Georgia will lead the nation in student achievement. Kathy Cox

Georgia Department of Education: February 2008

Kathy Cox, State Superintendent of Schools

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

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The Education Alliance at Brown University publication

Changing Systems to Personalize Learning
The Power of Advisories

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“Georgia will lead the nation in student achievement.” Kathy Cox
3-2-1 Protocol - TAA

3
• Name 3 things you hope to learn during this session.

2
• List 2 capacities your district or school possesses that would provide a foundation for a TAA initiative.

1
• Identify 1 obstacle you anticipate or 1 fear you have related to implementing TAA in your district or school?

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Teachers-As-Advisors: What does it “look like”?

- Developmentally Appropriate Activities
- A Trained, Caring Adult Advisor
- Small Group of Students (12-18)

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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.

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WHY is TAA important for Georgia students?

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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)

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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%.

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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)

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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)

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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)

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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)

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The New 3 R’s

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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

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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.

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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

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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

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“Georgia will lead the nation in student achievement.” Kathy Cox
Georgia Teachers-As-Advisors Framework

Counselors • Advisors • Graduation Coaches

January 2008

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

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Welcome to GeorgiaStandards.org

- English Language Arts
- Mathematics
- Social Studies
- Science
- CTAE
- Modern Languages & Latin
- Reading

Teachers as Advisors

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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

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LEARNING TARGET #1

Establishing Need and Gaining Awareness of Data

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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

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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?

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<table>
<thead>
<tr>
<th>Response Before Lesson</th>
<th>Statement:</th>
<th>Response After Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An individual’s lifetime earning capacity is not, significantly, impacted by his or her educational attainment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educators are preparing students, today, for jobs that have yet to be created.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling is for all students; advisement is for a selected group of students who may be considered at-risk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The basic educational and career planning competencies for Georgia students vary, totally, from city-to-city, county-to-county, and region-to-region.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advising students on academic choices and career planning should begin in Grade 9.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most high-growth, high-skill, high-wage jobs in Georgia require a minimum of a Bachelor’s degree.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The aspect of the advisor-advisee relationship is the least critical element of a Teachers-As-Advisors program.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Average Annual Growth Rate, 2002-2012</th>
<th>2005 Georgia Average Annual Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First professional degree</td>
<td>2.1%</td>
<td>$122,600</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>2.8%</td>
<td>$68,100</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>2.4%</td>
<td>$53,500</td>
</tr>
<tr>
<td>Work experience plus Bachelor’s or higher degree</td>
<td>2.0%</td>
<td>$89,200</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>2.3%</td>
<td>$55,900</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>2.8%</td>
<td>$46,100</td>
</tr>
<tr>
<td>Postsecondary vocational training</td>
<td>1.9%</td>
<td>$35,800</td>
</tr>
<tr>
<td>Work experience in a related occupation</td>
<td>1.4%</td>
<td>$44,600</td>
</tr>
<tr>
<td>Long-term on-the-job training</td>
<td>1.5%</td>
<td>$34,400</td>
</tr>
<tr>
<td>Moderate-term on-the-job training</td>
<td>1.2%</td>
<td>$31,000</td>
</tr>
<tr>
<td>Short-term on-the-job training</td>
<td>1.5%</td>
<td>$21,000</td>
</tr>
</tbody>
</table>

Georgia will lead the nation in student achievement.
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/

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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!

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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. Klemer, 1973

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#1 - Who Am I?

**Self-Awareness**

- O* Net Interest Profiler, etc.
- EXPLORE, PLAN, ACT
- PSAT
- Armed Services Vocational Aptitude Battery (ASVAB)
- Career Keys (through GAcollege411 or Work Ready)
- Other: (locally determined) GCIS, Kuder, Career Cruising, COIN, etc.

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#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)

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#3-How Am I Going To Get There?

- Electronic Portfolio System: Through an enhanced GAcollege411.com

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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?

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"Georgia will lead the nation in student achievement." Kathy Cox
### Program Purpose:
Specific purposes your advisory program be designed to meet (worksheet)

<table>
<thead>
<tr>
<th>Program Purpose</th>
<th>Priority Value</th>
<th>Addresses students’ needs in what ways?</th>
<th>Reflects the needs of the community in what ways?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Essential, non-negotiable</td>
<td>- All students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Important, but negotiable</td>
<td>- Subgroups?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Experimental and negotiable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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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

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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?

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Strategic Planning for Parent/Family Involvement

Basic indicators for “the relationship”:

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

Viewing parents as partners!

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Strategic Planning for Parent/Family Involvement

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Achieving Consensus on Organization and Logistics

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Achieving Consensus on Organization and Logistics

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

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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?

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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.

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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?

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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!

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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?

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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

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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?

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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.

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LEARNING TARGET #6

Designing Framework-Based Content for Students

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Designing Framework-Based Content for Students

• Use Georgia TAA Framework to gather materials and develop TAA sessions

• Other potential resources…

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“Georgia will lead the nation in student achievement.” Kathy Cox
LEARNING TARGET #7

Understanding and Fully Utilizing Assessment Results

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Understanding and Fully Utilizing Assessment Results...

the missing link...

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Understanding and Fully Utilizing Assessment Results

- State Assessments (CRCT, EOCT, GHSGT, etc.)
- Explore, PLAN, ACT, PSAT, SAT, etc.
- Career Keys (available on GAcollege411)
- Armed Services Vocational Aptitude Battery (ASVAB)
- O*Net Interest Profiler
- O*Net Work Importance Locator
- Other Interest, Aptitude, and Work Values and Preferences assessments

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Determining the Level of Leader Involvement and Support

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

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LEARNING TARGET #9

Professional Learning and Continued Support

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Professional Learning and Continued Support

Develop a professional learning plan to include:

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

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Assessing TAA Program Effectiveness

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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!

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Graduation Counts!
Readiness to Results in Grades 6-12
## I. Expectation: The advisor knows his/her advisee well.
### A. Individual student meetings:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The advisor will hold at least three individual meetings per year with advisee.</td>
<td>The advisor will hold fewer than three individual meetings per year with advisee.</td>
</tr>
</tbody>
</table>

### B. Awareness of advisee academic status:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The advisor will be alert to information received from other teachers/mentors concerning advisees’ academic status.</td>
<td>The advisor will rely solely on student self-reporting as the only indicator of the advisee’s academic status.</td>
<td>The advisor will be unaware of advisee academic status.</td>
</tr>
</tbody>
</table>

### C. Awareness of advisee social status:

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The advisor will be alert to information received from other teachers/mentors/coaches/administrators/etc. concerning advisees’ social status.</td>
<td>The advisor will rely solely on student self-reporting as the only indicator of the advisee social status.</td>
<td>The advisor will be unaware of advisee social status.</td>
</tr>
</tbody>
</table>

## II. Expectation: The advisor will serve as a student advocate.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. in response to advisee requests.</td>
<td>The advisor will be aware of challenging situations that face advisees.</td>
<td>The advisor will be unaware of challenging situations that face advisees.</td>
</tr>
</tbody>
</table>

## III. Expectation: The advisor will serve as the primary link between the school and the home on behalf of the student.

<table>
<thead>
<tr>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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, email, etc.</td>
<td>The advisor will contact parents/guardians a minimum of three times per year per advisee.</td>
<td>The advisor will contact parents/guardians a minimum of two times per year per advisee.</td>
<td>The advisor will contact parents/guardians fewer than two times per year per advisee.</td>
</tr>
</tbody>
</table>

## IV. Expectation: The advisor will demonstrate effective group discussion/facilitation skills.

<table>
<thead>
<tr>
<th>4</th>
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<tbody>
<tr>
<td>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 the group “curriculum.” The advisor will help the group develop weekly/monthly calendars.</td>
<td>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.</td>
<td>The advisor will hold daily group meetings.</td>
<td>The advisor will hold meetings when his/her schedule permits.</td>
</tr>
</tbody>
</table>

## V. Expectation: The advisor will monitor advisee attendance daily.

<table>
<thead>
<tr>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>The advisor will report attendance daily. The advisor will follow up on advisees who are absent frequently.</td>
<td>The advisor will report attendance daily.</td>
<td>The advisor will report attendance occasionally.</td>
<td>The advisor will not report attendance.</td>
</tr>
</tbody>
</table>

"Georgia will lead the nation in student achievement." Kathy Cox
EVALUATING YOUR TEACHERS-AS- ADVISORS (TAA) PROGRAM (OK)

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

**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.

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For more information, contact:

Karen Faircloth
Georgia Department of Education
Division of School and Leader Quality

kfaircloc@doe.k12.ga.us
404-463-1710

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