

Georgia's Teachers-As-Advisors Advisement Program

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"We will lead the nation in improving student achievement."

It's a question of:

OPPORTUNITY

How many opportunities do ALL Georgia students have to explore the world of work? To understand the connection between school work and their future career? To assess their individual interests and aptitudes? To assess their work values and preferences? To assess their individual learning, collaboration, and problem-solving styles? To develop a plan of action to reach their educational and career goals?

The New 3 R's



- (c) Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided **counseling, advisement, career awareness, career interest inventories, and information** to assist them in evaluating their academic skills and career interests. **Before the end of the second semester of the eighth grade, students shall develop an individual graduation plan in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee. High school students shall be provided guidance, advisement, and counseling annually** that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.

- **(1) Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;**
- **(2) Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;**
- **(3) Align educational and broad career goals and a student's course of study;**

- **(4) Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;**
- **(5) Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;**
- **(6) Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;**

- **(7) Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and**
- **(8) Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.**

Conclusion

- **An individual graduation plan shall be reviewed annually, and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser. An individual graduation plan may be changed at any time throughout a student's high school career upon approval.**

What is TAA?

A systemic, systematic method of delivery wherein an entire student population (grades 6-12) is assigned, in small groups, to a trained, caring adult advisor who both advocates for his or her advisees and facilitates sessions 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

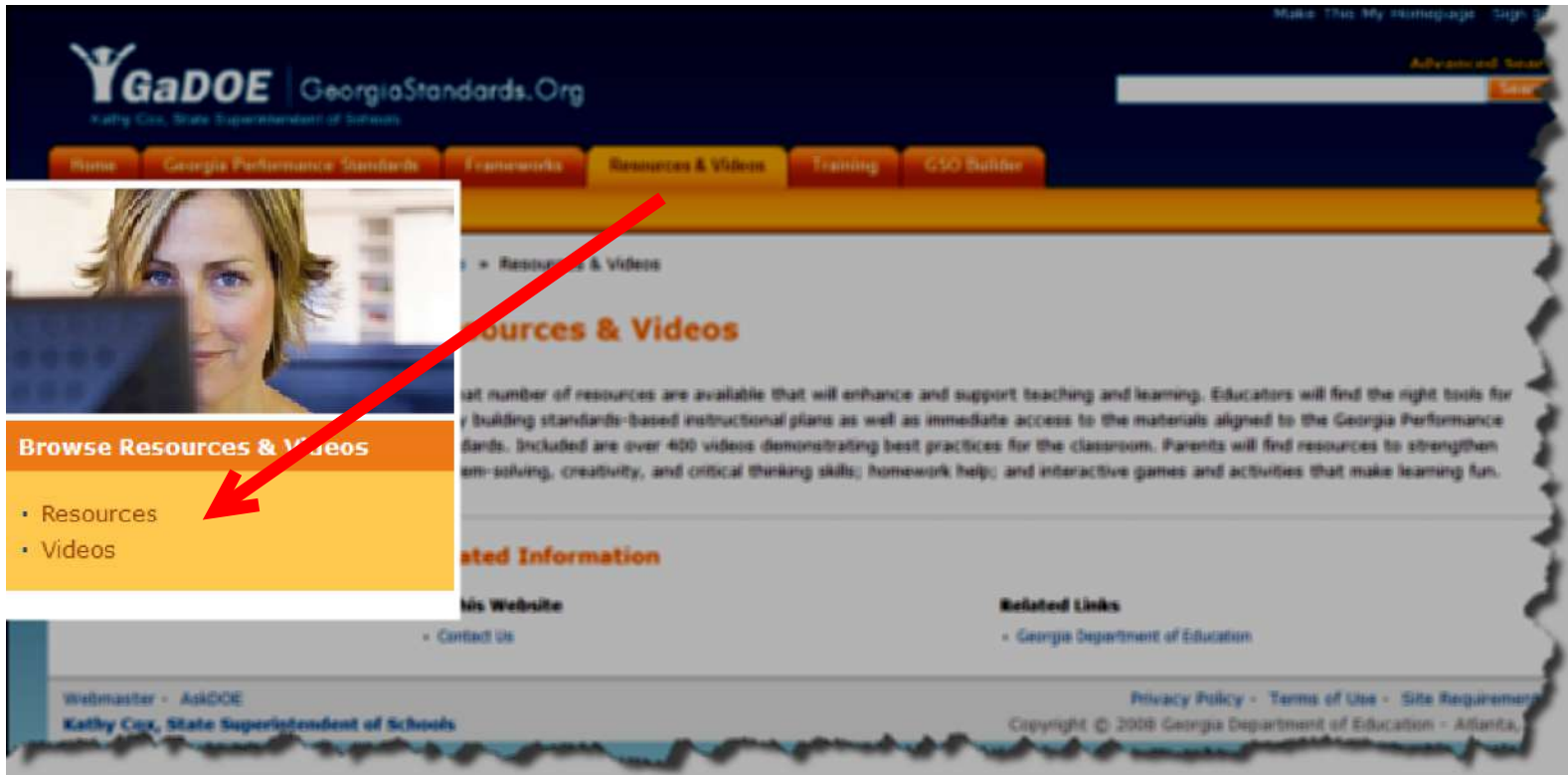
The TAA 10-Step Model

- 1. Establishing Need and Gaining Awareness of Data**
- 2. The Educational and Career Planning Process**
- 3. Articulating a Statement of Purpose**
- 4. Strategic Planning for Parent/Family Involvement**
- 5. Achieving Consensus on Organization and Logistics**
- 6. Designing Framework-Based Content for Delivery**
- 7. Understanding and Fully Utilizing Assessment Results**
- 8. Determining the Level of Leader Involvement and Support**
- 9. Professional Learning and Ongoing Support**
- 10. Assessing the Effectiveness of a TAA Program**

GSO: Online Resources Link

The screenshot shows the Georgia Standards Online (GSO) website. At the top left is the GaDOE logo with the text "Georgia Standards" and "Kathy Cox, State Superintendent of Schools". A search bar is located at the top right. A navigation menu is centered below the logo, with "Resources & Videos" highlighted. A red arrow points from the title above to this menu item. Below the navigation menu is a banner for "Professional Learning" featuring a woman's face and the word "Administrators". To the right of the banner is an "Advanced Search" section with dropdown menus for "Standards" (set to "Standards") and "Grade" (set to "All"), and a "Search" button. Below the search section is an "Announcements" section with a list of items: "Eliminate Live! Webinars (Current)", "Project Express", "CTAE High School & Middle School Revisions", "FREE Thinkfinity Awareness Sessions", "The Lexia Framework for Reading", and "Original GeorgiaStandards.Org will be available until July 1, 2009". At the bottom, there is a "Users Favorite Links" section with logos for "LEARNING VILLAGE", "Thinkfinity | verizon foundation", "Eliminate Live!", and "GEORGIA DEPARTMENT OF EDUCATION".

GSO: Online Resources Link



The image shows a screenshot of the Georgia Standards Online (GSO) website. The header features the GaDOE logo and the text "GeorgiaStandards.Org" and "Kathy Cox, State Superintendent of Schools". A navigation bar includes links for "Home", "Georgia Performance Standards", "Frameworks", "Resources & Videos", "Training", and "GSO Builder". A search bar is located in the top right corner. The main content area is titled "Resources & Videos" and contains a paragraph of text. A red arrow points from the "Resources & Videos" menu item in the navigation bar to a sub-menu titled "Browse Resources & Videos" which lists "Resources" and "Videos". The footer includes contact information for the webmaster, Kathy Cox, and links for "Privacy Policy", "Terms of Use", and "Site Requirements".

Make This My Homepage Sign In

Advanced Search

Home Georgia Performance Standards Frameworks Resources & Videos Training GSO Builder

Resources & Videos

Resources & Videos

A number of resources are available that will enhance and support teaching and learning. Educators will find the right tools for building standards-based instructional plans as well as immediate access to the materials aligned to the Georgia Performance Standards. Included are over 400 videos demonstrating best practices for the classroom. Parents will find resources to strengthen problem-solving, creativity, and critical thinking skills; homework help; and interactive games and activities that make learning fun.

Related Information

On This Website

- Contact Us

Related Links

- Georgia Department of Education

Webmaster - AskDOE
Kathy Cox, State Superintendent of Schools

Privacy Policy - Terms of Use - Site Requirements

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GSO: Online Resources Link

The image shows a screenshot of the Georgia Standards.org website. The top navigation bar includes links for Home, Georgia Performance Standards, Frameworks, Resources & Videos, Training, and GSO Builder. The GSO Builder link is highlighted in orange. Below the navigation bar, there is a breadcrumb trail: Resources & Videos > Browse Resources > AP, ACT, SAT and PSAT. The main content area is titled 'ACT, SAT and PSAT' and contains text about the Georgia Department of Education's commitment to improving student achievement through AP courses. There are several sections: 'Information for School Personnel', 'Information for Students and Parents', 'Additional Information', and 'Related Links'. A red arrow points from the 'Teachers-as-Advisors' link in the left sidebar to the 'GSO Builder' link in the top navigation bar.

Browse Resources

- AP, ACT, SAT and PSAT Educational Resources
- English to Speakers of Other Languages (ESOL)
- Gifted Education
- GSO to GO Newsletters
- Lexile Framework for Reading
- Library Media
- Professional Learning Services
- Project ExPreSS
- Response to Intervention (RTI)
- Special Education Services & Support
- Teacher Tools for Integrating Technology
- Teachers-as-Advisors
- Testing Resources
- Thinkfinity

ACT, SAT and PSAT

endent Kathy Cox and the Georgia Department of Education are dedicated to the goals of improving student achievement through college entrance tests such as the SAT and the ACT and to providing students more opportunities for rigorous work through Advanced Placement (AP) courses. The AP, SAT, ACT, PSAT unit works to ensure college and work readiness for all students by providing professional learning and technical assistance to teachers, counselors, and administrators for all students by providing professional learning and technical assistance to teachers, counselors, and administrators.

Information for School Personnel

- Online Prep Course
- Help information for High Schools
- Help information for Middle Schools

Information for Students and Parents

- AP
- PSAT
- SAT
- ACT
- SAT Online Prep Course - FREE for all Georgia students, Grade 11 and 12

Additional Information

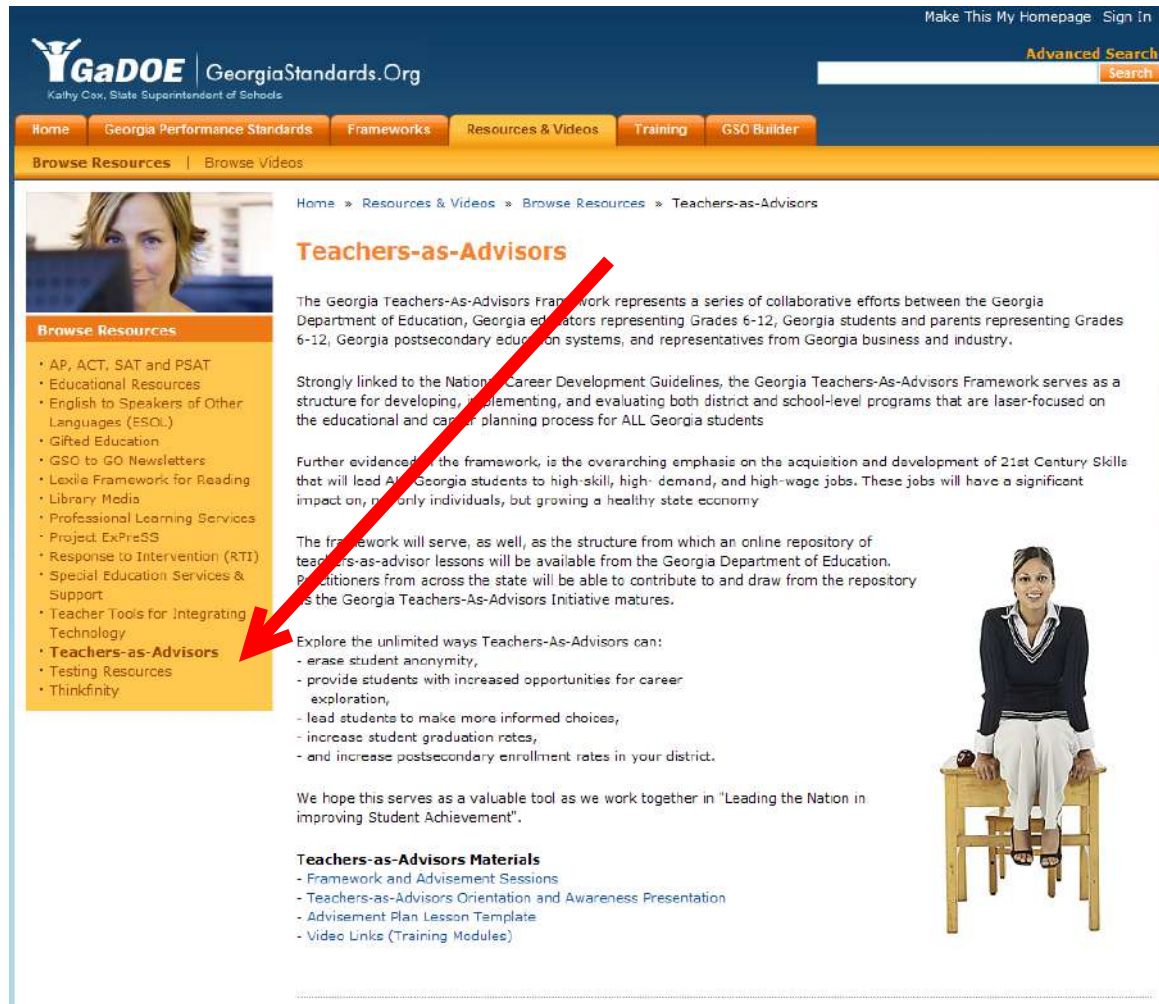
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Related Links

- Georgia Department of Education
- AP, SAT, ACT and PSAT Programs

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GSO: Online Resources Link



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GaDOE GeorgiaStandards.Org
Kathy Cox, State Superintendent of Schools

Advanced Search
Search

Home Georgia Performance Standards Frameworks Resources & Videos Training GSO Builder

Browse Resources | Browse Videos

Home » Resources & Videos » Browse Resources » Teachers-as-Advisors

Teachers-as-Advisors

The Georgia Teachers-As-Advisors Framework represents a series of collaborative efforts between the Georgia Department of Education, Georgia educators representing Grades 6-12, Georgia students and parents representing Grades 6-12, Georgia postsecondary education systems, and representatives from Georgia business and industry.

Strongly linked to the National Career Development Guidelines, the Georgia Teachers-As-Advisors Framework serves as a structure for developing, implementing, and evaluating both district and school-level programs that are laser-focused on the educational and career planning process for ALL Georgia students

Further evidence of the framework is the overarching emphasis on the acquisition and development of 21st Century Skills that will lead ALL Georgia students to high-skill, high-demand, and high-wage jobs. These jobs will have a significant impact on, not only individuals, but growing a healthy state economy.

The framework will serve, as well, as the structure from which an online repository of teachers-as-advisor lessons will be available from the Georgia Department of Education. Practitioners from across the state will be able to contribute to and draw from the repository as the Georgia Teachers-As-Advisors Initiative matures.

Explore the unlimited ways Teachers-As-Advisors can:

- erase student anonymity,
- provide students with increased opportunities for career exploration,
- lead students to make more informed choices,
- increase student graduation rates,
- and increase postsecondary enrollment rates in your district.


We hope this serves as a valuable tool as we work together in "Leading the Nation in improving Student Achievement".

Teachers-as-Advisors Materials

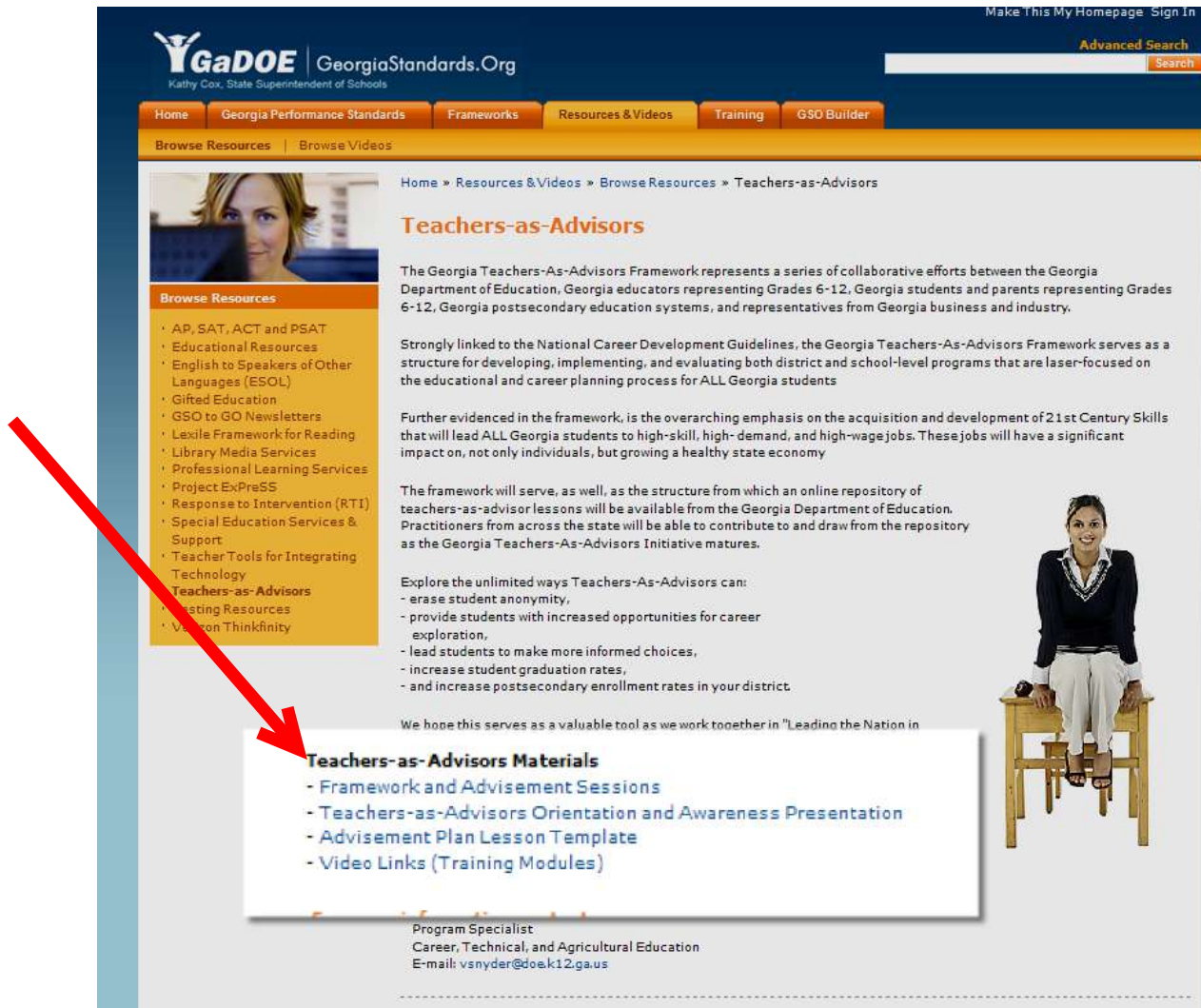
- Framework and Advisement Sessions
- Teachers-as-Advisors Orientation and Awareness Presentation
- Advisement Plan Lesson Template
- Video Links (Training Modules)

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Teachers-as-Advisors Materials

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Georgia Teachers-As-Advisors Framework



GSO: Video Modules

Georgia teachers-As-Advisors

PROFESSIONAL LEARNING MODULES

- 1- Establishing Need and Gaining Awareness of Data
- 2- The Educational and Career Planning Process
- 3- Articulating a Statement of Purpose
- 4- Strategic Planning for Parent/Family Involvement
- 5- Achieving Consensus on Organization and Logistics
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- 10- Assessing the Effectiveness of a TAA Program

STUDIO PARTICIPANTS

Karen Faircloth - Georgia Department of Education
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Eugene Baker - Principal - Conyers Middle School (Rockdale)
Brian Travis - Teacher - Conyers Middle School (Rockdale)
Zandra Hunter - Counselor - Conyers Middle School (Rockdale)
Barbara Jordan - Asst. Principal for Student Services - Jefferson County High School
Ellen Farmer - Counselor - Jefferson County High School
Lindsey Raulerson - Teacher - Lowndes County High School
Jane Whitfield - Counselor - Alexander High School (Douglas)

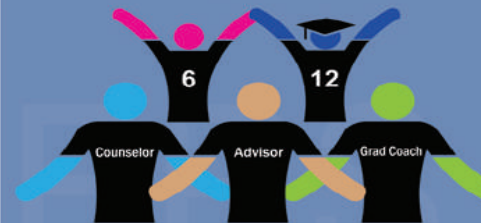


TEACHERS
as
Advisors

Advisors
Counselors
Graduation Coaches



The Georgia Department of Education
presents



TEACHERS
as
Advisors

Counselors • Advisors • Graduation Coaches



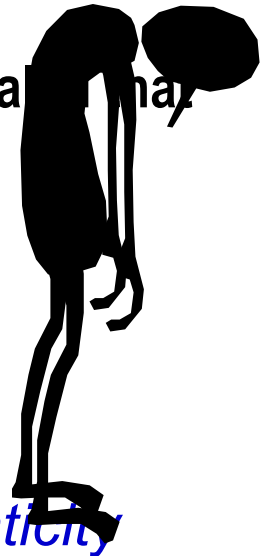
LEARNING TARGET #1



**Establishing Need and
Gaining Awareness of Data**

Facing the Brutal Facts

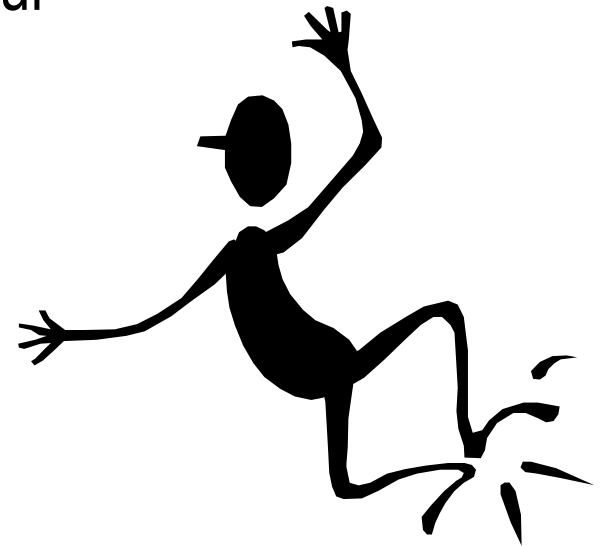
- Georgia high school graduation rate? *Under 80%*
- 9th grade retention rate? *Too high, overrepresentation of specific groups of students*
- Postsecondary matriculation? *Poor, sometimes less than 20%*
- Labor market needs? *Skills shortage, labor shortage*
- **A 2001 study by the National Association 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 similar 1991 and 1997 surveys administered by the agency, despite a decade of various education movements.
Parental involvement? *Very little, low level of authenticity*
- Anonymity of students? *Yes, we have students we don't really know.*



Face the facts!

Ask yourselves...

- What are the high-skill, high-demand, high-wage jobs identified for your county or region by the Georgia Department of Labor (DOL), the Governor's Office of Workforce Development, etc.?
- What are the programs of study offered at your local high schools?
- Are the two aligned? Will they lead your students to high-skill, high-demand, and high-wage careers?



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.bls.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)**

An Essential Difference

Counseling

The help that some students need to overcome personal and social 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.

Resources for Establishing Need and Gaining Awareness of Data

- Georgia Department of Labor/Georgia Labor Market Explorer
<http://www.dol.state.ga.us>
<http://explorer.dol.state.ga.us>
- Occupational Supply and Demand System
http://test.occsupplydemand.net/OSD_Main.aspx
- One Georgia Authority
<http://www.onegeorgia.org/coi.html>
- Partnership for 21st Century Skills
<http://www.21stcenturyskills.org/>

LEARNING TARGET #2



The Educational and Career Planning Process

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.’ ”
Marshall McLuhan
- **Parents can be the greatest influence in a student’s career decision-making process. Therefore, parents need information also.**

Who Am I?



Self-Awareness

GACollege411, including

- Interest Profiler
- Career Cluster Survey
- Work Values Sorter
- Transferable Skills
- Career Keys
- Basic Skills

PSAT

Armed Services Vocational
Aptitude Battery(ASVAB)



Where Am I Going?

Exploration

- Georgia Teachers-As-Advisors Framework and Activities
- O*NET, Careerclusters.org; OOH; Career Voyages (USDOL and USDOE)
- Career Centers - Knowledge, Resources, Materials, and Tools
- Labor Market Information – DOL/Georgia Explorer
- Work-Based Learning (MS and HS)
- GACollege411 – “Career Planning”
- Classroom Activities

How Am I Going To Get There?

Planning



- Electronic Portfolio System
GAcollege411.com

www.GAcollge411.org

- Peach State Pathways

http://www.gadoe.org/ci_cta.aspx?PageReq=CICTAPlanningNew

LEARNING TARGET #3



Articulating a Statement of Purpose

Jefferson County School System

Teachers-As-Advisors Statement of Purpose

The mission of the Jefferson County School System Advisor-Advisee Program is to ensure high levels of student achievement through the following:

- Providing a caring, trained adult advocate**
- Establishing regular communication and an effective link between home and school**
- Advising students about academic decisions and monitoring academic achievement**
- Creating, facilitating, and guiding movement toward a career concentration so that each child will be postsecondary ready**
- Facilitating seamless academic and social transitions across grades and schools for students and their families**

LEARNING TARGET #4



Strategic Planning for Parent/Family Involvement

Strategic Planning for Parent/Family Involvement

- How do we create parent and family involvement that is systemic, systematic, and authentic?
- What are the “value-added” elements of parent and family involvement in the Teachers-As-Advisors process?

Strategic Planning for Parent/Family Involvement

Basic indicators for the relationship between advisor and family:

- Friendly, helpful environment
- Genuine concern
- **Communication, communication, communication**
- Viewing parents as partners
- At the least an annual review of student progress in the spring of each year

LEARNING TARGET #5



Achieving Consensus on Organization and Logistics

People and Size

- **How many advisees will each advisor have?**
- **Which adults in the school will serve as advisors? What characteristics should they possess?**
- **If some teachers do not serve as advisors, what supportive roles can they take on? Will any advisories be co-facilitated?**
- **By what criteria will the students be divided into advisory groups?**
- **By what criteria will individual students be paired with advisors?**
- **Will advisors and advisees be looped (paired for their tenure in the building)? What, if any, exceptions would there be to that rule?**
- **What will be the specific roles and responsibilities of advisors?**

Effective Practices: People & Size

- Consider one advisor to 12-18 student advisees (average)
- Come to consensus who will serve as advisors? Certified staff only?
- Co-facilitate advisories in working with students with disabilities (create two small advisee groups and pair two advisors (one reg. ed and one spec. ed); this allows for inclusion of SWDs, with the option of utilizing advisory time to, occasionally, review IEP progress).
- Match advisors-advisees based on interests, advisor-strength/ student need(s), personalities, etc. – anything but the “alphabet” method!
- “Loop” advisors-advisees for a student’s duration in the building- The longitudinal relationship and the knowledge it yields are the *powers* of TAA!
- Utilize a rubric to define and assess roles and responsibilities of advisors.
- Connect with parents through on-going communication, establishing the advisor as the central *contact point* at the school, and increased conferencing.

Time and Space

- **How often will advisement sessions meet (daily, weekly, monthly, etc.)?**
- **How long will advisement sessions be (brief check-ins, longer activity periods)?**
- **Will there be time for individual meetings as well as group meetings?**
- **How will this time fit into the master schedule?**
- **Where will advisories meet?**
- **How will advisories be able to personalize their space?**
- **Will each advisory have its own space?**

Effective Practices: Time & Space

- **Hold a minimum of two advisory sessions per month; however, more frequent meetings of a shorter duration are equally as effective.**
- **Look for informal ways to connect with advisee between advisory sessions (Ex.-look for a face-to-face connection with each advisee 2-3 times per week...perhaps simply saying “hello” in the hall or cafeteria).**
- **Consider a blend of brief check-ins, longer activity periods; ideally, both types of sessions are needed.**
- **Allow for meetings with individual students, as well as the regular small-group, advisory meetings.**
- **Advisement is easily scheduled in middle and high schools. Consider the creation of a scheduled period that allows for extra-help and/or enrichment; advisement is an appropriate, additional use of that time.**
- **Flexibility is a key element when considering meeting space for**

Student Involvement/Ownership

- **What role will students take in creating/overseeing the advisory program?**
- **How can advisement in grades 6-12 serve as a vehicle for raising graduation rates?**
- **How can advisement in grades 6-12 serve as a vehicle for raising student achievement?**
- **How can advisement in grades 6-12 serve as a vehicle to facilitate more students pursuing postsecondary study?**
- **How can students in the upper-grade advisements mentor students in the lower-grade advisories?**

Effective Practices: Student Involvement/Ownership

- **Create a TAA advisory committee made up of students to gain students' perspectives on the total advisement program and its processes.**
- **Give students (grades 6-12) a voice in considering the following:**
 - How can advisories serve as a vehicle for raising graduation rates?
 - How can advisories serve as a vehicle for raising the rigor of core academic studies and student achievement?
 - How can advisories serve as a vehicle for leading students to a focused area of study in high school?
 - How can advisories serve as a vehicle to facilitate more students pursuing postsecondary credit opportunities (during high school) and postsecondary study (after graduation)?
- **Create structures for students in the upper-grade advisories to mentor students in the lower-grade advisories.**

LEARNING TARGET #6



Designing Framework-Based Content for Students

Designing Framework-Based Content for Students

Utilize the Georgia TAA Framework to gather materials and develop TAA sessions/activities

- TAA Framework can be found at GeorgiaStandards.Org under “Resources” at

<https://www.georgiastandards.org/Resources/Pages/Tools/Teachers-as-Advisors.aspx>

- College Access Challenge Grant-

www.GAcollge411.org resources are located at Middle and High School Resources (bottom of the homepage)

LEARNING TARGET #7



Understanding and Fully Utilizing Assessment Results

Understanding and Fully Utilizing Assessment Results

Draw from multiple assessment resources to gain a comprehensive look at each individual student (strengths, interests, aptitude, work values, and preferences).

State Assessments (CRCT, EOCT, GHSGT, etc.)

- PSAT, SAT, etc.

- GACollege411 six Career-related Assessments**

- Armed Services Vocational Aptitude Battery (ASVAB)

- Other interest, aptitude, and work-values and preferences assessments

LEARNING TARGET #8



Determining the Level of Leader Involvement and Support

Determining the Level of Leader Involvement and Support

Who will champion Teachers-As-Advisors in your district or school?

Responsibilities

- Principal responsibilities
- Advisor responsibilities
- Counselor responsibilities
- Advisee responsibilities

Barriers and challenges and how to address them

LEARNING TARGET #9

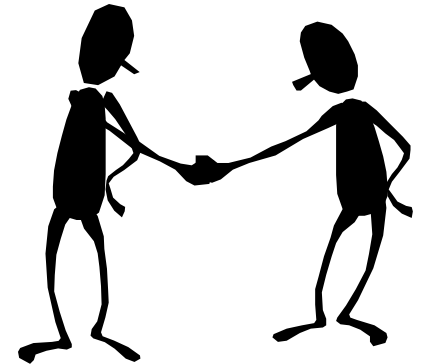


Professional Learning and Continued Support

Professional Learning and Continued Support

Develop a professional learning plan to include:

- Informational sessions
- Skill building sessions
- Continued support
 - Regular feedback - What works!
 - Incentives - Help me!
 - Results data - Is this work paying off?



Professional Learning and Continued Support

- **How do we create regularly scheduled time for advisors to meet with students (coordination with the academic calendar and time for training, curriculum development, sharing successes)?**
- **In what types of configurations can advisors meet for training and support (clusters, teams, full faculty, pairs)?**
- **How will we identify the types of training and support advisors need (academic advising, how to communicate with parents, listening skills, knowing when to refer advisees to others, etc.)?**
- **How will the initial training be conducted and by whom?**
- **What resources will advisors need? Will these resources be readily available?**
- **What ongoing support will be provided after initial training?**

Effective Practices: Professional Learning and Continued Support

- **Because advisement is best implemented at the district level, form a district-level TAA focus team that is made up of school-level focus teams. A school-level focus team should be made up of (5-7 members):**
- **the principal (or his/her administrative designee)**
 - counselor(s) and/or graduation coach(es)
 - teachers who are skilled at building relationships with students
 - teachers who are knowledgeable of career development
 - teachers who may be skeptical of the value of advisement
 - Building leaders must protect time scheduled for advisement.
- **Consider holding sessions for TAA training and support during the school day (planning periods) and forming additional support structures (clusters, teams, pairs) for teacher-advisors.**
- **Identify the types of training, resources, and support advisors need through information gathered from teacher-advisor surveys, student surveys, post-advisement reflections, and observation of advisory sessions.**

LEARNING TARGET #10



Assessing TAA Program Effectiveness

Assessing the Effectiveness of a Teachers-As-Advisors Program

- Data-driven outcomes (programmatic measures, advisor effectiveness, student satisfaction, parent satisfaction, etc.)
 - *What kinds of data will you collect?*
 - *How will you gather data to measure outcomes?*
Graduation; retention; behavioral referrals; # of students taking higher level courses; pathway selection; utilization of GACollege411; survey students, staff, and parents
- Rubrics
 - *How will you develop rubrics and hold each participant in the process accountable?*

Evaluating Your Teachers-As-Advisor Program

ADVANCED (Majority of criteria checked in each section)	PROFICIENT (Minimum of 3 criteria checked in each section)	BASIC (Minimum of 2 criteria checked in each section)	DEVELOPING (Must have <u>at least 1</u> criterion checked in each section)	NOT YET ESTABLISHED (No criteria checked in one or more sections)
56-66 Points	41-55 Points	26 – 40 Points	11- 25 Points	0-10 Points

Advanced Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

Proficient Your TAA program has engaged the majority of your school’s staff, students and parents. The TAA activities are varied and supportive of students’ goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success.

Basic Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you’re doing.

Developing Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis and seek community assistance.

Not Yet Established Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.

Where Are We?

- **College Access Challenge Grant**
 - Videos
 - PowerPoints
 - TAA Activities
 - Motivational Modules

In the Future!

- **Web site for Georgia TAA “everything you always wanted to know about TAA”**
- **Additional TAA activities to include financial literacy; and; additional activities to focus on postsecondary education**
- **4 TAA workshops via CTAERN in the fall 2010**

Questions and/or

Thank you for attending!

Georgia's Teachers-As-Advisors Program

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"We will lead the nation in improving student achievement."