

Discover the Power of Advisories:  
Personalizing Your Smaller  
Learning Community

# Implementation and Application







## Applying Key Dimension #1 to Your Smaller Learning Community or School

Program Emphasis: What type of consensus did your team reach through the card-sorting exercise (Galassi et al, 1998) about the emphasis you would like your advisory program to take?

Program Emphasis	Addresses students' needs in what ways?	Reflects the needs of the school community in what ways?	Consensus reached
Advocacy			
Community			
Skills or Developmental Guidance			
Invigoration			
Academic			
Administrative			





Program Purpose: Based on the consensus you have reached about program emphasis and through the Focus Four exercise, what specific purpose(s) will your advisory program be designed to meet?

<b>Your Program Purpose</b>	<b>Priority value: 1- Essential, non-negotiable 2- Important, but negotiable 3- Experimental and negotiable</b>	<b>Addresses students' needs in what ways?</b>	<b>Reflects the needs of the school community in what ways?</b>





## Applying Key Dimension # 2 to Your Smaller Learning Community or School

**Program Organization:** How will you organize your advisory program in order to best support advisors and advisees in meeting the stated purpose(s) of the program? Based on the questions that were generated through the carousel brainstorming, consider various design options for your advisory program.

Design Option (People, Size, Time, Space)	Description of process or structure	+ Advantages - Disadvantages to meeting stated purposes	+ Areas of support - Areas of opposition	Consensus reached
Advisor-Advisee Ratio				
Who will be advisors				
Other supportive roles				
Co-facilitation				
Demographic criteria for sorting advisories				
Specific criteria for matching advisors with advisees				







<b>Design Option (People, Size, Time, Space)</b>	<b>Description of process or structure</b>	<b>+ Advantages - Disadvantages to meeting stated purposes</b>	<b>+ Areas of support - Areas of opposition</b>	<b>Consensus reached</b>
Duration of advisor-advisee relationship				
Advisee role and responsibilities				
Advisor role and responsibilities				
Parent involvement				
Community involvement				
Frequency of advisory meetings				
Length of advisory meetings				
Individual vs. group meetings				







<b>Design Option (People, Size, Time, Space)</b>	<b>Description of process or structure</b>	<b>+ Advantages - Disadvantages to meeting stated purposes</b>	<b>+ Areas of support - Areas of opposition</b>	<b>Consensus reached</b>
Master schedule considerations				
Where will advisories meet?				
Personalization of advisory space				
Sharing of advisory space				







<b>Design Option (Professional Development and Support)</b>	<b>Description of process or structure</b>	<b>+ Advantages - Disadvantages to meeting stated purposes</b>	<b>+ Areas of support - Areas of opposition</b>	<b>Consensus reached</b>
Scheduled professional time dedicated to advisory program				
Configurations for training and support				
Identification of training and support needs				
Initial and on-going training (what, by whom, how)				
Resources needed by advisors				
New advisor support				





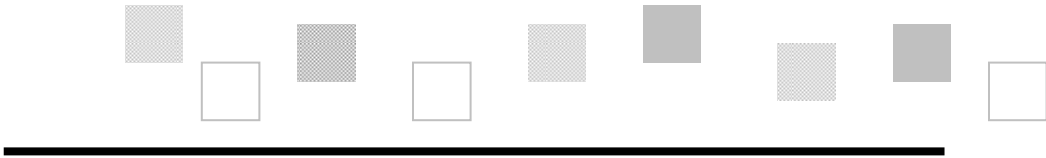


<b>Design Option (Professional Development and Support)</b>	<b>Description of process or structure</b>	<b>+ Advantages - Disadvantages to meeting stated purposes</b>	<b>+ Areas of support - Areas of opposition</b>	<b>Consensus reached</b>
Struggling advisor support				
Observation and assessment of advisors				
Master contract considerations				
Budget considerations				
Other				





Design Option (Student Ownership)	Description of process or structure	+ Advantages - Disadvantages to meeting stated purposes	+ Areas of support - Areas of opposition	Consensus reached
Additional student roles (e.g., steering committee)				
Opportunities for empowerment (e.g., school governance, community responsibility)				
Mentoring possibilities among older/younger students				
Other				





## Applying Key Dimension #3 to Your Smaller Learning Community or School

Advisory Program Content: What will the content of your advisory program be and how will it serve to help advisors and advisees meet the stated purpose(s) of the program?

Organizing principles	+ Advantages - Disadvantages	+ Areas of support - Areas of opposition	Consensus reached
Question-based			
Theme or topic-based			
Skill-based			
Other			





<b>Consistency vs. variation</b>	<b>+ Advantages - Disadvantages</b>	<b>+ Areas of support - Areas of opposition</b>	<b>Consensus reached</b>
Explicit program content: pre-packaged			
Explicit program content: designed by members of the school community			
Program content guide or handbook from which advisors can pick and choose activities			
Advisors create their own activities based on organizing principle for content			





Routines	+ Advantages - Disadvantages	+ Areas of support - Areas of opposition	Consensus reached
Connections/ Reflections			
Circle time			
Journal writing			
Job wheel			
Other			





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<b>Content Idea</b>	<b>Connection to program purpose</b>	<b>Addresses students' needs in what ways? Reflects the needs of the school community in what ways?</b>	<b>Will improve student achievement and promote equity in what ways?</b>

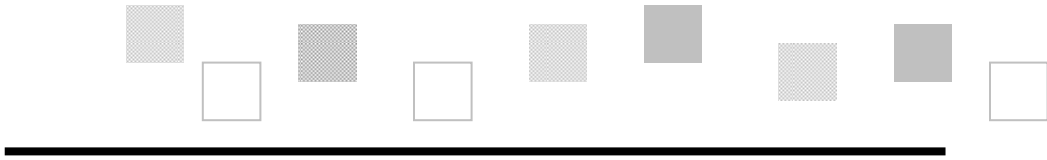




## Applying Key Dimension #4 to your Smaller Learning Community or School

**Assessment:** Based on your learning through the jigsaw, in what ways may advisees, advisors, advisory groups, the advisory program as a whole, and the school/program leadership be assessed to ensure that individuals meet the expectations you have of them, that the stated purposes of the program are met, and that program specific outcomes are measured?

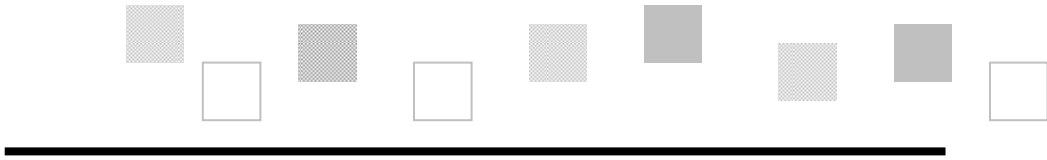
Options for assessment (Advisee)	+ Advantages - Disadvantages	Outcome(s) to be measured	Consensus reached
Advisee self-checklist of participation and other program specific expectations			
Advisor checklist of the same			
Advisory Portfolio (e.g., progress on personal learning plan, journal writing)			
Narrative			
Credit (pass/fail or letter grade)			
Other			





<b>Options for assessment (Advisor)</b>	<b>+ Advantages - Disadvantages</b>	<b>Outcome(s) to be measured</b>	<b>Consensus reached</b>
Advisor self- checklist of facilitation and other program specific expectations			
Advisee checklist of the same			
Parent checklist related to advisor-parent interactions			
Observation by peers			
Observation by leadership			
Advisory Portfolio			
Advisor Logs (of parent contact)			
Other			







Options for assessment (Advisory Group)	+ Advantages - Disadvantages	Outcome(s) to be measured	Consensus reached
Advisor checklist rating whether the group has met program specific expectations			
Advisee checklist of the same			
Community responsibility (e.g., maintaining a bulletin board, hosting visitors)			
Reports to the community on group's progress			
Written plans for meeting specific purpose (e.g., community service plan) and evidence of its completion			
Observation by leadership or by peer group			
Other			







Options for assessment (Advisory Program)	+ Advantages - Disadvantages	Formative or summative in nature	Outcome(s) to be measured	Consensus reached
Surveys (Advisee, Advisor, Parents, Leadership)				
Interviews				
Shadow studies				
Measures of school climate (e.g., attendance, discipline incidents, truancy, drop-out rate)				
Measures of student achievement (e.g., grades, test scores, progress toward academic goals)				
Other				





Options for assessment (School/Program leadership)	+ Advantages - Disadvantages	Outcome(s) to be measured	Consensus reached
Self-checklist of program specific expectations regarding decisions made, support and resources given			
Advisor checklist of the same			
Focus group			
Other			







Create an action plan for bringing this work back to your smaller learning community or school bearing in mind the question, “What will I do differently tomorrow to create and sustain an advisory program in my SLC or school?”

Remember to include the following in your action plan:

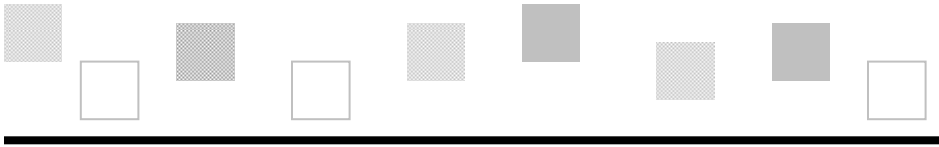
- Process for creating buy-in
- Planning along 4 dimensions: purpose, organization, program content, assessment
- Advisor training and support

Task to be completed	By whom?	Resources required?	Completed by when?	Evidence of completion?





Task to be completed	By whom?	Resources required?	Completed by when?	Evidence of completion?



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Serving Smaller Learning Communities Topical Institute