

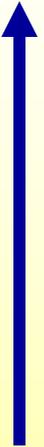


Teachers-As-Advisors

Orientation and Awareness

Georgia Department of Education:
February 2008

Kathy Cox, State Superintendent of Schools



"Georgia will lead the nation in student achievement." Kathy Cox



TEACHERS as Advisors

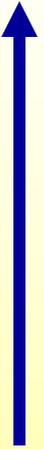
Counselors • Advisors • Graduation Coaches

What is *Teachers-As-Advisors*?



A systemic, systematic method of delivery wherein an entire student population (grades 6-12) is assigned, in small groups, to a trained, caring adult advisor who both advocates for his or her advisees and facilitates sessions focused on:

- 1) Career Management: Awareness, Exploration, and Planning,
- 2) Academic Achievement, Educational Attainment and Lifelong Learning: Thinking and Learning Skills
- 3) Life Skills: Personal and Social Development



The Education Alliance at Brown University publication

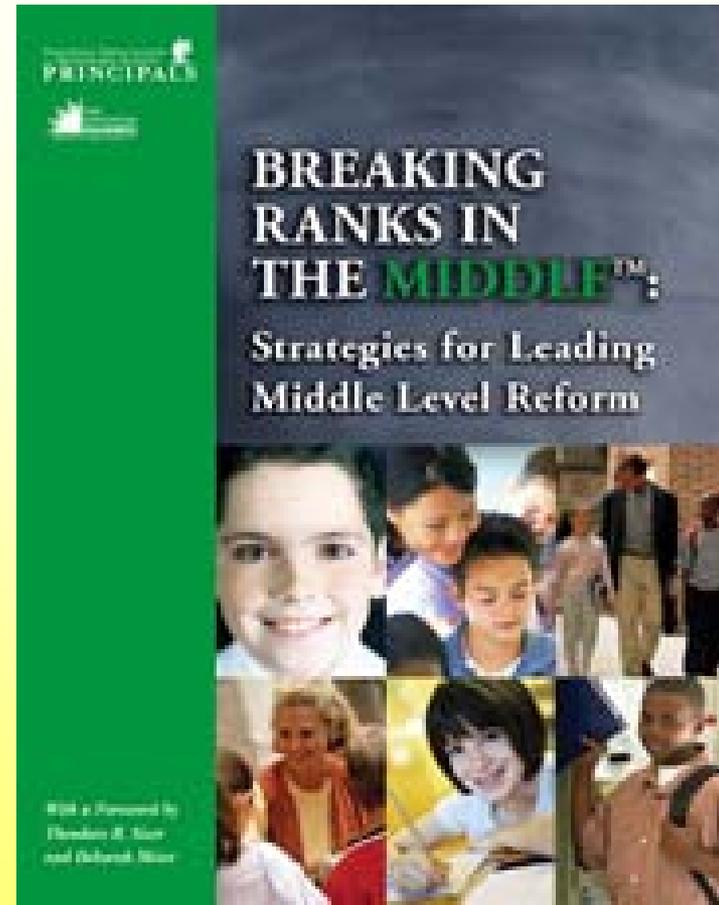
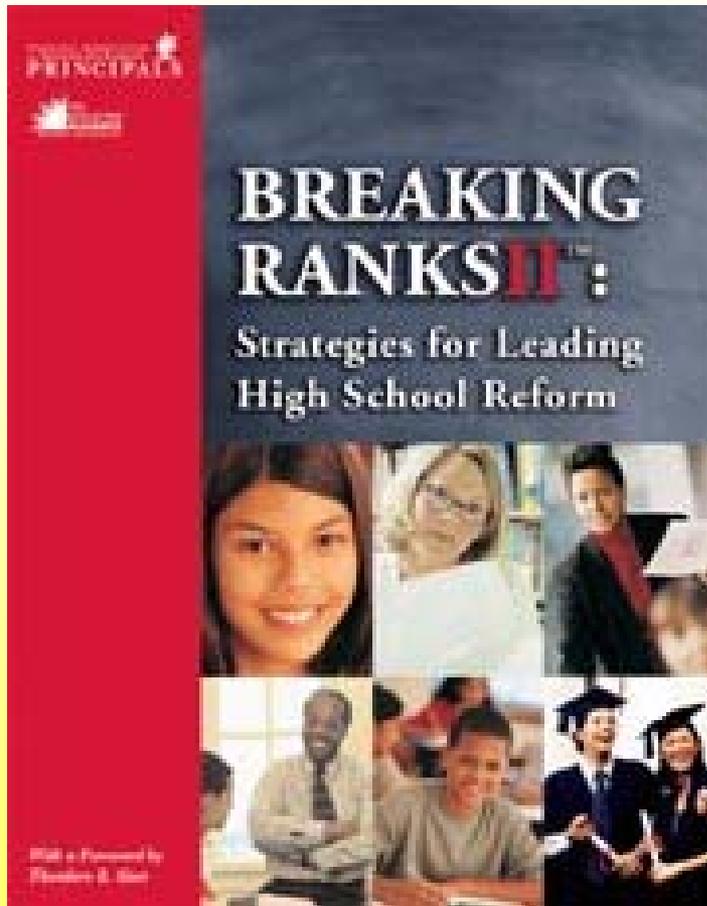
Changing Systems to Personalize Learning
The Power of Advisories



"Georgia will lead the nation in student achievement." Kathy Cox

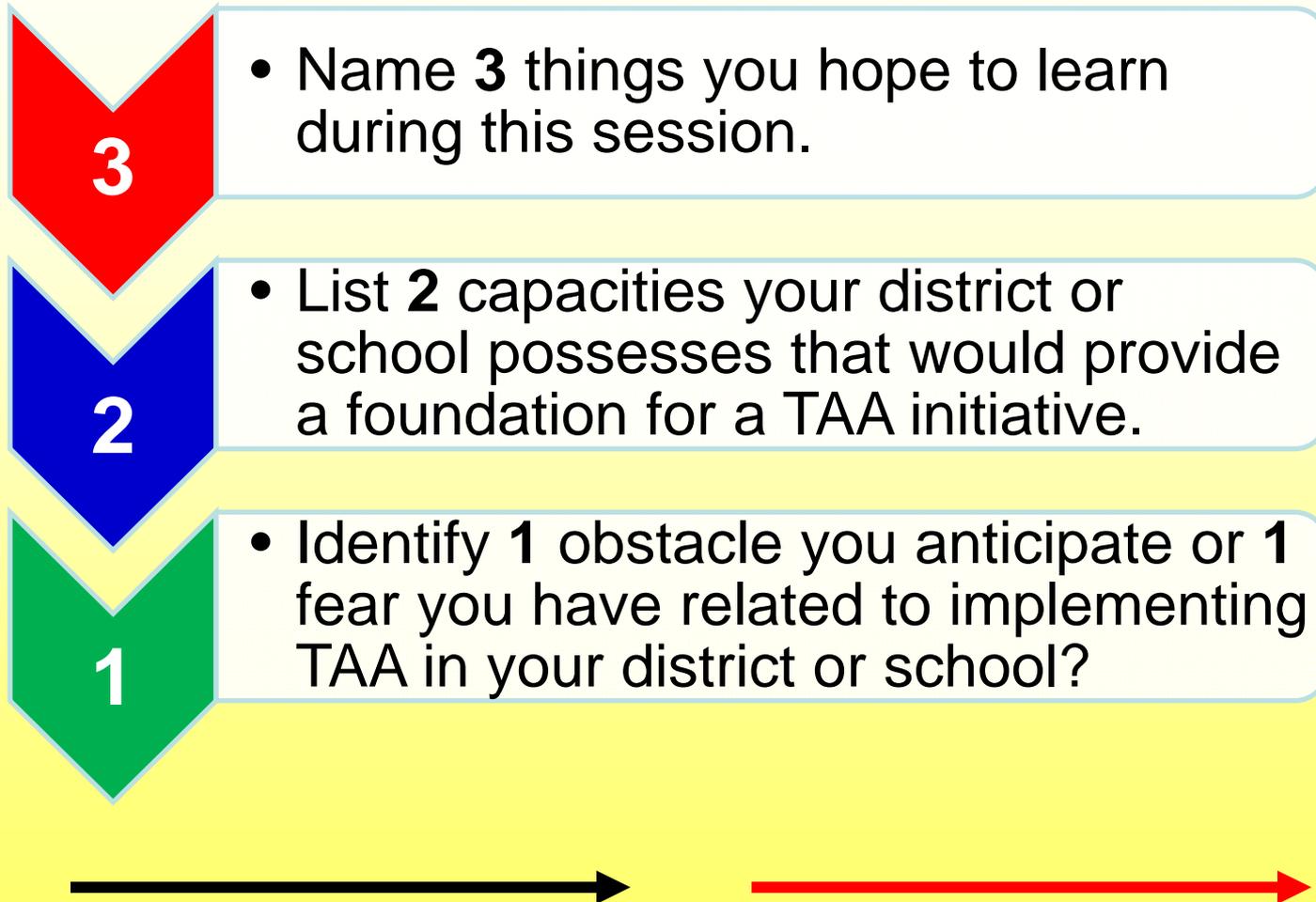
Breaking Ranks Series

NASSP (2004; 2006)



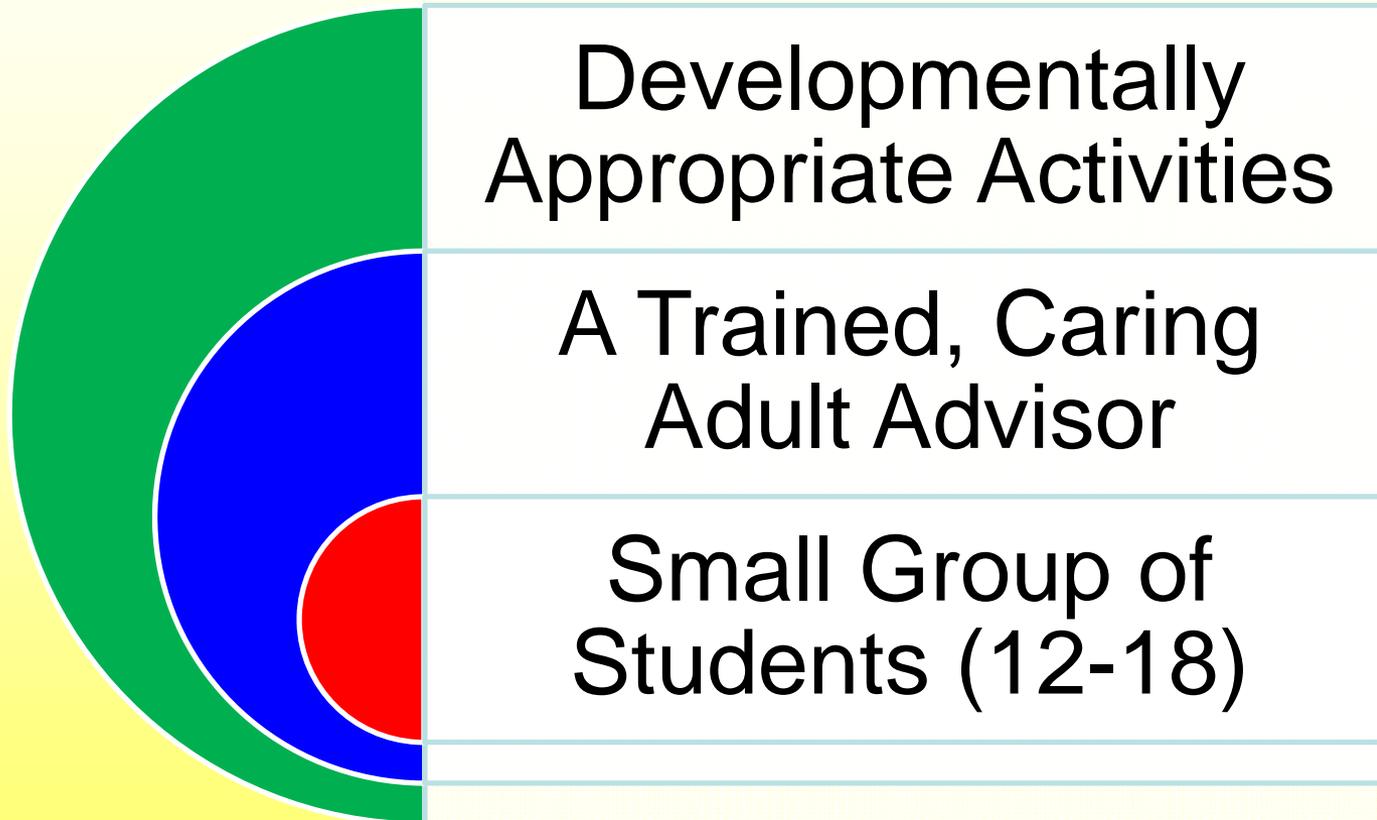
"Georgia will lead the nation in student achievement." Kathy Cox

3-2-1 Protocol - TAA



Teachers-As-Advisors:

What does it "look like"?



"Georgia will lead the nation in student achievement." Kathy Cox

Some essential differences:



Counseling:

the help that some students need to overcome personal and social problems that interfere with learning.

Advisement:

the help that ALL students need from parents, teachers, counselors and others to assist with educational and career development and planning.

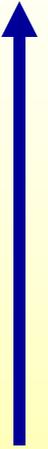


"Georgia will lead the nation in student achievement." Kathy Cox

WHY

is TAA important

for Georgia students?

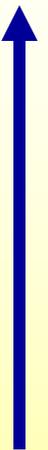


"Georgia will lead the nation in student achievement." Kathy Cox

The NEED for change...



- ✓ The skills and knowledge required in the workplace are no longer very different from those needed for success in "college". (Somerville and Yi, 2002)
- ✓ 70% of the 30 fastest-growing jobs will require an education beyond high school. 40% of all new jobs will require at *least* an associate's degree. (Somerville and Yi, 2002)
- ✓ More than 60% of employers rate high school graduates' skills in grammar, spelling writing and basic math as only "fair" or "poor."
- ✓ One study estimated the cost of remedial training in reading, writing and mathematics to a single state's employers at nearly \$40 million a year. (The American Diploma Project: *Ready or Not: Creating a High School Diploma That Counts*, 2006)

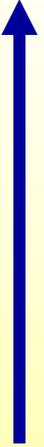


"Georgia will lead the nation in student achievement." Kathy Cox

Impact on graduation rate...



- ✓ In 1997, Chicago raised its graduation standards to well above what the state of Illinois then required, asking all students to complete all of the courses necessary for entry to competitive state universities. Although many worried that the requirements would drive students to drop out, graduation rates actually improved over the next few years.
- ✓ Other studies have shown that- everything else being equal- schools that push students into tougher academic courses actually have lower dropout rates. Two University of Michigan researchers found that high schools offering fewer low-level math classes reduce student odds of dropping out by 28%, and those offering challenging classes like Calculus reduce the odds by 55%.



"Georgia will lead the nation in student achievement." Kathy Cox

Student preparation...



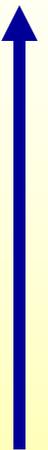
- ✓ Only 32% of students who enter 9th grade and graduate four years later have mastered basic literacy skills and have completed the coursework necessary to succeed in a four-year college. (Achieve, Inc., *The Expectations Gap: A 50-State Review of High School Graduation Requirements*, 2004)
- ✓ Most states require high school students to take a certain *number* of courses in English and mathematics, but very few can ensure that the course content reflects the *knowledge and skills* that colleges and employers demand, such as Algebra I, Geometry and Algebra II. (The American Diploma Project: *Ready or Not: Creating a High School Diploma That Counts*, 2006)
- ✓ Consistent with national data, absenteeism is the most common indicator of overall student engagement and a significant predictor of dropping out. (*The Silent Epidemic: Perspectives of High School Dropouts*, Gates Foundation, 2006)

“Georgia will lead the nation in student achievement.” Kathy Cox

Student coursework...



- ✓ Research shows that the ability to comprehend complex texts is the clearest differentiator between students who are ready for college-level reading and those who are not. (College Readiness: 2005 State Report, ACT 2005)
- ✓ 47% (of dropout respondents) said a major reason for dropping out was that classes were not interesting. This group will need more supports to meet higher standards and to connect what they are learning in the classroom to the skills they will need in the workforce. (The Silent Epidemic: Perspectives of High School Dropouts, Gates Foundation, 2006)
- ✓ 81% of (dropout) survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school. (The Silent Epidemic: Perspectives of High School Dropouts, Gates Foundation, 2006)



"Georgia will lead the nation in student achievement." Kathy Cox

Expectations...



- ✓ Studies show that the expectations that teachers have for their students has an effect both on student performance and whether they drop out of school. (*The Silent Epidemic: Perspectives of High School Dropouts*, Gates Foundation, 2006) (*Blink*)
- ✓ 72% of high school graduates who did not go to college responded that- knowing what they know today about the expectations of college/the work world- they would have taken more challenging courses in at least one area. (Achieve, Inc., 2005, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?*)
- ✓ Dropping out of high school is not a sudden *act*, but a gradual *process* of disengagement. Participants in (dropout survey) focus groups recounted that some of their best days were when their teachers noticed them, got them involved in class, and told them they were doing well. (*The Silent Epidemic: Perspectives of High School Dropouts*, Gates Foundation, 2006)



“Georgia will lead the nation in student achievement.” Kathy Cox

National Trends...

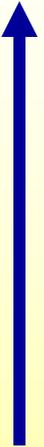


- ✓ College professors and employers agree that to be successful beyond high school, graduates should have mastered the content typically taught in a rigorous four-year course sequence of Algebra I, Geometry and Algebra II, as well as data analysis and statistics.
- ✓ To be successful in college and well-paying jobs, high school graduates must have strong oral and written communication skills
- ✓ Students who take critical, rigorous courses- courses at the standard of Algebra II and above, Chemistry, Physics, etc.- are more academically successful in high school, have a high potential to enroll in college, and are more likely to remain in college. (ACT Policy Alert, *Rigor at Risk*, 2007)



"Georgia will lead the nation in student achievement." Kathy Cox

The New 3 R's

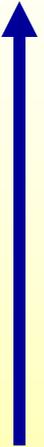


"Georgia will lead the nation in student achievement." Kathy Cox

The TAA 10-Step Process...



- 1- Establishing Need and Gaining Awareness of Data
- 2- The Educational and Career Planning Process
- 3- Articulating a Statement of Purpose
- 4- Strategic Planning for Parent/Family Involvement
- 5- Achieving Consensus on Organization and Logistics
- 6- Designing Framework-Based Content for Delivery
- 7- Understanding and Fully Utilizing Assessment Results
- 8- Determining the Level of Leader Involvement and Support
- 9- Professional Learning and On-going Support
- 10- Assessing the Effectiveness of a TAA Program

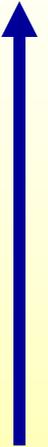


"Georgia will lead the nation in student achievement." Kathy Cox

Training Goals



- Gain awareness of the 10-Step Model for creating, implementing, enhancing, and/or evaluating a systemic and systematic Teachers-As-Advisors program that serves ALL students within a LEA, in grades 6 through 12.
- Create a vision and purpose for advisement that is based on theory, research, and field expertise.



"Georgia will lead the nation in student achievement." Kathy Cox

Training Goal



- Address issues of school processes and structures that support and/or diminish the effectiveness of TAA
- Explore the Georgia TAA Framework and plan activities to use during advisement sessions
- Investigate assessment mechanisms (all areas)
- Learn how to build capacity and create conditions for TAA long-term sustainability

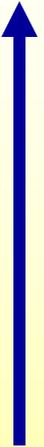


“Georgia will lead the nation in student achievement.” Kathy Cox

State TAA Training Tools



- Video modules that will demonstrate the process for development and implementation.
- Accompanying, coordinated materials and resources to assist the advisement focus team.
- Online repository of lessons through georgiastandards.org (GSO)
- **Assessment resources**



"Georgia will lead the nation in student achievement." Kathy Cox

GSO: Video Modules



Georgia teachers-As-Advisors

PROFESSIONAL LEARNING MODULES

- 1- Establishing Need and Gaining Awareness of Data
- 2- The Educational and Career Planning Process
- 3- Articulating a Statement of Purpose
- 4- Strategic Planning for Parent/Family Involvement
- 5- Achieving Consensus on Organization and Logistics
- 6- Designing Framework-Based Content for Delivery
- 7- Understanding and Fully Utilizing Assessment Results
- 8- Determining the Level of Leader Involvement and Support
- 9- Professional Learning and On-going Support
- 10- Assessing the Effectiveness of a TAA Program

STUDIO PARTICIPANTS

Karen Faircloth - Georgia Department of Education
Vivian Snyder - Georgia Department of Education
Eugene Baker - Principal - Conyers Middle School (Rockdale)
Brian Travis - Teacher - Conyers Middle School (Rockdale)
Zandra Hunter - Counselor - Conyers Middle School (Rockdale)
Barbara Jordan - Asst. Principal for Student Services - Jefferson County High School
Ellen Farmer - Counselor - Jefferson County High School
Lindsey Raulerson - Teacher - Lowndes County High School
Jane Whitfield - Counselor - Alexander High School (Douglas)

TEACHERS as Advisors

The Georgia Department of Education presents

TEACHERS as Advisors

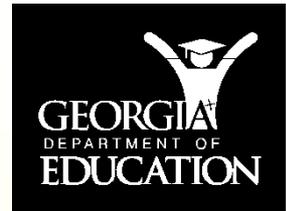
Counselors • Advisors • Graduation Coaches

A promotional graphic for the "Teachers as Advisors" video modules. It features a central illustration of three stylized figures representing a Counselor (6), an Advisor (12), and a Grad Coach. Below this is a photograph of a smiling woman in a business suit with her arms crossed. To the right, there is a smaller photo of three students. The background is a mix of blue and orange vertical stripes. Logos for Georgia Department of Education and Georgia Public Broadcasting are at the bottom.

<http://www.gpb.org/educationconnection/professional-learning/teachers-as-advisors>

"Georgia will lead the nation in student achievement." Kathy Cox

Georgia Teachers-As-Advisors Framework

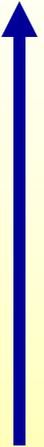


January 2008

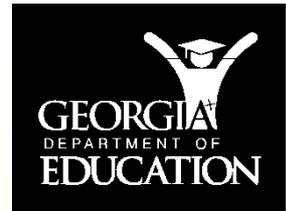
**Kathy Cox, State Superintendent of Schools
Georgia Department of Education, All Rights Reserved**



"Georgia will lead the nation in student achievement." Kathy Cox



GSO: Online Resource Link



Welcome to GeorgiaStandards.org



English
Language Arts



Mathematics



Social Studies



Science



CTAE



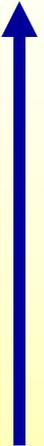
Modern
Languages & Latin



Reading

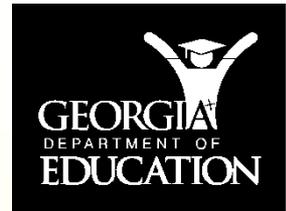


Teachers
as Advisors



"Georgia will lead the nation in student achievement." Kathy Cox

GSO: Online Repository



Practitioners are invited to contribute lessons and/or draw lessons from the online repository...

A work in progress; but, we will GROW!

E-mail to:

kfairclo@doe.k12.ga.us

GeorgiaStandards.Org
DAILYWAY TO EDUCATION • PROFESSIONAL RESOURCES
GeorgiaStandards.Org Offline Learning Activity

Advisement Plan Author(s):	
Author(s) E-mail address(s):	
Author(s) School/System:	
Advisement Plan Title : <i>Provide a title for this session that is descriptive and specific, as clarity will aid in keyword searches.</i>	
Grade(s):	
Area(s): • Career Management • Academic Achievement, Educational Attainment and Lifelong Learning • Life Skills <i>(Refer to Georgia TAA Framework)</i>	
Advisement Plan Annotation: <i>Summarize or describe this session. Include a brief description of the topic(s), methods to be utilized, and the integration of technology.</i>	
Goal(s):	
Time: <i>Total time to complete this activity</i>	
Assessment(s): <i>List and describe any assessments for learning that will be used within this Advisement session. Include a name and description for each assessment attachment (rubrics, checklists, etc.)</i>	
Procedures, Directions, and/or Scripted Talking Points: <i>Provide directions (including background information, if applicable) for the Advisement session. One should use original ideas, text, and</i>	



“Georgia will lead the nation in student achievement.” Kathy Cox

LEARNING TARGET #1



**Establishing Need and
Gaining Awareness of Data**

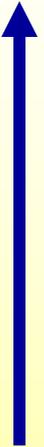


"Georgia will lead the nation in student achievement." Kathy Cox

Face the Facts!



- Georgia's High School Graduation Rate? 72.3%
What is your HS graduation rate? Other schools in your district?
- 9th grade retention rate? Too high; overrepresentation of specific student populations What are your district's retention rates?
- Parental involvement? Very little; Low levels of authenticity
- Postsecondary matriculation rate? Poor; often less than 20%
- Labor market needs? Skills deficits; Labor shortage (overall/specific)
- Important to understand other stats: student performance on assessments, drop-out rate, retention rate, postsecondary completion, local labor needs, and parental involvement



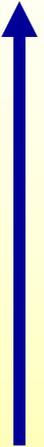
"Georgia will lead the nation in student achievement." Kathy Cox

Face the Facts! - Examples



Ask your staff...

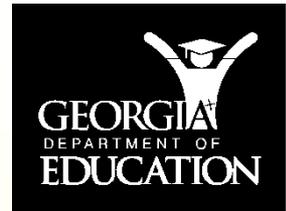
- What are the high-skill, high-demand, high wage jobs identified for your county or region by the Georgia Department of Labor, the Governor's Office of Workforce Development, etc.
- What are the programs of study offered at your local high schools?
- Are the two aligned? Will they lead your students to high-skill, high demand, and high-wage careers?



"Georgia will lead the nation in student achievement." Kathy Cox



Anticipation Guide



Anticipation Guide Georgia Teachers-As-Advisors

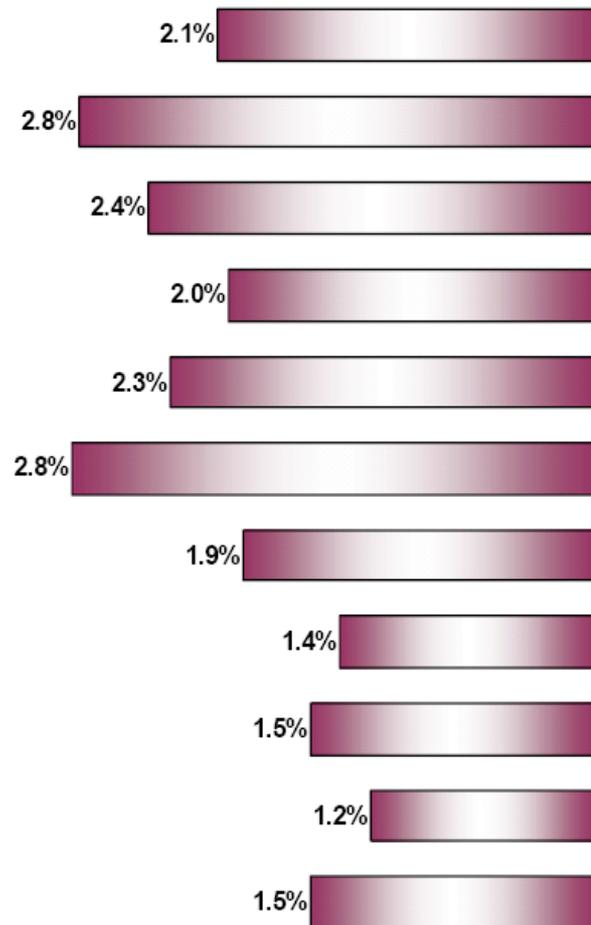
Response Before Lesson	Statement:	Response After Lesson
	Professionalism/Work Ethic, Teamwork/Collaboration Skills, and Oral Communication are identified by the nation's employers as the three most necessary "applied skills" for today's workforce.	
	An individual's lifetime earning capacity is not, significantly, impacted by his or her educational attainment.	
	Educators are preparing students, today, for jobs that have yet to be created.	
	Counseling is for all students; advisement is for a selected group of students who may be considered at-risk.	
	The basic educational and career planning competencies for Georgia students vary, totally, from city-to-city, county-to-county, and region-to-region.	
	Advising students on academic choices and career planning should begin in Grade 9.	
	<u>Most</u> high-growth, high-skill, high-wage jobs in Georgia require a minimum of a Bachelor's degree.	
	The aspect of the advisor-advisee relationship is the least critical element of a Teachers-As-Advisors program.	

Education and Training Pays



*The chart below tells an old story
...the more you learn, the more you earn and
the better your future employment prospects.*

Average Annual Growth Rate, 2002-2012



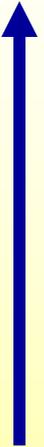
2005 Georgia Average Annual Wages



Resources for Establishing Need and Gaining Awareness of Data



- Georgia Department of Labor/Georgia Labor Market Explorer
<http://www.dol.state.ga.us>
<http://explorer.dol.state.ga.us/mis/profiles.htm>
- Occupational Supply and Demand System
http://test.occsupplydemand.net/OSD_Main.aspx
- One Georgia Authority
<http://www.onegeorgia.org/coi.html>
- Partnership for 21st Century Skills
<http://www.21stcenturyskills.org/>



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #2



The Educational and Career Planning Process



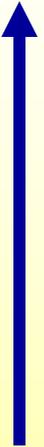
"Georgia will lead the nation in student achievement." Kathy Cox

The Educational and Career Planning Process



Career Development is a lifelong **process** by which individuals define and redefine career-related choices and outcomes. (NOICC, March 1994)

Educational Planning is an **essential and on-going component** of the Career Development process, especially in the 21st Century Global Economy!



"Georgia will lead the nation in student achievement." Kathy Cox

Basic assumptions are...



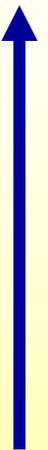
- ALL educators are career developers-
“Teachers make all professions possible”
- ALL students are expected to work, therefore,
ALL students need career development-
“The future of work is LEARNING a living”
- Parents can be the greatest influence in a
students career decision-making process.

“Many studies show that young people cite their parents most frequently as the main influence in their occupational plans. No other group even comes close.”

--Sarah M. Shoffner and Richard H. Klemmer, 1973



“Georgia will lead the nation in student achievement.” Kathy Cox

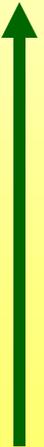
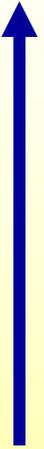


#1-Who Am I?



Self-Awareness

- O* Net Interest Profiler, etc.
- EXPLORE, PLAN, ACT
- PSAT
- Armed Services Vocational Aptitude Battery(ASVAB)
- Career Keys (through GAcollge411 or Work Ready)
- Other: (locally determined) GCIS, Kuder, Career Cruising, COIN, etc.



"Georgia will lead the nation in student achievement." Kathy Cox

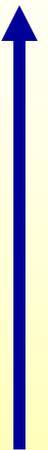
#2-Where Am I Going?



Exploration



- Georgia Teachers-As-Advisors Framework and activities
- O*Net; careerclusters.org; OOH; other...
- Career Centers - Knowledge, resources, materials, and tools
- Labor Market Information (DOL/LME)
- Work-Based Learning (MS and HS)



"Georgia will lead the nation in student achievement." Kathy Cox

#3-How Am I Going To Get There?



Planning

- Peach State Portfolio: with the Peach State Pathway Educational and Career Planning Tool

http://www.gadoe.org/ci_cta.aspx?PageReq=CICTACareer

- Electronic Portfolio System: Through an enhanced GAcollge411.com

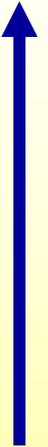
"Georgia will lead the nation in student achievement." Kathy Cox



IT'S A QUESTION OF:

OPPORTUNITY

How many opportunities do ALL Georgia students have to explore the world of work? to understand the connection between school work and their future career? to assess their individual interests and aptitudes? to assess their work values and preferences? to assess their individual learning, collaboration, and problem-solving styles?



"Georgia will lead the nation in student achievement." Kathy Cox



LEARNING TARGET #3



Articulating a Statement of Purpose



“Georgia will lead the nation in student achievement.” Kathy Cox

Program Purpose:

Specific purposes your advisory program be designed to meet (worksheet)

Program Purpose	Priority Value <ul style="list-style-type: none">- Essential, non-negotiable- Important, but negotiable- Experimental and negotiable	Addresses students' needs in what ways? <ul style="list-style-type: none">- All students?- Subgroups?	Reflects the needs of the community in what ways?

Finally, write a statement of purpose and create a framework for your advisory program. Refer to other parts of this document, GADOE resources, Breaking Ranks II, Breaking Ranks in the Middle and other potential resources.

“Georgia will lead the nation in student achievement.” Kathy Cox

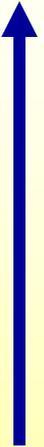


Jefferson County School System

Teachers-As-Advisors Statement of Purpose

The mission of the Jefferson County School System Advisor-Advisee Program is to ensure high levels of student achievement through the following:

- providing a caring, trained adult advocate ;
- establishing regular communication and an effective link between home and school;
- advising students about academic decisions and monitoring academic achievement
- creating, facilitating, and guiding movement toward a career concentration so that each child will be postsecondary ready;
- facilitating seamless academic and social transitions across grades and schools for students and their families.



LEARNING TARGET #4



Strategic Planning for Parent/Family Involvement



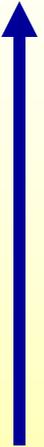
"Georgia will lead the nation in student achievement." Kathy Cox

Strategic Planning for Parent/Family Involvement



How do we create parent and family involvement that is systemic, systematic and authentic?

What are the “value-added” elements of parent and family involvement in the Teachers-As-Advisors process?



“Georgia will lead the nation in student achievement.” Kathy Cox

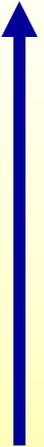
Strategic Planning for Parent/Family Involvement



Basic indicators for “the relationship”:

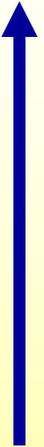
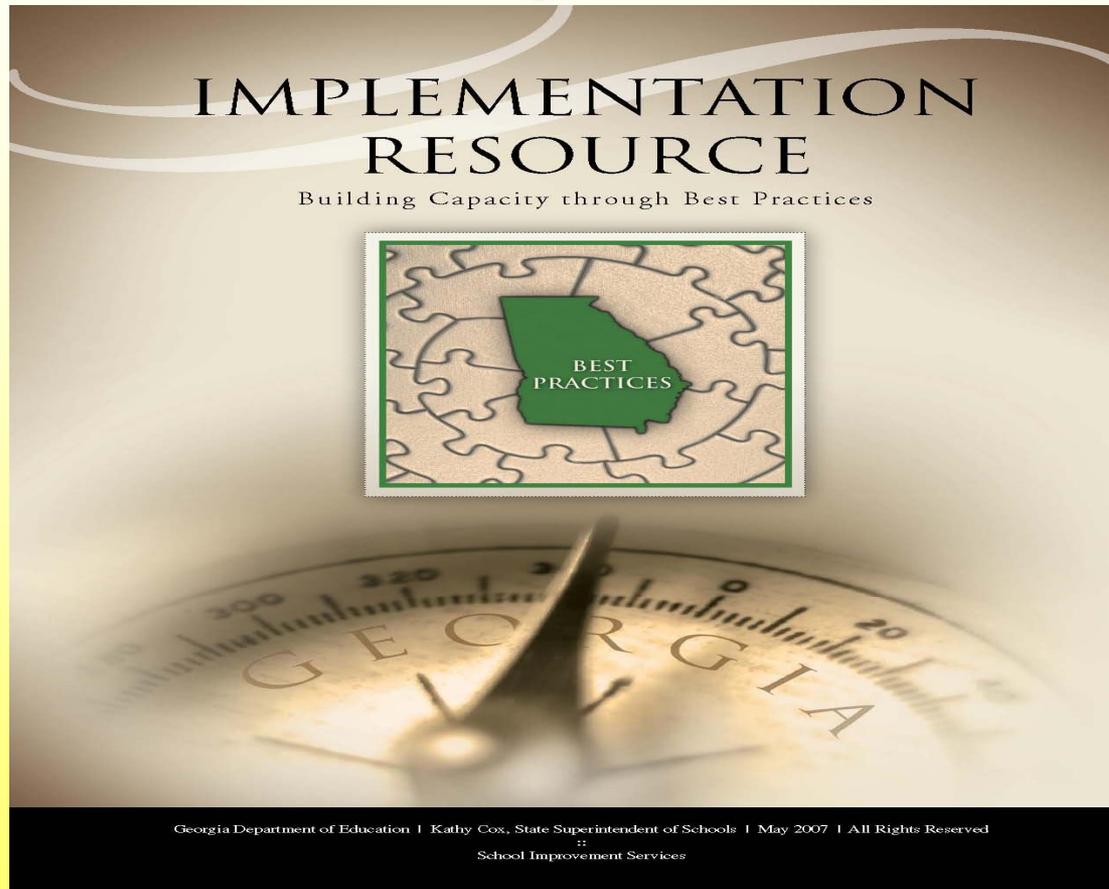
- ✓ Friendly, helpful environment
- ✓ Genuine concern
- ✓ Communication, communication, communication!

Viewing parents as partners!



“Georgia will lead the nation in student achievement.” Kathy Cox

Strategic Planning for Parent/Family Involvement



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #5



Achieving Consensus on Organization and Logistics



“Georgia will lead the nation in student achievement.” Kathy Cox

Achieving Excellence on Organizational and Leadership Issues

- Personnel and Size
- Time and Space
- Professional Learning and Support
- Student Involvement and Ownership

From **Weak** to **Strong** Banks

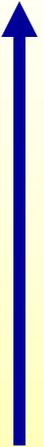


"Georgia will lead the nation in student achievement." Kathy Cox

People and Size



- How many advisees will each advisor have?
- Which adults in the school will serve as advisors? What characteristics should they possess?
- If some teachers do not serve as advisors, what supportive roles can they take on? Will any advisories be co-facilitated?
- By what criteria will the students be divided into advisory groups?
- By what criteria will individual students be paired with advisors?
- Will advisors and advisees be looped (paired for their tenure in the building)? What, if any, exceptions would there be to that rule?
- What will be the specific roles and responsibilities of advisors?
- How will parents be included and involved in the advisory process?
- How will business and community volunteers be included and involved in the advisory process?

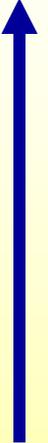


"Georgia will lead the nation in student achievement." Kathy Cox

Effective Practices: People and Size



- Consider one (1) advisor to 12-18 student advisees (average)
- Come to consensus on all adults? only certified staff? Who will serve as advisors?
- Co-facilitate advisories in working with students with disabilities (create 2 small advisee groups and pair 2 advisors(one reg. ed and one spec. ed)-this allows for inclusion of SWDs, with the option of utilizing advisory time to, occasionally, review IEP progress)
- Match advisors-advisees based on interests, advisor-strength/ student need(s), personalities, etc. – anything but the “alphabet” method!
- “Loop” advisors-advisees for a student’s duration in the building- The longitudinal relationship and the knowledge it yields are the *powers* of TAA!
- Utilize a rubric to define and assess roles and responsibilities of advisors
- Connect with parents through on-going communication, establishing the advisor as the central *contact point* at the school, and increased conferencing
- Business and community partners are an invaluable resource in advisement, especially in the career and workforce development components.



“Georgia will lead the nation in student achievement.” Kathy Cox

Time and Space



- How often will advisories meet (daily, weekly, monthly, etc.)?
- How long will advisory meetings be (brief check-ins, longer activity periods- ideally, both are needed)?
- Will there be time for individual meetings as well as group meetings?
- How will this time fit into the master schedule?
- Where will advisories meet?
- How will advisories be able to personalize their space?
- Will each advisory have its own space?

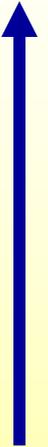


"Georgia will lead the nation in student achievement." Kathy Cox

Effective Practices: Time and Space



- Hold a minimum of two advisory sessions per month; however, more frequent meetings of a shorter duration are equally as effective.
- Look for informal ways to connect with advisee between advisory sessions (ex.-look for a face-to-face connection with each advisee 2-3 times per week...perhaps simply saying "hello" in the hall or cafeteria)
- Consider a blend of brief check-ins, longer activity periods- ideally, both types of sessions are needed
- Allow for meetings with individual students, as well as the regular small-group, advisory meetings
- Advisement is easily scheduled in middle and high schools. Consider the creation of a standing period that allows for "extra-help" and/or enrichment...advisement is an appropriate, additional use of that time.
- Flexibility is a key element when considering meeting space for advisory groups... students just need a comfortable place!



"Georgia will lead the nation in student achievement." Kathy Cox

Professional Learning/Support



- How do we create regularly scheduled time for advisors to meet with students (coordination with the academic calendar and time for training, curriculum development, sharing successes, ...)?
- In what types of configurations can advisors meet for training and support (clusters, teams, full faculty, pairs)?
- How will we identify the types of training and support advisors need (academic advising, how to communicate with parents, listening skills, knowing when to refer advisees to others, etc.)?
- How will the initial training be conducted and by whom?
- What resources will advisors need? ...will these resources be readily available?
- What ongoing support will be provided after initial training?
- How will advisors be observed and assessed?

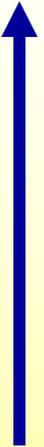


"Georgia will lead the nation in student achievement." Kathy Cox

Effective Practices: Professional Learning/Support



- Because advisement is best implemented at the district level, form a district-level TAA Focus Team that is made up of school-level focus teams. A school-level focus team should be made up of (5-7 members):
 - the principal (or his/her administrative designee)
 - counselor(s) and/or graduation coach(es)
 - teachers who are skilled at building relationships with students
 - teachers who are knowledgeable of career development
 - teachers who may be skeptical of the value of advisement
- Building leaders must protect time scheduled for advisement
- Consider holding sessions for TAA training and support during the school day (planning periods) and forming additional support structures (clusters, teams, pairs) for teacher-advisors
- Identify the types of training, resources, and support advisors need through information gathered from teacher-advisor surveys, student surveys, post-advisement reflections, and observation of advisory sessions

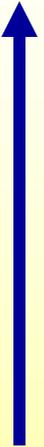


"Georgia will lead the nation in student achievement." Kathy Cox

Student Involvement/Ownership



- What role will students take in creating/overseeing the advisory program?
- How can advisories, in grades 6-12, serve as a vehicle for raising graduation rates?
- How can advisories, in grades 6-12, serve as a vehicle for raising student achievement?
- How can advisories, in grades 6-12, serve as a vehicle to facilitate more students pursuing post-secondary study?
- How can students in the upper-grade advisories mentor students in the lower-grade advisories?

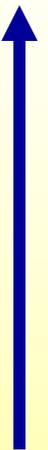


“Georgia will lead the nation in student achievement.” Kathy Cox

Effective Practices: Student Involvement/Ownership



- Create a TAA advisory committee, made up of students, to gain students' perspectives on the total advisement program and its processes
- Give students (grades 6-12) a voice in considering the following:
 - How can advisories serve as a vehicle for raising graduation rates?
 - How can advisories serve as a vehicle for raising the rigor of core academic studies and student achievement?
 - How can advisories serve as a vehicle for leading students to a focused area of study in high school?
 - How can advisories serve as a vehicle to facilitate more students pursuing post-secondary credit opportunities (during high school) and post-secondary study (after graduation)?
- Create structures for students in the upper-grade advisories to mentor students in the lower-grade advisories



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #6



Designing Framework- Based Content for Students

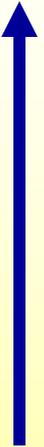


"Georgia will lead the nation in student achievement." Kathy Cox

Designing Framework-Based Content for Students

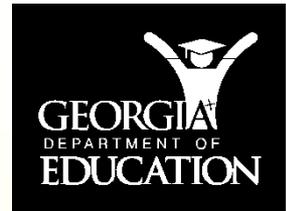


- Use Georgia TAA Framework to gather materials and develop TAA sessions
- Other potential resources...



"Georgia will lead the nation in student achievement." Kathy Cox

GSO: Online Resource Link



Welcome to GeorgiaStandards.org



English
Language Arts



Mathematics



Social Studies



Science



CTAE



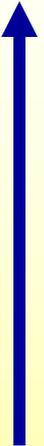
Modern
Languages & Latin



Reading



Teachers
as Advisors



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #7

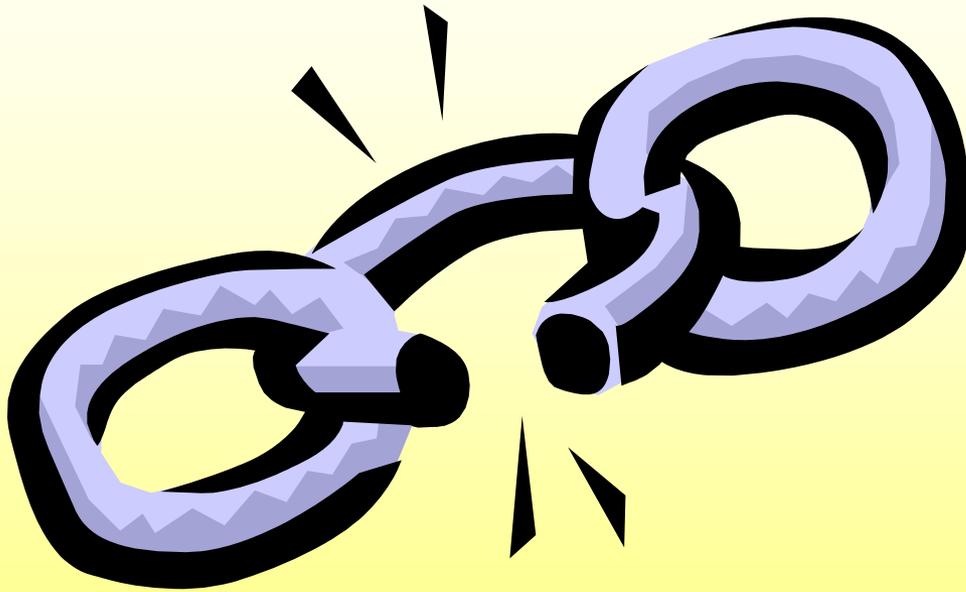


**Understanding and
Fully Utilizing
Assessment Results**

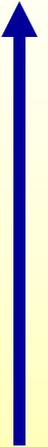


“Georgia will lead the nation in student achievement.” Kathy Cox

Understanding and Fully Utilizing Assessment Results...



the missing link...

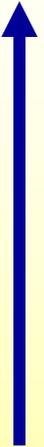


"Georgia will lead the nation in student achievement." Kathy Cox

Understanding and Fully Utilizing Assessment Results



- State Assessments (CRCT, EOCT, GHSGT, etc.)
- Explore, PLAN, ACT, PSAT, SAT, etc.
- Career Keys (available on GAcollge411)
- Armed Services Vocational Aptitude Battery (ASVAB)
- O* Net Interest Profiler
- O*Net Work Importance Locator
- Other Interest, Aptitude, and Work Values and Preferences assessments



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #8



Determining the Level of Leader Involvement and Support



“Georgia will lead the nation in student achievement.” Kathy Cox

Leader Involvement and Support



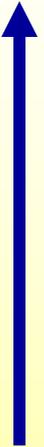
"Georgia will lead the nation in student achievement." Kathy Cox

Determining the Level of Leader Involvement and Support

Who will *champion* Teachers-As-Advisors in your district or school?

- Principal responsibilities
- Advisor responsibilities
- Counselor and/or Graduation Coach responsibilities
- Barriers and challenges and how to address them

Example: Differentiating between Counseling and Guidance...



LEARNING TARGET #9



Professional Learning and Continued Support



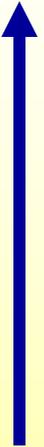
"Georgia will lead the nation in student achievement." Kathy Cox

Professional Learning and Continued Support



Develop a professional learning plan to include:

- Informational sessions
- Skill Building sessions
- Continued Support: regular feedback; incentives; results data



"Georgia will lead the nation in student achievement." Kathy Cox

LEARNING TARGET #10



Assessing TAA Program Effectiveness

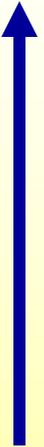


“Georgia will lead the nation in student achievement.” Kathy Cox

Assessing the Effectiveness of a Teachers-As-Advisors Program



- Data-driven Outcomes (programmatic measures, advisor effectiveness, student satisfaction, parent satisfaction, etc.)
 - What kinds of data will you gather to measure outcomes?
- Rubrics
 - How will you develop rubrics and hold each participant in the process accountable?
- Graduation- and College/Career-Readiness-Focused!



"Georgia will lead the nation in student achievement." Kathy Cox

The image features seven stylized graduation figures arranged in two rows. Each figure is a black silhouette of a person with arms raised, wearing a black mortarboard cap. The figures are color-coded: the top row has orange, purple, and pink; the bottom row has pink, yellow, blue, and green. Each figure has a white number on its chest representing a graduation count. The background is a vibrant blue with abstract geometric patterns and faint globe outlines.

10

12

11

6

7

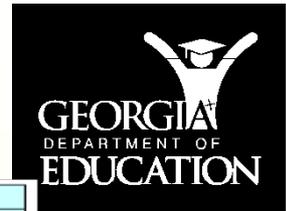
8

9

Graduation Counts!

Readiness to Results in Grades 6-12

ASSESSING YOUR TEACHER-ADVISORS



4	3	2	1
I. Expectation: The advisor knows his/her advisee well.			
A. Individual student meetings:			
The advisor will hold individual meetings with each advisee, as needed, to address academic/career or social concerns. These will take place not only during advisement, but at other times, as needed. There will be, at least, six individual meetings, annually.	The advisor will hold a minimum of six individual meetings with each advisee per year. Those meetings will take place during advisory time and occur following distribution of progress reports or report cards.	The advisor will hold at least three individual meetings per year with advisee.	The advisor will hold fewer than three individual meetings per year with advisee.
B. Awareness of advisee academic status:			
The advisor will solicit input concerning advisees' academic status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors who work with the advisee.	The advisor will be alert to information received from other teachers/mentors concerning advisees' academic status.	The advisor will rely solely on student self-reporting as the only indicator of the advisee academic status.	The advisor will be unaware of advisee academic status.
C. Awareness of advisee social status:			
The advisor will solicit input concerning advisees' social status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors/coaches/administrators/etc. who work with the advisee.	The advisor will be alert to information received from other teachers/mentors/administrators/coaches concerning advisees' social status.	The advisor will rely solely on student self-reporting as the only indicator of the advisee social status.	The advisor will be unaware of advisee social status.
II. Expectation: The advisor will serve as a student advocate.			
The advisor will initiate opportunities to work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. on an as-needed basis.	The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. in response to advisee requests.	The advisor will be aware of challenging situations that face advisees.	The advisor will be unaware of challenging situations that face advisees.
III. Expectation: The advisor will serve as the primary link between the school and the home on behalf of the student.			
The advisor will contact parents/guardians on an as-needed basis, and no fewer than three times per year per advisee. Methods of contact will include phone, letter, individual meetings, home visits, e-mail, etc.	The advisor will contact parents/guardians a minimum of three times per year per advisee.	The advisor will contact parents/guardians a minimum of two times per year per advisee.	The advisor will contact parents/guardians fewer than two times per year per advisee.
IV. Expectation: The advisor will demonstrate effective group discussion/ facilitation skills.			
The advisor will facilitate discussions that involve all group members. The advisor will model appropriate listening, questioning, and feedback/confrontation techniques. The advisor will promote advisee ownership of group "curriculum" to the maximum extent possible and appropriate. The advisor will help the group develop weekly/monthly calendars.	The advisor will facilitate group discussions. The advisor will promote advisee ownership of the group curriculum. The advisor will help the group develop weekly/ monthly calendars.	The advisor will hold daily group meetings.	The advisor will hold meetings when his/her schedule permits.
V. Expectation: The advisor will monitor advisee attendance daily			
The advisor will report attendance daily. The advisor will follow up on advisees who are absent frequently.	The advisor will report attendance daily.	The advisor will report attendance occasionally.	The advisor will not report attendance.



"Georgia will lead the nation in student achievement." Kathy Cox

EVALUATING YOUR TEACHERS-AS- ADVISORS (TAA) PROGRAM (OK)



ADVANCED (Majority of criteria checked in each section)	PROFICIENT (Minimum of 3 criteria checked in each section)	BASIC (Minimum of 2 criteria checked in each section)	DEVELOPING (Must have <u>at least</u> 1 criterion checked in each section)	NOT YET ESTABLISHED (No criteria checked in one or more sections)
56-66 Points	41-55 Points	26 – 40 Points	11- 25 Points	0-10 Points

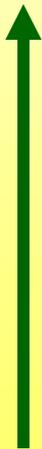
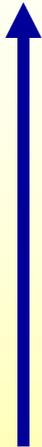
- Advanced** Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

- Proficient** Your TAA program has engaged the majority of your school’s staff, students and parents. The TAA activities are varied and supportive of students’ goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success.

- Basic** Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you’re doing.

- Developing** Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis and seek community assistance.

- Not Yet Established** Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.

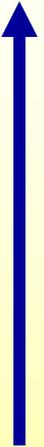


“Georgia will lead the nation in student achievement.” Kathy Cox

Questions

and/or

Comments?



“Georgia will lead the nation in student achievement.” Kathy Cox



For more information, contact:

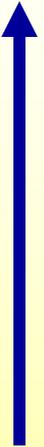
Karen Faircloth

Georgia Department of Education

Division of School and Leader Quality

kfairclo@doe.k12.ga.us

404-463-1710



"Georgia will lead the nation in student achievement." Kathy Cox