**PKL - Faculty**

**Performance-Based assessments**, **K**UD, **L**earning Scales

Performance:

HHS Advisor

**PROGRAM GOALS**

**The HHS Advisory Program seeks to foster individual student growth through personal relationships as follows:**

* Develop planned, purposeful and positive **relationships** between staff and students.
* Increase **student engagement** and success.
* Create a **culture** that supports personal responsibility and mutual respect.
* Help students understand and find meaning in the **Ends Policies\***.

**ADVISOR ROLES & RESPONSIBILITIES**

**All teaching faculty will serve as advisors. In addition, there may be opportunities for administrators and support staff to serve as advisors depending on their availability and certification/experience with students. The principal will have the final authority to determine who serves as an advisor. The role of the advisor is as follows:**

* Take Attendance.
* Establish and enforce group norms and expectations.
* Listen and learn; observe advisees to discover personal strengths/needs/concerns and use this to make a connection between advisor and each advisee.
* Link discussions and activities to advisory goals and themes, including helping students connect to district Ends Policies in more meaningful ways. (e.g. Help students develop and review Personal Learning Plan goals.)
* Meet with every student individually at least\*\* once a month regarding academic progress /opportunities (reference Infinite Campus)
* Establish a verbal or in-person connection with parents/guardians within the first month the student is in school. Communicate a minimum of once every two months thereafter (This communication could be in the form of a quick email home after you’ve met with the student. It can also be more frequent if warranted by individual students' needs).
* Refer students, as needed, to resources, activities, and services that will increase engagement and success.
* Collaborate with teachers, counselors and administrators on behalf of advisees.
* Model personal responsibility and mutual respect in all interactions with advisees.
* Participate in professional development programming to gain knowledge and skills related to the advisor role.

\*Advisors are NOT responsible for assessing students or work related to the Ends Policies.

\*\*Students who are struggling academically should be identified and the advisor should meet more frequently (up to once a week) with these students.

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| **K**now  (particular facts/terms associated with the learning) | **U**nderstand  (limited # big ideas that recur across units) | Do  (transferable skills aligned with school-wide outcomes) |
| Personality styles  Learning styles  Strengths Inventory  [North –South-East-West Protocol](http://www.nsrfharmony.org/protocol/doc/north_south.pdf)  [Community](https://www.washington.edu/admin/hr/benefits/publications/carelink/tipsheets/community.pdf)  Collaboration  Cooperation  Culture  Engagement  Self-directed learning  Authentic learning materials  Student voice  Lesson plans  Team building  Feedback  Evaluation  Process  Content  Learning outcomes | When every student has at least one adult who really gets to know them over a sustained period of time, they have a much greater chance of success and positive engagement in the school community.  We perform better when we work together, interdependently, toward a common goal.  Every community is stronger/richer because of the unique talents, interests and abilities of its individual members.  Every person has the power to impact outcomes and people are always learning new ways to do this. | Cooperate with students and colleagues in a way that encourages/allows each person to contribute to my group’s process and products.  Share the specific skills, talents, and abilities I have to offer.  Plan, prepare, and deliver content and activities that helps my students connect with a topic.  Identify the culture of my advisory group and tailor my presentations/activities to the group’s specific culture.  Identify and demonstrate respect/tolerance for individual differences within my working group and within the wider advisory group.  Engage in ongoing reflection of my own skills and challenges and elicit a variety of viewpoints to inform this reflective process. |

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| **L**earning Scales | | | | |
|  | Getting Started | Making Progress | Got It | Transfer |
| Understand and respect individual students for their unique attributes, preferences, strengths, and challenges. | I access the student portal to learn about my advisees’ school performance. I set aside time to meet individually with my advisees on a regular basis. | I make targeted and sustained effort to deepen my understanding of my advisees throughout the year through a wide variety of tools and activities (surveys, games, one-to-one conversations, etc.) | I know my advisees well and can identify how each student’s individual strengths, challenges, perspectives, habits, and attitudes can be applied to improve their learning. | I discuss my understanding with my advisees to help them increase self-awareness. I advocate on my advisees’ behalf at both the individual and systemic levels. My advisees can provide evidence of how this improves their experience as a learner. |
| Encourage student leadership/ownership of their own learning and of their advisory and other school experiences. | I’m exploring why it’s so important to work collaboratively with students and considering ways to do this. | I’m engaged in designing ways for my students to play a more active role in selecting advisory topics and leading advisory activities. | I invite students to join the advisory planning/leading process so they can increasingly decide where they’re headed, where they are and what they will do next. | Engaging students as advisory leaders has become an automatic skill/habit, and my advisees can provide evidence of how this improves their performance & engagement. |
| Model preparedness and productivity. | I read the weekly advisory updates and am aware of the topic/theme and expectations each week. | I share the weekly topics/themes with my advisory and plan and implement related activities and discussions. | I seek additional resources to identify other activity ideas to engage students with current advisory topics & themes and I’m beginning to see how my adjustments are improving the advisory experience. | I share resources that keep me and my advisory engaged with current topics & themes with my colleagues. My colleagues and students can provide evidence of how this improves the advisory experience. |
| Feature meaningful learning opportunities | I understand that my advisory group has it’s own culture, including unique learning styles and preferences, and seek to plan activities that are a good match for my advisory. | I am thinking critically about activities that do and do not work for my advisory and am able to model/lead group-reflection about activities to help deepen my advisees self-awareness. | My advisory participates in meaningful learning opportunities that engage students in enduring learning and self-reflection. | I and my advisees can identify how the meaningful learning opportunities we explore in advisory improve the advisory experience and increase learner self-awareness and self-advocacy. |
| Practice feedback and reflection, because they are important to my growth and the growth of others | I understand the role that timely, analytic, positive, and ongoing feedback has on learning, including learning to be an advisory. I can identify two colleagues I trust to provide feedback. | I seek and provide feedback that is based on the goals of the advisory program, and I use feedback to adjust my practice in ways most likely to improve my advisees’ experience. | I seek and provide constructive feedback that is based on the goals of the advisory program, and I’m beginning to see how my adjustments are improving learning. | I seek and provide constructive feedback that is based on the goals of the advisory program, and student engagement and outcomes continue to improve as my design improves. |