<table>
<thead>
<tr>
<th>Competency and Description</th>
<th>General Indicators</th>
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| Relationships:            | • Develops and maintains caring and supportive relationships with individual students.  
| Gets to know students and families well and creates an inclusive learning team in order to create relevant, challenging, and supportive experiences for each student. |  
|                           | • Develops and maintains positive relationships with families.                     | 
|                           | • Learns about and uses information about the history of the student as a learner and the development of their interests. |  
|                           | • Seeks first to understand.                                                      | |
| Advisory Culture:         | • Builds a group dynamic that enables in-depth discussion and productive, encouraging critique. |  
| Creates a positive, exciting culture of learning. | • Exposes students to new ideas, perspectives, people, objects and situations to expand interests and find new ones. |  
|                           | • Creates group cohesion, positive communication and conflict resolution.         | |
| Personalization:         | • Facilitates each student’s path towards finding and pursuing their passion; uses supports and resources to do so |  
| Enacts “One Student at a Time” philosophy by individualizing educational goals and experiences for each student; “treats everyone alike differently.” | • Coaches each student to help him or her develop as a learner |  
|                           | o Conducts frequent, regular, and intentional one-on-one meetings with students |  
|                           | • Holds individualized expectations for each student; understands the difference between “fair” and “same” and guides students appropriately |  
|                           | • Facilitates personalized Learning Plan meetings each trimester to gather input from essential stakeholders and map out the direction of learning for that trimester. |  
|                           | • Teaches students to create personalized Learning Plans that include both academic and personal goals; supports students in meeting LP goals |  
|                           | • Supports student in identifying Post – Met Pathways and scaffolds Learning Plan work to meet this long-range goal. |  
| Advisor as                | • Takes responsibility for managing all elements of a student’s |
**Manager:** Designs and manages all aspects of each student's education.

- Learning Plan; demonstrates investment in student’s success.
  - Coordinates and communicates with other adults who serve as resources to support student’s success.
  - Demonstrates flexibility in designing and managing students’ educational experiences
  - Advocates for students to help them gain access to opportunities.

**Real World Learning:**
Facilitates students’ learning in their interest areas through internships and other real-world experiences.

- Supports and encourages interest exploration and search for real-world learning experiences
- Uses resources to connect each student to an outside adult in the student’s interest area(s)
- Holds a holistic view: draws on the skills and intelligences in multiple areas of work and life experience.
- Manages LTIs and other RWL experiences; supports both students and adults/mentors

**Projects:**
Helps identify projects, then scaffolds, supports, encourages and revises with the student throughout the process.

- Assists students in designing projects connected to their interests
- Ensures that projects are rigorous
- Teaches students a project process including goal-setting, backward planning, and time lining.
- Supports and encourages students: serves as resource and holds student accountable for project completion

**Authentic Assessment:**
Observes students’ work at school and in RWL sites. Guides students to reflect on, exhibit, and select work for portfolios; uses these to assess student progress.

- Instructs students on exhibition preparation and presentation
- Guides students through process of creating personalized portfolios of work
- Works with mentors to find real assessment experiences in the workplace and documents these.
- Observes and documents informal demonstrations of learning and growth.
- Provides detailed written narrative feedback each trimester to clearly communicate progress to students and parents.
| **Tools and Practices:** Helps students develop and use appropriate tools for organization and reflection. | • Builds the student’s ability to realistically self-assess and reflect through modeling, peer critique, journals, exhibitions and narratives.  
• Teaches students to manage time and prioritize, using the SuperCalendar / other time management system.  
• Teaches students to organize materials, in both working and final portfolios. |
| --- | --- |
| **Emotional Maturity:** Exhibits personal characteristics that facilitate student success; serves as appropriate model for students. | • Communicates respectfully  
• Manages/uses own emotions appropriately  
• Manages conflict  
• Avoids power struggles  
• Sets and maintains boundaries  
• Encourages students; conveys belief they can succeed  
• Is student-focused: conveys responsibility for factors that contribute to students’ success, without taking blame/credit  
• Cultural competence: demonstrates an understanding and/or willingness to learn about social issues that affect students (race, class, etc.) |
| **Problem Solving:** Collaborates and uses resources to help students, academically and non-academically. | • Seeks help in timely, proactive manner; doesn’t try to solve everything alone  
• Brings together essential support to help clarify an issue or rectify an obstacle to a student achieving their goals. For example,  
  • Uses colleagues as resources, and is a resource to colleagues as well  
  • Discusses student concerns with principal; follows through on recommendations  
  • Utilizes C.W. Team for socio-emotional issues and RTI process for academic issues; follows through on recommendations  
• Connects students to outside support as appropriate  
• Creates and manages contracts with students as appropriate |
| **Professional Team Member:** Demonstrates professional behavior and a commitment to excellence for self, team, and school. | • Maintains collegial and congenial relationships with all staff members  
• Demonstrates reflective practices and a willingness to improve own performance. Uses multiple forms of qualitative and quantitative data regularly to look at results.  
• Follows through on school-wide responsibilities (PMU, events, visitors, etc.) |
| Participates in meetings and professional development activities  
| Follows through on policies and agreements made by building staff  
| Communicates clearly using agreed-upon formats (email, Google calendars, etc.)  
| Completes paperwork on time (narratives, transcripts, etc.)  
| Supports school in meeting requirements for testing and other state standards.  
| Is on time and has excellent attendance. |

**Instruction in Reading, Writing and Mathematics**  
Develops own skills and utilizes a variety of supports and resources to ensure student progress in these areas.  
- Provides consistent and effective instruction in reading, writing and mathematics in a variety of settings (advisory, small groups, one on one, etc.)  
- Assesses student abilities and uses resources to support students at all levels.  
- Incorporates reading, writing and mathematics into real-world projects.  
- Prepares students for state testing in these areas.