

Getting Started

Time	Activity & Description	Materials
30 minutes	3:2:1 This activity centers on 3 things your team hopes for from the training; 2 capacities your group brings to others; 1 fear your group has about advisory programs.	Notebook 3:2:1 protocol
20 minutes	Create Some Ground Rules: Create a “Group Being” One way to set the ground rules is to create a “group being.” A long piece of butcher paper is rolled out. Each participant traces his/her hand, linking one hand to the next in order to create a circle of hands. Inside the circle of hands, participants write the ways they want to work together and be treated. Outside the circle of hands, participants write the things they want to avoid doing as a group. Post on the wall when done as a visual reminder to be referred to when necessary. Some things your “being” may include are: participate fully; respect each other’s opinions and appreciate diversity—no personal attacks; stay focused—limit side conversations; listen carefully—don’t interrupt others; take risks; encourage everyone to participate—watch your air time; keep a sense of humor; ask questions when you have them; keep things confidential when asked to; etc.	Notebook Butcher paper for group being or other ground rules creation Chart paper & markers
30 minutes	Discussion —What is an advisory? Refer to definitions of advisory programs in binders and review them. Refer to summaries of theory and research in binders. Stress the ideas of students being known well, the importance of relationship building, and the benefits to all—personally, socially, academically, to school culture. This is information you can use to create buy-in at your school.	Notebook Definitions posted on wall
30 minutes	Defining Key Dimensions Of Successful Advisory Programs Ask participants to consider this question, “What does a successful advisory program look like?” Explain they will be exploring this question through a Chalk Talk, a conversation in writing not talking. Conduct the Chalk Talk exercise (refer to Chalk Talk protocol (p. 83) for details). Debrief the Chalk Talk around the key dimensions of an advisory program: purpose, organization, program content, assessment, and leadership. Leave Chalk Talk on the wall to refer back to.	Chalk Talk protocol Butcher paper for Chalk Talk with question “What does a successful advisory look like?” written on it. Chart paper & markers

Key Dimension #1: PURPOSE

Time	Activity & Description	Materials
15 minutes	<p>Reflective Writing—Understanding Key Dimension #1: Purpose</p> <p>Ask participants to reflectively write on the question of “What is missing in our school?” Encourage them to think about the needs of students and of the school.</p> <p>Explain that out of these needs arise the purpose(s) of an advisory program, first of the five key dimensions of successful advisory programs. Refer to literature excerpts on purpose. Each team will have the opportunity to consider and clarify possible purpose(s) for your advisory program. Stress the critical importance of defining program purpose(s) and of creating buy-in around that purpose(s).</p>	Notebook
25 minutes	<p>Card Sorting Exercise</p> <p>Conduct the card-sorting exercise from Galassi et al. (see Card-Sorting protocol (p. 85) for details). Hand each participant his/her own set of cards. Have participants first conduct the card-sorting exercise individually and then in their team. Refer them to the typology chart (p. 21).</p>	Notebook Card-Sorting protocol Card sets and summary sheets
25 minutes	<p>Focusing Four</p> <p>Once your team reaches consensus on the general type of advisory program they envision, explain that they will be going through another exercise to generate specific purpose(s). Begin the Focusing Four activity (see the Focusing Four protocol (p. 93) for details). Brainstorming, clarifying, and advocating should be done among the entire group so everyone benefits from discussion of all the possibilities. Canvassing, however, should be done in teams. Canvassing can take place by a hand count or by using post-it notes next to top three or four choices.</p>	Notebook The Focusing Four protocol Chart paper & markers Post-it notes
40 minutes	<p>Design Time</p> <p>Using the design document, Applying Key Dimension #1 (Purpose) to Your School (p. 23), ask participants to apply what they have learned about purpose to your advisory program. Have the group discuss the various options and ideas that emerge, then write a Statement of Purpose (p. 25).</p>	Notebook Design documents Statement of Purpose

Key Dimension #2: ORGANIZATION

Time	Activity & Description	Materials
30 minutes	<p>Discussion—Understanding Key Dimension #2: Organization</p> <p>Refer participants to excerpts from the literature on program organization and the list of questions generated in previous carousel brainstorming sessions. Highlights from literature include: the smaller the size of the advisory group the better; sufficiently long and regularly scheduled meeting times are essential; creating structures and processes for advisors to meet, get support, and be trained is crucial.</p>	Notebook
35 minutes	<p>Carousel Brainstorming</p> <p>This exercise is designed to help you surface questions that get at the impact of program design on attaining program purpose(s). Reiterate that it is about generating questions at this point, not answering them, and having these questions in mind as you envision your advisory program.</p> <p>Conduct the carousel brainstorming activity (see Carousel Brainstorming protocol (p. 97) for details and Organizational Questions (p. 31-33). Have chart paper posted in four different spots in the room, each labeled with one of the following titles: people/size, time/space, professional development/support, and student ownership. Have additional chart paper available for teams to write on when first sheet is filled. Give each group a different colored marker and ask them to always write with that marker so we know which team wrote which questions. Once teams have rotated through all four areas, debrief around the process and the idea that several minds are better than one. Move all sheets to one area of the room so they can be referred to during design time.</p>	Notebook Carousel Brainstorming protocol Chart paper & markers
40 minutes	<p>Design Time</p> <p>Using the design document, Applying Key Dimension #2 (Organization) to Your School (p. 35-40), ask participants to apply what they have learned about organization to your advisory program. Have the group discuss the various options and ideas that emerge, then write a Statement of Organization (p. 41).</p>	Notebook Design documents Statement of Organization

Key Dimension #3:

ADVISORY PROGRAM CONTENT

Time	Activity & Description	Materials
10 minutes	<p>Discussion—Understanding Key Dimension #3: Advisory Program Content</p> <p>Explain to participants that as they continue to articulate a vision of what their advisory program will look like, they need to consider a third dimension of advisory programs: advisory program content. Stress that advisory program content should serve to help advisors/advisees meet the stated purpose(s) of the advisory program. Refer to literature excerpts around program content.</p>	<p>Notebook</p> <p>Chart paper & markers</p>
35 minutes	<p>Continuum Exercise</p> <p>This exercise is designed to help teams consider various ways of organizing and delivering program content. Conduct the continuum exercise (see Continuum protocol (p. 101) for details). Have the continuum set up on the floor or along a wall. Explain the purpose of a continuum and explain what participants will be doing.</p>	<p>Continuum protocol</p> <p>Continuum signs</p> <p>String to create continuum between signs</p> <p>Tape or yarn</p>
60 minutes	<p>Text-Based Discussion</p> <p>Conduct text-based discussion on academic advising. (See Text-Based Seminar Guideline (p. 103) for details) and use Academic Advising text (p. 104-105) for basis of discussion. Consider having participants move their chairs into a circle, bringing only the text with them. Reiterate that the point of this discussion is to enlarge our understanding, not to come to any particular understanding or agreement. Give participants sufficient time to read the text and encourage them to read actively—underline, circle, write questions/comment, etc. Once participants are done reading, open the discussion with a question such as: What does it mean to advise students academically? Bring the discussion to a close by summarizing what was said and the questions the discussion raised about our understanding of academic advising.</p>	<p>Notebook</p> <p>Text-Based Seminar Guideline</p> <p>Academic Advising text</p>
40 minutes	<p>Design Time</p> <p>Using the design document, Applying Key Dimension #3 (Advisory Program Content) to Your School (p. 49-52), ask participants to apply what they have learned about content to your advisory program. Have the group discuss the various options and ideas that emerge, then outline content for your school's advisory program (p. 53).</p>	<p>Notebook</p> <p>Design documents</p> <p>Advisory Program Content Outline</p>

Key Dimension #4: ASSESSMENT

Time	Activity & Description	Materials
30 minutes	<p>Discussion—Understanding Key Dimension #4: Assessment</p> <p>Refer participants back to the literature excerpts from the research on advisory programs (p. 10-12) and then to the literature excerpts on assessment of advisory programs (p. 55-56). Highlight the range of assessment tools used and the range of outcomes being measured. Raise questions around the following issues: why assess in the first place, what purpose does it serve?; what type of information do we want to gather about our advisory program and individuals/groups within it?; what assessment tools could be helpful in gathering the information we seek about our advisory program? Document conversation on chart paper and post in the room.</p>	<p>Notebook</p> <p>Chart paper & markers</p>
55 minutes	<p>Jigsaw</p> <p>In this next exercise, you will be looking more closely at a variety of assessment tools and models, some generated from authors and others from schools.</p> <p>Conduct the jigsaw around sample assessment tools and models (see Jigsaw protocol (p. 107) for more details). Break group into four jigsaw groups. Each member of the group will get one set of assessment texts, either: individual advisees, individual advisors, advisory groups, or advisory program and school/program leadership. Expert groups are formed around these four assessment areas. (Note: advisory program and school/program leadership are combined though they could be assessed separately.) Encourage participants to apply the questions raised previously to these texts.</p>	<p>Notebook</p> <p>Jigsaw protocol</p> <p>Sample assessment</p>
40 minutes	<p>Design Time</p> <p>Using the design document, Applying Key Dimension #4 (Assessment) to Your School (p. 58-62), ask participants to apply what they have learned about assessment to your advisory program. Have them use their notes from the jigsaw and the design document to write a Statement of Assessment (p. 63).</p>	<p>Notebook</p> <p>Design documents</p> <p>Statement of Assessment</p>

Key Dimension #5: LEADERSHIP

Time	Activity & Description	Materials
10 minutes	Discussion—Understanding Key Dimension #5: Leadership Refer to literature excerpts on leadership (p. 65-71). Explain that it is important to start thinking about the leadership needed to support and sustain the advisory program.	Notebook
30 minutes	Reflective Writing Ask participants to read the Machiavelli quote (p. 72) and write reflectively. Once participants are done writing, conduct a brief whip—go around the room asking each participant to share one thing they thought about the quote with the group. Explain that in addition to all the challenges brought by introducing something new into one’s school, there are also other potential barriers common to advisory programs. Refer to literature excerpts about potential barriers.	Notebook Reflective Writing document
50 minutes	Conduct Small Group Work Ask participants to consider more specifically the leadership required to avoid or overcome potential barriers to the success of advisory programs. Refer participants to the Small Group Work on Leadership document (p. 73) where four sets of questions are listed. Either break the group into four smaller groups or ask participants to choose a set of questions they would like to work on. Ask groups to report out on their discussions when they are finished.	Chart paper & markers
60 minutes	Design Time Using the design document, Applying Key Dimension #5 (Leadership) to Your School, ask participants to apply what they have learned about advisory program leadership by outlining an action plan as to how they will implement this in your school.	Notebook Design documents Action Planning document

Protocols

Time	Activity & Description	Materials
------	------------------------	-----------

RELATED ACTIVITIES

30 minutes	<p>What If You Get Stuck?</p> <p>So far your teams have had to process a lot and it is likely they have encountered certain dilemmas or have gotten stuck discussing various questions.</p> <p>To help them view these dilemmas or questions from a new perspective and to possibly learn new ways for coping with them, use the strategy shuffle (see Strategy Shuffle protocol (p. 111) for details). Because participants have been working in teams and may be stuck in the same place, make sure when papers are passed that they are passed to people on different teams. Shuffle papers at least three times; more if time allows. Tape papers up in the room so participants have time to read all of them either at the end of the activity or during break times.</p>	<p>Strategy Shuffle protocol</p> <p>Tape</p>
20 minutes	<p>Getting Feedback</p> <p>Conduct the charrette from National School Reform Faculty protocols (see Charrette protocol for details (p. 115). Explain that the point of the charrette is to improve a piece of work in a non-threatening environment. The work to be looked at is meant to be “in progress.” Each team will present its work to the remainder of the group; the presenting team will listen as the remainder of the group discusses their work; if appropriate, presenting team may join the conversation; they will end the charrette when they feel they have gotten the feedback they were looking for.</p>	<p>Charrette protocol</p>