

**Advisor Peer Review
Phoenix High School**

Advisors at Phoenix will participate in quarterly performance reviews of and by their peers. Ongoing assessment of staff is essential to sustainable success. Working within an interdependent learning community, peers view evaluation as opportunity for new learning and growth.

I. KNOWS ALL STUDENTS WELL:

Check Focus	Distinguisher	Strength in Distinguisher	Growth Target	Results
	Respects the integrity and worth of each individual—students and staff.			
	Works with students and parents to create a personal learning plan for each student and refers to that plan frequently to facilitate learning.			
	Actively seeks and uses student voice in making community decisions.			
	Engages in ongoing performance assessment of the students in his/her advisory and uses that to inform the PLP.			
	Communicates regularly with parents, giving and receiving input, viewing them as an essential part of the learning team.			

II. ADHERES TO PHOENIX INSTRUCTIONAL FRAMEWORK:

Check Focus	Distinguisher	Strength in Distinguisher	Growth Target	Results
	Is comfortable acting as a generalist, facilitating interdisciplinary learning.			
	Facilitates self-directed, project-based learning in each student in his/her advisory.			
	Actively encourages and facilitates the use of community mentors.			
	Promotes ongoing reflection in the students in his/her advisory, encouraging questions, evidence, alternate points of view, significance, and evaluating success.			
	Models effective habits of mind, work, wellness, service, and community.			
	Models joy in learning.			

III. PARTICIPATES IN PHOENIX LEADERSHIP:

Check Focus	Distinguisher	Strength in Distinguisher	Growth Target	Results
	Takes responsibility and accountability for school finance, staffing, growth, and educational success.			
	Contributes to a culture of mutual respect, collaboration and creative problem-solving that drives group decisions			
	Meets regularly with other staff and collaborates effectively.			
	Actively participates on the advisory board.			
	Demonstrates ownership and initiative in program improvement.			

IV. PARTICIPATES IN ONGOING PROFESSIONAL DEVELOPMENT:

Check Focus	Distinguisher	Strength in Distinguisher	Growth Target	Results
	Uses student growth as a tool for professional development.			
	Communicates, accepts, and applies constructive criticism.			
	Reads quality professional literature and uses it to improve advising skills.			
	Involved in action research, using results to inform continuous improvement.			
	Identifies and works toward achievement of yearly professional development goals.			