

ADVISORY: Why, What, When, and How

Offered By:

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The Board Of Directors



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SIGNIFICANT BENCHMARKS IN THE HISTORY OF THE ADVISORY PROGRAM

1966 **THE MIDDLE SCHOOL**
DONALD EICHHORN
**THE CENTER FOR APPLIED RESEARCH IN
EDUCATION**

**NO SPECIFIC REFERENCE TO THE FORMAL ADVISORY PROGRAM
BUT NUMEROUS REFERENCES TO MEETING THE INTELLECTUAL,
PHYSICAL, EMOTIONAL, AND SOCIAL NEEDS OF THE EARLY
ADOLESCENT NOT NOW MET THROUGH THE TRADITIONAL JUNIOR
HIGH SCHOOL PHILOSOPHY, PROGRAMS, PRACTICES, AND
STRUCTURE.**

1981 **THE EXEMPLARY MIDDLE SCHOOL**
WILLIAM ALEXANDER AND PAUL GEORGE
HOLT, RINEHART, WINSTON

**"THE FUNDAMENTAL PURPOSE OF THE ADVISOR-ADVISEE
PROGRAM, REGARDLESS OF ITS DESIGN IN ANY PARTICULAR
SCHOOL, IS TO PROMOTE INVOLVEMENT BETWEEN A TEACHER AND
THE STUDENTS INVOLVED IN THE ADVISORY GROUP. EVERY
STUDENT NEEDS TO HAVE A RELATIONSHIP WITH AT LEAST ONE
ADULT IN THE SCHOOL WHICH IS CHARACTERIZED BY WARMTH
CONCERN, OPENNESS, AND UNDERSTANDING."**

1982 **THIS WE BELIEVE**
THE NATIONAL MIDDLE SCHOOL ASSOCIATION
COLUMBUS, OHIO

**"EACH TRANSESCENT LEARNER NEEDS AN ADULT WHO KNOWS
HIM OR HER WELL AND IS IN A POSITION TO GIVE INDIVIDUAL
ATTENTION. THEREFORE, THE MIDDLE SCHOOL SHOULD BE
ORGANIZED SO THAT EVERY YOUNGSTER HAS SUCH AN ADULT,
ONE WHO HAS A SPECIAL RESPONSIBILITY FOR THE INDIVIDUAL'S
ACADEMIC AND PERSONAL WELFARE."**

1985 **AN AGENDA FOR EXCELLENCE AT THE
MIDDLE LEVEL**
**NATIONAL ASSOCIATION OF SECONDARY SCHOOL
PRINCIPALS, COUNCIL ON MIDDLE LEVEL
RESTON, VIRGINIA**

**"INSTITUTE STUDENT ADVISEMENT PROGRAMS THAT ASSURE EACH
STUDENT REGULAR, COMPASSIONATE, AND SUPPORTIVE COUNSEL
FROM A CONCERNED ADULT ABOUT HIS OR HER ACADEMIC
PROGRESS, ADJUSTMENT TO SCHOOL, AND PERSONAL
ADJUSTMENT."**

1989 **TURNING POINTS: PREPARING AMERICAN
YOUTH FOR THE 21ST CENTURY**
**CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT
CARNEGIE CORPORATION OF NEW YORK**

**"ASSIGN AN ADULT ADVISOR FOR EVERY STUDENT. EVERY
STUDENT SHOULD BE WELL KNOWN BY AT LEAST ONE ADULT IN
THE MIDDLE GRADE SCHOOL. THROUGH SMALL-GROUP ADVISORIES,
HOMEROOMS, OR OTHER ARRANGEMENTS, TEACHERS AND OTHER
STAFF CAN BECOME MENTORS TO AND ADVOCATES FOR STUDENTS
AS WELL AS THE PRIMARY CONTACT FOR PARENTS."**

1992 **THE MIDDLE SCHOOL AND BEYOND**
**PAUL GEORGE, CHRIS STEVENSON,
JULIA THOMASON, AND JAMES BEANE
THE ASSOCIATION FOR SUPERVISION AND
CURRICULUM DEVELOPMENT
ALEXANDRIA, VIRGINIA**

**" THE PARAMOUNT BENEFIT OF ADVISORIES IS THAT THEY
CONSTITUTE THE STUDENT'S FIRST LINE OF BELONGING—A GROUP
ONE BELONGS WITH RATHER THAN TO. IT CAN BECOME A FORUM
FOR CONVERSATIONS ABOUT EVENTS IN THE SCHOOL AND IN THE
WORLD, ABOUT GETTING ALONG SUCCESSFULLY AT SCHOOL,
ABOUT FASHIONS AND SPORTS TEAMS AND FADS AND MUSIC."**

1995 **THIS WE BELIEVE**
THE NATIONAL MIDDLE SCHOOL ASSOCIATION
COLUMBUS, OHIO

“ADVOCATES OR ADVISORS ARE NOT COUNSELORS, BUT THEY CAN IDENTIFY BEHAVIORAL CHANGES IN STUDENTS THAT NEED TO BE BROUGHT TO THE ATTENTION OF COUNSELORS, ADMINISTRATORS, TEACHERS, PARENTS, AND OTHERS WHO CAN PROVIDE APPROPRIATE SUPPORT. AS THE LINK BETWEEN SCHOOL AND HOME, THE ADVOCATE IS THE PRIMARY PERSON AT THE SCHOOL WITH WHOM THE FAMILY MAKES CONTACT WHEN COMMUNICATING ABOUT THE CHILD.”

1996 **BREAKING RANKS: CHANGING AN AMERICAN INSTITUTION**
THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
RESTON, VIRGINIA

“EVERY HIGH SCHOOL STUDENT WILL HAVE A PERSONAL ADULT ADVOCATE TO HELP HIM OR HER PERSONALIZE THE EDUCATIONAL EXPERIENCE. A STUDENT SHOULD ORDINARILY REMAIN ASSIGNED TO THE SAME ADVOCATE THROUGHOUT THE HIGH SCHOOL YEARS. WE EXPECT THE ADVOCATE TO MEET REGULARLY THROUGHOUT THE YEAR ON AN INDIVIDUAL BASIS WITH ABOUT 15-20 STUDENTS.”

1997 **WHAT WORKS IN MIDDLE GRADES**
SCHOOL REFORM
MARCH 1997
KAPPAN MAGAZINE
PHI DELTA KAPPA, BLOOMINGTON, INDIANA
(ROBERT FELNER RESEARCH)

“THE DATA SHOW THAT, ACROSS SUBJECT AREAS, ADOLESCENTS IN HIGHLY IMPLEMENTED SCHOOLS ACHIEVED AT MUCH HIGHER LEVELS THAN THOSE IN NONIMPLEMENTED SCHOOLS AND SUBSTANTIALLY BETTER THAN THOSE IN PARTIALLY IMPLEMENTED SCHOOLS. PERHAPS THE MOST IMPORTANT LESSON ABOUT IMPLEMENTATION WE HAVE LEARNED FROM THE ONGOING RESEARCH IS THAT SUCCESSFUL REFORM MUST BE COMPREHENSIVE AND INTEGRATIVE, WITH CAREFUL ATTENTION TO SEQUENCING AND THE ESTABLISHMENT OF SOME *TURNING POINTS* BUILDING BLOCKS ON WHICH OTHER ELEMENTS CAN BE MOUNTED.”

2000 **TURNING POINTS 2000: EDUCATING**
ADOLESCENTS IN THE 21ST CENTURY
ANTHONY JACKSON AND GAYLE DAVIS
A REPORT OF THE CARNEGIE CORPORATION
OF AMERICA

“AN ADVISORY PERIOD DURING THE SCHOOL DAY IS POTENTIALLY AN IMPORTANT TIME FOR EDUCATORS AND STUDENTS IN MIDDLE GRADES SCHOOLS TO DEVELOP STRONG INTERPERSONAL BONDS. WE SAY *POTENTIALLY*, BECAUSE, ALTHOUGH OFTEN RECOMMENDED FOR MIDDLE GRADES SCHOOLS, ADVISORY PROGRAMS ARE OFTEN AMONGST THE MOST DIFFICULT STRUCTURES TO IMPLEMENT, BOTH BECAUSE OF PRACTITIONERS’ LACK OF KNOWLEDGE ABOUT WHAT THEY ARE SUPPOSED TO DO, AND, AT TIMES, BECAUSE OF PARENTAL AND COMMUNITY CONCERNS THAT EDUCATORS ARE INAPPROPRIATELY INTRUDING INTO THEIR STUDENTS’ PERSONAL LIVES.”

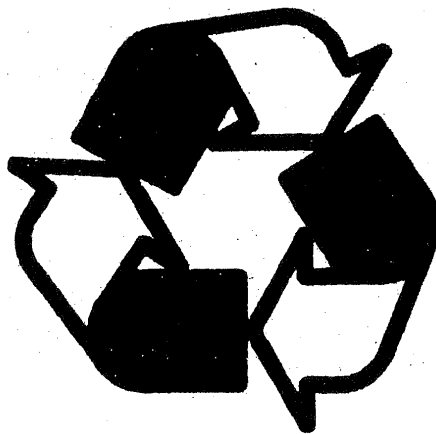
2002

**NO CHILD LEFT BEHIND: IMPLICATIONS
FOR MIDDLE LEVEL LEADERS**

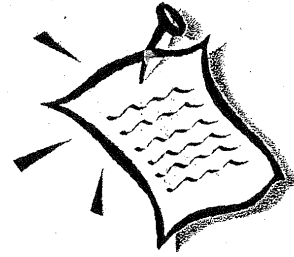
PATRICIA GEORGE

THE NATIONAL MIDDLE SCHOOL ASSOCIATION

“MIDDLE SCHOOLS IMPLEMENTING THE PRINCIPLES AND CORE VALUES SET FORTH IN *THIS WE BELIEVE* AND *TURNING POINTS 2000* WILL READILY ACHIEVE THE GOAL THEY SHARE WITH THE NCLB ACT—EQUITABLE, HIGH QUALITY EDUCATION FOR ALL STUDENTS.”



RESPONSIBILITIES OF AN **ADVISOR**



1. The advisor, more than any other person in the school, should be the advocate for his/her advisees.
2. The advisor should be the key communicator between the school and the parents/guardians of his/her advisees.
3. In light of #'s 1 and 2 above, the advisor should be informed of all activities regarding his/her advisees and should act on the information accordingly.
4. The advisor should develop a feeling of trust and caring within his/her advisory group.
5. The advisor should be the group leader and should implement the program that has been determined by the team/school/district.
6. The advisor should be willing to share his/her own feelings and personal experiences, when appropriate, to serve as a positive role model for his/her advisees

OH NO!!!!!! ANOTHER MEETING!!!



POSSIBLE WEEKLY ADVISORY SCHEDULE

MONDAY

TUESDAY

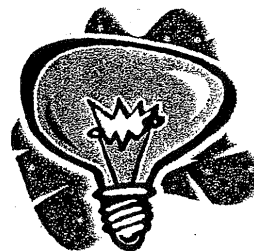
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THURSDAY

FRIDAY

SAMPLE ADVISORY TOPICS

1. GETTING ACQUAINTED
2. ORGANIZATION AND STUDY SKILLS
3. CELEBRATING YOURSELF AND OTHERS
4. PEER RELATIONSHIPS
5. FAMILY RELATIONSHIPS
6. PROBLEM SOLVING
7. DECISION MAKING
8. CAREER AWARENESS
9. COMMUNITY INVOLVEMENT
10. GOAL SETTING
11. LEISURE ACTIVITIES/HOBBIES
12. HEALTH/FITNESS AWARENESS
13. SCHOOL PRIDE
14. SPORTSMANSHIP
15. COMMUNICATION SKILLS
16. CONFLICT RESOLUTION
17. LEADERSHIP SKILLS
18. COPING SKILLS
19. LIFE SKILLS
20. THE FUTURE
21. CURRENT EVENTS
22. CULTURAL DIVERSITY
23. "HOT" SCHOOL ISSUES
24. TRENDS IN MUSIC
25. LEARNING STYLES AND THE BRAIN



POSSIBLE ADVISORY ACTIVITIES **IN ADDITION TO DISCUSSION TOPICS**

1. PERIODIC STUDY SESSIONS
2. STORY TIME
3. SILENT READING
4. INDIVIDUAL ACADEMIC COUNSELING
5. SPECIAL TEAM/SCHOOL PROJECTS
6. CURRENT EVENTS
7. GUEST SPEAKERS
8. VIDEOS
9. INDOOR AND OUTDOOR GAMES
10. INTRAMURAL CONTESTS
11. CLUB OR ACTIVITY DAYS
12. HOLIDAY CELEBRATIONS
13. COMMUNITY PROJECTS
14. CAREER EXPLORATIONS
15. SPIRIT WEEK
16. STUDENT COUNCIL EVENTS
17. SCHOOL PRIDE EVENTS
18. ACADEMIC CONTESTS
19. JOURNAL WRITING
20. FACILITATED DISCUSSIONS



25 SUGGESTIONS TO MAKE AN ADVISORY PROGRAM SUCCESSFUL



1. **FIRST PART OF THE DAY, FOR APPROXIMATELY 30 MINUTES,
5 DAYS PER WEEK**
2. **TEAM BASED WITH EXTENDED TEACHERS WHO MEET ON A REGULAR
BASIS TO DISCUSS THE ADVISORY ACTIVITIES AND THEM RELEVANT
TO THE TEAM/SCHOOL/WORLD EXPERIENCES**
3. **FREQUENT STAFF DEVELOPMENT AND SHARING EXPERIENCES**
4. **DIVERSITY IN TYPES OF ACTIVITIES**
5. **PERSON(S) IN CHARGE AT BUILDING LEVEL**
6. **ALL CERTIFICATED FOLKS TAKING PART WITH A FEW EXCEPTIONS**
7. **PRINCIPAL WHO BELIEVES IN AND SUPPORTS THE PROGRAM**
8. **ADVOCATE AT CENTRAL OFFICE**
9. **A FLEXIBLE SCHEDULE**
10. **SACRED TIME!**
11. **CENTRAL BUILDING ADVISORY COMMITTEE WITH TEAM
REPRESENTATION THAT MEETS MONTHLY**
12. **SURVEY GROUPS OFTEN (KIDS, TEACHERS, PARENTS)**
13. **NO MORE THAN 2 DAYS OF "PLANNED" ACTIVITIES PER WEEK**
14. **PERIODIC FULL STUDENT TEAM MEETINGS DURING ADVISORY**
15. **A BUDGET TO PURCHASE AND UPGRADE MATERIALS**
16. **HOME/SCHOOL LINK COMPONENT**
17. **ADVISORY TEACHER AS FACILITATOR AT CONFERENCES**
18. **TEAM DISCIPLINE PLAN IN EFFECT FOR ADVISORY**
19. **MINIMUM PAPER AND PENCIL ACTIVITIES**
20. **HANDS ON, MOVEMENT, AND DISCUSSION ORIENTED ACTIVITIES**
21. **ADVISORY RULES ESTABLISHED EARLY AND TOGETHER WITH STUDENTS**
22. **EVEN GROUP DISTRIBUTION FROM THE TEAM AND PROCEDURES IN
PLACE FOR MOVEMENT IF NECESSARY (MOVEMENT SHOULD BE RARE)**
23. **SUGGESTED 5 DAY TEAM SEQUENCE**
24. **COMMUNITY SERVICE COMPONENT**
25. **ADVISORY COMPONENT AS PART OF THE EVALUATION PROCEDURE**

ADVISORY BOOK LIST

BOOKS OF GENERAL INTEREST

1. LIFE STRATEGIES FOR TEENS
LIFE STRATEGIES FOR TEENS WORKBOOK
DAILY LIFE STRATEGIES FOR TEENS
JAY MCGRAW
A FIRESIDE BOOK, SIMON AND SCHUSTER
2. DON'T SWEAT THE SMALL STUFF FOR TEENS
DON'T SWEAT THE SMALL STUFF FOR TEENS JOURNAL
RICHARD CARLSON
HYPERION PUBLISHING
3. CHICKEN SOUP FOR THE PRETEEN SOUL
JACK CANFIELD AND OTHERS
HEALTH COMMUNICATIONS, INC.
4. CHICKEN SOUP FOR THE TEENAGE SOUL
JACK CANFIELD AND OTHERS
HEALTH COMMUNICATIONS, INC.
5. CHICKEN SOUP FOR THE KIDS' SOUL
JACK CANFIELD AND OTHERS
HEALTH COMMUNICATIONS, INC.
6. THE KIDS' BOOK OF QUESTIONS
GREGORY STOCK
WORKMAN PUBLISHING
7. LIFE'S LITTLE INSTRUCTION BOOK
J. JACKSON BROWN
RUTLEDGE HILL PRESS
8. LIFE'S LITTLE INSTRUCTION BOOK, VOLUME 2
J. JACKSON BROWN
RUTLEDGE HILL PRESS

9. 14,000 THINGS TO BE HAPPY ABOUT
BARBARA KIPFER
WORKMAN PUBLISHING
10. LEARNING TO LEARN
GLORIA FRENDRER
INCENTIVE PUBLICATIONS
11. THE BOOK OF VIRTUES FOR YOUNG PEOPLE
WILLIAM BENNETT
SIMON AND SCHUSTER
12. IF.....QUESTIONS FOR TEENS
EVELYN MCFARLANE AND JAMES SAYWELL
VILLARD BOOKS
13. WHO MOVED MY CHEESE FOR TEENS
SPENCER JOHNSON
PUTNAM BOOKS
14. THE 7 HABITS OF HIGHLY EFFECTIVE TEENS
SEAN COVEY
SIMON AND SCHUSTER
15. CHARACTER EDUCATION, YEAR ONE AND YEAR TWO
JOHN HEIDEL AND MARION LYMAN-MERSEREAU
INCENTIVE PUBLICATIONS
16. THE ESSENTIAL 55 AND THE ESSENTIAL 55 WORKBOOK
RON CLARK
HYPERION BOOKS

CHILDRENS' BOOKS

1. THE GIVING TREE
SHEL SILVERSTEIN
HARPER AND ROWE PUBLISHING
2. THE VELVETEEN RABBIT
MARGERY WILLIAMS
PLATT AND MUNK PUBLISHING

3. **THE FALL OF FREDDIE THE LEAF: A STORY FOR ALL AGES**
LEO BUSCAGLIA
CHARLES B. SLACK, INC. PUBLISHING
4. **THE PAIN AND THE GREAT ONE**
JUDY BLUME
DELL PUBLISHING
5. **THE HATING BOOK**
CHARLOTTE ZOLOTOW
HARPER AND ROW PUBLISHING
6. **PEOPLE**
PETER SPIER
DOUBLEDAY PUBLISHING
7. **ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY**
JUDITH VIORST
MACMILLAN PUBLISHING
8. **A FAMILY IS A CIRCLE OF PEOPLE WHO LOVE YOU**
DORIS JASINEK AND PAMELA BELL RYAN
COMPCARE PUBLISHERS
9. **OH THE PLACES YOU'LL GO (AND MANY OTHER BOOKS BY DR. SEUSS)**
DR. SEUSS
RANDOM HOUSE PUBLISHING
10. **CROW BOY**
TARO YASHIMA
PUFFIN BOOKS
11. **THE TEACHER FROM THE BLACK LAGOON (AND OTHERS IN THE SERIES)**
MIKE THALER
SCHOLASTIC BOOKS
12. **CHARLIE THE CATERPILLAR**
DOM DELUISE
SIMON AND SCHUSTER PUBLISHING

13. THE FROG PRINCE CONTINUED
JON SCIESZKA
VIKING PRESS

14. THE TRUE STORY OF THE THREE LITTLE PIGS
JON SCIESZKA
VIKING PRESS

15. PLEASE ADD YOUR AND YOUR STUDENTS' OWN SELECTIONS TO THIS LIST
AND ENJOY!!!!

ADVISORY MANUALS

- 1. TREASURE CHEST**
NANCY DODA
NATIONAL MIDDLE SCHOOL ASSOCIATION
- 2. ADVISORY**
IMOGENE FORTE AND SANDRA SCHURR
INCENTIVE PUBLICATIONS

COMPILED BY KATHY HUNT ULLOCK

TACOMA, WASHINGTON