ADVISORY

Ohio Middle Level Association

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Part 1: Research & Background

Advisory

An **advisory** is a regularly scheduled period of time, usually during the school day, for teachers to meet with small groups of students for the purpose of advising them on academic, social, and future-planning issues. In some cases, other adults and staff members, particularly guidance counselors, may participate in an advisory program. Advisories, as these meetings are commonly called, may be casual and loosely organized in some schools, or they may follow a prescribed curriculum and clear set of routines determined by school leaders. Advisories may meet daily, several times a week, or only a few times a month. Advisory periods tend to be shorter than a typical class, such as 20 or 30 minutes long, and they are often used as an alternative to more traditional homeroom periods.

The broad purpose of an "advisory period" or "advisory program" is to ensure that at least one adult in the school is getting to know each student well, making sure their learning needs are met, and encouraging them to make good academic choices and plan for their future. Advisories are designed to foster stronger teacher-student relationships and a stronger sense of community and belonging in students. While many advisories pair groups of students with individual teachers for a single school year (in this case, students would move on to a different advisor the next year), advisory programs may also pair students with the same teachers for multiple years, such as all four years of high school. Proponents may argue that the most effective advisories tend to be well organized, scheduled frequently and during normal school hours, and focused on specific advisory objectives, such as providing academic assistance and guidance on planning for college and career goals after graduation.

Depending on the priorities and structure of the program, students may receive guidance on a wide range of topics during an advisory period, including course selection, future planning, study skills, social problems, and outside-of-school learning opportunities. In addition to one-on-one conversations with the designated advisor, students may participate in group discussions or team-building exercises intended to build stronger peer relationships and teach students the value of collaboration, constructive feedback, and healthy peer interactions.

REFORM

Advisories are one of many possible strategies that schools may use to make sure that students don't "fall through the cracks"—i.e., to ensure that their social, emotional, and academic needs are not being overlooked or left unattended. For this reason, advisories are often considered to be a form of personalized learning or academic support focused on helping all students succeed academically, stay in school, and make informed educational decisions that will help them prepare for their future.

Advisories may also be seen as reform strategy focused on using available school time more intentionally and purposefully. In many schools, advisories will take the place of traditional study halls and homeroom periods, which have been, in the view of some educators, underutilized as learning or student-support opportunities. In schools that are experiencing high dropout rates, low academic achievement, or other indicators of underperformance, for example, educators may argue that they should not squander available time that could be more purposefully or effectively—i.e., to help students catch up academically, prepare them for college, or deliver guidance, mentoring, and academic assistance. Advisories are one method for using school time more productively.

While advisories may be used in all grade levels, they have become a common school-improvement strategy in high schools, where students have historically tended to have less consistent relationships, and more limited time, with teachers and other adults in the school.

DEBATE

While the advisory concept is not typically controversial, it is a fairly common for specific advisory programs to become the objects of criticism, usually due to the wide variability in the quality of their design or execution. As a reform strategy, advisory programs are often created with good intentions, but

these periods can easily lapse into unfocused down time or socializing if they are not properly structured and monitored. For example, if school leaders fail to establish clear expectations and goals for advisory periods, or regularly monitor and evaluate how the time is being used and whether it's being used effectively, both advisors and students may become confused about the purpose of an advisory or critical of the program. If advisory periods are too infrequent or too short, or if too many students are assigned to an advisory group, advisors may also struggle to maintain continuity, use available time effectively, or give students the attention they may need.

In addition, some school leaders and educators may not support advisories for variety of reasons: some perceive these programs take instructional time away from the school day, for example, while others may feel unprepared or unqualified to address social and emotional issues that may arise during advisory periods. Teachers may also become frustrated if an advisory program is either overly prescriptive or completely unstructured, since these situations may require teachers to spend more time planning and preparing for advisories, which can increase their work loads and become problematic in schools where teachers are already teaching large classes or taking on additional professional responsibilities. As with any reform strategy, the success of advisories depends largely of the quality of their design and execution, and schools may need to provide relevant training or professional development to increase the likelihood that advisories will be effective.

Taken from http://edglossary.org/advisory/

Every student's academic and personal development is guided by an adult advocate. (Adult Advocate)

Academic success and personal growth increase markedly when young adolescents' affective needs are met. Therefore, every adult in developmentally responsive middle level schools serves as an advocate, advisor, and mentor. The concept of advocacy is fundamental to the school's culture, embedded in its every aspect. Advocacy is not a singular event or a period in the schedule, it is an attitude of caring that translates into actions, big and small, when adults respond to the needs of each young adolescent in their charge.

> Advocacy is an attitude of caring that translates into actions, big and small.

Young adolescents have many concerns about matters that lie outside the parameters of the academic curriculum, and they need opportunities to dialogue about these with one another and with a trusted adult. Each student must have one adult in the school who assumes special responsibility for supporting that student's academic and personal development. This adult is a model of good character who is knowledgeable about the development of young adolescents, enjoys working with them, and easily comes to know students well as individuals. Such advisors are not counselors, but they listen to and guide youth through the ups and downs of school life.

When students and their advisors meet regularly during the school day, an advisory program helps students develop respect for self and others; compassion; a workable set of values; and the skills of cooperation, decision making, and goal setting. The advisory program designed for the specific culture of the school and community meets the needs of that school's students. Advisors receive ongoing professional development to help them fulfill this vital role.

Serving as the primary liaison between the school and family, the advisor initiates contact with parents to provide pertinent information about the student's program and progress and receives calls from any family member with a concern. Helping families stay engaged in their children's education is a critical and difficult task. Students seeking independence often prefer to keep home and school separate, but active two-way communication leads to higher student achievement.

Advisors are in a position to recognize behavioral changes in students that should be brought to the attention of counselors, administrators, teachers, and parents. Advisors and all staff members should facilitate healthy and caring peer relationships by modeling the interpersonal relationships that define the school vision. Protecting young adolescents from bullying, for instance, begins when teachers in their classrooms and the total culture of the school promote compassion, understanding, and mutual respect.

> Successful middle grades schools provide continuity of caring and support that extends throughout the entire middle level experience.

To assist educators in fulfilling this advisory role, schools use a variety of organizational arrangements such as scheduled meetings of advisors and advisees, extended homerooms, and team-based mentorships. Such advisory efforts augment but do not replace comprehensive guidance and counseling services. Successful middle grades schools provide continuity of caring and support that extends not only throughout the day but throughout the entire middle level experience.

The importance of students' having adults who care about them is so essential that schools should look beyond school personnel for additional assistance. Volunteers from business partners, tutors, retired teachers, academic and athletic coaches, and personnel in after-school programs can connect with students and also serve as role models and advocates.

Creating a Culture of Connectedness through Middle School Advisory Programs

By: Sarah Brody Shulkind, Jack Foote

In the middle of an ordinary day in an ordinary Los Angeles school, four middle school students shared fascinating insights in response to the question, "Does advisory help you feel connected to school?"

> *Without advisory school would be more distant. It would not be as cheerful. We would not be as connected to everybody.*
>
> –seventh grade girl

> *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

> *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 advisories 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

These four middle school students recognize the connection between having meaningful relationships with an adult and a group of peers and thriving academically. An advisory program facilitates these kinds of relationships and provides the structure that creates "connectedness" in a middle school. Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the school, are engaged in the school, and feel a sense of belonging to the school. School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006). Moreover, schools intentionally organized to promote personalization and the development of communities of learners better prepare adolescents for later success as adults (Carnegie Council on Adolescent Development, 1989). It is particularly urgent for middle school educators to improve school connectedness, because the roots of alienation take hold during early adolescence.

Advisory

Middle school reformers have widely promoted advisory programs as a way to strengthen connectedness at the middle level. Broadly defined, advisory programs are configurations in which an adult advisor meets regularly during the school day with a group of students to provide academic and social-emotional mentorship and support, to create personalization within the school, and to facilitate a small peer

community of learners (Cushman, 1990; Galassi et al., 2004; Galassi et al., 1997; Juvonen et al., 2004; National Association of Secondary School Principals, 2006; Stevenson, 1998).

While advisory programs have been promoted in the literature, and middle grades practitioners have intuitively recognize their value, up to this point there has been limited empirical evidence to support advisory programs. Additionally, there has been no accepted basis for identifying best practices in advisory programs (Galassi et al., 2004; Galassi et al., 1997). Thus, when schools have developed advisory programs and trained faculty and staff to serve as advisors, they have relied upon intuition and anecdotal evidence rather than empirical data. This article addresses the need for reliable information about successful advisory programs.

This article defines the qualities of advisory programs and advisors that foster connectedness based on research at three diverse middle schools with successful advisory programs that can serve as models for other schools. We gave every advisor and student in each school a questionnaire designed to establish which advisories fostered high levels of student connectedness. The questionnaire helped us determine which students felt most connected, which advisories reported high levels of connectedness, and which advisors perceived the same levels of connectedness as their advisees. We selected the three advisories at each site with the highest levels of connectedness, and we interviewed the advisors, observed their advisories, and conducted focus groups with their student advisees. We discovered seven salient characteristics about advisors and advisory programs that fostered connectedness at all three sites (see Figure 1). These characteristics are discussed in detail through the remainder of this article.

Characteristics of effective advisors and advisory programs

Strong advisory programs address issues of community

Advisories with high levels of connectedness actively worked on creating a healthy community by addressing the way students related to one another. Advisors consciously helped students in their advisories work out issues among themselves, and they talked openly about the importance of treating each other with respect. An advisor remarked:

> I like to stress that we are a family. So, we do not laugh at each other and nobody makes comments. They still do it, but we always come back to 'we are a family.' I am trying to break them of snickering and stuff like that.

Another advisor noted her frequent conversations with her advisory about friendship and ostracism. A third advisor mentioned a specific instance of conflict resolution when she pulled students aside and told them, "This is like our little family away from home, and you can't just leave it and [what happened between you] didn't feel right." At one school, a conversation protocol in the advisory helped students give one another positive feedback and asked them to "address issues that are caused by the behavior of someone in advisory." Another advisor talked about a student in her advisory who was always getting lost and having a hard time emotionally, so she asked her advisees to be the "big brother or sister" to her in other classes.

Figure 1 Advisor/Advisory characteristics that foster connectedness

- Strong advisory programs address issues of community.
- Strong advisories promote open communication.
- Strong advisors know and care about their advisees.
- Strong advisors closely supervise their advisees' academic progress.
- Strong advisors are problem solvers and advice givers.
- Students and advisors perceive that advisory directly improves academic performance.
- Students and advisors perceive that advisory functions as a community of learners.

The theme of "community" was also evident in the student data. Students from all three schools referred to the trust games they used to help build a sense of community, and students in all of the focus groups shared two recurring comments: (1) advisory is a family; and (2) advisory helps student bond together. Students said they developed new friendships through their advisory programs. One student explained, "You become great friends with people you normally would not hang out with, which I think is great because you expand the way you know people." During the observations, students were not self-segregated ethnically, and students refrained from teasing and put-downs.

Both students and advisors reported that advisories addressed the issues that arise between grade levels within the school. At one middle school, advisors addressed problems the sixth graders were having with older students. At another middle school, advisors assigned seventh graders to an eighth grade buddy. A student described this buddy system as a way "to get to know someone new and help them with their problems, like your advisor did for you. It is kind of like a pay it forward thing." Students noted that one of the benefits to having a multiage advisory is that you form bonds with older and younger students. One advisor talked about how advisory created a nurturing culture at school, and another mentioned that she saw evidence of the brotherly and sisterly relationships between students continuing even after they moved on from her advisory.

Strong advisories promote open communication

Advisors at all three schools discussed their efforts to help students know each other and communicate openly by creating activities that helped them "bond" and "talk to each other." For example, advisors at each school talked about structuring activities in which students could get to know each other. Each described a different version of an activity in which one student was in the spotlight while other students asked questions to get to know him or her better. Advisors also talked about arranging trust walks and team-building games. At one school, Monday mornings started with a circle where students shared anything that was on their minds. One of the advisors articulated the connection between these activities and communication in the following way.

> When I start out, I tell them, "We are going to get to know each other really well. We need to be able to trust each other." So, I do a couple of exercises at the beginning. I set up an obstacle course, and I blindfold them. I say, "Okay, some of you are going to be the leaders of this group. The rest of you are going to have to listen and trust the person that is verbalizing to you. That is the only way you are going to get through this, carefully." … It is the level of trust and then you start building from that to issues at home or school. Where it is all involved, we can all discuss things, and it stays here. And that is what you want to [do]. You want them to get to know each other and build up friendship.

Students described communication as characterized by trust and intimacy. In the focus groups, students repeatedly talked about feeling "really close with" and "trusting" their advisors and peers as a rationale for sharing personal and academic pieces of themselves. One student used the word *intense* to describe the communication in advisory, and another mused that "people are really vulnerable, and we all share our feelings." One student even talked about "feel[ing] a connection" with his advisor. In more than half of the advisories observed, students shared emotions publicly. For instance, in one advisory there was a whole conversation about crying after an advisor offered his own feelings about a sensitive topic the group was discussing. When a student probed, "Are you crying?" the advisees all looked at the advisor intently, without giggling or other nervous responses that might be typical of middle school students in such a situation. Students said they regularly initiated conversations with their advisors for academic and personal reasons— a student's parents fighting, a disagreement with a friend, a problem with a teacher, or academic difficulties.

Students routinely made comments such as, "Like, when you need help, you just ask him and he will always help you" or "I tell my advisor, and she will help me." Students talked about feeling welcome to approach their advisors outside of the advisory, citing lunch and after school as "other good times to talk." Students said their advisors were easy to talk to and comforting. A student said advisees could "get things

off their chest," and they "do not hesitate to share." Every advisor we interviewed confirmed this observation.

Strong advisors know and care about their advisees

In the focus groups, students talked about feeling known and cared about. Students at all three sites said their advisors knew them and asked them individualized questions about their personal lives, citing such topics and events as a basketball game, an event over the weekend, or a family doughnut shop. Interestingly, students at all three schools used the words *notice* and *care* in their descriptions of their advisors. When asked what makes a really good advisor, one student explained, "Having someone notice you—notice you are having a bad day." Students also relayed that their advisors were quick to notice when they were having a hard time. As one student commented, "She can really sense sometimes if you are upset, and she will initiate talking to you or ask you if everything is okay." Advisors, according to their advisees, know and appreciate their personalities. Students at each school site mentioned that they believed they had been "intentionally matched" with or "chose[n]" by their advisors.

The advisors claimed that noticing and caring about students was one of their primary aspirations. More than half of the advisors we talked to mentioned that one of the central goals of the advisory program was to know students well. "Get to know your kids," one advisor counseled, "then you can be perceptive enough to find ways to reach them." Advisors echoed this desire to "really know kids" and often talked about "connecting" with, "caring" about, "watching over," and "checking" on students. Advisors talked about approaching their students when "something doesn't look right," which paralleled students' feeling that their advisors noticed when they were not acting like themselves.

Another common characteristic of strong advisors was that they listened to their advisees and were interested in their ideas. When we asked the students what makes a strong advisor, students from every school site answered that being a good listener is one of the most important attributes. Again and again, students talked about how their advisors "really listen" and "hear" the students in the advisory. Students said their advisors were interested in their intellectual thoughts, and one student said his advisor asked probing questions, instead of just insisting she was right because she was the teacher. Students believed the advisors were excited about their advisees' opinions. In our observations, advisors listened attentively to students in the advisory group or in one-on-one conversations. Also, advisors took the ideas of their students seriously. In several advisories observed, the advisor gave minimal directions and spent the rest of the advisory period sitting next to and listening to various groupings of individual students.

Strong advisors closely supervise their advisees' academic progress

Students reported that their advisors were aware of how they were doing in their classes. In the focus groups, students commented that their advisors "know everything" about their academic standing. As one student put it, "Even if she does not know right away, she will find out." Another added, "Yeah. They find out everything." Contrary to what one might expect, students admitted it was helpful to have someone know their academic standing.

In the interviews, the advisors insisted that it was part of their role to know how students were doing academically. Advisors at each site reported that they talked with other teachers to find out how their advisees were doing. They sometimes sought out teachers in reaction to seeing poor work and low grades; however, they also initiated contact if they had not heard anything about a particular advisee in a while. Almost every advisor mentioned that one way they kept track of their students academically was through official progress reports at the end of the quarter and semester. An advisor added:

> I, um, talk to their teachers and stuff. I have this one boy, he is amazing in one class and failing another. [I asked him,]"You get an A in math and science, and you are failing social studies. How is that possible?" So, it came out that he does all of his homework for his other classes and saves his social studies and does not get to it.

This type of awareness, inquiry, and follow-up on academic work was typical of the advisors we interviewed.

Advisors also reviewed their advisees' work and academic progress with them. Advisory period provided a structure for this regular academic review, since students at all three sites had time to do work during advisory on a weekly basis. In many advisories, the advisor posted a checklist of information and tasks on the board during this work time, some of which were directed at the whole group and some of which were directed at specific students. When students in one advisory were asked whether their advisor knew if they struggled academically, one student eagerly responded, "Immediately, they are all on it."

Strong advisors are problem solvers and advice givers

Students felt that an important attribute of strong advisors was their ability to offer assistance and give reliable advice. In the focus groups, students at all three sites talked extensively about going to their advisors to solve their problems. Students recounted approaching their advisors about bullying issues, friendship strife, homework dilemmas, and other "drama" of middle school. Students unanimously agreed that they would go to their advisors for advice when they experienced problems. One student explained,

> *Let's say you have a typical problem in a typical subject in school; she will give you some strategies to work it out. And, uh, if you, like, have a problem with your life, she will also help you. She will give you advice.*

The advisors indicated during interviews that they, too, viewed problem solving as an essential part of their role. They structured opportunities for giving advice within the context of the advisory, and many advisors talked about problem-solving sessions as "organic" and "responsive to the needs of my kids." Advisors reported addressing many types of problems including racial tension, weak grades, misunderstandings with teachers, school policy, bullying and exclusion, and stress at home. Advisors talked about empowering students by problem solving *with* them rather than *for* them. For example, during observations we often heard students begin questions with phrases such as "What should I do about…?" "Can you help me with…?" and "How do you think…?" Advisors responded with questions such as "How would *you* solve that problem?" or "What do *you* think are your next steps?"

Students and advisors perceive that advisory directly improves academic performance

In all the three schools, survey data suggested both students and advisors perceived that advisory improved academic performance. Interestingly, students in advisories with high levels of connectedness were more likely to perceive links between academic performance and advisory than students in advisories with lower levels of connectedness.

In the student focus groups, 98% of students responded affirmatively when asked, "Do you think advisory helps you academically?" Students noted that their advisories helped them focus on their studies, receive critical academic support, strategize about classes and teachers, set academic goals, and belong to a group of peers striving for success.

The data from the survey we administered to advisors confirmed the qualitative findings and revealed that advisors, like their advisees, assign the advisory program a significant role in the academic success of students. Advisors often attributed the academic growth they witnessed in their advisees to the advisory program; however, they disagreed about the immediacy of the impact advisory had upon academic performance. Some claimed the evidence of the advisory program's academic influence was "right away," while others believed the evidence came "in the long run."

Advisors from each site said that the advisory program impacts students' academic performance because it sets an environment conducive to academic success. One advisor explained, "*As you know, create a good climate, and you are going to have kids who perform at a good academic level.*" Another advisor commented,

> *It absolutely helps academically. I do not think middle school kids know how to talk with teachers and advocate for themselves, and they need good modeling. [Advisory] is an academic support.*

Students and advisors perceive that advisory functions as a community of learners

Students talked about how fellow advisees were a useful academic resource, because they knew what they were learning and could help them with schoolwork. One student said that in his advisory, "*There is a lot of time for people to help you. It is supposed to be for the teacher to help you, but there is a lot of unseen potential when you can have students help one another.*"

Advisors talked about how students gravitated toward one another during guided work time in the advisory. Advisors used language like *peer tutoring* or *study groups* to describe what happened when their advisees worked together. Advisors suggested that forming these study groups in the advisory propelled their advisees academically. Unprompted, one teacher noted a connection between this community of learners and the concept of connectedness. She said,

> *And that is what they do during advisory. They pull out homework and help each other. Which is nice, 'cause at least they get to have a study group. … They feel connected to school and connected to their teacher and curriculum.*

We saw and heard evidence of a community of learners during all of the advisory observations. In advisories at one school, student desks were clustered in groups of four, and students had their notebooks in hand or were quizzing each other. Another group sat on the floor with their advisor reviewing for a test.

At another school, students also sat in small circles studying together. One exasperated boy exclaimed, "I do not get this!" A girl walked up to him and began to explain mathematical functions. Two students stood at the board drawing out a problem, pointing to it, and talking about it. When a student asked her advisor if a problem was wrong, her advisor turned the question to the advisory group, "Are negative numbers real numbers? Who can help Damion with this question?" A conversation then ensued among five students, debating the nature of numbers.

Advisors at each of the sites explained that the students who struggled in a particular area intentionally sought students who were stronger in that area to get help and advice on their work. One advisor revealed how stronger students helped shape the academic culture of the advisory:

> *I have amazing kids, and what has happened is that the kids [who] are a little bit lower, even though they are not that low, the group seems to be pulling them along; it is like this slip streaming effect. And they can see that they can rely on each other for help.*

In addition to helping one another, advisors proudly commented that students were enthusiastic about each other's accomplishments.

Conclusion

As students get closer to adulthood, schools often become more isolating and impersonal. Advisory programs offer the structure to meet students' developmental needs, because it is the one place in school where students are intimately known as a "whole child." Advisory programs have the potential to ensure that every child has a meaningful relationship with an adult and belongs to a community of peers. These elements of connectedness have the potential to improve academic achievement and the overall school experience for middle grades students. As the eighth grade boy from the beginning of the article stated, "Advisory 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."

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Part 2: Implementation

Implementation

For the best outcomes, there should be consistent implementation across a grade level in how advisory is formatted…

SOCIAL SKILLS

Character Education
- Time: 1 day per week, ongoing
- Grouping:
    - homeroom
    - random selection of students
    - entire grade level
- Ideas:
    - **Character First** works to address the needs of young adolescents and school-aged children through a targeted introduction to qualities which serve learning communities well but more broadly students "out in the world." Comprised of 30+ qualities, teachers can implement several of focus, weekly qualities, monthly qualities, or divide qualities by grade-levels, ensuing by grade 8 students see all. Free resources are available online for the elementary curriculum are an excellent starting point including discussion questions and downloadable worksheets which prompt students to:
        - consider the impact of their actions
        - realize that choices made good and bad are indicative of character
        - understand that our inward, complex character impacts our outward interactions and experiences

Team & Community Building
- Time: 1 day per week, ongoing
- Grouping:
    - homeroom
    - random selection of students
    - entire grade level
- Ideas:
    - special events, outreach/programming, guest speakers
    - team building/ice breakers
    - service projects:
        - with school, starting small- student driven/selected
        - within community/world- student driven/selected

ACADEMIC EMPHASIS

Progress Monitor/Study Skills
- Time: 1 day per week, ongoing
    - start of year
- Grouping:
    - homeroom
    - random selection of students
- Study Skill Ideas:
    - done in tandem with progress monitoring/conferencing
    - address whole class/grade level issues
    - target certain groups' skill needs, differentiate
    - use alongside RTI data

- lead mini lessons and follow up with individual seat work
- **SOAR** is a comprehensive study skills series we have access to which through very concise mini lessons and activities promotes students to think about their thinking (meta-cognition) and therefore themselves as learners. Students consider various organizational and study centered concepts which easily transfer into the work they do daily in area classes. Teachers can use the SOAR series in numerous ways:
  - target certain students areas of need, differentiating with small groups
  - target whole class needs
  - lead discussion and mini lesson followed by individual seat-work
  - considering within RTI student interventions and intervening more heavily with SOAR as basis
- Progress Monitor Ideas:
  - uniform chart and questionnaire, weekly
  - include follow up conferences as needed for students struggling or to praise
  - involve co-teachers
  - involve mentors, coaches, principal, parents, etc. during this time (arrange coverage as needed)
  - use time when conference is not needed for students to receive other services (Tomcat Care Clinic, Counselor, etc.)
  - give feed-forward not back by reinforcing plans of action, advocating for learner, and reinforcing SOAR skills
  - take findings from conferences and address trends through SOAR, team/community building, etc.

Intervention/Enrichment/Frontload
- Time: 2-3 days per week, ongoing
- Grouping:
  - within homeroom groups, create small groups based on student needs
  - mix up entire grade level based on student needs
- Ideas:
  - **Enrichment sections** may be focused on Science or Social Studies. For a Social Studies based program, CNN Student News, current events and higher-order thinking activities may be implemented.
  - **Math/Language Arts** sections should focus on foundational skills through set routines and small group/individualized instruction. Progress should monitor through assessments.
  - **Sustained Silent Reading** could be used for all students allowing you to work with smaller groups of students on content and skills that require intervention.
  - **Frontloading** allows students to preview information that will be taught in the coming days.

OTHER

Common Environmental Practices
- Time: weekly, quarterly
- Ideas:
  - **Shout Out Box** contains compliments written by students to each other on slips of paper. Read them aloud once a week.
  - **Character Awards** for students and teachers who are exemplifying character traits being studied. Students should nominate and vote on these awards.
  - **Question Box** allows students to ask questions out of curiosity that they would not normally have the opportunity to ask during regular class time.
  - **Real-Life Discussions** allows students discuss character traits and life skills in context of current events locally, nationally and globally.

Implementation Plan

	Advisory Component (circle one)	Description	Grouping (circle one)
Monday	Intervention/Enrichment Frontload Progress Monitor/Study Skills Character Education Community Building		Homeroom Small Groups Random Selection
Tuesday	Intervention/Enrichment Frontload Progress Monitor/Study Skills Character Education Community Building		Homeroom Small Groups Random Selection
Wednesday	Intervention/Enrichment Frontload Progress Monitor/Study Skills Character Education Community Building		Homeroom Small Groups Random Selection
Thursday	Intervention/Enrichment Frontload Progress Monitor/Study Skills Character Education Community Building		Homeroom Small Groups Random Selection
Friday	Intervention/Enrichment Frontload Progress Monitor/Study Skills Character Education Community Building		Homeroom Small Groups Random Selection

Curricular Expectations

Student Placements

	Teacher:	Teacher:	Teacher:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

# Planning Resources
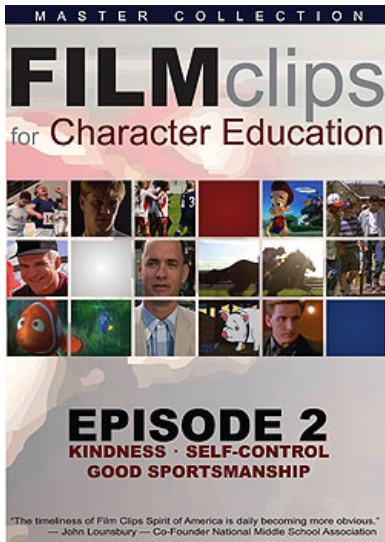
Episodes 1-7, Overivew:

Developed by educators throughout the country, these clips are designed to launch exciting, cross-curriculum, standards-based learning experiences in your classroom.

Straightforward and uncomplicated in their design, each DVD provides clips from popular movies that have been chosen for their age and developmental appropriateness. Perfect for an advisory program, these clips help students ask the right questions and discover their answers through mutual respect, creative thinking, reasoning, judging, and understanding.

Each DVD includes:

* Fully-licensed clips from 12 popular movies
* Teacher's guide
* English and Spanish subtitles
* English and Spanish Audio (most clips)
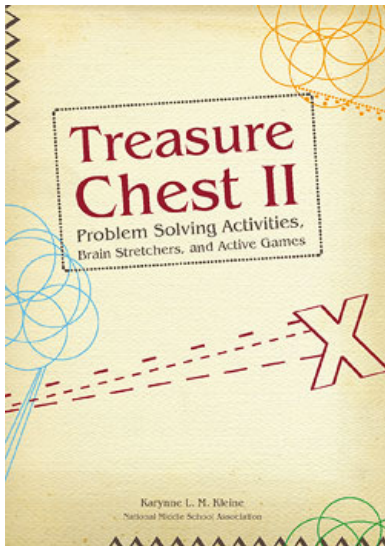
Overview:

Treasure Chest II is chock-full of special activities that any teacher can use to:

* help a group become better acquainted.
* bring a little physical movement in to the daily routine.
* open up discussions on real student issues.
* provide some variety – the spice of life.
* teach listening and other communication skills.
* stimulate deep thinking, and help accomplish many other middle school goals – particularly ones in the personal-social area that are often neglected in the ongoing academic instructional program.

A sequel to the best-selling *Treasure Chest*, this resource will be a welcome addition that is ready for immediate use.

Overview:
BookLeveler ($0.00) BookLeveler helps educators, parents, and librarians quickly and easily find appropriately leveled content for young readers. App users can scan the ISBN barcode of a book or search for content by title and/or author to appropriately level and store that content based on their in-classroom experience.

Taken from Pinterest

Part 3: Resources

Preparing for Your SSR Conference

1. Be able to tell why you picked the book?

2. Be able to tell the title, the author, the illustrator…of the book.

3. Know the copyright data and where it can be found.

4. Be able to give a short summary of your reading.

5. Mark a part of the book/text selection to read aloud to your teacher. Make sure you have practiced reading out loud so that you know all of the words.

6. Be able to give your opinion of the book/text selection. Do you like it? Why or why not?

7. Make a prediction.

Would You Rather Printable Questions

Would you rather be really tall or really short?	Would you rather have a lot of friends or be really smart?	Would you rather be trapped in a room with a 30 screaming babies or one hungry alligator?
Would you rather clean the floor with your fingernail or your toothbrush?	Would you rather lick a moldy trash can or the bathroom floor?	Would you rather be a famous actor or a famous pop star?
Would you rather live in a graveyard or on a deserted island?	Would you rather be really rich or have a lot of friends?	Would you rather have a bucket stuck on your head or a bucket stuck on your foot?
Would you rather have no teeth or have no hair?	Would you rather have it rain nails or have it rain bowling balls?	Would you rather have to crawl everywhere or have to hop everywhere?
Would you rather lose your sense of sight or lose your sense of hearing?	Would you rather take a bath in ice cubes or take a bath in tomato soup?	Would you rather ride a bike on ice or roller skate down a ramp with sand?

HUMAN SCAVENGER HUNT!

Get to Know Your Classmates

Has been out of the country: _____	Has a pet that isn't a dog or a cat: _____	Loves Science _____	Favorite subject is math: _____
Had a birthday in the month of July: _____	Has visited Washington, D.C.: _____	Has a brother or sister in middle school: _____	loves to cook: _____
Plays a Sport _____	Favorite color is yellow: _____	Was born in another state: _____	Read more than 1 book that summer: _____
Loves to draw or paint: _____	Has met someone famous: _____	Has won a contest of some kind: _____	plays an instrument: _____
has done something adventurous: _____	is an only child: _____	LOVES broccoli: _____	Has been to the Statue of Liberty: _____

Great Advisory Ideas
Jaynellen Behre-Jenkins, Jim Burns, J. Thomas Kane

Feel free to choose from one of these activities for the "Koho-Teacher Choice" Advisory Lessons.

Tried and True Activities for Advisory Groups

Icebreakers for People and Topics

1. Birthday Line Up....students line up in order of their birthday without talking

2. Meet My Friend Who...students interview one another and introduce each other to the advisory

3. Famous Partners...place the names of famous couples on index cards, mix them up, and have students match up

4. Backwards name tag...place index card with another students name on backs, move around and ask for clues

5. Buddy in the Middle...students sit in a circle, person standing in middle tells one thing about themselves

6. Boundary Breakers...interview questions to help generate conversations about values

7. Animal Sounds...students simultaneously make animal noises and match up with like partners based on sound

8. Picture Books to break ice on character education topics...use books like the Giving Tree

9. Don't Judge a Bag by Its Cover...stuff gift bags with unknown items, students select one, discuss why

10. Machines...place name of machines on index cards, distribute to groups, have them act them out

11. Pen Pals…State a little known fact about you on a 3 x 5 card with no name. Shuffle, and then redistribute the cards. Ask questions to determine the author of the card. Use the cards to create a bulletin board of people and their accomplishments. (Gibbs, p. 387, 2001)

12. Quote to live by…Students choose a 'olelo noea'au quote or Bible verse that is meaningful to them. Copy and decorate on an index card or type and print from laptop. Share the quote with their advisory.

13. Comic Strip Chaos...Teacher cuts comic strip into segments, then students randomly select one out of a large container. Haumana then search for others with the same comic strip sequence, introduce themselves, and then arrange themselves in chronological order according to form the sequence of the comic strip. The group then introduces

each person to the larger group and reads their comic strip aloud. Possible debriefing questions: What was easy or difficult about this activity? And why? Why is it important to know the names of your classmates? How can you include people who seem left out? Explain.

Cul De Sac -- Richard Thompson

Pickles -- Brian Crane

Garfield -- Jim Davis

Garfield -- Jim Davis

For Better or For Worse -- Lynn Johnston

14. What Kind of Animal Am I?...Each haumana picks an animal that is representative of him or herself and doesn't share their selection yet. Haumana circulate and introduce themselves to others by shaking hands and asking the other what kind of animal they are. Haumana then form groups according to the animal they identified with. Share with group members why they feel the animal represents them. Haumana then shares responses with larger group. Possible debriefing questions: What were some commonalities within your small group? What did you learn about others? Can you judge personal traits or qualities based on physical appearances? Why is it important to understand the personal traits or qualities that others value? How can this help you in group work, discussions, etc.?

15. What Kind of Food Am I?...Teacher writes the names of simple food items on index cards. Tape a card on the back of each individual. Each person must deduce what food item they are by asking only yes/no questions. The guesser may only ask one questions then seek another person. Once the guesser feels s/he knows what food item they are, they are to seek out the facilitator to verify the answer. Possible debriefing questions: What was difficult/easy about this game? Why are the values of ho'omau and e ho'olohe pono, as well as deductive reasoning, important for this game? How can those qualities be applied to school? Did anyone want to give hints to help someone? How can giving "hints" be helpful or sometimes bad? Is there a difference between giving hints and giving the answer? And how can being "helpful" sometimes actually hurt someone's learning? Other variations: books of the Bible, characters in a book, etc.

16. Finding All We Have in Common...Refer to page 272 of *Discovering Gifts in Middle School* book or pages 355 in *Tribes: A New Way of Learning and Being Together*.

Gibbs, Jeanne. *Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes*. Windsor, Calif.: CenterSource Systems, 2001. Print.

Gibbs, Jeanne. *Tribes: a New Way of Learning and Being Together*. Windsor, CA: Center Source Systems, 2001. Print.

17. Do You Love Your Neighbor...The group stands in a circle with room in the center. Each person says their name loudly. One person begins in the circle and says to an individual "___, do you like or love your neighbor?" The individual either says "Yes, I love my neighbor's ___ and ___, but I REALLY love people _____ (e.g. wearing blue) or "No, I do not love people, but I like my neighbors ___ and ___." If the individual says the former, all members with that characteristic must find a new spot in the circle at least three spaces from where they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two neighbors must switch places with one another. The group members move in quickly to "lose" their spaces. The last of the two becomes the caller. Possible debriefing questions: Identify at least three new things that you learned about someone else. Why is it important to play ice breakers like this?

Communication Skills/Problem Solving/Team Building
18. Stepping Stones... move group across make believe river to other side of room
19. Life Raft...students stand on top of shower curtain and flip it over without anyone stepping off
20. Create a Shelter...use newspaper and masking tape to create shelter the group fits under with out talking
21. Tubes and Marbles Race...use half pipes in a race to place a marble in a bowl on the floor across the room

22. **Tire Tubes**....students connected in a circle and move tire tube around the circle
23. **Tinker Toys**...create exact same structure while seated back to back
24. **Four Corners**..Agree A Little, Disagree, Agree, Disagree A Little...use any topic to discuss points of view
25. **Human Knot**...students stand in a circle grabbing hands so they interlock, work together to get unlocked
26. **Life Skill Lessons**...how to tie a tie, how to set the table, how to do anything....celebrate success!!
27. **Q:C:Q: - Quote, Comment, Question**...analyze a famous quote, old or new.

Study/Organization Skills
28. **Plus Five Club**...celebrate students who have raised their average in a subject by five points in one marking period
29. **Agenda Books**...use for goal setting, study skills and long range planning
30. **Goal Setting** that integrates Parents as stakeholders....ask parents to sign off on their child's goals
31. **Posting teacher tests and project due dates** for all subjects on the Advisory bulletin board or Blackboard
32. **Review Study Games** for all subjects...send team members Q&A for your class

Community Service Ideas
33. **Valentines for Veterans**...make in Advisory and then invite the Vets in for a school assembly
34. **Holiday Gift Baskets/Adopt a Family**...distribute within community
35. **Bring a Dollar to Go to the..... During the Day...** (faculty basketball game, volleyball game)
36. **WWF...Adopt a Panda** (or other endangered species)
37. **www.dosomething.org** projects

Brain Break Ideas
38. **Teacher projects video on LCD for students and teacher to follow:**
http://www.youtube.com/watch?v=VL4an7UC3wA

Minute to Win It Games

35 Fun Minute to Win It Games!

Choose your favorite Minute to Win It party games and let the fun begin!   All the games are fun and challenging at the same time. Great for birthday parties and sleepovers for girls and boys of all ages! Kids, tweens, teens and adults all have fun playing these games!

All of the games use easy to find items from around the house.

Tip!   If you have more then 6 people at your party set up different stations with a different game at each station.   Or divide into teams for the games.

Scoring:
- 1st place = 4 points
- 2nd place = 3 points
- 3rd place = 2 points
- 1 point to players who don't place 1, 2, or 3 but complete the challenge

Apple Stack
Have the player try to stack 5 apples on top of each other.
Supplies: 5 apples per player

Block Stack
Have each player balance a plate on his/her head and try to stack five blocks on top of the plate.
Supplies: 5 blocks &1 plate per player

Breakfast Scramble
Cut the front of popular cereal boxes into 16 pieces and scramble them. Have the kids (either in groups or individually) try to put one of the cereal box puzzles back together. This is a pretty easy challenge, so it's great to do in the beginning to build confidence!
Supplies: Front of different types of breakfast cereal boxes

Candy Corn Stack
See which player can stand the most pieces of candy corn upright before a minute is finished.
Supplies: Candy corn

Card Throw
Cut a watermelon in half and make the juicy side face the player. Give the player a stack of playing cards and have him/her stand a few feet away from the watermelon. The player needs to throw a card in such a way that it will stick into the watermelon. The player who sticks the most cards wins.
Supplies: Deck of cards, Watermelons

Cereal Bracelets
See who can thread the most fruit loops onto a pipe cleaner only using one hand.
Supplies: Froot Loops cereal, Pipe cleaners

Cookie Monster

Have everyone place a cookie on their forehead. Give everyone one minute to get the cookie from their forehead to their mouth without using their hands.
Supplies: Large cookies

Cotton Ball Nose
Put vasoline on each player's nose. Each player has to transfer cotton balls from one plate to another without using his/her hands.
Supplies: Cotton balls, Vasoline, Plates

Cotton Ball Scoop
Set an empty bowl on a table and sprinkle small cotton balls around the bowl. Blindfold the individual and hand him/her a spoon. Give him/her one minute to scoop as many cotton balls into the bowl as possible before time is up!
Supplies: Cotton balls, Bowl, Blindfold, Spoon

Cotton Ball Transfer
Have the player sit down and blindfold him/her. Give him/her two bowls and a plastic spoon. Fill one of the bowls with cotton balls and put it on the player's lap. Have the player hold the other bowl on his/her head. On go, have the player try to spoon cotton balls from the bowl on his/her lap into the bowl on his/her head. The player with the most cotton balls in the second bowl after a minute wins!
Supplies: Two bowls, Cotton balls, Spoon, Blindfold

Defy Gravity
Give each player two balloons. Have the players try to keep both balloons in the air for 1 minute. To make this even more difficult, have each player use only one hand to keep the balloons in the air.
Balloons

Don 't Blow the Joker
Place a deck of cards (with the Joker on the bottom) on top of a glass container. When the minute starts, have the player gently blow the cards off of the bottle until he/she gets to the Joker. The player that blows all of the cards off of the bottle except for the Joker in under a minute wins!
Supplies: Deck of cards, Glass container

Doughnut Chew
Tie a string around a doughnut and hang it in-between two chairs. Using only their mouths, have the players try to eat the entire doughnut without letting it fall off of the string.
Supplies: Doughnuts, String or twine

Feather Breath
Give each player a feather and have them blow it across the room into a bucket. The feather must be kept in the air at all times and no body parts may be used to help the feather. An easier version of this is to just keep the feather in the air for 1 minute without trying to move it across the room.
Supplies: Feathers, Buckets

Get the Penny
Put 1 penny into each leg of a pair of pantyhose. Have the player try to retrieve both pennies in under 1 minute.
Supplies: 2 Pennies, Pantyhose

Grab Bag
Select 5 gift bags or paper sacks and cut them to different lengths. Line these bags in a row on the floor. Have the player pick each bag up with his/her mouth and put it on the table. The catch is that the player cannot let any body part touch the ground except for his/her feet.
Supplies: 5 Paper sacks

Junk in the Trunk
Attach a belt to an empty tissue box and fill the box with ten ping pong balls. Attach the box around the player's waist, with the box facing the back. The player has one minute to jump and wiggle and try to get all of the ping pong balls out of the tissue box.
Supplies: Belt, Empty tissue box, Ping pong balls

Listen Carefully
Take 5 old soda cans and fill them with varying amounts of the same small object (nails, screws, metal nuts, etc.).Write the amount on the bottle of the can. On each player's turn, have him/her shake the cans and arrange them in order from can that contains the most objects to can that contains the least. The player that does this correctly the fastest wins!
Supplies: 5 empty soda cans, Nails, screws, metal nuts, or the like

Marshmallow Toss
Pair the players into teams of two. Give one player on each team a handful of marshmallows, and give the other player a small paper cup (like a Dixie cup). Have the player with the marshmallows stand about five feet away from the player with the cup and try to throw the marshmallows into the cup. The team that gets the most marshmallows into the cup at the end of a minute wins!
Supplies: Marshmallows, Paper cups

Noodle Pick-up
Place six uncooked pieces of penne pasta near the edge of a table. Give the player an uncooked spaghetti noodle to hold in his/her mouth and use to try and pick up the penne noodles. This is much harder than it sounds!
Supplies: Cooked penne pasta, Uncooked spaghetti noodles

Pick-up Sticks
Use chopsticks to move conversation hearts from one bowl to another. You can also do this with mini marshmallows!
Supplies: Chopsticks, Conversation hearts or small marshmallows

Ping Pong Backboard
Pair the players off into teams of two. Hand the first player a handful of ping pong balls, and have the second player tie a clipboard around their waist (using string/ribbon). Have the player with the clipboard stand behind a small trashcan and act as a backboard while the first player throws ping pong balls at the clipboard so that they will land in the trashcan. The team needs to get 5 balls into the trashcan goal to win!
Supplies: Ping pong balls, Clip board, Small trashcan

Ping Pong Peanut Butter
Spread peanut butter onto a piece of bread and put it onto a table. Have the player stand a few feet away and throw ping pong balls so that they stick onto the peanut butter.
Supplies: Ping Pong balls, Peanut butter, Bread

Rubber Band Rip
Hang a full toilet paper roll on a rod so that it is suspended off of the ground. Attach an empty soda can to the bottom to the end of the roll to help weigh it down. Give the player some rubber bands and have him/her shoot the rubber bands at the toilet paper roll to break the paper. This can be played individually or in teams.
Supplies: Full toilet paper rolls, Soda cans, Rubber bands

Rudolf Toss
Glue small red pompoms to the ends of pieces of ribbon, each about 6 inches long. Have the players put the string in their mouth so that the pompom is dangling under their chins. Put vasoline on each of the player's noses and have them swing the ribbon so that the pompom sticks to their nose. No body parts may be used to help the pompom, and the player must successfully get the pompom to stick 5 times to win.
Supplies: Red Pom Pom balls, Ribbon, Vaseline, Glue

Runny Nose
Give the player a full box of tissues. Using only one hand, have the player pull all of the tissues out of the box (one at a time!) in under one minute.
Supplies: Full boxes of tissues

Shoe Kick
Set a small table or designate a space about ten feet in front of the players. Have the player slip their heel out of their shoes, so that it is still on their feet but will come off easily. On go, have each player try to kick their shoe off so that it lands upright on the designated spot. The players can have as many tries as they want. The players that complete this task in one minute win!
Supplies: Shoes

Stack the Cups
Set out a stack of 36 plastic disposable cups. Have the player make a pyramid stack using all the cups and then return them into the original stack position in 1 minute!
Supplies: 36 Solo plastic cups

Stacking Hearts
Place a bowl of conversation hearts in front of the players. Have the players try to build a tower by stacking the conversation hearts. The player that has the tallest tower at the end of a minute wins!
Supplies: Conversation Hearts

Sticky Stack
Give every person a popsicle stick to hold in his/her mouth. Have each person try to balance 6 playing dice on the popsicle stick stacked on top of each other and keep them there for a minimum of 5 seconds. You can also do this with 12 sugar cubes.
Supplies: Popsicle sticks, 6 dice or sugar cubes

Streamer Roll
Give the player two rolls of plastic streamers. Have the player unroll both rolls completely in under a minute using only his/her arms and hands.
Supplies: Streamers

That 's a Wrap
Give each player a set of oven gloves. Have them try to unwrap candy (such as Hershey Kisses or Starbursts) while wearing the gloves. The player with the most candy unwrapped after a minute wins!
Supplies: Oven mitts, Wrapped candy

This Sucks
Place a small amount of beans on a table and give each person a straw. Place a bowl on a table about ten

feet away. Give the contestant one minute to suck a bean onto the straw and run it to the other bowl. Whoever can do the most in a minute wins!
Supplies: Dried beans, Straws, Bowl

Toothbrush Cap
Place a toothbrush in a toothbrush holder on one end of the room and put a cup on the other side. Give the player a visor to wear and have him/her pick the toothbrush up with the visor rim, carry it to the other side of the room, and set it down in the cup. If the player drops the toothbrush at any point, have them start over!
Supplies: Toothbrush, Toothbrush holder, Visor, Cup

Zebra Unicorn Stack
See who can stack the most zebra cakes on his/her forehead in one minute!
Supplies: Zebra Cakes

Team Building Activities for Large Groups in Middle School

By Krystal Miller

When teaching a large group of middle school students about working together, prepare team-building activities for them. Activities provide the students with a hands-on way to learn these skills. The students can perform activities in a large group or you can split them into smaller groups to see who can complete the activity in the fastest time.

Gutter Activities

Give each student a piece of 1- or 2-inch plastic gutter. Each piece should vary from 6 inches to 24 inches. The object of the activity is for students to work together to create one long gutter from the individual pieces so a marble can travel down the gutter. If the marble falls through a crack, they have to start over. Alternatively, place a bucket on the ground. Students must work together to hold up the gutter, then pour water down it until the bucket fills up with water.

Partner Activities

Separate the large group into two teams. Ask students to select partners. Each pair sits on the ground back-to-back and interlocks elbows. When you say "Go," the pairs must stand up without separating. The first group to have all the players stand up wins the activity. Players can help each other by giving hints on how to stand up. Another idea is have pairs stand up, back-to-back without interlocking elbows. Place an egg between their lower backs. They must sit the egg on the ground by bending down slowly. The first team to have all their players sit and not drop the egg wins the activity.

Leadership Activities

Divide students into two teams and have each team select a leader. Mark a starting line and a finish line 30-feet apart. Each student, except the two leaders, will put on a blindfold. When you say "Go," the two leaders must guide their team members to the finish line using only verbal commands. The first team to have all their players cross the finish line wins the activity. Alternatively, play this game in one large group with one leader. Time each player to see who can guide the group to the finish line the fastest.

Shape Activities

Divide the students into groups of six or seven. Call out a shape, such as circle, triangle or star. The teams work together to create the shape using their bodies. They can make the shape standing up or laying on the ground. The first team to make the correct shape wins the activity. You can also do this activity with one large group and have everyone work together to make shapes.

Read more: http://www.ehow.com/info_12012525_team-building-activities-large-groups-middle-school.html

Guess What it Says?

1 another one thing	**2** *heart*	**3** thought **But** thought
4 LE̷AST	**5** MILL1ON	**6** fooling
7 historyhistoryhistory	**8** musically	**9** ↓ end
10 R I B A N	**11** FILE ↑	**12** ecapace
13 ECNALG	**14** LOVE | HATE	**15** ALL THINGS all things

SCHOLASTIC

http://teacher.scholastic.com

Guess What it Says?

Answers

1. "one thing after another"

2. "broken heart or heart broken"

3. "but on second thought"

4. "last but not least"

5. "one in a million"

6. "fooling around"

7. "history repeats itself"

8. "musically inclined"

9. "the beginning of the end"

10. "scatter brain"

11. "line up in single file"

12. "pacing back and forth"

13. "a backwards glance"

14. "a thin line between love and hate"

15. "all things great and small"

Name: _____   UN: _____ PW: _____

Progress Monitoring

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
< 60	F

Quarter: 1   2   3   4

Week #: _____

LA	**M**	**Sci**	**SS**	**Special**
_____%	_____%	_____%	_____%	_____%
A B C D F	A B C D F	A B C D F	A B C D F	A B C D F

Reflection Questionnaire:

Am I passing all of my classes with at least a 60% or higher?   Yes   No

Have I asked for help from my teachers in my lowest class or classes?   Yes   No

Do I have all my work turned in?   Yes   No

Do I use my student planner at home and school?   Yes   No

Are you signed up for Remind homework texts?   Yes   No

*3 or more **NO** Answers = Conference*

Advisee/Advisor Conference Date: _____

_____   _____   _____   _____
Advisor   Advisee   Parent/Guardian   Date

Overview:

Imagine you had a roadmap—a step-by-step guide to help you get from where you are now, to where you want to be in the future. Your goals, your dreams, your plans…they are all within reach. You just need the tools to help you get there.
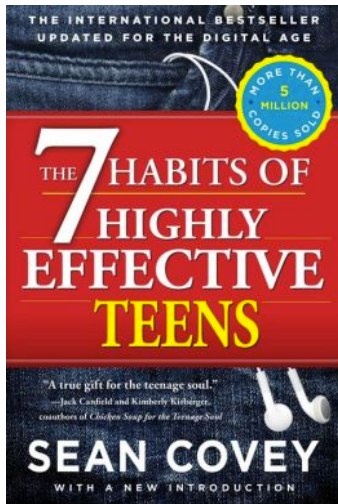
That's what Sean Covey's landmark book, *The 7 Habits of Highly Effective Teens*, has been to millions of teens: a handbook to self-esteem and success. Now updated for the digital age, this classic book applies the timeless principles of the 7 Habits to the tough issues and life-changing decisions teens face. In an entertaining style, Covey provides a simple approach to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and get along with their parents, as well as tackle the new challenges of our time, like cyberbullying and social media. In addition, this book is stuffed with cartoons, clever ideas, great quotes, and incredible stories about real teens from all over the world.

*Taken from Barnes & Noble

Overview:

From award-winning author Sharon Draper comes *Out of My Mind,* the story of a brilliant girl who cannot speak or write.
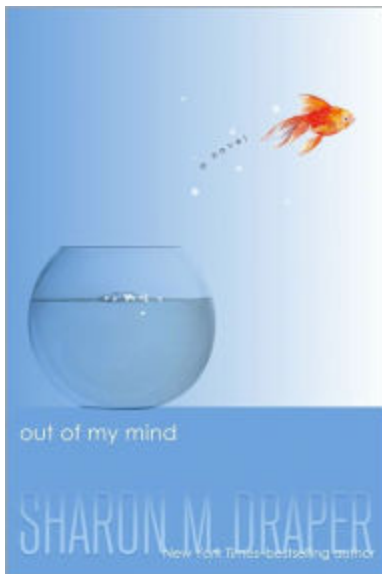
Melody is not like most people. She cannot walk or talk, but she has a photographic memory; she can remember every detail of everything she has ever experienced. She is smarter than most of the adults who try to diagnose her and smarter than her classmates in her integrated classroom—the very same classmates who dismiss her as mentally challenged, because she cannot tell them otherwise. But Melody refuses to be defined by cerebral palsy. And she's determined to let everyone know it…somehow.

In this breakthrough story—reminiscent of *The Diving Bell and the Butterfly*—from multiple Coretta Scott King Award-winner Sharon Draper, readers will come to know a brilliant mind and a brave spirit who will change forever how they look at anyone with a disability.

*Taken from Barnes & Noble
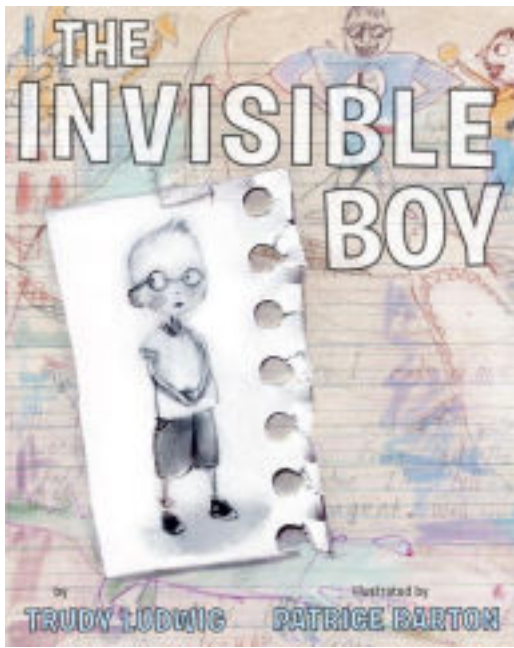
Overview:

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

From esteemed author and speaker Trudy Ludwig and acclaimed illustrator Patrice Barton, this gentle story shows how small acts of kindness can help children feel included and allow them to flourish. Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find The *Invisible Boy* a valuable and important resource.

Includes backmatter with discussion questions and resources for further reading.

*Taken from Barnes & Noble

Overview:

*Taken from Amazon
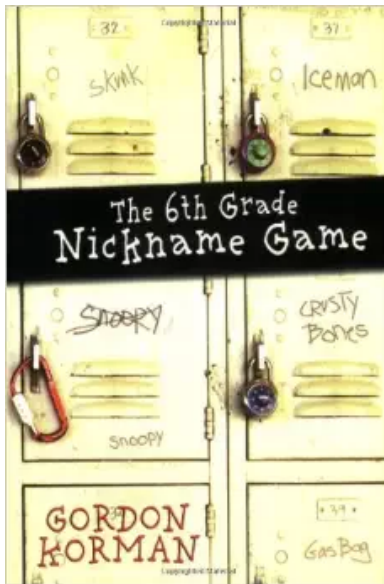
Websites

Character Education

Character First

http://characterfirsteducation.com/c/curriculum.php

http://www.characterfirst.com/assets/CFDefinitions.pdf

Free resources are available online for the elementary curriculum are an excellent starting point including discussion questions and downloadable worksheets.

School Datebooks Showcase

http://showcase.schooldatebooks.com/character-education/

This website has lesson plans to teach dozens of terms related to our character. Terms include: ambition, attitude, commitment, compassion, courtesy, dependability, gratitude, integrity…

Your Self Series

http://www.yourselfseries.com

This website is a full resource for teachers, parents and teens in regards to mental health, body image, and decision making to just name a few. Some resources are available free of charge and other materials require a small cost.

Community Building

Minute It to Win It

https://www.youtube.com/watch?v=lUdPbjB0ENM

This is a video of the timer from the game show.