Creating an Advisory Program that Works

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Kate Tovias, Territory Manager, CFC
Hello!

Host: Kate Tovias  
Territory Manager  
Committee for Children

Presenter: Matt Pearsall  
Senior Educational Designer  
Committee for Children
Practical Strategies for Designing a Custom Advisory Program
What We Bring to the Table

What words come to mind when you think about advisory programs?

Enter your words in the Chatbox
What We Bring to the Table
Why Advisory?

- What do you find compelling about advisories?
- What’s been your previous experience with advisory?
- What part of your experience led you to this session?
Session Objectives

• Explore roadblocks to developing a successful advisory program
• Identify some common building blocks of advisory programs
• Create a plan for developing a custom advisory program
Let’s Take a Poll #1

Poll question: What is your role?
Why We’re Here

Advisories aren’t easy
Two keys to establishing a successful advisory program:

- Establish clear goals for the program up-front
- Customize your program to meet your building’s needs
• Advocacy
• Community
• Skills
• Invigoration
• Academic
• Administrative
• Work with leadership team
• Align with school and district vision/mission
• Data
  • Academic
  • Discipline
  • Climate
What’s This Look Like in Practice?

What are the goals of your advisory program (or what would you like them to be)?
Oy, vey!
Customization

- Student buy-in
- Staff buy-in
- Constraints
Constraints

- Total class time
- Class time available to use
- Staff prep time available
- Budget available

Be Realistic!

- Adjust expectations or constraints
What’s This Look Like in Practice?

- Master schedule
- Survey
- List pros/cons
  - Acknowledge the fears
  - Be solution-oriented
- Teacher’s contract
- Time
Customization Doesn’t Have to Mean Labor Intensive (Though It Can)
Adapting Material

Don’t reinvent the wheel, just make the wheel your own.
Basic Building Blocks

Activities:
- Lessons
- Challenges
- Discussions
- Academic Supports
- Projects
What’s This Look Like in Practice?

- Size of groups
- Who teaches it
- Student groupings
- Alternate plans
- Connect to school
What would a week look like for you?
## 5-Day Sample Advisory Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly Check-In</td>
<td>Class Challenge</td>
<td>Second Step Lesson</td>
<td>Class Meeting</td>
<td>Weekly Check-Out</td>
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<tr>
<td>Time</td>
<td>15 minutes</td>
<td>15 minutes</td>
<td>25 minutes</td>
<td>15 minutes</td>
<td>10 minutes</td>
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## 3-Day Sample Advisory Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Second Step Lesson</td>
<td>Class Challenge</td>
<td>Service-Learning Project</td>
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<tr>
<td>Time</td>
<td>25 minutes</td>
<td>15 minutes</td>
<td>25 minutes</td>
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### Prep for Success

#### Year 1

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>CLASS TIME</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Period</td>
<td>8:35–9:23 (48)</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period</td>
<td>9:27–10:15 (48)</td>
</tr>
<tr>
<td>ROAR Time</td>
<td>10:19–10:49 (30)</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Period</td>
<td>10:53–11:41 (48)</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; period and Lunch</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lunch (11:41–12:11)</td>
<td>12:14–1:17 (63)</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lunch (12:14–12:44)</td>
<td>11:45–12:14 (29)</td>
</tr>
<tr>
<td></td>
<td>12:47–1:17 (30)</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Lunch (12:47–1:17)</td>
<td>11:45–12:47 (62)</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>1:21–2:09 (48)</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>2:13–3:01 (48)</td>
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</table>
### Year 2

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>CLASS TIME</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Period</td>
<td>8:30–9:04 (34)</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt; Period</td>
<td>9:44–10:16 (32)</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>10:20–10:52 (32)</td>
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<tr>
<td>ROAR</td>
<td>10:56–11:26 (30)</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Period &amp; Lunch</td>
<td>11:26–11:57</td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lunch (11:26–11:57)</td>
<td>Class: 12:00–12:33 (33)</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lunch (12:02–1:12:33)</td>
<td>Class: 11:30–12:02 (32)</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>12:37–1:10 (33)</td>
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The more autonomy, the better.
(but make sure it works within constraints)
The Results

• Strengthened student-teacher relationships
• Improved academic outcomes and attendance
• Lower discipline rates

Sustained success
• The longer a program is in place, the easier it gets to maintain.


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• Review of research
• Video tour
• In-depth PDFs of program features
• Scope and Sequence

SecondStep.org/middle-school-program
800-634-4449
support@cfchildren.org
Thank You!