

Advisory

Building a Quality Advisory Program from the Ground Up

Introductions

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Characteristics

Strong Advisory Programs

- address issues of community
- promote open communication
- perceived by students and advisors to improve academic performance as a community of learners

Strong Advisors

- know and care about their advisees
- closely supervise academic progress
- solve problems and give advice

Skalkicki, S.D. & Pitzer, J. (September 2008). Creating a Culture of Connectedness through Middle School Advisory Programs. *Middle School Journal*.

What Young Adolescents Are Saying...

Everyone in the school shares that bond that everyone has an advisor. So from 6th sixth grade to 12th grade, everyone shares that connection with one teacher, and I think that everyone throughout the day has opened up to someone. It gets you into the state of mind that school is not only about work, but that it is a place where teachers really know you and understand you. So I think, as a school, having advisory connects everyone.

-eighth grade boy

I totally agree with that. It is like, at least you go to school and know that at least there is one person who you are comfortable to talk to. Normally, for me there is more than one teacher, but, um, at least there is always one so you are not nervous about going to school.

-eighth grade girl

Redford & Fuchs (2004)

What Young Adolescents Are Saying...

Without advisory school would be more distant. It would not be as cheerful. We would not be as connected to everybody.

-seventh grade girl

I think in 6th grade, around that period we can all, um, agree that is when you have violence problems or drug problems or even academic problems or personal problems. You get more independent. It is like, you go to school, and you do not care that much about academic work, but, um, with your advisors and the things that the advisors provide do make you feel more close... It is, um, a place where you can get stuff off your chest. And once you do, you rethink what you are doing and think, like, um, is this right? So that helps with your school work.

-seventh grade boy

Redford & Fuchs (2004)

What Young Adolescents Are Saying...

"From what I have observed, the implementation of advisory has proven to have positive results. In my role as counselor, I have had a noticeable decrease in students reporting to me with peer conflicts since implementation. I strongly believe advisory plays a significant role in this decrease through teaching upstanding character traits, promoting positive social interactions, and forming supportive relationships with core teachers"

-Emily Smith, TMS Guidance Counselor

What Young Adolescents Are Saying...

"Students are interacting with peers that they would not normally seek out. Bonds between administrators and students are being made over academic achievement because there is more time to be student-specific and to create attainable goals for the students to work on throughout the school year. One of my core beliefs is that relationships come first with students; we now have time to work on those relationships, which will absolutely positively impact student achievement."

-Roger Nott, Principal

Advisory & *This We Believe*

Essential Attributes

- Equitable
 - "advocating for every student's right to learn and providing challenging and relevant learning opportunities"

- Characteristics/ Tenets
 - Adult Advocate
 - Guidance Services
 - Valuing young adolescents

National Middle School Association. (2009). *This We Believe: Key to creating young adolescents' futures*. Reston, VA: Association for Middle Level Education.

Stop & Talk

- 2 Interesting Things
- 1 Question
- 1 Connection to your School or School's Needs



Share Out

- 2 Interesting Things
- 1 Question
- 1 Connection to your School or School's Needs



Implementation with Fidelity

Our Needs Were

- Lack of social skills
 - Conflicts
 - Communication of various emotions
 - Problem Solving
- Lack of community
- Kids didn't feel valued/heard unlike previous years
- Kids slipping through the cracks academically
- Teachers saw a need, administration change made logical time to implement

Implementation with Fidelity

<i>Needs</i>	<i>Addressing It</i>
Social Skills	Character Education Team Building
Lack of Community	Team Building Service Learning Projects Leadership Team
Kids Slipping through the Cracks Academically	Progress Monitoring Advisor/Advisee Conferences SOAR Study Skills Enrichment/Intervention
Kids did not Feel Heard/ Valued	Question Boxes Shout-Out Boxes Character Awards Real-world discussions

Weekly Snapshot

Monday

- Progress Monitoring
- Study Skills

Tuesday

- Enrichment/Intervention

Wednesday

- Character Education/Individual Activities
- Leadership Team

Thursday

- Enrichment/Intervention

Friday

- Team/Community Building
- Breakout groups or grade level team together

Character Education

- Addressing “hidden curriculum”
- reinforcing/introducing lacking social skills
- Role-playing and scenarios
- Character 1st Free Resources, full programs available
- One trait per week or varied depending on need
- Make it applicable to school, life, and community
- Teacher-developed activities and resources that are multi-modal, not repetitive



Grade	Character Traits	Resources
K-1	Kindness, Cooperation, Honesty, Responsibility, Respect	Character Education Resources for K-1
2-3	Kindness, Cooperation, Honesty, Responsibility, Respect	Character Education Resources for 2-3
4-5	Kindness, Cooperation, Honesty, Responsibility, Respect	Character Education Resources for 4-5
6-8	Kindness, Cooperation, Honesty, Responsibility, Respect	Character Education Resources for 6-8
9-12	Kindness, Cooperation, Honesty, Responsibility, Respect	Character Education Resources for 9-12

Character Trait	Grade
Kindness	Kindness
Cooperation	Cooperation
Honesty	Honesty
Responsibility	Responsibility
Respect	Respect
Self-control	Self-control
Empathy	Empathy
Leadership	Leadership
Teamwork	Teamwork
Communication	Communication
Problem-solving	Problem-solving
Conflict-resolution	Conflict-resolution
Decision-making	Decision-making
Time-management	Time-management
Organization	Organization
Goal-setting	Goal-setting
Perseverance	Perseverance
Resilience	Resilience
Adaptability	Adaptability
Flexibility	Flexibility
Open-mindedness	Open-mindedness
Creativity	Creativity
Curiosity	Curiosity
Enthusiasm	Enthusiasm
Optimism	Optimism
Positivity	Positivity
Gratitude	Gratitude
Humility	Humility
Modesty	Modesty
Politeness	Politeness
Etiquette	Etiquette
Good manners	Good manners
Neatness	Neatness
Organization	Organization

Team & Community Building

- Ice-Breakers and Minute to Win It
- Some individual in advisory groups
- Some all together as grade level team
- Varied groups for 2nd quarter, etc.
- Time reserved for special community events
- Speakers
- Outside Agencies, etc.
- Shout out Boxes/Questions Boxes

Team & Community Building

- Hula Hoop, example
- Multiple Tries with specific feedback
- Teachers know when to be "hands off"
- Vague, Intro/ Exit
 - Tied to Character Traits if possible
 - Recent Observations in student body
 - What did you notice?
 - How did you work through it?
 - What will we do to carry this forward?

Team Building Activities for Large Groups in Middle School

Minute to Win It
 Minute to Win It is a fun and challenging game that can be played in a variety of ways. It is a great way to build teamwork and communication skills. The game is played in 60-second intervals and consists of 15 different challenges. Each challenge is designed to be completed in 60 seconds or less. The game is played in a variety of ways, including individual, pairs, and groups. The game is a great way to build teamwork and communication skills.

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Source: <http://www.middleschoolmath.com/team-building-activities-for-large-groups/>

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Progress Monitoring

- Weekly
- Internet Access
- Set up Log Ins for students
- Set time aside to change passwords and teach a routine
- Recording Sheet
- Survey/questionnaire tied to student needs for reflection
- Conferences as needed



Name: _____ ID#: _____ 084

Measuring Progress/Review

Grade: _____ Section: T D D U

Teacher: _____

1	2	3	4	5
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Reflection Questions:

Did I enjoy all of my lessons with all learners? Yes No
 Did I understand the help from my teacher in my lessons or class? Yes No
 Did I have all my work handed in? Yes No
 Did I have my understanding of how and when? Yes No
 Are you happy to go to school/lessons every week? Yes No

You can get more information

My class/teacher/lesson plan: _____

Service Learning

- Food and Clothing Bank
- Born out of student IDD needs
- Kids headed up collection
- Teacher support for promotion





Intervention & Enrichment

- Set days and locations
- Varied by quarter and student need
- Shared-Vision, team input and buy-in essential
- Some fluidity for chronic absence students
- Communicated to support staff

Intervention & Enrichment

Intervention (Math and/or Language Arts)

- Small group/Individualized Instruction
- Foundational Skills
- Set Routine
- Assessments

Enrichment (Social Studies)

- CNN Student News
- Current Events
- Higher Order Thinking

Questions & Discussions
