement will be measured.
- If, after a minimum of forty-five working days has been given for the teacher to improve as specified in the development plan, and there is no evident progress based on the areas of

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growth identified in the development plan, a forty-five school day improvement plan shall be developed.

- The **improvement plan** must include (but is not limited to):
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific recommendations for improvement;
 3. Resources provided to assist with the improvement;
 4. The means by which improved shall be measured; and
 5. A reasonable date for achieving the specified improvement(s).
- The principal will take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other University Prep schools.
- Any teacher receiving a “Developing” or “Ineffective” rating shall be given an improvement plan.
- In the event a teacher on an improvement plan has not improved their performance to at least Effective, University Prep may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:
 1. The teacher will be given written notice of the termination on or before April 15th of that school year;
 2. The notice shall include the reason for the action and notification of an opportunity to appeal, pursuant to Articles 4 and 5 of this Agreement.

Track I and II Teacher Evaluation

<h1>Track I Evaluation</h1>	<div style="text-align: center;"> <p>Round One</p> <p>Unrated Informal</p> <p>Unrated Informal (Optional)</p> <p>Pre-Conference Formal Observation Post-Conference</p> <p>Round Two</p> <p>Unrated Informal</p> <p>Unrated Informal (Optional)</p> <p>Pre-Conference Formal Observation Post-Conference</p> <p>or</p> <p>Rated Informal</p> <p>Rated Informal</p> <p>Rated Informal</p> <p>Post-Conference</p> </div> <p>Track I Deliverables:</p> <p>1 Curriculum</p> <p>and</p> <p>Track I Portfolio</p>
<h1>Details</h1>	<ul style="list-style-type: none"> The second unrated informal observation is optional for teachers who have received an effective or highly effective rating in the previous school year. Teachers in their first year at UPCHS and teachers who have received developing or ineffective will not have an option; they will receive a second unrated informal. Teachers with effective or highly effective ratings in all components during round one can come to a mutual agreement with the principal to determine whether round two will consist of 3 rated informals or 1 formal observation. All teachers will create curriculum binders following guidelines provided in Appendix B Track I teachers will submit the Track I portfolio at least 15 days prior to the end of the school year.

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Track II Evaluation</h1>	<p style="text-align: center;">Track II Deliverables:</p> <p style="text-align: center;">1 Curriculum Binder</p> <p style="text-align: center;">and</p> <p style="text-align: center;">Professional Growth Plan</p>
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Details</h1>	<ul style="list-style-type: none"> • Teachers will be invited by administration to Track II by September 30th. • Track II teachers will submit their professional growth plans for review by October 31st. The plan should follow the guidelines outlined in Appendix B. • Track II teachers will complete and submit their selected professional growth plan at least 15 days prior to the end of school. • The second unrated informal observation is optional for Track II • All teachers will create curriculum binders following guidelines provided in Appendix B.

Danielson Standards

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

Unit Portfolio and Curriculum Binder

This binder and portfolio are designed to give you the opportunity to showcase your best units. They will document all progress towards achieving goals and your progress towards the Danielson Standards through the creation of a yearly curriculum binder that includes, but is not limited to, the NYS standards, course syllabus, and all daily lesson plans. In addition, this binder and portfolio will assist with the development of curriculum across grade levels, contents and build our school's collection of best units.

Portfolio Guidelines:

Each Track I teacher shall choose one of three portfolio options. Teachers will notify the administration of their selection by October 30th. Teachers new to University Prep shall consult with the administration before making their choices.

Portfolio Options

1. Inquiry Portfolio

Teachers may submit an evidence portfolio about the work of their inquiry team throughout the year. This portfolio should include artifacts* from at least 2 cycles of inquiry. These artifacts include the following (for each cycle of inquiry):

- A summary of the initial data analysis that helped to determine the target population (include initial data sources if possible)
- The target population
- The target skill
- The baseline assessment tool
- Explanation of intervention strategy
- Lesson plan(s) including intervention
- Student work
- Post-intervention assessment
- Reflection and next steps

*Teachers will be provided with templates for these artifacts upon request

2. Professional Development Portfolio

Teachers may submit a portfolio documenting the implementation of instructional strategies learned during professional development. The portfolio should contain documentation* from the implementation of at least two instructional strategies covered in professional development. This documentation includes the following (for each strategy implemented):

- The identified instructional strategy
- Rationale for this selection
- Lesson plan(s) in which this strategy is being implemented
- Student work samples
- Intervisitation notes from a class using this strategy
- Reflection and next steps

*Teachers will be provided with templates for these artifacts upon request

3. Unit Study

Teachers may conduct a Unit Analysis of one 2 or 3-week unit that they believe has significant room for improvement. In this analysis, teachers must show the instructional strengths of the unit, instructional weaknesses of the unit, and a plan for improvement when teaching this unit in the future. When presenting to a group of colleagues including but not limited to their department and at least one administrator for 20 minutes, teachers should provide background information and context for the unit; the teacher's purpose, essential questions, and objectives from the unit; and student achievement results from the unit to directly support the teacher's reflections from the unit analysis.

- Unit Analysis Guidelines
 - Select a unit for your portfolio.
 - Review your selected standards for focus.
 - Collect lesson plans, standards, and samples of student work for reflection.
 - Organize artifacts into categories identified below.
 - Write reflections and answer questions.
- The Contents of this Analysis Include:
 - Description or timeline of where the unit fits into school year plan
 - Rationale for unit
 - Why did you choose this unit?
 - What do you hope to achieve?
 - How does this unit fit into your year of instruction or the bigger picture?
 - Do the skills being taught in this unit connect to the next unit?
- Outline of Unit:
 - Description of unit
 - Essential questions
 - Standards to be met
 - Leadership standards to be met
 - Measurable outcomes
 - Into/ Through and Beyond lesson plans*
 - Bibliography of resources
 - Copies of student assignments/ rubrics
 - Student work samples
- Reflections:
 - Did the completion of this unit meet your goals? Did it go as you expected?
 - How would you address this unit in the future?
 - What recommendations do you have for someone to replicate this unit?
 - Connection to standards:
 - Which standards were your selected focuses for the year?
 - What evidence of progress towards each standard is reflected in your portfolio?
- **Product Choices for Portfolio Option 3:**

For portfolio option 3 teachers must present information using a Microsoft PowerPoint or Smart Board Notebook file. As part of the presentation to the faculty and at least one administrator, teachers should provide an additional product.

The product options for Portfolio Option 3 are:

1. A 5-minute video clip of strong or weak instruction from a lesson that serves as an example of an instructional practice highlighted in the presentation. The videotape of the entire lesson will be turned in to an administrator at the end of the presentation.

The videotape itself is non-evaluative. The reflections from the videotape are evaluative.

2. A 5-minute demonstration of a strong student-centered activity within a lesson.
3. A portfolio of student work from a highlighted instructional activity that includes written teacher feedback and serves as a point of reflection. This student work will be presented to the faculty and will be turned in to an administrator at the end of the presentation.

Track II

Evaluation Process for Experienced Teachers

This option is available for experienced teachers who have demonstrated mastery of the standards and who the principal feels can benefit from more varied growth opportunities. The minimum requirements for a teacher to enter this track are:

- Teachers with less than four years of overall teaching experience who have completed three years of teaching within UPCHS.
- Teachers with at least four years of overall teaching experience who have completed at least one year of teaching within UPCHS.

Goals of Track II:

- To provide teachers with the opportunity to engage in their own development and to provide choices for how that development will take place.
- The purpose of this track is to provide a structured, supportive, and collaborative environment to promote professional learning that will enhance the teacher and school while enhancing student learning.

Elements of Track II:**

- Teachers are formally assessed once a year by an administrator.
- No later than September 30, the administrator will present teachers with the following options for all “experienced teachers”:
 - Continuing with a Track I Portfolio
 - Collaborating with other Track II teachers to create an Action Research Group
 - Develop an individual research project.
 - Devote time to helping with an intervention team or similar program targeted to improve student achievement.
 - Student Study Portfolio- focusing on a specific student or sub group.
 - Assist in professional development programs.

**Teachers will submit their proposal for approval by October 31.

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Professional Growth Plans:	Descriptions:
1. Action Research	<ul style="list-style-type: none"> ▪ Individual or group of teachers ▪ Identify a problem and develop a workable solution ▪ Gather information and analyze data to determine the effects of the intervention ▪ Report data and share insight with faculty
2. Curriculum Development	<ul style="list-style-type: none"> ▪ Designing curriculum and analyze the impact on student learning ▪ Deepening the curriculum—refocus curriculum to support engaging students in the work of the classroom, integrating into cross-curricular units, and developing new ways of better assessing students
3. Instructional Strategies Implementation	<ul style="list-style-type: none"> ▪ Investigate particular strategies (cooperative learning, problem-based learning, inclusion activities, alternative classroom management techniques) ▪ Implementation of strategy ▪ Documentation and analysis of the effectiveness on student learning
4. Peer Consultation/Coaching	<ul style="list-style-type: none"> ▪ Training of teams of teachers to use clinical supervision to help professional growth and development of instructional practices
5. Professional Growth Portfolios	<ul style="list-style-type: none"> ▪ Collecting, displaying, and reflecting on a professional growth experience ▪ Could also be a professional development event presented for site staff or across University Prep
6. Structured Professional Dialogue-Study Groups-Support Teams	<ul style="list-style-type: none"> ▪ Small groups of teachers gather together regularly to hold focused discussions of a current development in education Examine a school-based teaching or learning issue ▪ Develop an individual or team-based professional development plan

Each Growth Task will be product based. The product may consist of a staff presentation, portfolio, report, etc. Each Track II teacher will need to complete a Project Component and Timeline Sheet prior to October 31st. Administrators will play a role in defining the product and establishing goals for the teacher. Administrators will also meet with teachers once a quarter to discuss development and progress of the Growth Task.

Considerations may be made for mentor teachers, department chairs, and grade level leaders. Teachers in these positions should be classified as Track II teachers by the time a school is in their 6th year of operation. The roles require extensive work and may be considered Growth Tasks. Work in these areas should be monitored by Administrators and the individuals involved should document their work as agreed upon by the teacher and administrator.

Culminating Assessment:

At the end of the year teachers will reflect on their progress and achievements. Administrators will meet no later than 15 working days prior to the end of the academic school year with the teacher to share the feedback from the formal observations as well and discuss possibilities for

next year. In lieu of this assessment, the Track II teacher and administrator may agree to have the teacher complete a Track I portfolio and curriculum binder.

Project Component Sheet can include:

- Project Description
- Goals of the Project
- Resources Needed
- Presentation format
- Indicators of Progress
- Timeline

Leaving Track II:

After a series of below standard informal observations, a Track II teacher may be reverted back to Track I if any of the ratings do not meet the standard. In addition, an administrator may at any time move a teacher back to Track I at their discretion.

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Professional Growth Plan – Track II

Teacher: _____

Subject: _____

What is the goal of your Professional Growth Plan?
What essential questions will guide your focus?
Describe how this will impact or improve student learning.
What format/ approach will be used?
What is the timeline for your plan?
What methods/strategies will be used?
What are the indicators of progress ?
What resources/support are needed?

***Please refer to the Guidelines for Development for suggestions*

Teacher Signature: _____

Administrator signature: _____

Date: _____

Professional Growth Plan: Guidelines for Development

Professional Growth Plan Element	Suggestion
Goal	Individual, team, building, or district goals that result in the continuous improvement of student learning
Format	Working with an administrator, with peers, independently; multidisciplinary, grade level teams, department teams, or a combination of approaches.
Time line	Include anticipated starting date and length of plan
Methods/strategies	Action research, coaching, videotaping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academies
Indicators of progress	Student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks
Resources/support	Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support

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Professional Growth Plan – Track II End of Project Reflection
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Teacher: _____

Subject: _____

Project: _____

(Highlight Type of Project Completed)

Professional Growth Plans:	Descriptions:
1. Action Research	<ul style="list-style-type: none"> ▪ Individual or group of teachers ▪ Identify a problem and develop a workable solution ▪ Gather information and analyze data to determine the effects of the intervention ▪ Report data and share insight with faculty
2. Curriculum Development	<ul style="list-style-type: none"> ▪ Designing curriculum and analyze the impact on student learning ▪ Deepening the curriculum—refocus curriculum to support engaging students in the work of the classroom, integrating into cross-curricular units, and developing new ways of better assessing students
3. Instructional Strategies Implementation	<ul style="list-style-type: none"> ▪ Investigate particular strategies (cooperative learning, problem-based learning, inclusion activities, alternative classroom management techniques) ▪ Implementation of strategy ▪ Documentation and analysis of the effectiveness on student learning
4. Peer Consultation/Coaching	<ul style="list-style-type: none"> ▪ Training of teams of teachers to use clinical supervision to help professional growth and development of instructional practices
5. Professional Growth Portfolios	<ul style="list-style-type: none"> ▪ Collecting, displaying, and reflecting on a professional growth experience ▪ Could also be a professional development event presented for site staff or across University Prep
6. Structured Professional Dialogue-Study Groups-Support Teams	<ul style="list-style-type: none"> ▪ Small groups of teachers gather together regularly to hold focused discussions of a current development in education Examine a school-based teaching or learning issue ▪ Develop an individual or team-based professional development plan

Summary of Project:

Goals of Track II:

1. To provide teachers with the opportunity to engage in their own development and to provide choices for how that development will take place.

How did your project help you develop as a teacher / leader?

2. The purpose of this track is to provide a structured, supportive, and collaborative environment to promote professional learning that will enhance the teacher and school while enhancing student learning.

How did your project help you to enhance your classroom instruction or the instruction of others at your school site or across UPCHS?

Questions for Reflection

1. Did you meet the goals of your project?
2. What insight was gained from your project about teaching practices and instruction?
3. How did others and you benefit from the project?
4. What are the areas of strength or areas for improvement that you have identified through your research/development?

Strengths

Areas of Improvement/Change

Counselor Evaluation

The following applies to all counselors.

Counselors shall receive a formal evaluation twice each school year. One evaluation will occur at mid-year, one at the end of the school year. The administration will meet with all counselors at the beginning of the year to review the required indicators and documents and to identify any school-wide priorities for the year. Both the mid-year and the final evaluation will consist of a Highly Effective, Effective, Developing, or Ineffective rating for each counselor on each of the attached list of indicators; the final evaluation will also include a final overall rating of Highly Effective, Effective, Developing, or Ineffective based on their performance on the indicators below for the entire school year.

Counselors will receive ratings for each indicator which the administration has been able to observe through professional contact or through the means described below over the course of the school year. Any indicators which cannot be observed or documented over the course of the year, or which are not applicable (for example, in regard to the college counselor), will not be rated.

Non-college-counselors are required to submit the following documents over the course of the year monthly:

- Counseling logs
- Grade talk notes
- Kid talk notes
- Homework sheets
- Advisory communication documents

The college counselor is required to submit the following documents over the course of the year:

- Student logs
- Parent logs
- Spreadsheet of students who applied to SUNY and CUNY colleges
- Spreadsheet of college representative visits to schools.
- Spreadsheet of students who completed FAFSA forms
- Spreadsheet of students and the colleges they plan to attend

- If during the course of a supervisor's professional contact with a guidance counselor, the supervisor observes practice that is ineffective or developing on a single indicator or multiple indicators below, the supervisor shall promptly notify the counselor either verbally or in writing.
- If the administrator determines that a counselor has a pattern of Developing or Ineffective practice a development plan shall be created to help foster counselor growth. Counselors shall receive reasonable clarifications and additional resources to support development plans and improvement plans upon request. A pattern of Developing or Ineffective practice is defined as three or more examples of Ineffective or Developing practice on a single indicator or multiple indicators during a school year.

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- The development plan shall include the following:
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific suggestions for improvement;
 3. Resources to be utilized to assist with the improvement and who will provide them;
 4. The means by which improvement will be demonstrated and measured 5. A reasonable and mutually agreed-upon date for achieving the specified improvement(s).

- If, after a minimum of forty five days has been given for the counselor to improve as specified in the development plan, and there is no evident progress based on the areas of growth identified in the development plan, a forty five day improvement plan shall be developed.

- The improvement plan must include (but is not limited to):
 1. Areas of growth, where specific improvement is needed and supporting evidence;
 2. Specific recommendations for improvement;
 3. Resources provided to assist with the improvement and who will provide them;
 4. The means by which improvement shall be demonstrated and measured; and 5. A reasonable and mutually agreed-upon date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the counselor correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations and identification of who will provide the assistance, and adequate resources for achieving the improvement, such as release time for the counselor to observe best practices by other counselors in University Prep or other schools, professional development based on individual needs, and scheduled time for counselors to collaborate with colleagues who are on a CDP or CIP. If counselor collaboration is included as part of a CDP or CIP, counselors who will provide this resource to a counselor on a CDP or CIP shall schedule at least 30 minutes per week for this collaboration (barring emergencies or other urgent matters which conflict with collaborative time).

- Any counselor receiving a “Developing” or “Ineffective” final rating shall be given an improvement plan.

- In the event a counselor on an improvement plan has not improved their performance to at least Effective on the indicators subject to the CIP, University Prep may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:
 - a) The counselor will be given written notice of the termination on or before April 15th of that school year;
 - b) The notice shall include the reason for the action and notification of an opportunity to appeal, pursuant to Articles 4 and 5 of this Agreement.

National Association for College Admission Counseling Competencies

The following competencies were taken from the National Association for College Admission Counseling. These standards will be used to assess a counselor’s effectiveness. Counselors will be evaluated on this list of standards two times a year.

The evaluation will be on the totality of these standards, but **standards in bold-face type will be a particularly important factor in administrative decisions regarding whether grade-level counselors will be given a Counselor Development Plan (CDP) or Counselor Improvement Plan (CIP).** *Standards in italicized type will be a particularly important factor in administrative decisions regarding whether college counselors will be given a CDP or CIP. Standards which are both bold-faced and italicized are particularly important for both grade-level and college counselors.*

Competency 1:

The Possession and Demonstration of Exemplary Counseling and Communication Skills

Indicators:

- Assist students in developing a sense of awareness and self-worth through personal exploration and goal-setting.

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Possess individual and group counseling and communication skills.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- Recognize individual differences among students, including their aptitudes, intelligence, interests and achievements.

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Assist students and their families in addressing personal, social, and emotional concerns and problems that may impede their educational development.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Demonstrate a mastery of communication skills that can be used in the following situations:**

- **Counseling students and families**
- **Disseminating information to students**
- **Motivating and informing colleagues and associates**
- **Making public and professional presentations**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

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- ***Demonstrate an ability to negotiate and move individuals and groups towards consensus and/or conflict resolution.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Establish productive linkages with college admission representatives.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Recognize non-verbal indicators and cues and be able to bring crisis situations to a reasonable solution***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 2:

The Ability to Understand and Promote Student Development and Achievement

Indicators:

- Possess knowledge of the psychology of children and young adults and their developmental and learning needs.

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Assist students in the assessment of their individual strengths and weaknesses as they relate to academic achievement and postsecondary planning.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Demonstrate the ability to counsel students in understanding the full range of educational and career options open to them and the requirements needed.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that will allow all students to achieve success in their postsecondary pursuits.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 3:

The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential

Indicators:

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- *Provide information appropriate to the particular educational transitions (middle school to high school, high school to college) and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Demonstrate the ability to counsel students during times of transition, separation and heightened stress.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Possess and demonstrate an understanding of the current admission requirements, admission opportunities, and application procedures employed by colleges and universities.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Assist students in understanding the admission process and how colleges, universities, and other postsecondary institutions make admission decisions. This should include information about the relative importance of the following:*

- *Student achievement in college preparatory courses*
- *Class rank*
- *Admission test scores*
- *Counselor/teacher recommendations*
- *Essays or writing samples*
- *Interviews*
- *Work/extracurricular activities*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Develop a counseling network and provide tools and materials for use by students in personalizing the exploration of postsecondary education opportunities. For example:*
 - *Individual and group college guidance sessions for students and parents*
 - *Computerized guidance information systems*

- *Workshops on topics such as test taking, application procedures, and financial aid*
- *College fairs and college days/nights*
- *College and career resources centers and libraries*
- *High school visits by college representatives*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Establish linkages with departing students and alumni so they will feel welcome to return for continued assistance and/or to share their transition experience.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

University Prep Charter High School Teacher Evaluation System

- Assist students and their parents in understanding the costs of postsecondary education, the various forms of financial aid, and how they may access assistance. This information should include the following:
 - Student assistance application procedures
 - Grants, scholarship, and loans
 - Work-study programs
 - Financial planning programs
 - Other sources of financial assistance

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 4:

The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families

Indicators:

- **Demonstrate an awareness of sensitivity to the unique social, cultural and economic circumstance of students and their racial/ethnic, gender, age and physical learning differences.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Possess and demonstrate the counseling and consulting skills that will facilitate informed and responsive action to the cultural differences and special needs of students.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Acquaint students with the school-based and outreach services and support systems designed to address their unique educational needs.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- **Seek to improve and extend services to underserved students, especially those who are underrepresented among postsecondary education institutions.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 5:

The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities

Indicators:

- **Recognize the interests and well-being of the student as paramount in the counseling relationship.**

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

University Prep Charter High School Teacher Evaluation System

- ***Represent individual students, as well as their institutions, honestly, openly, and in accordance with accepted professional standards and protocol.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Demonstrate a knowledge of the school’s particular educational philosophy and mission and develop a personal professionally philosophy consistent with this objective.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- Engage in appropriate professional development and continuing education experiences to maintain the highest possible level of professional knowledge and skills

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 6:

The Ability to Develop, Collect, Analyze and Interpret Data

Indicators:

- ***Establish effective systems for conveying important data and information about students between educational levels.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Understand the proper administration and uses of standardized tests and be able to interpret test-related data to students, parents, educators, institutions and the public. These tests should include, but not limited to the following:***

- *America College Test (ACT)* ○ *Preliminary Scholastic Aptitude Test (PSAT)* ○ *National Merit Scholarship Qualifying Test (NMQT)* ○ *Scholastic Aptitude Test (SAT I)*
- *SAT II*
- *Advanced Placement Test*
- *Career/vocational aptitude and interest instruments* ○ *Tests of learning disabilities* ○ *State/institutional tests (as applicable)*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Understand how individual and group data and statistics are used in building class and institutional profiles and constructing student transcripts.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

University Prep Charter High School Teacher Evaluation System

- *Understand and interpret forms and data-driven documents that are a part of the admission and financial aid processes.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Free Application for Federal Student Aid*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *College Scholarship Service/ Financial Aid Profile*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *State and local scholarship forms/award letters*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Use historical application admission patterns and trends to assist students in gauging the appropriateness of their applications to particular colleges or universities.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 7:

The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students

Indicators:

- ***Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Providing training, orientation and assistance to faculty, administrators and staff to assist them in responding the educational development and pre-college guidance and counseling needs of students.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- ***Provide assistance to parents and families so that they will provide an informed and supportive environment in which students can become effective learners and achieve success in the pursuit of appropriate educational goals.***

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

University Prep Charter High School Teacher Evaluation System

- *Understand the political issues and climate of the school or college and work to improve and extend programs and services that strengthen the educational experiences of all students.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

Competency 8:

The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program

Indicators:

- *Promote the availability of a continuum of guidance and counseling experiences for all students addressing the pre-college guidance and counseling process at all levels.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective

- *Conduct appropriate planning, design, research, and evaluation activities to ensure that all pre-college guidance and counseling services are maintained at an effective and relevant level.*

1	2	3	4
Ineffective	Developing	Effective	Highly Effective