**Suggested Text for Professional Development/PBS Planning**

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| Text Name: | **The Advisory Guide: Designing and implementing effective advisory programs in secondary schools** |
| Author Name: | Rachel A. Poliner and Carol Miller Lieber |
| Publisher/Year: | Educators for Social Responsibility 2004 |
| Estimated Cost: | Kindle: $20.00, Paperback: $40.00 |

 Brief Overview of the Text:

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| Length of Text: | 336 |
| Type of Text: | Text for faculty establishing or managing secondary advisory programs |
| Abstract (from Amazon) | School leaders agree that advisory is a core structure for personalizing schooling for adolescents. The challenge is crafting the best program for your students and faculty. The Advisory Guide helps secondary educators design and implement an advisory program tailored to their school’s needs and goals. In this comprehensive guide, the design chapters present snapshots of various advisory models, and help planning teams think through nine major issues that should be addressed in order for the program and faculty advisors to get off to a good start. The implementation chapters offer facilitation tips, suggestions for using 15 different formats, and over 130 sample activities organized around ten advisory themes, including student orientation, community building, tools for school and learning, goal-setting and assessment, life skills, and career exploration. Perfect for large and small schools, independent and public. The Advisory Guide is a must-have resource for anyone involved in advisory from study groups and committees thinking through implementation to the advisors in the classroom. |
| Includes: | * What is needed to prepare to establish advisory
* An analysis of nine factors to consider in establishing advisory
* Suggestions for a variety of formats of advisory
* Sample activities addressing various advisory themes
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| # of Chapters/Sections: | 6 Chapters |
| Chapter/Section Names: | 1. Getting Started
2. Advisory Program Snapshots
3. The Advisory Design Puzzle
4. The Bridge between Designing and Implementation: the PR Campaign
5. Facilitation and Formats
6. Activities
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| Tables | None |
| Forms/Appendices/Templates | 222 pages of handouts and activities; a sample of handouts: First-Week Student Profile, Mapping Your Personal Pathway, Personal Assets and Qualities of Character, Silent Squares Puzzle Problem, Peer Pressure Venn Diagram, Time Log, Giving and Getting Support, Quotations about Living in the Real World, How Do You Like to Learn? |

The **first chapter** begins with what advisory is and a checklist of what should be present in a school in order to be ready to establish an advisory program. The chapter also emphasizes the importance of a research, design, and PR team. It expounds on the PR aspect of the team, as this is often overlooked. Lastly, the chapter highlights the importance of buy-in for the various populations that are impacted (students, staff, parents, the school) and gives a reminder that conferring with the teachers’ union and the school board is a crucial aspect of this process.

The **second chapter** is snapshots of a variety of established advisory programs around the country. The schools are small, medium and large, come from urban, suburban, and rural settings and are middle and high schools. They also all have different types of advisory programs. Some are very structured while others are less formal. Some have been established in the school for years while others are relatively new. This chapter provides a variety of ideas for schools looking to establish an advisory program. It shows that such a program can fit into any school. Additionally, all are constantly under revision. The schools highlight areas of the program that need tweaking. This emphasizes the constantly morphing nature of such a program.

The **third chapter** has several sections. The chapter begins by providing examples of goals and optimal, sufficient, or doomed programs designed to meet the goal. This is a powerful method of showing how important it is that a program is designed to meet the needs of those in the school or that professional development is established to succeed in meeting goals. Next, the chapter details design considerations and provides a design checklist. It then details important considerations for each of the puzzle pieces: Goals & Outcomes; Grouping (size, mix, continuity); Schedule (length and frequency); Content, Themes, Formats; Advisor’s role & expectations; Professional development; Accountability (for students, advisors, and the program as a whole); Materials & resources; and Linking advisory (to other school programs).

**Chapter four** aims to provide tips for convincing teachers, parents, students, and school leaders through communicating the benefits, stories, and rationales for the chose design. Additionally, it addresses several common arguments against adding advisory groups. It also provides advice for advisory teams that are in the process of or have already been formed without all of the puzzle pieces and some possible ways to evaluate and problem-solve.

**Chapter five** focuses on facilitation and format. It provides facilitation tips for building and maintaining group cohesion, facilitation tips for discussing tough topics, tips for developing interpersonal and intrapersonal skills, school-home connections, and 15 formats of ways to structure activities, discussions, tasks, and projects. The 15 formats are gatherings, announcements, small and large group dialogues, personal connections and conferencing, reading and test prep, organizing and representing ideas and information, journaling and written reflections, class meetings, skill lessons, interactive exercise, games and team challenges, projects, videos and guest or student presentations, and assemblies. Under each format, the authors provide useful tips, situations where the format may be particularly powerful, and examples of possible activities or structures.

**Chapter six** is made up of activities and handouts that pertain to ten frequent goals in advisory programs: Community-building, group cohesion, and group maintenance; Orientation, school citizenship, and school business; Personal goal-setting, reflection, and assessment; Tools for school and learning; Life skills, healthy development, and self-care; Moving on to high school, college, or career; Real-world connections and service-learning; Personal passions, hobbies, and interests; Rituals, celebrations, and closure; Rainy-day fun stuff.