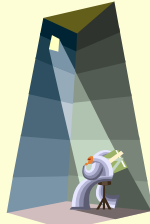
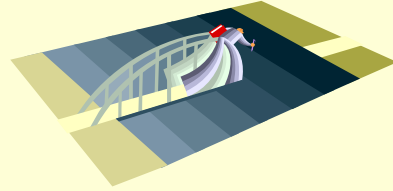


## Greencastle-Antrim High School Advisement Program



300 South Ridge Avenue  
Greencastle, PA 17225

## Advisor/Advisee:



*“Providing the Support for  
Personalized Educational Plans and  
Customized Career Development”*

## Presentation Objectives:

*The team from  
Greencastle-  
Antrim School  
District will  
describe their  
experience with  
Advisor/Advisee  
on the following  
topics:*

- History of the program
- Development Issues
- Material Development
- Roles
- Staff Development
- Implementation
- Evaluation and Maintenance

## Introduction of Team



- *Kate Deater, Dean of Students*
- *Becky Shubert, Mathematics*

## History of the Program



## History of the Program 1994-1995

- August, 1994: Interim Superintendent Jack Appleby notified the faculty that the high school would be intensively scheduled the following school year. Interim Principal Mark Herman to lead problem-solving.
- Two visitations scheduled for teachers.
- HSTW awareness and involvement.
- **ADVISEMENT INTEREST BEGINS!**

### **History of the Program 1994-1995 continued ...**

- By March, 1995, rough plan for 1995-1996
- Meetings to be held day 1 of every 6 days for 20 minutes during homeroom period.
- Faculty to review grades, attendance, portfolios, student goal development and progress individually with advisees while other students watch Channel One and listen to announcements.

### **History of the Program 1995-1996**

- 1st year of Intensive Scheduling and Advisement Program implementation.
- H.S. Faculty challenged to continue to develop an advisement program which would "create a point of contact for every student that is a filter for student accountability and needs"
- Brainstorming meetings open to all.

### **History of the Program 1995-1996 continued ...**

- Committee of 7 teachers, 1 counselor and 2 administrators addressing program.
- Topics: professional involvement, advisor to student ratio, goal-setting, frequency of sessions, topics to be addressed: student academics, attendance, deportment, goal-setting and career path development, training, portfolios, projects...

### **History of the Program 1995-1996 continued ...**

- Issues:
  - name and liability
  - scheduling and career development involvement
  - graduation requirement monitoring
  - personal/sensitive topics
  - consistency in faculty delivery
  - relationship development and continuity

### **History of the Program 1996-1997**

- Changes:
  - every faculty member assigned 15 students; from their homeroom if possible
  - group sessions held for 40 minutes out of an 84 minute period (rotate periods) every 3 weeks
  - emphasis given to personalization and privacy
  - portfolio developed

### **History of the Program 1996-1997 continued...**

- Advisees now equally representative of the 4 grade levels. Typical advisor has 4 students from each grade.
- Issues:
  - What do the other 15 students do during personal conversation time?
  - Multi-age groups have too divergent of needs for teachers to prepare for and respond to.

## **History of the Program 1996-1997 continued...**

- Entire high school faculty met on 3 dates to address the following issues:
  - 2/20/97 "Grouping for Advisement"
  - 2/27/97 "Meeting Times"
  - 3/6/97 "Activities and Content"
- 4/2, a follow-up committee of volunteers was formed to develop core curriculum goals and objectives proposed by the faculty

## **History of the Program 1996-1997 continued...**

- Summer 1997, the committee met to develop lesson plans and activities to be consistently implemented by faculty members. Lesson plans focused on grade level and career development.
- Faculty committee members included: Penny Marks, Judy Maxwell and Jill Pike.
- Advisors now stay with group for 4 years.

## **History of the Program 1997-1998**

- Changes:
  - all faculty members have a group (14-17)
  - groups comprised of a single grade level
  - advisors who have homerooms have students from their homerooms in their group

## **History of the Program 1997-1998**

- Changes:
  - common curriculum and lesson plans
  - formal 40 minute periods held 6 times per year
  - committee conducts annual evaluation
  - advisors on Graduation Project evaluation team

## **History of the Program 1998-1999**

- Changes:
  - curriculum updated based upon formal and informal feedback
  - changes made by committee members and submitted to the faculty
  - advisors provided coverage to attend the Freshman Family Educational Planning Conference with Student Services Personnel

## **History of the Program 1999-2000**

- Changes:
  - curriculum updated based upon formal and informal feedback
  - changes made by committee members and submitted to the faculty

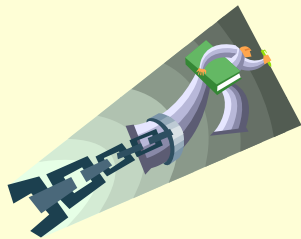
## Changes to the Program 2000-2001

- Changes:
- curriculum updated for 9th and 10th grade students to include work with The Seven Habits of Highly Effective Teens by Sean Covey
- changes made by program leader and given to lead faculty members

## Current Program Topics 2001-2002

- Create a more effective link to the ANCHOR program used at the Greencastle-Antrim Middle School
- In-service high school faculty on the content and delivery of the ANCHOR program
- Removed lessons with The Seven Habits of Highly Effective Teens

## Development Issues



## Development Issues



- Whether or not?
- Who are advisors?
- What is advisor's role?
- How are students grouped?
- How long are sessions?

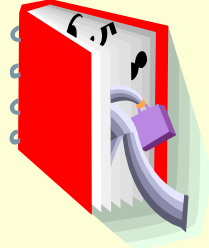
## Development Issues continued...

- How frequently are sessions held?
- Are sessions individual or group-oriented?
- What are the goals of the sessions?
- Should special sessions be held?
- Where do we "house" all the groups?
- How do we train advisors?
- How do we develop materials?

## Development Issues continued...

- Should there be standardized materials?
- How do we facilitate knowledge of the Student Services arena: scheduling, career development, college preparation, etc.?
- How do we evaluate effectiveness?
- How do you handle "sensitive issues"?
- How do you assist with access to student information?

## **Material Development**



## **Material Development**



- *First Step: the entire faculty brainstormed the needs of students at specific grade levels. In addition, counselors added developmental needs information.*

## **Material Development continued...**

- *Second Step: volunteer committee of counselors, teachers and administrators worked with the faculty brainstorming results, refined the list and submitted a proposal for consideration.*

## **Material Development continued...**

- *Third Step: three faculty volunteers worked during the Summer to develop specific lesson plans for implementation which included objectives, materials lists, the actual materials, etc. This document is evaluated and updated annually through the professional energies and talents of this group.*

## **Material Development continued...**

- *3 Teachers met in the summer of 2001 to revise lessons, update materials and make the program more relevant to the school's current climate.*
- *Constant revision has been a key to our success with the faculty, parents and students.*

## **Material Development continued...**

- *Advisors now use the topic inserts in the Premier Agendas that are provided for all students.*
- *Topics are selected by the Advisement Program Coordinator and a brief in-service is held with all faculty advisors a few days prior to the scheduled Advisement session.*

## Faculty Role



## Faculty Role



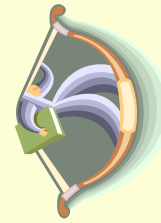
- Advocate for advisee;
- advisement curriculum instructor;
- develop relationships;
- positive role model;
- foster quality communication between family and school

## Faculty Role continued...



- Academic coach;
- accountability adult for attendance and deportment;
- goal consultant;
- "safety net"

## Staff Development



## Staff Development

- Full faculty participation in foundational program development.
- The Advisement Program Coordinator meets with the faculty before each advisement period to provide a lesson review and supply printed materials and instructions.

## Implementation



## Implementation



- 17 minute daily access through homeroom;
- 6 formal 40 minute advisement sessions;
- curriculum
- information sessions

## Evaluation and Maintenance



## Evaluation and Maintenance



- Formal:
  - Senior Survey
  - Alumni Follow-up Survey
  - Parent Partners Group
  - Department Head Committee
  - Advisement Committee Analysis
- Informal: observation

## Action Research tells us ...



**SUCCESS!!**