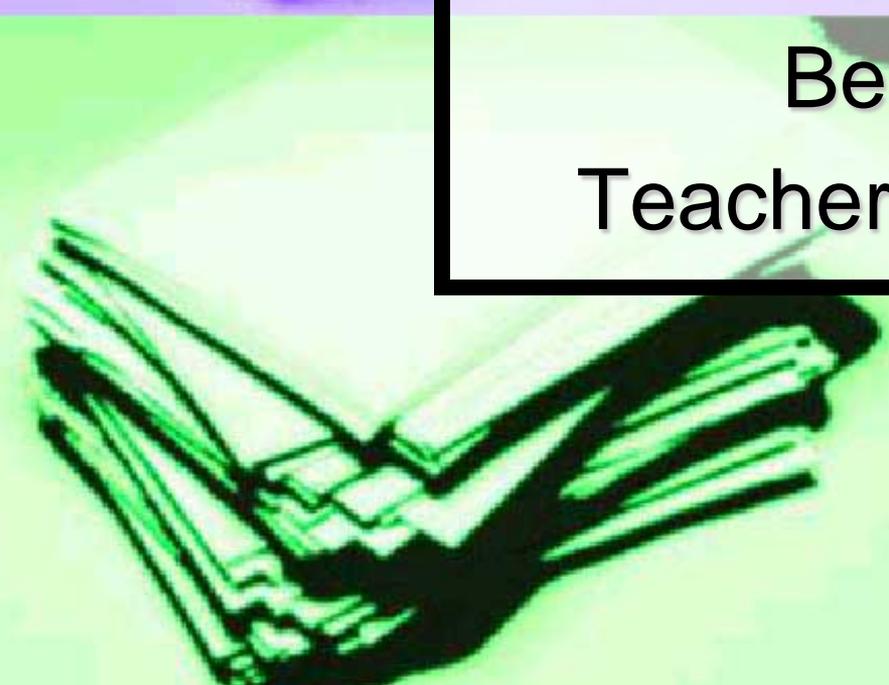
A stack of white papers or documents, slightly blurred, set against a light blue background.A blurred image of a clock face, showing numbers and hands, set against a light blue background.

CCAT

College & Career Advisement Time

A stack of white papers or documents, slightly blurred, set against a light green background.A yellow clock face with black numbers and hands, set against a yellow background.

Best Practices for
Teachers As Advisors (TAA)

What is TAA?

- A systemic, systematic method of delivery wherein an entire student body is assigned, in small groups, to a trained, caring adult advisor who both advocates for his/her advisees and facilitates lessons focused on:
 1. Career Management: Awareness, Exploration and Planning
 2. Academic Achievement: Educational attainment and lifelong learning: Academic Development
 3. Life Skills: Personal and social development



Why TAA?

- Georgia High School Graduation rate: 67% Your School: ????
- 9th grade retention rate: Nationwide too high, overrepresentation of specific groups of students
- Postsecondary matriculation: Poor, sometimes less than 20%
- Labor Market Needs: Skills shortage and labor shortage: **“A 2001 study by the National Association of Manufacturers revealed that 78% of work force representatives believe public schools are failing to prepare students for the workplace.”** This represents little change from a similar 1991 and 1997 survey despite a decade of various education movements.
- Parental involvement: very little, low level of authenticity
- Anonymity of students: There are students that we really don't know.
- A significant number of students without realistic career plans.



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)
- 12 of the 20 fastest growing occupations, an associate degree or higher is the most significant level of postsecondary education or training. (Tomorrow’s Jobs- <http://www.bis.gov/oco/oco2003.htm>)
- 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)
- 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)
- 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)



More Needs

- 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)
- 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: Perspective of High School Dropouts, Gates Foundation, 2006.)
- 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: Perspective of High School Dropouts, Gates Foundation, 2006.)





Needs

- 72% of high school graduates who did not go to college responded that knowing what they know today about the expectations of college and 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?)

These Needs
Produce a Change!

A vertical stack of four images on the left side of the slide. From top to bottom: a clock with a blue face and black hands on a purple background; a clock with a yellow face and black hands on a yellow background; an open book with white pages on a green background; and a closed book with white pages on a blue background.

Benefits from TAA(CCAT)

- A core principle for advisement is that every student counts and every student participates – no exceptions
- Students will discover how to be involved and responsible for their own learning.

More Benefits...

- Process to change school culture.
- Opportunity for EVERY student to have access to a teacher who will take a personal one-on-one interest in him/her.
- Opportunity for teachers to develop a meaningful relationship with groups of students over an extended period of time.





More Benefits...

- Opportunity for parents to receive more information & develop a personal school contact (homeroom mother).
- Time for advisors & advisees to share interests, concerns and achievement with one another in guided group discussion.

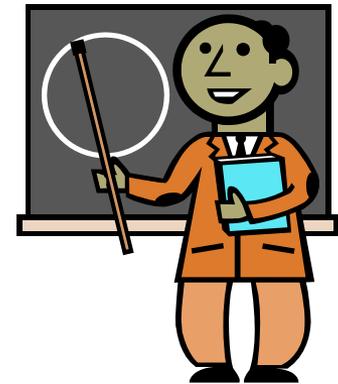
Additional Benefits:

- Students will form meaningful relationships with adults they might not typically view as resources.
- Fosters a positive, caring school environment.
- Advisement is fostered through the “House Effect”. Students have a sense of belonging.



What Advisement is **NOT**

- Advisement does not substitute for counseling.
- Advisement does not involve lecturing



Advisement is also NOT

- ❑ Babysitting
- ❑ Time for students to do homework.
- ❑ A “Texting Zone”
- ❑ Bathroom break
- ❑ Coffee break
- ❑ Email “Catch up”



Basic Assumptions

- ALL educators are career developers. “*Teachers make all professions possible*” Annie Belott
- ALL students are expected to work, therefore, ALL students need career development. “*The future of work is ‘learning a living’.*” Marshal McLuhan
- Parents can be the greatest influence in a student’s career decision-making process. Therefore, parents need information also.



An Essential Difference

Counseling

The help that some students need to overcome personal/social, academic 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.

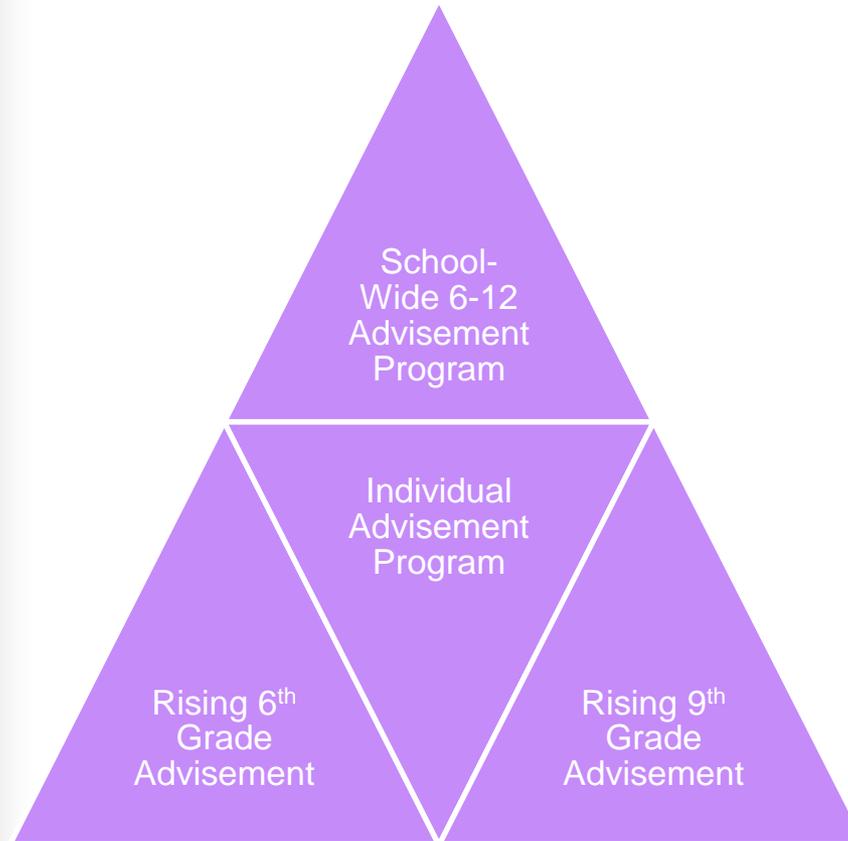


3 Questions for Students that Drive TAA

- Who Am I? : Self-awareness
- Where Am I Going?: Exploration
- How Am I Going to Get There?: Planning



Key Components



Components

- Personnel
- Structure
- Curriculum
- Training
- Materials
- Evaluation



Goals

- Build partnerships between home and school
- Enhance school climate
- Help students transition to post-secondary educational experiences



Objectives 6-12 programs

- Build rapport with students and parents
- Establish support for students and parents
- Develop 4/6 year plans
- Communicate to parents about academic and attendance
- Monitor academic progress
- Provide early intervention (safety net)
- Provide information on academics, study skills, colleges, careers, work ethics, drugs and alcohol, character education, MOWR, Dual/Joint enrollment, Advanced Programs, CTE programs and pathways.
- Meet CCRPI goals and Bridge Bill requirements



Procedures

- Develop an advisement committee of educators, parents and students
- Conduct needs assessment from students and parents
- Provide training for TAA
- Provide materials and lessons in timely manner
- Evaluate the implementation of TAA
- Evaluate the effectiveness from surveys



Materials

Obtain materials from internet, GACollege 411, College Board, Educational Publishers, Community, Colleges/Universities, DOE website, counselor made, CTE made, etc.



Beyond Advisement

Advisers should make appropriate referrals to counselors for individual or group follow up for specific counseling needs.

(Develop a process which involves feedback to advisor.)



Troubleshooting

- Buy in (reward good teachers)
 - Lessons not teacher friendly
 - No communication logs (accountability)
 - Lessons not delivered in timely manner
- #1 – How do I make a teacher participate in advisement program?



CCAT Foundations Plan A

- When? Advisement (homeroom) will occur 15 minutes each day and 30 minutes every Wednesday at the beginning of the school day.
- Who? All advisement teachers will have a roster of students who will move with these students from 10th grade to graduation. Freshman Advisers will get a new group each year due to this very important transition phase of education. Counselors and Administrators will provide information and lessons to be facilitated by each advisor.
- What and How?





Plan A: What and How?

Advisement Teachers

- Check roll everyday. Report to School Truancy students who have missed more than 3 days.
- Build relationships with advisees having discussions about school and life.
- Disseminate daily announcements and information (morning announcements, memos, etc.)
- Meet with one advisee each day about grades, attendance and behavior.
- Check and aid students in organizing their "One World, One Notebook".
- Conduct agenda usage checks.
- Communicate with parents about grades, attendance, behavior and VHS events.
- Contact counselor for a parent conference when students have poor grades or attendance.
- Contact a counselor when you have specific concerns about student's academic, personal/social or career needs.
- Provide two positive student/parent contacts each week using "It was nice to CATcha....." slips.
- Facilitate lesson every Wednesday that will be provided by counselors and administrators in the areas of Career Management, Academic Achievement and Life Skills.

Students

- Attend advisement.
- Bring "One World, One Notebook" to Advisement.
- Keep a CCAT (Advisement) folder in the TAA room that will be used to collect information about academic and career awareness and planning
- Use agendas.
- Ask questions when they have them.
- Discuss concerns with advisor as soon as they occur.
- Consult with Advisors about needs to see a counselor for individual issues or concerns.
- Take parent communications home.
- Use any extra time in advisement to study or review notes in "One World, One Notebook."



Goal of VHS Advisement:

VHS Advisement will facilitate the process of students staying in school, succeeding and graduating from high school college and career ready.



Students/Advisees

- ⇒ Students/advisees will **develop** a 4/6 year plan to include post secondary options to be college/career ready.
 - ⇒ Students/advisees will **complete** a portfolio with forms to include graduation checklist, student activities/service learning hours and Individual Career Plan (ICP).
 - ⇒ Students/advisees will **gain** personal/social skills that will enable them to be productive in high school and beyond.
 - ⇒ Students/advisees will **build** a relationship with the advisor who will guide the student to be successful both academically and behaviorally.
 - ⇒ Students/advisees will **complete** and **update** the GACollege411 profile which will enable the student to **keep** track of credits, activities and HOPE eligibility (senior).
 - ⇒ Students/advisees will **seek** further information on academic and career planning through school counselors.
- 
- 



Goal of VHS Advisement:

VHS Advisement will facilitate the process of students staying in school, succeeding and graduating from high school college and career ready.

Teachers/Advisors

- ⇒ Teachers/Advisors will **keep** track of student's attendance, academics and behaviors for advisees that are assigned.
- ⇒ Teachers/Advisors will **refer** students for appropriate school counseling services based on personal/social, academic and career concerns.
- ⇒ Teachers/Advisors will **aid** students in organizing their portfolios which will be given to the students at graduation for further college/career readiness planning.
- ⇒ Teachers/Advisors will **deliver** administrator/director/counselor provided lessons once a month to focus on personal/social/career needs of advisees.
- ⇒ Teachers/Advisors will **meet** with 4 advisees a week (during non-lesson delivery time) during extended advisement time to discuss their portfolio, attendance, grades and behavior.
- ⇒ Teachers/Advisors will **contact** parents/guardians about concerns for advisees with deficiencies in attendance, academics and behavior.
- ⇒ Teachers/Advisors will **contact** parents and **refer** students with three missed days (cumulative) to truancy personnel and school counselor.
- ⇒ Teachers/Advisors will **provide** positive student/parent contacts based on advisees successes and keep a log of these contacts. (CATcha slips)
- ⇒ Teachers/Advisors will **provide** school announcements and information to students.
- ⇒ Teachers/Advisors will informally **talk** with at least one advisee daily about personal/social, academic or career concerns.
- ⇒ Teachers/Advisors will **attend** parent conferences for their advisees.



Goal of VHS Advisement:

VHS Advisement will facilitate the process of students staying in school, succeeding and graduating from high school college and career ready.



Administrators/School Counselors

- ⇒ Administrators/School Counselors will **facilitate** the CCAT program.
 - ⇒ Administrators/School Counselors will **provide** accurate “easy to use” lessons for teachers/advisors to deliver to students.
 - ⇒ Administrators/School Counselors will **provide** support to students based on referrals from teachers/advisors in a timely manner.
 - ⇒ Administrators/School Counselors will **provide** feedback to teachers/advisors based on requests for student support services.
 - ⇒ Administrators will **monitor** and **evaluate** CCAT time through informal observation and walk throughs.
 - ⇒ Administrators/School Counselors will **collaborate** to provide appropriate materials for teachers/advisors.
 - ⇒ Administrators/School Counselors will **conduct** parent conferences based on referrals from teachers/advisors.
- 
- 



CCAT Foundation Plan B

- Monday to Friday (30 Minutes 8:57-9:27)
 - Ten minutes each day of announcements and "housekeeping"
 - Twenty minutes of advisement
 - **Monday** – Advisors will meet with advisees to go over grades, attendance and behavior. While advisor is working with an individual student other advisees should be actively engaged in studying and preparing for lessons. Silent reading is permissible and advised. Advisor will make appropriate referrals to school counselor based on advisee personal/social, academic and career needs.
 - **Tuesday** – Character Education lessons based on Word of Week.
 - **Wednesday** – Academic lessons and discussions
 - **Thursday** – College and Career Ready lessons and discussions
 - **Friday** – Current Events discussions (Advisor is responsible for reviewing local, state and world events to emit higher order thinking on events that affect students, economy, etc.)

CCAT Goals Plan B

- Improve relationships between faculty and students.
- Allow students to develop a sense of belonging.
- Promote school as a safe haven for students.
- Develop a faculty who advocates for students.
- Monitor Academic progress, attendance and behavioral concerns.
- Assist students with planning their sequence of courses.
- Involve parents in their student's education.
- Advise students on postsecondary education and careers.
- Ensure students take a rigorous core curriculum and choose an appropriate career cluster/pathway.
- Ensure students see relevance between high school curriculum and goals for the world of work.
- Provide a collaborative / systemic approach to engage all students.



Roles for advisors Plan B

- Facilitate delivery of advisement lessons.
 - Facilitate student achievement and personal growth through collaborative advisement experiences.
 - Advocate for your advisees.
 - Serve as a positive role model for your students.
 - Maintain appropriate student-adult boundaries.
 - Establish a nurturing environment that promotes communication.
 - Support advisee success by being the primary school contact for your students and other relevant stakeholders, including parents and guardians
 - Develop a partnership with parents/guardians to support student progress.
-
- Meet face-to-face with parents at least 2x per year
 - Review Individual Graduation Plan (IGP)
 - Conference regarding other student information
 - Communicate regularly with parents, including positive updates as well as other information to provide for student needs
 - Provide information on available resources (e.g. tutoring)
 - Monitor student needs regarding attendance, behavior, academics, extra-curricular activities, etc.
 - Monitor academic progress, and promote career awareness and personal growth.
 - Assist with career/academic portfolio development.
 - House career/academic portfolios for your advisees.
 - Develop positive relationships and provide extra support for individual students as needed. (The advisor is not a substitute for the school counselor.)
 - Collaborate with relevant community stakeholders to address student needs.
 - Collaborate with school counselors and school administrators to secure resources and support students.





Example Advisory Week 1

STUDENT ADVISORY ACTIVITY

WEEK 1

August 8, 9, 10, 2012



Topic: Review of the Student Handbook

Time Required: 30 minutes each day

Goal Statement:

Students will review the student handbook.

Activity Statement:

Students will discuss the student handbook and identify its purpose.

Materials:

1. Student Handbook
2. Pen/pencil

Procedures:

1. Divide the class into 3-4 teams.
2. Give each team a section of the student handbook to review.
3. Ask each team to express what they believe is the purpose for incorporating the various topics in the handbook.

Discussion Questions:

1. What is the purpose of a student handbook?
2. Why do students need to know its contents?
3. What parts of the handbook are most relevant to your daily activities in school?
4. Are there items not covered in the handbook that need to be included?

Integrative Closing Statement:

We improve our communication when we clarify our expectations.



Please review and make sure students understand the following:

1. Morning and Afternoon dismissal procedures
 2. Lunchroom procedures
 3. Dress Code and ID policy
 4. Electronic Device policy
 5. Tardy and Attendance Policy
- 

Presenter information

Brian Law

School Counselor

*Parent Involvement
Coordinator*

Summer School Coordinator

Valdosta High School

3101 N Forrest Street

Valdosta, GA 31620

blaw@gocats.org

229-671-6000 Ext. 4004



<http://bit.ly/alwaysforthechildren>