

Agenda: Thursday, 4/4

1. Welcome /Review Agenda
2. Advisory Starter Activity: Looking at Faculty Data
3. Advisory Dimension: Content - Continuum Activity
4. Framing Professional Development

ADVISORY Dimension Content

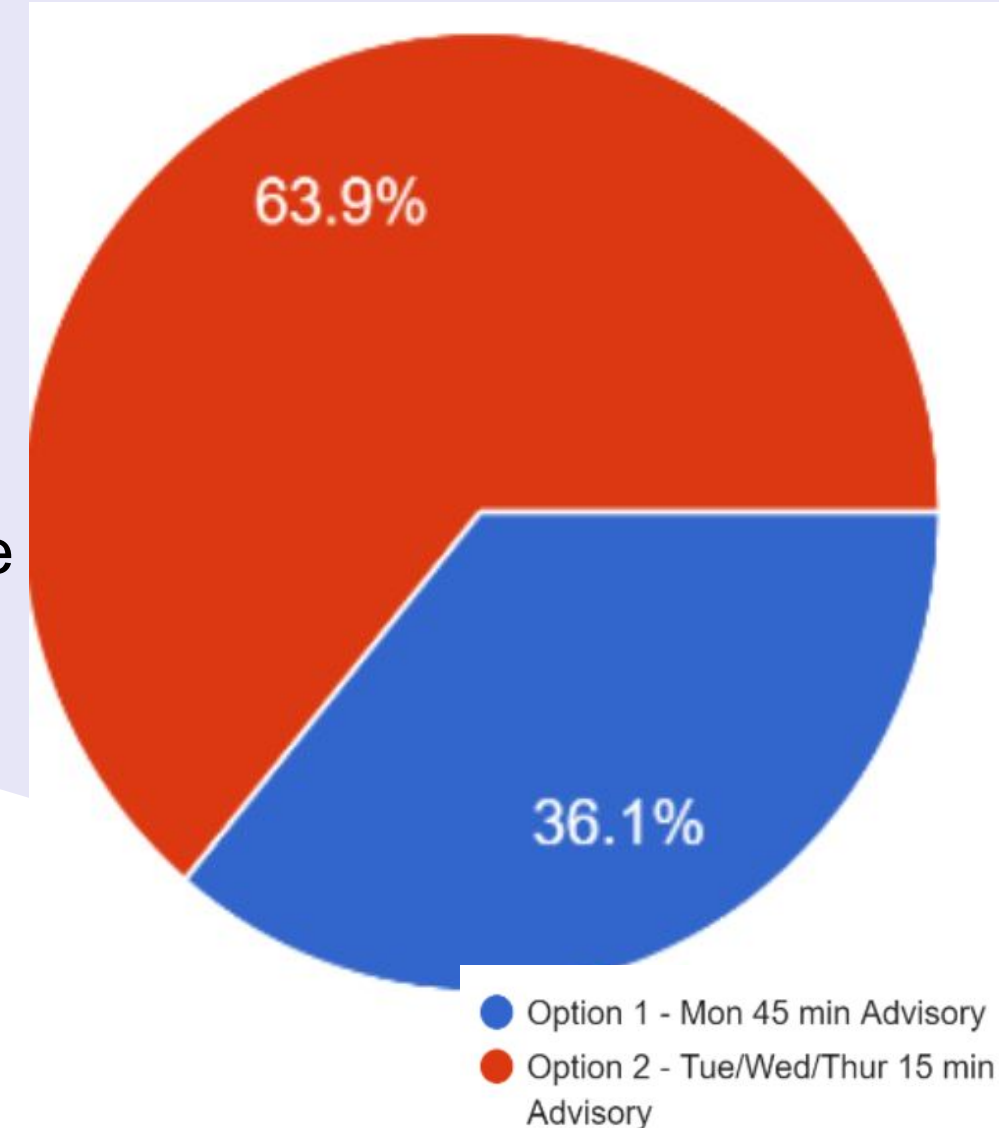
- ### **Three Purposes of Advisory**
- **Lifelong Learning Skills**
 - **Building Connections**
 - **Community, Culture & Communication**

Faculty Data on Schedule Turn and Talk



- What are the benefits of the schedule? What are the drawbacks?
- Given this schedule, what will be important to consider regarding Advisory goals, teaching and learning?

Which schedule would you prefer as our regularly scheduled weekly routine for the implementation of Advisory?



Program Content

The content of Advisory experiences is grounded in the stated purposes of Advisory and in knowing the whole learner, building relationships and a positive, safe and supportive environment. Advisors have access to shared resources that have been developed by staff and are stored in a shared Advisory Google folder.

- Will there be minimum expectations, norms and routines, shared or not?
- Will there be shared common activities throughout the school? Ie; around academics, goal setting, progress report review and reflection etc..
- Will there be grade dependent shared content? Skill building; organizational skills for freshman(how to “do” highschool), seniors and transitioning to life after HB, sophomores and building your high school story etc...Possibilities for grade wise culture building.

Key Dimension #3: Advisory Program Content

Most advisory programs focus on personal, academic, and career related themes; students are more engaged in topics that are relevant to their lives and about which they have some choice; content should promote equity; and advisors need support for content whether that be in the form of curriculum guides, time to plan, etc.

Continuum Exercise: Advisory Program Content

Advisory program content should be organized around specific questions, themes or skills.

Strongly agree _____ Strongly disagree

Continuum Exercise: Advisory Program Content

Advisory program content should include routines that are common among all Advisory groups.

Strongly agree _____ Strongly disagree

Continuum Exercise: Advisory Program Content

Advisory program content should include routines that are common among all Advisory groups.

Strongly agree _____ Strongly disagree

Continuum Exercise: Advisory Program Content

Advisory program content schedule should be consistent throughout the school; Each of the three days focused on a purpose of Advisory, 1 day for Community, Culture and Communication, 1 for Lifelong Learning Skills, 1 day for Connections.

Strongly agree _____ Strongly disagree

Continuum Exercise: Advisory Program Content

Advisory program content should be designed by members of the school community versus drawing upon a variety of pre-packaged resources.

Members of Community _____ Pre-packaged

Continuum Exercise: Advisory Program Content

Advisory program content should be explicit and consistent across all advisory groups in the school community.

Strongly agree _____ Strongly disagree

Continuum Exercise: Advisory Program Content

Advisor should have the flexibility to adapt advisory program content based on the knowledge they have of their advisees.

Strongly agree _____ Strongly disagree

Continuum Debrief:

Considering the three purposes of advisory, what are some consistent routines, norms and content, that all Advisories should have?

- Lifelong Learning Skills
- Building Connection
- Community, Culture and Communication

Professional Development Framing - Advisory Leadership Team

Please fill out the feedback sheet on Leadership Team Professional Development

What does the leadership team need to learn about?

What skills does the leadership team need to develop?

What other thoughts or questions do you have concerning leadership and the Advisory Program?