

TEACHERS AS ADVISORS

Implementation Guide



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DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

ACKNOWLEDGMENTS

The South Dakota Department of Education would like to thank the many organizations across the state and country whose programs we have directly borrowed from and adapted to create this statewide model. Please accept our gratitude for your work, which made our job easier.

We have tried to include in this Guide the most relevant information, guidelines, and materials for school districts that wish to implement Teachers As Advisors. In your journey to implement this Framework, let us know what worked and what didn't work for you. We would also be interested in any new materials or strategies that you used in addition to the Guide. Please send this information to:

Office of Learning and Instruction
SD Department of Education
ATTN: Career Development
800 Governors Drive
Pierre, SD 57501
tiffany.sanderson@state.sd.us
605.773.7006

We would also like to thank the members of the leadership team and pilot schools who provided their expertise and time in developing the curriculum framework.

The Teachers As Advisors Implementation Guide is intended to be a “menu” for school districts to use in designing a local Teachers As Advisors program. It is available in Microsoft Word on the South Dakota Department of Education's Teachers As Advisors website, <http://doe.sd.gov/octe/TAA.asp>. Using this website, you can download the forms you need and work with your school team to adapt them to fit your program.

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INTRODUCTION TO TEACHERS AS ADVISORS

TEACHERS AS ADVISORS OVERVIEW AND RATIONALE

What if...

Every student in our schools knew that someone – a staff member – really cared about him/her?

All students had educational, career and personal goals toward which they were working and could see their courses as useful in reaching these goals?

All parents personally knew someone at school whom they could call – who really knew their child – and how well they were doing?

All school staff had the opportunity to develop close connections and mentoring relationships with a small group of students throughout their middle/high school years?

These “what ifs”, if realized, could make school a more rewarding place for everyone.

Research shows a positive culture within a school can connect students to learning. Such things as a safe and respectful environment, supportive and personalized learning experiences, and personal relationships allow students to develop a connection with the school and attain educational success. They can also help reduce at-risk behaviors and drop-outs. An effective Teachers As Advisors program can provide these elements and allow students to succeed.

“Students need to feel safe first (both physically and psychologically) feel like they belong, feel respected, and feel cared about to be successful in school”. *The Advisory Guide*

The Teachers As Advisors program ensures that each student belongs to a group. Students are in the same group starting with their first year of high school and culminating upon graduation. This creates a familiarity among the students and a sense of belonging. Additionally, an atmosphere of trust and respect is built among the group members and the advisor.

A goal of Teachers As Advisors is personalization. Through an ongoing mentor relationship with a teacher-advisor, students will develop important interpersonal skills that will help them cope with the rigors of high school life. The Teachers As Advisor program gives the teacher/advisor the time to build a relationship that promotes student success and assures that No Child is Left Behind.

A Teachers As Advisors Program:

- Organizes career development into a manageable time frame and team effort.
- Ensures consistent curriculum exposure for all students.
- Provides opportunity for shared responsibility for career, personal-social, and academic development by including parents, students, teachers, and counselors.
- Enables students to gain skills and the background necessary to make good educational and career decisions.
- Increases students' choices and access to jobs and post-secondary education through adequate knowledge...OPTION awareness.
- Encourages students to set career/educational goals and construct a plan to meet those goals.
- Improves relations between school, parents, business, industry and other community members.

Teachers As Advisors, Oklahoma

“Although we are a small school our demographics are changing. We believe our advisor-advisee program allows all students to connect with a teacher leader. We use this opportunity to explore topics of interest, a need that otherwise may not be addressed in the classroom.”

Chris Schultz, Emery School District, South Dakota

“Our Advisor/Advisee program has helped my students become more ‘proactive,’ instead of reactive. We help plan for high school and beyond. Our activities have given my students tools to deal with homework, friend and foe. At the same time, they are able to interact with an adult on a positive daily basis.”

Brady Lunde, Watertown School District, South Dakota

BENEFITS OF A TEACHERS AS ADVISORS PROGRAM

Benefits to Students

- Students get more frequent one-on-one guidance than is possible with the typical school's high ratio of students to counselors.
- Students are much more likely to have a clear focus for their future and a plan for getting there.
- Students take higher-level academic courses, including advanced placement, and a concentration of career technical courses beyond the core.
- Students do not waste their electives. Instead, they fill them with those courses most likely to help them reach their career and education goals.
- Students see a connection between their classes and future goals.
- Students experiencing problems have the benefit of more timely help when they have a mentor who is keeping track of their progress. As a result, student performance improves.

Benefits to Parents

- Parents know there is someone at the school with a strong interest in their child and they feel they have a contact they can call.
- Parents have a better understanding of the courses their child will need in high school to prepare them for post-secondary education or for a career.

Benefits to Teachers

- Teachers have a much better understanding of graduation requirements and of all the school's offerings.
- Teachers develop strong bonds with their advisees that continue long after graduation.
- Teachers learn how to work as part of a team.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to each student more effectively.

Career Development Program Manual, 2005

HIGH SCHOOL 2025 – TEACHERS AS ADVISORS PROGRAMS

Program Description:

The purpose of Teachers As Advisors Programs is twofold: to provide connections for students with other students and adults in the school setting, and to provide consistent delivery of guidance curriculum across all grade levels. Guidance curriculum encompasses the areas of career, personal/social, and academic development.

Criteria for an Exemplary Program

- 1. All students participate in a Teachers As Advisors Program.**
 - a. Students are organized by grade level into Advisory groups of 12-15 in size in middle/high school.
 - b. Students stay with the same Advisor/group throughout middle/high school.

- 2. The Teachers As Advisors curriculum follow the guidelines of the South Dakota School Counseling Framework.**
 - a. The curriculum scope and sequence is based on the result of a needs assessment administered to students, parents and staff.
 - b. The Advisory curriculum includes career development, personal/social, and academic content.

- 3. The school district has the structure in place to offer and operate the Teachers As Advisors program.**
 - a. A Steering Committee comprised of business partners, parents, students and school staff is in place.
 - b. A program manual provides information on the purpose, operating structures, roles and responsibilities, and curriculum.

- 4. The Teachers As Advisors curriculum has career development as its primary focus.**
 - a. Students access the SDMyLife.com website to identify a career cluster/pathway based on interest and aptitude assessment results and research.
 - b. Students prepare a Personal Learning Plan based on their career cluster/pathway.
 - c. The student's Personal Learning Plan leads to postsecondary education and a career.

- 5. Teachers participate in professional development to assist them in implementation of the defined criteria for Teachers As Advisors Programs.**

CHARACTERISTICS OF A SUCCESSFUL TEACHERS AS ADVISORS PROGRAM

- Clearly stated goals for the program
- Focus on student competencies defined by the school's guidance and counseling education plan
- Endorsement by the school administration
- Shared ownership and commitment to the program
- Planned implementation
- Professional development for staff
- A clear definition of participants' roles
- Appropriate allocation of space
- Regularly scheduled program delivery
- Activities that facilitate the learning process and recognize the needs of all students
- Promotion of student accountability
- Planned involvement of parents and members of the community
- Timely and regular review of the program

The Teacher-Advisor Program – A Guide to Implementation

FIVE KEY ELEMENTS OF SUCCESSFUL TEACHERS AS ADVISORS PROGRAMS

Purpose

Successful advisory programs have a clearly defined purpose or purposes that all stakeholders understand and support. There are many different purposes an advisory program can be designed to meet and therefore no two advisory programs will look alike. Each individual school must determine what it values and what it hopes to foster for its students. Listed below are some commonly stated purposes of advisory programs, each of which can foster personalization of a student's school experience.

- To advise students about academic decisions and monitor academic achievement
- To provide developmental guidance (both formal and informal)
- To foster communication between the home, school, and among members of the school community
- To encourage supportive peer relationships and practice conflict resolution
- To promote an awareness of diversity and tolerance
- To undertake community service both within and outside the school
- To facilitate community governance and conversations
- To prepare students for life transitions including career development and post-secondary opportunities
- To promote character development and explore moral dilemmas
- To explore the process of group development.

Organization

How an advisory program is structured has a significant impact on how personalized the advisory experience will be. Successful advisory programs organize themselves in ways that allow the stated purposes of the program to be met. In organizing/re-organizing an advisory program, four interlinked areas must be considered: people and size, time and space, professional development and support, and student ownership.

Advisory Program Content

The content of an advisory program will vary based on the purposes to be achieved, on the nature of the school, and on individual advisors. It may be organized around essential questions, themes, or skills. It may be consistent across advisories or vary based on an advisor's knowledge of his/her advisees. Advisors may follow a common curriculum, pick and choose from an advisory handbook, or organize their own activities to personalize the advisory experience. Routines, that both the advisor and advisees can count on to structure their experience together, are important.

Assessment

Successful advisory programs are assessed at several levels to determine if the purposes of the program are being met, to determine if participants are meeting expectations, and to measure other advisory program-specific outcomes. These levels include: individual students/advisees; individual advisors; advisory groups as a whole; the overall advisory program; and the school and program leadership. The exact means of assessment will vary across schools as will the accountability mechanisms put in place.

Leadership

Successful advisory programs have strong leadership where an individual or team within the school community is charged with designing, implementing, overseeing, supporting, and assessing the program. Essential among the duties of the leadership are creating buy-in among community members and ensuring that advisors have adequate training, resources, and support. Proactive leadership is vital to avoiding or overcoming common barriers to successful program implementation.

The Power of Advisories

IMPLEMENTATION

PROGRAM IMPLEMENTATION – THE BIG PICTURE

The Teachers As Advisors program will exist within the structure and culture of your school, so it is important to be conscious of that context as you plan. This is one of the many reasons why it will be important for the design team/steering committee to include people who have varied roles.

Starting with the big picture, what is the context for implementation at your school?

An advisory program that is well linked to the school will be connected through the school structures – departments, teams, and the basic units for meeting, planning, mentoring, and coordinating teaching and learning. An advisory program that is linked to the community will build support among parents.

Conversely, a program that is designed outside of these structures will have all the problems of being on the outskirts. The program will have to request, even fight for, time on meeting agendas and have to work very hard to be in sync with classroom life. Clearly, the Teachers As Advisors program will develop more easily, become institutionalized more readily; and be better all-around, if it is established through the structures that are already in place.

Has your design team investigated how advisory fits with the programs and services in your school?

Perhaps there is a role for advisory that would overlap with other school programs? To what extent are there mentoring programs, peer tutoring program, youth leadership opportunities, or career exploration opportunities? Advisory could be where these efforts are initiated or supported if they already exist.

Has your design team investigated how advisory fits with courses?

To what extent are there communication skills classes (maybe in English) or adolescent issue discussions (maybe in guidance or health education)? Is there a role for advisory in these areas or would it overlap with other classes?

To what extent will your advisory program have and use a set curriculum?

Many schools have multiple resources from which advisors pick and choose. Other schools have binders of carefully collected materials. In some places it is understood that “the curriculum of advisory” is really the experiences, interests, values, skills, hopes, and fears of all the individual members.

The South Dakota Framework provides a “menu” from which to choose lessons and resources for both middle and high school programs. Use this framework as a guide to design a program that meets the needs of your students.

TEACHERS AS ADVISORS IMPLEMENTATION PROCESS

1. Organize

As planning gets underway, reflect on these questions:

- _____ 1. Is there support from administration, the guidance staff, teachers, parents, and the school board for the Teachers As Advisors Program?
- _____ 2. Has a Project Coordinator been assigned?
- _____ 3. Has a budget been designated?
- _____ 4. Has a steering committee been formed for the purpose of putting together the structure and curriculum?
- _____ 5. Has a suggested timeline for implementation been determined?
- _____ 6. How will you introduce the concept of the Teachers As Advisor program to your faculty?
- _____ 7. What resistance do you think you'll encounter as you introduce the idea of the Teachers As Advisor program?
- _____ 8. How will you address that resistance? Who will do this? By when?
- _____ 9. What individuals do you need to talk to individually for permission or to bring them on board? Who will talk to them? By when?

2. Plan

In this phase, you are researching the answers to these questions "What do we want the Teachers As Advisors program to look like in our school?" and "Who is responsible for what areas of the Program?"

- _____ 1. Seek input from parents, faculty, and administration through surveys and conversations.
- _____ 2. Conduct a needs assessment to validate need for the program.
- _____ 3. Communicate the assessment results to parents, teachers, students, and the administration.
- _____ 4. Determine overall program goals and specific grade level goals.
- _____ 5. Review the State Implementation Guide and curriculum materials to become familiar with project components.
- _____ 6. Visit with other schools who have implemented Teachers As Advisors.
- _____ 7. Develop an action plan and a timeline for implementation that includes:
 - Research

- Visits and/or calls to other schools
- Steering Committee meetings
- Public relations and promotional tasks for fielding questions, communicating design components, and building buy-in with faculty, staff, students, parents, and other community members in the year prior to launching the advisory program and throughout the year.
- Faculty training dates

3. Design

The next step in the implementation process involves identifying and tailoring the components for your school. You will want to think about the big picture – how will the program work? How are you going to communicate the program to administrators, teachers, parents, students, and the community in a way they can understand and support? Once you have decided on your overall approach, you will need to develop the specifics – the Guide for your school, student grouping, curriculum and the program schedule.

- _____ 1. Identify components from the State Framework to include in your program plan.
- _____ 2. Revise the identified information from the Framework to include in your Guide.
- _____ 3. Determine if the Teachers As Advisors program will be implemented in all grade levels.
- _____ 4. Determine if all faculty and staff will serve as Advisors.
- _____ 5. Determine how students will be grouped – by grade level, career clusters, gender, and/or mixed grades.
- _____ 6. Determine the size of groups.
- _____ 7. Determine how students will be assigned to advisors.
- _____ 8. Determine if students will stay with the same advisors through middle/high school years.
- _____ 9. Determine if students will be evaluated or given a grade.
- _____ 10. Determine your Advisory schedule: how often will you meet, for how long, and when? Make it a part of the regular school calendar.
- _____ 11. Get endorsement of your program plan from administrators and staff.
- _____ 12. Identify roles and responsibilities for the Steering Committee, Project Coordinator, Teacher Advisors, and students.
- _____ 13. Determine linkages to other school programs such as High Schools That Work, Tech Prep, Senior Experiences, Junior Achievement, etc.
- _____ 14. Create your calendar.
- _____ 15. Plan your staff inservice.

- _____ 16. Prepare your plan for review.
- _____ 17. Develop a name, logo, or slogan for your program.

4. Implement

When you reach this step, you have already done the hardest work. Before you initiate the Teachers As Advisors program, you will want to assess the need for staff development and carry it out in a systematic and timely way.

The Teachers As Advisors Initiative is a whole middle and/or high school program. A variety of people are going to participate in the program activities. Training will be critical to achieve the desired results. Training should provide an overview of Teachers As Advisors in general, specific information on the program for your school, roles and responsibilities of project personnel, as well as the entire staff, curriculum content and the program schedule.

- _____ 1. Communicate the Teachers As Advisors program design and plan to staff.
- _____ 2. Conduct a needs assessment to determine curriculum content.
- _____ 3. Access lesson plans and resources to develop a grade level scope and sequence.
- _____ 4. Prepare a teacher guide with resources and program information.
- _____ 5. Promote the program to students.
- _____ 6. Assign faculty and student groups.
- _____ 7. Conduct staff inservice on the program structure and curriculum content.
- _____ 8. Train new teachers as they enter the district.
- _____ 9. Review progress regularly, adjusting expectations and plans as needed.
- _____ 10. Take time to celebrate the success of your program!

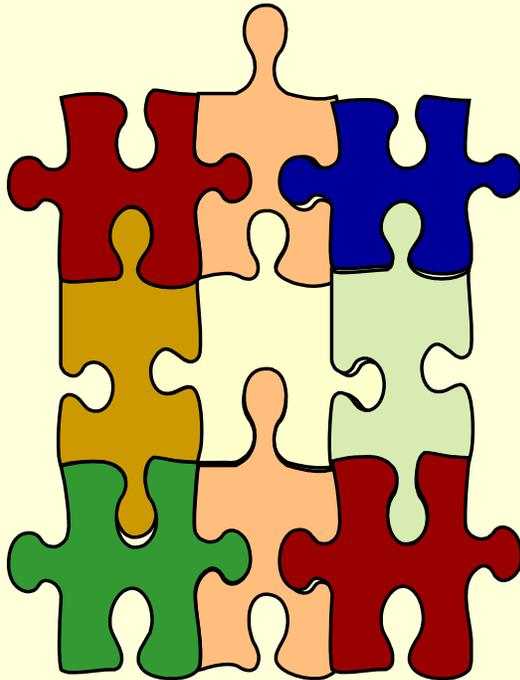
5. Evaluate

Project evaluation plans were built into the designing step when you examined requirements and procedures for your local program. In this phase, you will need to frame your evaluation based on your goals for the Teachers As Advisors program, as well as student outcomes. Be sure to include an annual review in your evaluation plan.

- _____ 1. Goals have been identified for the Teachers As Advisors program.
- _____ 2. Student outcomes have been identified.
- _____ 3. Program and students results are analyzed.

- _____ 4. Student, parent, and teacher follow-up surveys have been conducted.
- _____ 5. Program modifications based upon results have been recommended.

Putting Together the Teachers As Advisors Puzzle for Your School



1. PROGRAM GOALS
2. ROLES AND RESPONSIBILITIES
3. SCHEDULE
4. STUDENT GROUPS
5. CURRICULUM FRAMEWORK
6. EVALUATION
7. PROFESSIONAL DEVELOPMENT
8. STUDENT-LED CONFERENCES
9. LINKING TEACHERS AS ADVISORS WITH OTHER PROGRAMS
10. APPENDICES

THE ADVISORY DESIGN PUZZLE

This section takes each piece of the Advisory puzzle and offers information to guide your design team through its planning. We recommend you start out by creating a rough draft---and then coming back and revisiting each section to make sure that all the pieces fit together forming a complete program.

Three suggestions for the design team to keep in mind:

- Keep asking the questions that connect the vision to the daily reality.
- Remember, no puzzle should be considered finished until all puzzle pieces fit.
- Return to the design questions throughout the first year of implementation (and maybe longer or every few years) for refining.

Consider implementing advisory all at once or in stages. Building buy-in, developing competence, and creating a good program takes time and strategic thinking. What arrangements will be successful at your school?

Staging advisory can involve decisions about the frequency of sessions, the length of sessions, and involving the whole faculty and student body or only some grades or career clusters. There are potential advantages and drawbacks with each decision to phase in implementation.

Your program can start with infrequent sessions that become more frequent or start with short sessions, building up to longer advisory meetings over the year. Advantages of phasing in frequency or length include not scaring faculty and alleviating some of the planning. Disadvantages can be not developing a sense of community or having enough time for academic advising.

Phasing in students and faculty – that is, starting with one grade level or career cluster, and adding other grades or clusters the second year – also carries advantages and drawbacks. There will be fewer lessons to plan and fewer advisors to train. This design might mean that advisors have volunteered for the role (rather than being forced into it), and might be able to model and mentor new advisors in the future.

ADVISORY DESIGN SEQUENCE

This worksheet is designed to assist schools in the design of advisories that function within a coherent school program to support higher achievement for all students through increased personalization.

School Goals

Questions to consider:

1. What does our data say?
2. What do we want our student to achieve?
3. What is our mission?
4. What is our short-term focus (e.g., reforms in progress, achievement plan, etc.)
5. What population do we serve?
6. What other programs do we have in place?

** Throughout the design and implementation stages, it is critical to involve parents and students in the conversation and to be vigilant for which constituents of the school community you may be (inadvertently) excluding. Personalization is about equity, and effective advisory design is inclusive and collaborative.

Advisory Goals

Questions to consider:

1. Given the various programs we have or will have, what needs should our advisory program address?
2. How will advisory be aligned with school goals?
3. How will advisory relate to or interact with other programs to coherently address school goals?
4. What functions currently served by other programs might be better served by advisory?
5. How much can we realistically accomplish in an advisory period?

Advisory Design

Questions to consider:

1. How can we tailor the advisory design to best serve the needs of our students and staff?
2. How can we restructure our schedule to include advisory time?
3. Who will be the advisors?

Advisory Strategies

Questions to consider:

1. What will advisors and advisees do with their time together (one-on-one and as a group) in order to accomplish the goals of the program?
2. Are these plans consistent with the design of the program?
3. How will we provide training and support for these strategies?

Implementation Issues

Questions to consider:

1. Have we prepared teachers, students, and parents for the advisory we've designed?
2. If our advisory design involves additional teacher time (preparing curriculum, advising students), what will be taken off teachers' plates to accommodate these changes?
3. Have we provided the necessary supports to ensure success of our plans?
4. How will we know the program is accomplishing what we want it to accomplish? How will we respond if we learn it is not?

Advisories

1. PROGRAM GOALS

Start with your school’s mission. What goals could advisory serve to better achieve that mission? Perhaps your school’s mission emphasizes certain character traits, habits of mind, preparation for a specific career field, or building skills for character and/or citizenship. Any of these missions can influence your advisory goals.

Consider your student population. What goals could advisory serve to help them be more successful? Be sure to think about *all* of your students. There may some for whom advisory could make a significant difference in their experience of school.

Following are examples of workable goals for Teachers As Advisor programs. Goals are what you want to accomplish; activities are what you do (action) to accomplish your goals. The activity grows out of the goals.

As you design your Advisory program, keep in mind that some pieces fit well together, some do not. The first step in designing your program is to answer the questions **“Why do we want to have a Teachers As Advisors program in our school?”** The answer(s) to this question sets the stage for total program development.

Use these as a basis of discussion, adapting these to fit your school, or adding new goals.

Goal: Community building among students, promoting a positive peer culture

Goal: Academic advising and coaching

Goal: Preparing students for post-secondary education and a career

As your implementation team considers what the goals will be for your advisory program, there are likely to be specific schedules, professional development needs, and other pieces of the puzzle that will need to be considered. It will be important to do frequent reality tests throughout the design process. Building a habit of asking reality-test questions will help connect the abstract ideas to the concrete tasks. For example, ask yourselves:

- If your goal is career exploration, what kinds of activities and reflections will you need to do and how much time do those exercises take?
- If your goal is improving student’s interpersonal skills, what kinds of exercises will be effective, in how much time, and with what training?
- If you are planning to combine students across grades, let’s say, grades 9 through 12, what specific exercises and tasks during advisory will take advantage of that mix and still serve each student’s needs?

- If you plan to make advisors the primary contact for parents, have you made time for that task? What procedures should be established so advisors get the information they need to be helpful to students and parents? What training, protocols, or coaching might teachers need to communicate effectively with the parent population?

How will advisory coordinators, advisors, and students know that the program is working? Which goals will have observable outcomes? How will those outcomes be measured? These are all important considerations to be built into your master plan.

Goals offer purpose and inspiration. They also will help the design team select content and decide on logistics and many other aspects of the process, so don't leave your goals in a file, bring them into the practical planning conversations, as well as program evaluation.

The Advisory Guide

2. ROLES AND RESPONSIBILITIES

Principal

The principal, with the help of teachers in the school, is responsible for establishing and implementing the Teachers As Advisors program. The principal should:

- Provide encouragement and support for the program.
- Consider establishing a steering committee to initiate, monitor, and maintain the advisory program.
- Communicate the goals and expectations of the advisory program to the school community.
- Assign teachers to be advisors and arrange for changes in student-advisor matches if necessary, in accordance with policy and procedures outlined by the steering committee (or the principal, in the absence of a steering committee).
- Arrange for the training of advisors.
- Arrange for the availability of time and suitable space and facilities for advisors to meet with their students.
- Provide resources to support the program.
- Develop a system to provide advisors with information about students' academic progress.
- Develop a process to correlate exceptional students' annual education plans with their IEPs (including transition plans, where applicable), and ensure that these students have equitable access to career exploration opportunities that reflect goals set out in their annual education plans and IEPs.
- Oversee the communication of information to parents and the arrangements for parental involvement.
- Conduct program reviews as required.

Steering Committee

The steering committee may:

- Help teachers develop a clear statement of the benefits to students of the advisory program.
- Advise on the structure and content of the advisory program.
- Inform staff about existing advisory programs and program models.
- Identify staff needs and provide direction on the training of advisors to address these issues.
- Develop curriculum and activities for advisor/advisee sessions.
- Coordinate the development and long-term planning of advisor activities.
- Advise on the process for providing support to advisors from guidance counselors, special education staff, and others.
- Devise a process for matching advisors and students.
- Develop a school policy to address requests for changes in student-advisor matches.

- Devise a communication strategy to inform and involve parents.
- Maintain a calendar of events relating to the advisory program.
- Identify resources for the program, including human resources and reference materials.

School Counselor

School counselors coordinate the link between the advisory program and the guidance and career education program. School counselors:

- Provide ongoing support for advisors as they help students develop their annual education plans.
- Help to develop activities that relate to the goals of the guidance and career education program, including interpersonal, student, and career development activities.
- Act as a resource for advisors with respect to the following:
 - The school's guidance and career education program.
 - Guidelines for students to use in course selection.
 - Information and resources relating to university, college, and apprenticeship training programs and career and employment opportunities.
- Act on referrals from advisors.
- Establish links with community agencies as necessary.

Teacher Advisors

Teacher advisors may take an active role, in cooperation with the steering committee, in developing and planning the activities they will undertake with students in their advisor meetings. Advisors' responsibilities fall into the three main areas listed below.

In assisting students with their Personal Learning Plans, advisors:

- Help students set goals, develop action plans, and review their plans.
- Help students develop the skills necessary to complete their annual education plans (e.g., self-awareness, goal setting, planning, decision making, time management, research, information management).
- In cooperation with a school counselor, help students access a variety of information sources on post-secondary education and career options.
- In cooperation with special education teachers, help students who have IEPs set goals and action plans that complement and support their IEPs (and, where applicable, their transition plans).
- Help students with their course and option selections.
- Help students prepare for transitions to a new grade, a new school, or their post-secondary destination.

As monitors of academic achievement, advisors:

- Monitor the academic progress of their students closely and refer them to school counselors or other staff if additional or specialized support is needed.
- Must be aware of the referral process in their school and understand the role of school counselors, special education teachers, and staff who may be able to help students with particular problems or needs.
- Review the report cards of each student assigned to them.
- Help students make connections among academic progress, their annual education plans, and their future goals.
- Help students develop the skills required for success in school (e.g., time-management skills, organizational skills, study skills).
- Attempt to know each student in the advisory group on a personal basis.
- Provide an environment for the advisory group that will facilitate a cohesive, supportive, peer group.
- Develop feelings of trust and caring within the advisory group.

As contacts for parents, advisors:

- Communicate with the parents of the students assigned to them at the start of each school year.
- Facilitate communication between home and school and respond to parents' questions.
- Participate in summary reviews of students' annual education plans twice each year with students and their parents.
- Refer parents to subject teacher, guidance counselors, special education teachers, or the principal, as appropriate.

As advisors, must:

- Maintain classroom discipline.
- Utilize advisory time to teach lesson provided within the time allowed.
- Understand relationships between advisee and advisor are to be kept at a professional level.
- Adhere to a strict confidentiality policy as discussed.

Classroom Teachers

Classroom teachers:

- Communicate to impart information about students' academic achievement and learning skills and to identify areas in which students need to improve.
- Help students relate the skills and knowledge learned in their subject areas to skills and knowledge required in a variety of educational contexts and careers.
- Help students identify their strengths and offer ideas as to how those strengths might be reflected in their educational and career planning.

Students

Students are responsible for:

- Attending regularly scheduled advisory sessions.
- Participating actively in advisory sessions.
- Developing, reviewing, and completing their Personal Learning Plans.
- Participating in two summary reviews of their Personal Learning Plans each year with their advisors and their parents.

Parents

Parental support is a key factor in students' academic success. Parents can help their children by:

- Supporting them in developing, implementing, and reviewing their personal learning plans.
- Supporting the advisory program.
- Participating in summary reviews of their children's Personal Learning Plans twice each year by providing feedback on the Personal Learning Plan form and attending any scheduled conferences.
- Helping them identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.

The Advisory Guide

QUESTIONS AND ANSWERS ABOUT ROLES AND RESPONSIBILITIES

If an advisory program is new to your school, the role description for advisors will be clearest if it articulates what the role of an advisor is and is not.

To accomplish the task of defining the advisor's role, the design team can consider the questions below. Understanding one's role is a personal matter, however, so even if the design team has discussed these questions, advisors should have a chance to explore them as well.

How are advisors different from counselors or school social workers?

This question has generated some of the most important conversations, as teachers consider becoming advisors. Many are relieved to find out that the advisor role is quite different from that of counselor and social worker, who have very specialized training. Advisors will have ten to twenty advisees over a year or more, as compared to a school counselor with several hundred students on her or his caseload. Thus, advisors are often the first person to notice that an advisee needs counseling, and they may monitor a given situation over time. They should not, however, be expected to provide psychological or crisis counseling.

What will be the advisor's role related to academics?

Minimally, most advisors are expected to meet with students to review grades and set goals. Many advisors are responsible for monitoring their advisees' progress and, when necessary, making referrals for counseling, tutoring, or other services. Some advisors are expected to teach study or test-taking skills, guide course selection, and make suggestions to teachers as to how to reach a particular student. When advisory includes enough time, advisors can very effectively help students develop portfolios and practice making presentations.

In some schools, advisors distribute report cards and progress reports. In other schools, teachers send progress reports to an advisor, who reads them, looking for patterns, challenges, and accomplishments, sometimes writing a summary progress report that goes to parents/guardians. In any of these cases, will it be teachers' responsibilities to keep advisors informed, vice versa, or both?

What will be the advisor's role related to post-secondary and career counseling?

Advisors can be assigned to teach, or to encourage practice of, interview skills. They can encourage post-secondary and/or career exploration. In some schools, counselors take the lead on post-secondary and career counseling, with advisors playing a hosting and coaching role. Of course, any of these duties can be time consuming, so it will be important to make sure that this piece of the puzzle is in sync with the advisory schedule.

3. SCHEDULING

Implementing an effective Teachers As Advisors program requires some adjustment of the school schedule to provide the time advisors need to spend with their students. There are several options:

- Allocate time for advisement and other activities daily. Some schools have set aside a period that is typically about 30 minutes each day as an advisement period. This time can also be used as an extra-help period for those who need it or as a study time for others. Using this approach, the advisor can usually talk one-on-one with each advisee at least once a week, assuring that there is ongoing close contact. With such frequent meetings, problems can be caught early and appropriate interventions provided. Some schools that still have a homeroom period assign students to their advisors for homeroom and use this time as the advisement period. The daily advisement period is especially important in grade nine for at least the first nine weeks. That intensive time is crucial during the initial transition time to high school.
- Schedule time for advisement and other activities weekly. Another popular approach is to adjust the schedule so that at least a half-hour block can be used for advisement. Some school also use this period for club activities, but that approach is not without problems. Students who need the support provided by an advisement period either get excluded from club activities or end up not seeking the extra support they need. Many schools that have tried to combine the two eventually decide to separate these activities. If this period can be kept primarily for advisement activities, the advisor has time to meet with at least half of the advisees weekly and the larger block provides more time for tutorial activities and gives students extra time to work on in-depth projects or enrichment activities.
- Set aside time monthly or twice monthly to offer an advisement session. Some schools schedule a block of time only once a month during which faculty are expected to present a series of advisement sessions. This approach does not provide the same amount of time for one-on-one advisement that a daily or weekly period offers, but may be the only option that some schedules can accommodate. In such cases, schools should allocate time immediately after report cards or progress reports are sent home for the advisors to meet with students to discuss progress and to determine which students will require extra help.

Regardless of the schedule a school selects, there must be planned activities for each advisement session. Lack of a formal structure will result in ineffective advisement and dissatisfaction among students and staff; it may ultimately destroy the advisement program.

4. Student Groups

HOW ARE STUDENTS AND ADVISORS PAIRED?

Many schools elect to have the same advisor stay with the same group of students each year until graduation. For example, the students' freshman advisor moves up with them and becomes the sophomore advisor, and so on, throughout high school. Likewise, in middle school, the grade six advisors would remain with the same student through eighth grade. This works well when the school is phasing in its Teachers As Advisors Program. In year two, a second group of volunteers can be paired with the incoming freshman class or sixth grade and the first group of advisors moves up with their advisees. Keeping an advisor with students in the same class also works best for delivering guidance lessons that are typically grade specific.

The unique circumstances at each school must be given careful consideration in determining how to pair students and advisors. Another option used in schools that have established freshman academies, is to use academy teachers as the freshman advisors and then in the sophomore year, assign students a new advisor who then stays with them throughout the rest of high school. A few schools have chosen to have students change advisors each year, but that approach does not appear to foster bonding of students and advisors to the same degree as an approach that maintains continuity over several years.

There are a variety of ways students can be paired with an advisor:

- Alphabetically within the appropriate class. (This facilitates distribution of test scores and other student material.)
- ESL students paired with a staff member who speaks their native language, when possible.
- Based on similar career interests. (Teachers can be asked to select two career clusters; students can be given the same survey – students matched accordingly.)
- IEP students - Students with individualized education plans can usually be accommodated in regular groups. IEP teachers may want these students in their own group.

5. CURRICULUM FRAMEWORK

The curriculum for Teachers As Advisor programs is built around identified program goals that relate back to the school's mission statement, as well as the results of needs assessments and surveys. It is based on grade level expectations and put into a scope and sequence that is seamless from grade level to grade level. Following are some areas to consider when designing the curriculum for your program.

The curriculum content should:

- Be based on teacher and student input
- Be based on guidance and counseling standards
- Address the specific needs of school and community, such as:
 - Social / communication / positive interpersonal relationships
 - Respect for self and others / good citizenship
 - Accepting responsibility for education and actions
 - Develop group, team, and school spirit
 - Academic monitoring / assistance/motivation
 - Study, test-taking, and note-taking skills instruction
 - Self-esteem activities / self-awareness growth
 - Appreciating talents, health, and potential
 - Understanding and making commitments
 - Decision making / coping skills / problem solving
 - Career education / guidance / future planning
 - Setting and obtaining goals / organizing tools
 - Intramural activities / community service projects
 - School issues and concerns / adjustments
 - Substance abuse / current adolescent issues, i.e. bullying

ADVISORY PROGRAM CONTENT – CONTINUUM EXERCISE

- 1. Teachers As Advisors program content should be tailored to meet the needs of students and the school.**

Strongly agree _____ Strongly disagree

- 2. Teachers As Advisors program content should be organized around specific questions, themes, or skills.**

Strongly agree _____ Strongly disagree

- 3. Teachers As Advisors program content should include routines that are common among all advisory groups.**

Strongly agree _____ Strongly disagree

- 4. Teachers As Advisors program content should be designed by members of the school community, drawing upon a variety of pre-packaged resources.**

Strongly agree _____ Strongly disagree

- 5. Teachers As Advisors program content should be explicit and consistent across all advisory groups in the school community.**

Strongly agree _____ Strongly disagree

- 6. Advisors should have the flexibility to adapt advisory program content based on the knowledge they have of their advisees.**

Strongly agree _____ Strongly disagree

The Power of Advisories

INPUT FOR THE TEACHERS AS ADVISORS PROGRAM

TEACHER SURVEY

Instructions: Please complete this survey to help the counseling department plan future services and activities for our Teachers as Advisors Program. Thank you for your help.

ACADEMIC DEVELOPMENT

I think it is important for students to:

1. maintain, review, and revise a four-year academic plan to successfully complete their high school graduation requirements.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

2. develop and follow a four-year academic plan to match their evolving career and educational goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

3. understand how graduating from high school will better prepare them for continuing education and entry level jobs.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

4. realize how their decisions and actions lead to specific outcomes.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

5. value learning beyond their high school education.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

6. develop and use listening skills in a variety of academic and social situations.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

7. develop and use organizational and time management skills for success in school and in future employment.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8. have resources/technology available to me, in order to complete school work and accomplish academic goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

9. develop and use study skills necessary to take, organize, and use their notes effectively.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

10. understand the importance of setting up short and long term goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

CAREER DEVELOPMENT

I think it is important for students to:

11. understand how life situations and circumstances influence the achievement of their career goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

12. identify positive motivating factors and roadblocks to achieving their academic and career goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

13. review and incorporate their personal learning styles, interests, strengths and weaknesses in relation to educational and career planning.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

14. research career opportunities that relate to their interests, abilities, and lifestyle choices.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

15. have access to occupational resources to assist in students career planning.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

16. identify appropriate choices during high school that will lead to marketable skills for entry level employment or for advanced education.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

17. demonstrate positive attitudes, behaviors, and skills necessary to obtaining and maintaining a full-time or part-time job.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

18. be aware of career opportunities available at various post-secondary institutions.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

19. take the required steps toward transitioning from high school to post-secondary education, advanced training programs, and/or the world of work.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

20. explore experiences available to them that help define and clarify my career interest areas.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

PERSONAL/SOCIAL DEVELOPMENT

I think it is important for students to:

21. have an understanding of their own growth and development.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

22. recognize and accept their personal strengths and weaknesses.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

23. possess and maintain a consistent positive self-image.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

24. use appropriate ways to express their feelings when coping with sadness, stress, and conflict.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

25. demonstrate appropriate anger management, self-control, and conflict resolution skills in a variety of settings.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

26. demonstrate responsible behaviors when interacting with their peers.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

27. demonstrate the ability to relate and work successfully with individuals of different gender, culture, and/or disabilities.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

28. accept, respect, and appreciate differences in people.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

29. develop healthy relationships with their parents, siblings, friends, adults, co-workers, girlfriend/boyfriend.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

30. use good communication skills in a variety of group situations.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

**THANK YOU VERY MUCH
FOR YOUR TIME AND SUPPORT!**

INPUT FOR THE TEACHERS AS ADVISORS PROGRAM STUDENT SURVEY

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30. use good communication skills in a variety of group situations.

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1	2	3	4

**THANK YOU VERY MUCH
FOR YOUR TIME AND SUPPORT!**

TEACHERS AS ADVISORS CURRICULUM MAP SAMPLE
(Duplicate as needed)

Grade <hr/>	Academic Development # of Sessions: _____		Career Development # of Sessions: _____		Personal-Social Development # of Sessions: _____	
	Lesson	Standards	Lesson	Standards	Lesson	Standards
Theme <hr/>						
Grade <hr/>	Academic Development # of Sessions: _____		Career Development # of Sessions: _____		Personal-Social Development # of Sessions: _____	
	Lesson	Standards	Lesson	Standards	Lesson	Standards
Theme <hr/>						

6. EVALUATION

Evaluation is the key to the success of any Teachers As Advisors program. Adjustments can be made based on the feedback given. In addition, positive evaluations and words of praise provide valuable data to support the program. It is a good idea to evaluate, giving advisors responsibility for developing evaluation instruments, compiling data, and sharing results. The program evaluation should include:

- Survey students to determine the benefits they received.
- A parent survey.
- Teacher survey to gather information about successes of the program and suggestions for improvement.
- Evaluations should consider identified outcomes, showing a decrease in dropouts, greater skill development, completion of portfolios, or an increase in achievement scores.

All evaluation data should be tabulated and shared with the administration, faculty, parents, and school board.

Questions to ask when evaluating the success of the program.

- Does this meet your school's mission statement?
- Have the objectives of the school's teacher-advisor program been met?
- Have the needs identified by our needs assessment been met?
- Would a new needs assessment be appropriate at this point?
- How can we improve our program?

Included in this section are examples of tools to use for program evaluation.

**TEACHERS AS ADVISORS PROGRAM
STUDENT EVALUATION – SAMPLE 1**

Please respond to each item by circling the appropriate answer.

Overall, I believe the Teachers As Advisors Program sessions were a positive experience.

Yes No

I feel there should be more sessions.

Yes No

I feel that the sessions should be longer.

Yes No

I feel comfortable in Teachers As Advisors Program sessions.

Yes No

I feel that this program is valuable and helpful to my future.

Yes No

What session(s) was the most useful to you? Why?

How do you feel we could make the sessions better?

Do you have any ideas for future activities?

Are there any activities you felt were not helpful and should be dropped?

Thank you!

TEACHERS AS ADVISORS PROGRAM
STUDENT FEEDBACK – SAMPLE 2

Please answer the following questions. Circle the response that reflects your thoughts on the following statements:

1. The meetings have been helpful to me.

Yes

No

2. I learned some things that I think will be valuable in the near future.

Yes

No

3. I would rate the experience overall:

Very Good

Somewhat Good

Not Good

4. If you were to make one suggestion on how to improve the quality of the Teachers As Advisors program, what would it be?

5. What educational topics would be useful to you for next year's program? Examples: calculating GPA, credit check, etc.

Teachers As Advisors, Oklahoma

**TEACHERS AS ADVISORS PROGRAM
PARENT EVALUATION FORM – SAMPLE 2**

Dear Parent/Guardian,

Please take a moment to answer the questions below about your child's advisor. Your input is valuable to us as we evaluate the teacher-advisor program. You do not need to note your child's name, but please share the name of the advisor. Thank you.

Advisor _____

Observation	Yes	No	Comments
1. Do you feel you can contact your child's advisor with any questions or concerns you have?			
2. Do you feel your child's advisor has kept you informed of your child's academic progress?			
3. Do you feel your child's advisor has kept you informed of other issues related to your child's school experience?			
4. Have you been invited to participate in the advisory process with your child by his/her advisor?			
5. Do you feel comfortable sharing information about your child that may impact his/her school experience?			
6. Do you feel your child has developed a beneficial relationship with his/her advisor?			
7. Do you feel your child's advisor is serving as his/her advocate in the school?			
8. Do you feel your child's advisor sufficiently monitors his/her academic progress and advises your child and you accordingly?			
9. Do you feel your child's advisor satisfactorily guides the advisory group toward meeting the stated purpose of the program?			
10. Other comments.			

TEACHERS AS ADVISORS PROGRAM LEADERSHIP TEAM ASSESSMENT – SAMPLE 1

Complete first by individual leadership team members and then debrief among the entire group. (If your school does not have a leadership team, this form can be adapted for administrative staff.)

Please answer each question with Rarely, Often, or Always and give comments when necessary.

Assessment Criteria

1. The leadership team meets regularly to discuss advisory issues.
2. All leadership team members are present at advisory meetings.
3. The leadership team identifies student and school needs to be served by the advisory program.
4. The leadership team ensures sufficient planning is undertaken before implementing the advisory program or introducing new elements to it.
5. The leadership team provides advisors with training, resources, and other support.
6. The leadership team seeks to build consensus about advisory program decisions, facilitating discussions among all members of the school community (students, parents, faculty and staff).
7. The leadership team ensures adequate time is given to advisory activities.
8. The leadership team gathers evidence that attests to the advisory program's effectiveness, including both quantitative and qualitative measures.
9. The leadership team regularly considers how organizational design impacts the degree to which program purposes are met.
10. The leadership team reviews advisory program content and its relevance to the program purpose.
11. The leadership team actively seeks feedback about the advisory program and is open to suggestions from the school community.

7. PROFESSIONAL DEVELOPMENT

The success or failure of the Teachers As Advisors Program ultimately rests with how well advisors are trained. Failure to adequately prepare advisors for their new role is the primary reason programs do not succeed.

The following list notes the essential knowledge advisors must have. Other items can be added to this list, depending on the unique requirements of each school, but these items are "musts". All advisors should know and understand:

- How to read a student transcript
- School graduation requirements, including required courses and options
- Specific course requirements for each of the three South Dakota graduation pathways
- Course offerings as outlined in the course guidebook (chairs of each department can be enlisted to review the offerings in their areas)
- How to design a six-year Personal Learning Plan
- Difference between college-preparatory, honors, and Advanced Placement courses
- Opportunities students have to earn post-secondary credit while in high school: articulated credit, AP credit, dual enrollment, joint enrollment
- Post-secondary opportunities and entrance requirements for area technical institutes, colleges, and universities
- Military opportunities, special-purpose school opportunities, state-registered apprenticeship opportunities, and industry-sponsored training opportunities
- School-sanctioned work programs (such as Youth Internships) that enable students to connect on-the-job experiences to their school work
- State scholarship opportunities including the SD Opportunity Scholarship program
- How students can access career information and incorporate in their curriculum
- Basic information about each of their advisees, including ethnic background, socio-economic status, grades, test results, school attendance, and previous disciplinary actions
- How to conduct a successful advisement session
- How to deliver the advisory curriculum

FACILITATION TIPS FOR BUILDING AND MAINTAINING GROUP COHESION

No matter what the focus of your advisory program—career development, academic coaching, interpersonal skills, or any other focus—the students in the group will need to feel comfortable with each other. Some basic tips for encouraging and sustaining a sense of community are listed. It is crucial that this kind of group development happen before dealing with tough or sensitive topics. For many more suggestions, see the next article, *Facilitation Tips for Discussing Tough Topics*.

Further, some of the significant learning available through advisory will be about group membership and group dynamics. Advisory can be a lab for understanding how people initiate and develop a sense of community, how they join and leave groups, and how they lead or dominate, participate or distract. The tips below offer many strategies for group development, feedback, reflection, and debriefing practices. The formats and several activities encourage this aspect of advisory as well.

- **Spend time in the first few sessions making absolutely sure that students know each other's names.** Build from exercises that are easy and safe (name games, group bingo-types games, sharing summer stories) to exercises that encourage more bonding (peer interviews, sharing stories of family culture and heritage, compiling hopes and goals for the year). Everyone wants to be known and feel welcome, so the initial too-cool-to-play attitude usually subsides quickly. If the group has 15 or more students, these experiences will be especially important for curtailing cliques and isolation.
- **Have the group identify a few guidelines or agreements for how they want to interact.** “What guidelines will promote the most comfortable atmosphere in our advisory group?” Another approach is “Describe a group or team in which you participated that met everyone’s needs and functioned really well. How did the members treat each other? What were their norms? What should our norms be?” Also, talk about who is responsible for maintaining the agreements. Do not let the group name you, the advisor, as the sole enforcer. Advisory is the students’ community; these are their agreements. Establishing in the first few weeks that they want to be treated with respect, for example, and what that looks and sounds like, will prevent some challenging behaviors and give you and the students a mutually agreed upon guideline to talk about. When referring to the agreements, don’t treat them like institutional rules, as in, “You’ve broken our rule about respect. Please live up to it.” Refer to the value of the group. “Wow, that comment didn’t sound respectful to me. Do you want to change your wording? Should we alter the agreement? How do others feel about it?”
- **Comfort and familiarity develop more easily in small groups than large ones, and rarely develop within the timing of one simple exercise.** Start the year with various activities and tasks to be done in pairs or small groups. Have

each small group work together on a few tasks, and have students work with different partners for the next few tasks. Continue the pattern.

- **Establish positive habits for small- and large-group work, making those habits routine, not just for a particularly challenging activity or the least productive group.** Implementing inclusion expectations, reflection, feedback, and debriefing practices frequently in the first several weeks and intermittently thereafter establishes expectations and prevents many problems. When difficulties do arise, students will have more practice at how to understand and communicate about group interactions.
- **Establish some rituals so students encourage and celebrate each other's accomplishments.** The rituals can include giving energizing fruit and munchies to the 10th graders about to take the state assessments, or offering a group cheer to the 11th graders after their PSATs or the actors and musicians in a recent play. Some advisory groups note birthdays—another way to celebrate every member.
- **Encourage students to help choose and lead activities, individually or in pairs.** Coach them ahead of time so they are not set up for embarrassment.
- **If new students join your advisory group during the year, take the time to invite them into advisory rituals and projects explicitly.** Use new exercises, letting everyone feel a bit shaky and unprepared again.
- **If a student leaves your advisory group, or becomes ill for an extended time, note the loss or absence with a send-off, gift, card, visit, or other supportive gesture.** As a group bonds, the loss or absence of a group member decreases the sense of cohesion. If it goes unnoted, it can feel like a secret that cannot be discussed.
- **Reflect the dynamics of the group back to the group for consideration in order to model and encourage conscious participation.** Ask the advisory group questions about its own behavior and style. These questions help them articulate their own group dynamics, and give them responsibility for describing the dynamic they want. “We seem stuck. Does it seem like that to you?” “I think about half the group has spoken. Is that enough?” With the last question, advisees have to say, “No, I want to hear from Tara and Carlos,” rather than the advisor having to say it.
- **Watch for advisees who dominate, distract, rebel, or withdraw.** Reach out to them privately to find out how they perceive the group and their own role in it, what they need from the group, and offer feedback.
- **Encourage full and reasonably equal participation.** This includes watching for discussion patterns that get in a rut, advisees who are excluded, those who frequently accommodate others, and those who always seem to be the leaders

or the attention-seekers. Group members operate in relationship to each other. For example, the presence of dominators probably assumes the presence of accommodators, etc. Talk privately with these advisees and their counter balancers. Ask how they perceive their role and their effect on others, what they might like to change, and then offer them feedback.

- **Initiate a conversation with the group about challenging dynamics if dominating, withdrawing, unequal participation, or other challenging behavior persists.** Although private interventions will hopefully succeed, the challenging behavior did not just happen to one individual, it happened to the whole group. If one student has been especially difficult, help him/her figure out what to say to the group to get a head start on diffusing some of the tension. “I don’t think our group has felt as comfortable or been as effective as we could have been lately. I’ve spoken with Alex about it. I think he and all of you probably have some important views on what’s been happening.”

The Advisory Guide

FACILITATION TIPS FOR DISCUSSING TOUGH TOPICS

Tough topics will arise. Maybe it will be about cliques in the advisory group, or a drinking and driving collision involving students, or a national event like a terrorist attack or going to war. Students know what is happening and their concerns can easily show up in their behavior or mood. Advisory is ideal as a forum to clarify information, name emotions, and receive support. If advisors have spent time building a sense of community and establishing positive norms, most of the groundwork will have been laid. Here are a few more specific tips for tough conversations.

- Be available; show that you are paying attention. Particularly during crises, whether they are personal, local, or global, students need to know that adults are available to talk to them and are watching out for them.
- Listen to students and invite their thoughts. When students are concerned or upset, it is helpful for them to know they are not alone. Feeling a sense of connection is more reassuring than hearing a sophisticated analysis.
- Encourage students to generate an array of questions and consider different perspectives. If complex events are handled as if they are simple, they can quickly lead to polarized debates.
- Facilitate the group so that it models the reassuring community that students are sensing has been shaken. Many techniques can help, such as:
 - Speed Questions to evaluate session;
 - Go-rounds, so that everyone, not just the loudest voices, can speak if they so choose;
 - Wait time between speakers or maybe even paper for jotting down thoughts, so more students will be able to contribute ideas, and those ideas will be clearer; and
 - A talking stick or other object (if students are nervous speaking publicly, holding something can help).
- Quickly intervene or defuse verbal attacking. Students who already feel anxious about a recent occurrence might express things strongly, but it won't do them or their peers any good if those strong expressions are personal.
- Check specifically with students who are quiet or acting in uncharacteristic ways. Some students will seek you out if they need to talk; others need proactive encouragement.
- As an advisor, you are a support, not necessarily an expert. Use the group as a resource; they can compare perceptions and find information. The advisory coordinators can supply a list of information or referral resources.
- Reflect on your own views and beliefs, and consider to what extent those are appropriate to contribute to the conversation. What is most important is showing students that you are listening, not lecturing.

The Advisory Guide

8. STUDENT CONFERENCES

Why and when should a student/parent/advisor conference be held?

Perhaps the most critical activity carried out by advisors is the annual conference with parents and student. Schools have adopted a wide variety of approaches for how the conferences are conducted. Here are some general guidelines.

The ideal time of year for the conferences is in the late winter or spring around the time that students traditionally make course selections for the coming year. Some schools plan a single event held over several afternoons and evening hours. Others have decided to hold conferences on a Saturday followed by a day off on Monday to make up for the time teachers are asked to work on the weekend. Another option is to leave it up to each advisor to schedule appointments at the mutual convenience of the advisor and each family. In this case, the conferences must span a week or two. Conference may be held at school or away from school.

What should be covered in the parent/student/advisor conferences?

A common outline of items to be covered in the conference, such as the list below, can be most helpful for advisors.

- Make introductions (if this is the first meeting).
- Review the student's academic profile (which includes test scores and samples of student work).
- Review the student's performance in each course.
- Review the student's goals to determine if these have changed. In the initial meeting, goals will need to be established.
- Review the courses that are recommended for the student for the next year. Remember, the academic courses that prepare students for college are also the best course to prepare students for work.
- Review, if possible, the student career portfolio and/or Personal Learning Plan. This review can open many avenues for conversation between the student and parents.
- Discuss recommended courses and future implications.
- Discuss work-based learning opportunities, extracurricular activities, and extra-help activities that support the goals established in the student's plan.
- At the end of the conference, have parents complete an evaluation.

The parent-teacher conference may also be a good time to cover the evaluations with the student, parent, and teacher.

LETTER TO SEND TO PARENTS - *SAMPLE*

Date _____

Dear _____

Parent-teacher conferences will be conducted at school on (day of the week), (month) (day) and on (day of the week), (month) (day) (year). We have set aside the hours from (time) to (time) on (day of the week) and from (time) to (time) on (day of the week) for conferences.

Student success is greatly enhanced when parents “team up” with teachers and become part of the student’s decision-making process. I hope you will be able to attend!

Our school now has a Teachers As Advisors Program. I am your child’s advisor and will meet with you and your student each time we have parent-teacher conferences until your child graduates. I also meet each month, or as needed, with your child to discuss career planning, academic achievements, communication, self-concept, decision making, and problem solving techniques.

The time scheduled for your conference is (time). We will meet in (location). I will have your child’s report card for you. Enrollment information will be sent home with your child prior to the conferences to give you time to look over our course offerings. Other teachers may have times available if you wish to visit with them while you are on campus. Counselors will also be available for any questions you may have.

If this time is not convenient, please indicate the time you will be able to come. If you have any questions, please feel free to call me at (phone number) during the hours of (times).

Sincerely,

Teacher Advisor

Please respond below:

Student’s Name _____

Parent’s Name _____

_____ I will attend at the scheduled time.

_____ I would prefer the following date and time: _____

_____ I will not be able to attend.

Parent’s Signature _____

EVALUATION FORM: TEACHER FEEDBACK

1. What went well with the conferences?
2. What specific changes can be made to improve the program?
3. What can be done to improve the training for the advisors?
4. Would you be willing to serve on the committee for next year? If yes, please give your name to a member of the committee.
5. Other comments (please use the back if necessary):

Please put this sheet in the box in the principal's office by _____ .

Teachers As Advisors, Oklahoma

**EVALUATION FORM:
PARENT CONFERENCE EVALUATION**

In order for us to be better prepared each year to meet with the parents of our students, we would like for you to take a minute to tell us what you think. Please complete this evaluation and leave it in the box labeled "Evaluation Forms" in the front lobby as you leave. THANK YOU!!!

1. Do you feel that the parent/academic advisor conference was beneficial for you and your child?

Beneficial

Not Beneficial

2. If you did not feel it was beneficial, please tell us what we need to change.

3. Did scheduled appointments make it more convenient for you to attend?

Yes

No

Comments: _____

4. Were you provided with adequate information to begin preparing a Personal Learning Plan for your child?

Yes

No

5. If not, please let us know what additional information you need.

Additional Comments: _____

Teachers As Advisors, Oklahoma

STUDENT/PARENT CONFERENCES TIME SHEET – SAMPLE

Name: _____

Estimated time spent making telephone calls: _____

How much time did YOU spend in preparation for the conferences? _____

Total amount of time spent (calling, preparation): _____

How many conferences did you schedule? _____ How many were held? _____

How many conferences (if any) were rescheduled for a later date? _____

	Student	Conference Scheduled?	Who Came? (Parent/Student)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Teachers As Advisors, Oklahoma

9. LINKING TEACHERS AS ADVISORS TO OTHER PROGRAMS

Has your design team investigated how Teachers As Advisors (TAA) fits with the student based programs and services already existing within your school?

Has your design team investigated how can you include other programs such as Career Clusters, SDMyLife.com, Personal Learning Plans, Senior Experiences, and other programs into your Teachers As Advisors program?

How can Career Clusters be implemented into your program? Teachers can use this time to inform students of the 16 clusters/pathways and to let students explore which areas they might fit into. Also, during advisory time teachers can help students in planning their four- to six-year plans to match the clusters/pathways that suit them.

SDMyLife.com can be a useful tool for lesson plans, portfolios, exploration and much more. If you have the technical abilities within your school district, this program can be a great addition to your program.

There are numerous ways to include Senior Experiences into the advisory program. Examples include:

- The TAA teacher could be the faculty advisor for his/her group.
- TAA time would be allowed for student journaling, checking timelines, practicing presentations, reviewing the “yes” checklist for the research paper, etc.
- Allowing advisory time to work on Senior Experiences.

In South Dakota, as we move forward with development of the personal learning plan, students will be utilizing SDMyLife.com as a resource. By using this program they will be able to create a portfolio outlining their goals and achievements. They will also be able to use this program to help with career exploration and planning.

Personal Learning Plans are aligned to the career clusters that students choose and that lead to the career pathway they are planning to pursue. With this process, students will be able to get advanced skills training in an area of interest before they leave the secondary level. Students will be given a plan of study for the cluster/pathway they are considering based on their goals and skills. This information will help in the planning process of their 6-year plan, which in turn is their Personal Learning Plan.

Refer to <http://doe.sd.gov/> for more information on these programs.

Has your design team investigated how advisory fits with courses?

To what extent are there communication skills classes (maybe in English) or adolescent issue discussions (maybe in health education)? Is there a role for advisory in these areas or would it overlap with other classes?

TEACHERS AS ADVISORS AND CAREER DEVELOPMENT

With the focus at the state and national levels calling for educational reform initiatives to raise academic standards, add course requirements, require competency testing, and otherwise upgrade the quality of our schools, little attention had been given to the need for improved guidance and advisement services. Yet effective learning can take place only within a supportive environment of which developmental guidance is a crucial component.

When students have problems, they turn to those whom they trust and know the best and whom they think can help the most. Surveys have shown that the adults to whom students of all ages are most likely to turn, after their parents, are teachers. A Teachers As Advisors program is one very effective way to directly involve teachers in developmental guidance that fosters informed career decision-making.

Informed and considered career decisions are the product of a career development process that includes:

- Exploring possible career clusters/pathways.
- Reviewing available information.
- Clarifying interests, values, and skills through assessment.
- Reflecting upon experiences.
- Relating education and training options to occupational goals.
- Experimenting through job shadowing, youth internships, volunteering, or employment.
- Mentoring with knowledgeable people in the field of interest.
- Formulating and adapting a program of study.
- Applying the career development process throughout their lives.

A recent study conducted by America's Career Resource Network Association (ACRNA) has shown that informed and considered career decisions result in significant educational outcomes. Their findings are summarized below.

Improved Education Achievement

- Students in secondary school career development programs had higher test scores on the ACT exam, enrolled in significantly more Advanced Placement classes, and were more likely to enroll in early graduation scholarship.
- Students who have awareness of the career relatedness of education are more likely to engage and achieve in school.
- Students in systemic advisement programs have improved attitudes toward education and better grades.
- Academic planning counseling (advisement programs) leads to increased academic efficacy and motivation.

Improved Preparation and Participation in Post-secondary Education

Several factors influence post-secondary participation:

- Preparing academically through a rigorous program of advanced coursework.
- Having intentions for higher levels of education.
- Having expectation that one can achieve at higher levels of education.
- Participating in a career planning process that articulates goals, steps, and benchmarks.
- Receiving supportive guidance.
- Having post-secondary information about institutions, majors, financial aid, the college application process, and support services available.
- Getting good grades.
- Being satisfied with the school experience.

The process that leads to informed and considered career decisions addresses these factors with the following results:

- Career education has positive effects on student intentions for and participation in higher education.
- School-To-Work participants were well prepared for college and the world of work and just as likely to attend college as comparable students.
- Having an individual career plan (Personal Learning Plan) is associated with better grades, participation in more academically rigorous curricula, and a greater likelihood of expecting to complete four or more years of post-secondary education.
- Students in schools with highly implemented comprehensive guidance programs:
 - Take more advanced courses.
 - Female students tend to take more advanced mathematics and science courses.
 - Report better grades and higher satisfaction with school.
 - Had fewer career decision-making difficulties and increased their sense of personal direction.

Better articulation among levels of education and between education and work.

- Middle school students who receive career interventions before entering high school are better able to make effective educational decisions in course specificity, sequencing, and appropriateness for post-secondary education.
- Career planning interventions have a positive effect on students' career development/career plans.
- Career services are instrumental for students to make adaptive transitions between school and work.

Shorter time to graduation

- Students who take college career courses execute fewer course withdrawals and take fewer courses in order to graduate.
- Career academy graduates were less likely to need remedial coursework and more likely to receive their bachelor's degrees than other graduates.

Higher graduation and retention rates

- Comprehensive and developmental career guidance and counseling can decrease the dropout rate and improve the attendance rate.
- Well-implemented career academies lead to improved attendance and graduations, as well as higher GPAs.
- Students who make informed and considered career decisions are more likely to graduate from high school and to succeed in post-secondary education.

The Educational, Social and Economic Value of Informed and Considered Career Decisions, America's Career Resource Network Association, Fall 2003

APPENDICES

RESOURCES FOR TEACHERS AS ADVISORS IMPLEMENTATION

This is not a comprehensive list of resources, but a possible starting point for your planning and work.

The Introduction to How to Design an Advisory System for a Secondary School, by Mark Goldberg (1998).

South Dakota Career and Academic Development Resources

www.SDMyLife.com

Career Clusters

<http://www.careerclusters.org>

Other Useful Resources for Career and Academic Planning

www.okhighered.org

<http://www.act.org>

www.jobshadow.org

Financial Aid

www.studentaid.ed.gov

<http://www.fafsa.ed.gov>

<http://www.finaid.org>

<http://www.collegesavings.org>

Scholarships

www.sdmylife.com

<http://www.fastweb.com>

<http://www.scholarships.com>

College and Career Exploration

<http://www.state.sd.us>

www.petersons.com

<http://www.campustours.com>

<http://www.collegeview.com>

<http://www.adventuresInEducation.org>

<http://www.myfuture.com>

<http://www.militarycareers.com>

<http://bls.gov/oco>

**SOUTH DAKOTA
POST-SECONDARY EDUCATION OPPORTUNITIES**

School Name and City	Phone Number	Website
Augustana College Sioux Falls, SD	800-727-2844	www.augie.edu
Avera McKennan Hospital & University Health Center Sioux Falls, SD	605-322-1720	www.mckennan.org
Black Hills Beauty College Rapid City & Sioux Falls, SD	800-371-0697	www.bhbeautycollege.com
Black Hills State University Spearfish, SD	800-255-2478	www.bhsu.edu
Colorado Technical Institute Sioux Falls, SD	866-498-5570	www.ctu-siouxfalls.com
Dakota State University Madison, SD	888-DSU-9988	www.admissions.dsu.edu
Dakota Wesleyan University Mitchell, SD	800-333-8506	www.dwu.edu
Headlines Academy of Cosmetology Rapid City, SD	877-395-9809	www.HeadlinesAcademy.com
Kilian Community College Sioux Falls, SD	800-888-1147	www.kilian.com
Lake Area Technical Institute Watertown, SD	800-657-4344	www.lakeareatech.edu
Mitchell Technical Institute Mitchell, SD	800-MTI-1969	www.mitchelltech.edu
Mount Marty College Yankton, SD	800-658-4552	www.mtmc.edu
National American University Ellsworth, Rapid City, Sioux Falls, and Watertown, SD	800-843-8892	www.national.edu
Northern State University Aberdeen, SD	800-NSU-5330	www.northern.edu
Oglala Lakota College Kyle, SD	605 867-5352	www.olc.edu
Presentation College Aberdeen, SD	800-437-6060	www.presentation.edu
Sanford USD Medical Center Sioux Falls, SD	605-333-6466	www.sanfordhealth.org
Sinte Gleska University Rosebud, SD	605-856-8100	www.sintegleska.edu
Sioux Falls Seminary Sioux Falls, SD	800-440-6227	www.sfseminary.edu

Sisseton Wahpeton College Agency Village, SD	605-698-3966	www.swc.tc
SD School of Mines & Technology Rapid City, SD	877-877-6044	www.gotomines.com
South Dakota State University Brookings, SD	800-952-3541	www.sdstate.edu
Southeast Technical Institute Sioux Falls, SD	800-247-0789	www.southeasttech.com
Stewart School of Hairstyling Sioux Falls, SD	800-537-2625	www.stewartschool.com
University of Sioux Falls Sioux Falls, SD	800-888-1047	www.usiouxfalls.edu
University of South Dakota Vermillion, SD	877-COYOTES	www.usd.edu
Western Dakota Tech Rapid City, SD	800-544-8765	www.westerndakota.org

FREQUENTLY ASKED QUESTIONS

Will teachers support Teachers As Advisors?

In spite of the advantages of a Teachers As Advisors (TAA) program, many teachers are reluctant to support such a program because they are skeptical about its utility or wary of the extra preparation that such a program would involve. If most teachers are to support a TAA program, they must clearly understand and embrace the essential concepts of developmental guidance underlying the program and the curricular goals.

If Teachers As Advisors is to be anything more than a formality, the time commitment needs to be adequate: group meetings of once a month or less are not likely to allow valuable helping relationships between teachers and their advisees to develop, nor do they give teachers the opportunity to establish continuity or consistency. TAA works best when it is scheduled at least once a week, otherwise, teachers tend to view TAA as an added encumbrance, peripheral to their major duties.

Along with an adequate allotment of time, the program must also have Teachers As Advisors curriculum with clearly articulated objectives and with supporting materials and activities that can stimulate student participation. Finally, teachers need to be assured of full support and cooperation from both the administration and the counseling staff, so that they won't feel as if the burden of student advisement has been unfairly shifted to their shoulders. For this reason, TAA should be monitored and evaluated by students, parents, teachers, counselors, and administrators every year to ensure that the program is meeting intended outcomes.

What would a Teachers As Advisors program involve?

Teachers, especially in middle schools and high schools, often feel so overwhelmed with their schedules and responsibilities that they do not have the time to build close personal relationships with their students. To be successful, a Teachers As Advisors program **MUST** be incorporated as a part of the regular curriculum. One popular approach has been to assign each teacher 15-20 advisees and to arrange regular advisement sessions of 25-30 minutes. The teacher then devotes at least one session per week to developmental guidance activities, during which students can explore personal and social issues, career and educational goals including academic advisement. Teacher-advisors also hold regular student and parent conferences and keep track of their advisee's academic progress, consulting with other teachers, school counselors, and support personnel. In general, the teacher advisor builds and maintains an on-going relationship with the advisee and their parents during their three years at the middle school and four years at the high school.

For staff

Advisor groups are forums to support students in developing the skills and focus that make both teaching and learning more successful. Many teachers wish the students in their academic classes had better communications skills, kept better track of their assignments, knew how to focus their attention, and possessed many other skills that might be referred to as “soft” or “nonacademic.” Advisory groups can be a great place to learn and practice these skills.

Further, staff will know and better understand their students, something many teacher wish they had time for.

For parents

The advisor may be parents’ first and most consistent contact person with the school. Parents will be able to have conversation with the advisor about their child’s overall progress, not just in one class. Many parents are alienated from their child’s school and/or feel intimidated when they interact with the school. Having a consistent person to talk to, especially if their child stays with that advisor for multiple years, makes parents’ contact with the school easier. The process allows them to be more informed about and supportive of their child.

For the school

Advisories can be used to solicit student input for decisions, to problem-solve, and to set or reset school norms. Many schools involve not just teachers as advisors, but others. When all adults in a school have an advisory group, they share an experience and a commitment to paying personal attention to students. When necessary, advisory groups can be a crucial component of a school’s crisis plan.

For students

The benefits of advisories start with being and feeling less anonymous. This will be especially true if the advisor stays together multiple years and/or meets frequently.

Some adolescents have received considerable support and modeling from home about how to “do school.” These kids know how to keep a schedule, and someone monitors whether homework gets done, or talks to them about patience. Some kids don’t have those advantages. Educators are increasingly aware of achievements gaps between kids in different socio-economic backgrounds, racial and ethnic groups, and English fluency. These educators often see advisory as a way of supporting all students to do their best. Advisors can help students keep a schedule and a homework log, map out steps in a long-term project, notice specific learning and/or emotional challenges for referral, identify pairings for peer tutoring, or just create an atmosphere that encourages and celebrates perseverance.

ASCA National Standards for Students

American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: Author.

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(COMPETENCIES AND INDICATORS)

Legend: A: A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting

- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth

- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

SOUTH DAKOTA HIGH SCHOOL GRADUATION REQUIREMENTS

— High School Graduation Requirements —

As approved by the South Dakota Board of Education Nov. 2, 2009

Except where otherwise noted, these requirements begin with students entering 9th grade in the 2010-11 school year.

A student's Personal Learning Plan must document a minimum of 22 credits that include the following:

- (1.) Four units of Language Arts – must include:
 - a. Writing – 1.5 units
 - b. Literature – 1.5 units
(must include .5 unit of American Literature)
 - c. Speech or Debate – .5 unit
 - d. Language Arts elective – .5 unit
- (2.) Three units of Mathematics – must include:
 - a. Algebra I – 1 unit
 - b. *Algebra II – 1 unit
 - c. *Geometry – 1 unit
- (3.) Three units of Lab Science – must include:
 - a. Biology – 1 unit
 - b. Any Physical Science – 1 unit
 - c. *Chemistry or Physics – 1 unit
- (4.) Three units of Social Studies – must include:
 - a. U.S. History – 1 unit
 - b. U.S. Government – .5 unit
 - c. World History – .5 unit
 - d. Geography – .5 unit
- (5.) ~One unit of the following-any combination:
 - a. Approved Career & Technical Education
 - b. Capstone Experience or Service Learning
 - c. World Language
- (6.) One unit of ^ Fine Arts
- (7.) One-half unit of Personal Finance or Economics
- (8.) One-half unit of Physical Education
- (9.) ~One-half unit of Health or Health Integration

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of Education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

*With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

~Required beginning Sept. 1, 2013

Regarding the health requirement: Beginning with students who are freshmen in the fall of 2013, students will be required to take .5 unit of health at any time grades 6-12. A district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course. See Frequently Asked Questions for details.

^ Local decision. A district may decide to offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of ¼ credit may be granted for each activity in each school year.

http://doe.sd.gov/octe/documents/GradRequirements_summary.pdf

Implementation Timeline

This chart indicates the timeline for when the new graduation requirements kick in, as well as the phasing out of the existing requirements.* Please note: The chart does not include all of the new requirements; it only shows those items that are changing.

9th grade in 2006-07 Graduating in 2010	9th grade in 2007-08 Graduating in 2011	9th grade in 2008-09 Graduating in 2012	9th grade in 2009-10 Graduating in 2013	9th grade in 2010-11 Graduating in 2014	9th grade in 2011-12 Graduating in 2015	9th grade in 2012-13 Graduating in 2016	9th grade in 2013-14 Graduating in 2017
Advanced Pathway Standard Pathway	New Requirements	New Requirements	New Requirements	New Requirements			
				Personal Learning Plan	Personal Learning Plan	Personal Learning Plan	Personal Learning Plan
				Exclusion for math/science	Exclusion for math/science	Exclusion for math/science	Exclusion for math/science
.5 unit PE or Health	.5 unit PE	.5 unit PE	.5 unit PE	.5 unit PE .5 unit of Health or Health Integration			
Two Units - Any combo of following: a. World Languages b. Computer Studies c. Approved CTE courses d. Additional math courses e. Additional science courses	Two Units - Any combo of following: a. World Languages b. Computer Studies c. Approved CTE courses d. Additional math courses e. Additional science courses	Two Units - Any combo of following: a. World Languages b. Computer Studies c. Approved CTE courses d. Additional math courses e. Additional science courses	Two Units - Any combo of following: a. World Languages b. Computer Studies c. Approved CTE courses d. Additional math courses e. Additional science courses	Electives	Electives	Electives	One Unit - Any combo of following: a. Approved CTE courses b. Capstone experience or Service learning c. World languages
				Extracurricular fine Arts option (if district approves)			

*The chart is based upon two key documents:

- 1) Senate Bill 185, passed during the 2009 legislative session, and 2) South Dakota Administrative Rule 24:43:11:10 as passed by the Board of Education November 2009.

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