

Mapleton Evaluation System for Post-Secondary Options Coach

Domain 1: Planning and Preparation (Post-Secondary Options Coach)

<i>1a Applying Knowledge of Solution-Focused Counseling Techniques</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC lacks sufficient knowledge of counseling theory and techniques.	The PSOCs' understanding of counseling theory and techniques partially supports students and teachers.	The PSOCs' understanding of counseling theory and techniques supports students and teachers.
<i>1b Knowing and Valuing Students</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC lacks sufficient knowledge of students to support learning or development.	The PSOCs' knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The PSOCs' knowledge of students supports student learning and development and enables the PSOC to build upon student assets.
<i>1c Setting Appropriate Goals</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		There are no clear goals for the post-secondary options program, or they are inappropriate to the situation or the age of the students.	Program goals are evident and are only moderately appropriate for the situation or the age of the students.	Program goals are evident with rigorous outcomes and are appropriate for the situation or the age of the students.

1d Adherence to State and Federal Regulations and Effective Use of Resources

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC is not aware of or does not appropriately understand governmental regulations and/or does not appropriately or effectively use resources available through the school or district to support student learning and development.	The PSOC is aware of governmental regulations and of resources for students available through the school or district, but the resources represent only a narrow band of what is available.	The PSOC displays awareness of governmental regulations and of resources for students available internally and externally that lead to discerning choices to support student development.

1e Planning and Integration of Post-Secondary Program

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The design of the Post-Secondary Options Program consists of a random collection of unrelated activities, lacks coherence and structure, and does not support students.	The design of the Post-Secondary Options Program has a guiding principle with a somewhat coherent structure, partially supports student goals.	The design of the program plan meets the needs of students and includes important aspects of the Post-Secondary Options Program in the school setting.

1f Designing and Analyzing Evaluation of Post-Secondary Options Program

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC has no plan or is resistant to evaluating the program. The evaluation does not provide evidence of the effectiveness of the program.	Evaluation only partially helps the PSOC assess the effectiveness of the program.	Evaluation of the program is planned and provides timely and valuable information to the PSOC.

Domain 2: Learning Environment (Post-Secondary Options Coach)

<i>2a Cultivating Respectful and Affirming Environments</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		PSOC's interactions with students are negative or inappropriate and the PSOC does not promote positive interactions among students.	PSOC's interactions are a mix of positive and negative. The PSOC's efforts at encouraging positive interactions among students are partially successful.	PSOC interactions with students are positive and respectful, and the PSOC actively promotes positive student-student interactions and student-staff interactions.

<i>2b Fostering a Culture of Productive Communication</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The culture of the PSOC program is not conducive to learning and does not support development.	The culture of the PSOC program is partially conducive to learning development.	The culture of the PSOC program is characterized by high expectations and supports students learning and development.

<i>2c Maintaining Purposeful Environments</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The post-secondary office and/or classroom hinder student learning and development due to a lack of routine or inefficient procedures.	The post-secondary office and/or classroom has basic or undeveloped routines that are partially successful for student learning and development.	The post-secondary office and/or classroom routines work effectively and maximize opportunities for student learning and development.

<i>2d Contributing to School-wide Culture and Community</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC does not explicitly model or teach positive behaviors and there are no established standards of conduct for students within the program.	The PSOC efforts to model or teach positive behaviors is partially successful. The PSOC attempts with limited success to contribute to the level of positivity in the school as a whole.	The PSOC efforts to model or teach positive behaviors is successful and effective. The PSOC makes a significant contribution to the level of positivity in the school as a whole.

<i>2e Organizing Physical Space</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		PSOC learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	PSOC learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	PSOC learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.

Domain 3: Delivery of Services (Post-Secondary Options Coach)

<i>3a Communication about the Purpose and Content of the Post-Secondary Options Program</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The communication about the PSOC program is unclear, confusing, and hinders individual and/or grade level student learning and development.	The communication about the PSOC program's purpose and content is mostly clear and accurate. It partially supports individual and grade level learning and development.	The communication about the PSOC program's purpose and content is accurate and clear. It supports active engagement and learning experiences.

<i>3b Using Knowledge of Student Needs and Goals to Formulate Career Plans</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC program does not take into consideration student needs and goals to support development of their individual career and academic plans (ICAP).	The PSOC program attempts to take into consideration student needs and goals to support development of their individual career and academic plans (ICAP) with partial success.	The PSOC program successfully incorporates student needs and goals to support development of their individual career and academic plans (ICAP) through collaboration with teachers.

3c Using Strategies and Techniques to Support Individual and Classroom Programs

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		PSOC has few techniques and strategies to help students acquire skills in decision-making and problem solving that requires intellectual engagement for both interactions with others and future planning.	PSOC has a narrow range of techniques and strategies to help students acquire skills in decision-making and problem solving that requires intellectual engagement for both interactions with others and future planning.	PSOC has a range of techniques and strategies to help students acquire skills in decision-making and problem solving that requires intellectual engagement for both interactions with others and future planning.

3d Brokering Resources to Meet Needs

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		PSOC does not make connections with other programs in order to meet program needs for stakeholders.	PSOC is partially successful in making connections with other programs in order to meet program needs for stakeholders.	PSOC is successful in making connections with other programs in order to meet program needs for stakeholders.

3e Responding Flexibly to Student and Program Needs

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC makes no adjustments to student learning experiences or the post-secondary options program even when warranted and is not responsive to student/program needs.	The PSOC makes some adjustments to student learning experiences or the post-secondary options program even when warranted and is not responsive to student/program needs.	The PSOC adjustments and responsiveness lead to deeper understanding and support for students and/or new learning experiences within the post-secondary options program.

Domain 4: Principled Practice (Post-Secondary Options Coach)

<i>4a Engaging in Reflective Practice</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC does not appear to engage in reflective practice or misjudges the success of the post-secondary options program.	The PSOC's reflective practice leads to some accurate assessment of the success of the post-secondary options program but does not follow through with changes to practice.	The PSOC's reflective practice based on evidence of student learning and development is accurate and leads to specific changes and adjustments to the post-secondary options program.

<i>4b Documenting Student Progress</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		There is no system for documenting student progress toward their individual graduation plans and the system is ineffective at communicating progress to students.	There is a system for documenting some aspects of student progress toward their individual graduation plans and the system is somewhat effective at communicating progress to students.	There is a system for documenting evidence of student progress toward their individual graduation plans and students have access to and engage in reflection of their progress.

<i>4c Engaging Families and Communities</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The PSOC does not engage students' families or the community, engages them infrequently, or disrespectfully	The PSOC makes some effort to engage students' families or the community, and so in a respectful manner.	The PSOC engage students' families and the community in a respectful and culturally responsive manner, making information readily available and encouraging family participation and support in their student's progress toward post-secondary success.

4d Contributing to School Community and Culture

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	The PSOC is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The PSOC makes some contribution to the school culture, supporting professional learning and upholding the values of the school.	The PSOC takes initiative in contributing and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The PSOC takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.

4e Growing and Developing Professionally

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	The PSOC does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindset, or does so reluctantly.	The PSOC engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The PSOC directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The PSOC appropriately exercises autonomy to direct professional learning for themselves and their peers taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

4f Acting in Service of Students

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	The PSOC acts unethically and does not understand the needs of students or make decisions in their best interest.	The PSOC acts ethically and attempts to make deliberate decisions in the best interests of students, families, and colleagues.	The PSOC models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The PSOC is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each student and prioritizes their needs.