

BIG PICTURE LEARNING

INDICATORS OF A HIGH-QUALITY BIG PICTURE ADVISORY SYSTEM: DESIGN PHASE

DRAFT FOR REVIEW

Overview: Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, often described as a “second family” by students. Students stay with an advisor and a group of fellow classmates for multiple years, building close personal relationships that last a lifetime. Please use indicators and descriptors below to review/generate/reflect upon the school’s design and design process.

It is important to note that while the four indicators listed below are essential to high quality advisory systems, the descriptors might show up in different ways and at different times in the development of a school. We do not expect to see evidence of all descriptors on any given observation as some may occur outside of advisory, some can only be observed over time, and many can only be surfaced through dialogue.

Possible uses of this tool include:

- *Coaching Conversations: The coach and principal review the indicators and descriptors to generate and reflect upon the school design highlighting high-priority descriptors according to the school’s vision.*
- *Design Team Planning: “Pressure test” the school design against the indicators and descriptors below noting areas of alignment, potential blind spots, and ideas for consideration.*

INDICATOR #1: Student Interests Drive Instruction	Coach’s Notes:
<p>DESCRIPTORS</p> <ul style="list-style-type: none">• Students and advisors share leadership and students make decisions about how they spend time in advisory.• Learning plans, project work, and assessments reflect the unique interests, vision, and goals of each student.• Advisory structured in a way that is planned, purposeful, and flexible to student interests.• Advisor and students seek opportunities to reflect upon and demonstrate growth in non-cognitive competencies.• Advisor frequently connects students and families to in and outside of school resources.• Student post high school interests feel obtainable and prioritized; both by student and advisor.• Student outcomes and engagement levels are not predictable by race, gender, sexuality, IEP status, family income, or other factors beyond a student’s control.	
INDICATOR #2: High Quality Relationships	Coach’s Notes
<p>DESCRIPTORS</p> <ul style="list-style-type: none">• Students and advisor seem curious about each other’s interests and work, laugh together, and trust and enjoy each other.• Students feel known by each other and the advisor and the advisor feels known by students and other staff.• Advisor and students model vulnerability, emotional risk taking, and humility.• Advisor and students engage in meaningful conversations including and extending beyond schoolwork.• The advisor and advisory responds to conflict authentically and personally.• The advisor utilizes a range of restorative practices to both proactively and responsively build a loving community.• The advisory feels as if it has its own culture which both complements and differentiates itself from the school at large and students are proud of their advisory.• Students and advisor celebrate each other, nurture each other’s interests and identities, and seek support from each other.• Advisor personally communicates with each family and mentor at least twice a month.	

INDICATOR #3: Coherent School Design and Implementation	Coach's Notes
<p>DESCRIPTORS</p> <ul style="list-style-type: none"> • The advisor prioritizes and structures regular 1:1s with each student to support interest-driven learning. • The advisor successfully manages systems to track student experiences in and outside of school. • The advisor facilitates interest-driven experiences at internship sites through skillful set-up meetings, regular site visits, and by ensuring student learning plans and interests are known to the mentor and central to the internship experience. • The principal, internship coordinator, and other staff support the work of the advisor and interest-driven instruction. • Regular school-wide gatherings support and celebrate the work of students, advisors, and advisories. • Students, staff, and families have a shared understanding of the vision and purpose of advisory. • The advisory serves as a hub for student experiences and the advisor helps support and coordinate the LTI process, projects/work, and other learning experiences according to the interests of the student. 	
INDICATOR #4: Supportive Community of Practitioners	Coach's Notes
<p>DESCRIPTORS</p> <ul style="list-style-type: none"> • Advisors and students growing as practitioners in and outside of the school. • The principal supports professional practice and is aware of each advisor's growth as a practitioner. • Advisors support student practice and are aware of each student's growth as a practitioner. • Advisors, students, and other staff, solicit and utilize feedback <i>about their practice</i> from colleagues, students, families, and mentors. • The principal ensures advisory practice and student outcomes are regularly monitored, measured, and collectively used as a source of improvement and growth. • The culture of adult learning parallels student learning, models advisory, and is driven by staff learning plans. • The advisors view the principal as advisor to the advisors. • Professional development models good instruction and benefits from structures such as reflective journaling, circles, learning plans, pick-me-ups, and interest-driven projects. • Advisors and students regularly self-assess and reflect on their growth as practitioners. • Advisors honor and value their own and each other's personal health and well-being. • Advisors benefit from and to the network of Big Picture Schools and pursue learning opportunities outside of Big Picture. 	