PREPARE FOR POSSIBILITY

Dance, Vocal and Instrumental Music, Traditional and Digital Visual Art, Creative Writing, and Acting are a part of every student's schedule – ART EVERY DAY. Our extensive arts program is integrated into our solid academic curriculum. The Arts Academy in the Woods is chartered by the Macomb Intermediate School District's Board of Education

Advisory 2022

(Advisory Reference materials are located online located online at the Faculty Resources page of the artsacad.net website

Information adapted from [Community Matters: A Facing History and Ourselves Approach to Advisory](#)

Contents

Advisory Materials Include:

- Advisory Calendar
- Email Training Presentation
- Smart Goal Training Presentation
- Community Matters A Facing History and Ourselves Approach to Advisory (PDF)
- Link to Pear Deck – Facing History…
- List of Paired Teachers
- Lesson Plan for Advisory Standardized Test Analysis Days
- A List of Possible SEL Issues and Referral Names

This school year Advisory will be targeted to give the small group of students in each Advisor's class an alternative adult contact other than their teachers to provide guidance in resolving issues.

The term "Lighthouse" will be used in various materials to represent the fact that Advisors are not there to solve the student's problem, but rather to guide them to the appropriate staff contact and suggest methods to communicate the issues.

Advisory will be the last (4th) 90 min block on Wednesdays (with two exception dates for Counting Weeks). A calendar is included in your online Advisory Reference materials.

As in the past, approximately every other Wed there will be a short Advisory session (~40 min) concluding with Assembly for the rest of the 90 min.

The documents (including this one) provided as online Advisory Reference materials (located online at the Faculty Resources page of the artsacad.net website), will explain the structure of Advisory classes, some required items and some suggestions which you have the freedom to modify or substitute. Also provided will be materials which can be used by the Advisor for class presentations.

Schedule

There are two types of Advisory classes, Short and Long. 3 times in the year there will be a special format Advisory class (90 min) to review Standardized Testing Results.

The calendar for Advisory classes is provided in the online Advisory Reference materials.

Structure of Advisory - Short and Long

When Advisory is followed by an Assembly, the Advisory period will be approx. 40 minutes long (depending on the details of each Assembly).

Short Advisory Outline (~40 min)

- Attendance
- 1 on 1 – Academics/SEL with New Smart Goal
- Email Small Goal Report
- Journal
- Then off to Assembly

On a week without assembly, Advisory will use the whole 90 minutes.

Long Advisory Outline (~90 min)

First 40 min

- Attendance
- 1 on 1 – Academics/SEL with New Smart Goal
- Email Small Goal Report
- Journal

Next 50 min

- Join Paired Classroom
- Community Lesson
- Release at EOD from combined Classroom

Descriptions of Advisory Outline Segments.

<u>Attendance</u> is as normal. Done at the start of each class.

<u>1on1 Mini-Conference</u>
1 on 1 Mini-Conference for Academics/Smart Goals will be done each week.   This is an individual meeting with each student of approx. 5 minutes in length. Student will be asked to give a Yes/No answer to whether last week's Smart Goal was met. Advisor will help student come up with a new Smart Goal for the upcoming week. These two items will be emailed to the Advisor as the "Exit Ticket" for Advisory class.

<u>What is a Smart Goal?</u>
When asked for goals, most students will give long term, diffuse goals like "Do better in Math". These are not useful by themselves. Smart Goals are meant to be weekly goals of small scope, easily described, which can be answered by "Achieved" or "Did Not Achieve".

Goals like "I will be on time to my Chemistry Class, every day next week". It is natural for the student to over commit, such that they may only make it on time for 2 Chem classes the next week. The student may want to repeat the goal. The Advisor may ask the student what methods they think will be useful in meeting the goal, with some stealth guidance applied by the Advisor.
If repeated the student may be guided lower the goal "I will be on time 2 days next week." The objective is to make short, attainable goals and build on success.

Also in 1 on 1s the Advisor may bring up trends the Advisor sees in the students' grades/assignment history that they feel probably need to be addressed by the student. These might be incorporated into a Smart Goal. Things like a trend of not handing in homework, a dip in score, missing tests, absenteeism, etc.

After the 1 on 1, the student can then send an email to the Advisor to state whether last week's goal was achieved (just a Y/N) and what the new Smart Goal is.

<u>EMAIL</u>
An emphasis on email is being made this year. We want to emphasize with the student that the only way to make written electronic communication with the teacher is by sending an email from the student's artsacad.net email address to the teacher's artsacad.net email address.

Last year there were multiple ways to communicate with the teacher/staff electronically. There were several different avenues using TEAM, as well as multiple using PowerSchool and even sending email from a non-school student account. This has two bad effects. First since

the teacher can only closely monitor one method, messages given via others won't be seen/responded. Secondly, when the teacher wishes to communicate with the student and uses email with the student's school account, the student may miss important notifications.

So this year we are putting a stake in the ground of defining one method of electronic communication – email to/from the student's school account. From a teacher's perspective if the student didn't use school email, then no electronic communication happened and any resulting issues are the student's problem.

To get the students used to this, we are both explaining how to use email (and which account to use it from). And then requiring a weekly use/correction for Advisory. This is hoped to get everyone using one method and doing it successfully. Each week an "Exit Ticket" with Smart Goal results and the next week's Smart Goal is required to be done IN CLASS. Any failures to send an email will be corrected weekly in Advisory until this becomes a habit.

A presentation on how to use email for this use is included in the online Advisory Reference material. Use, modify, or substitute at your discretion.

Other 1 on 1 items
Along with setting Smart Goals, students will use this time to bring up issues to the advisor, both Academic and SEL. For SEL issues, the Advisor is not expected to provide counseling, rather they will guide the student to the appropriate Staff member to handle each type of issue. A list of possible SEL issues and the experts to deal with each are provided in the online Advisory Reference materials.

Academic issues may range from "My Chemistry teacher mumbles and I can't hear him" to "I just don't get Math." Again, Advisors are there to direct the student to make contact with their teacher themselves, with possible suggestions for techniques to communicate the issue to the teacher. The goal is to guide the student to address the issue directly themselves.

During the time when an Advisor is in 1 on 1s, other activities should be provided to the remaining students, like games, email or journaling.

Journaling
Another focus this year in Advisory is Journaling. At the first Advisory session, students will be given a Journal. This journal is to stay in class and writing in the journal is done in class.

Let the students know that Journal entries are private. No one will read the Journal. The purpose of the journal is to allow the student to reflect on what they have written in prior sessions throughout the year.

Writing in the journal is meant to take 10-15 minutes and done while others are doing 1 on 1s.

Some week's journal topics will be open and sometimes Advisor suggested topics will be announced at the Advisor's discretion.

Writing in the journal does not mean only "writing" is acceptable. Drawings, clippings from magazines/newspapers and any other means of hardcopy communication is acceptable.

Joint Advisory Sessions
On the days when Advisory covers the whole 90 minutes, the last ~50 minutes is done with a combined group of two Advisory classes.   Dr. Mitchell will provide the pairings for the year. At the transition time one class will relocate into a second class and the two Advisors will jointly run the class.

Joint sessions are when the "Community Matters" topics will be presented. For the first 3 Joint Sessions, individual topics will be strongly suggested for each day. Starting in October, each 4-6 week period will focus on one of the Sections from "Community Matters". There are suggestions on which unit within each section is recommended, but the Paired Teachers should feel free to vary and substitute.

The Outline is given below:

SEPTEMBER
9/7 90 minutes (Special Format this day only)
- Attendance
- Section 1 Peardeck "Welcome Back"
    - Introduce Journaling –
    - Use the parts from Peardeck Section 2 part 1 as topic suggestions drawing OK   (10-15 min)
- What is Advisory?
    - Pick 2 (ish) from Peardeck Sections 5-12
- Introduce Calendar
- Present: How to do email?
- Present: How to do SMART goals.
- 1 on 1 MiniConferences

- Email Exit Ticket.

9/14 90 minutes
First 40 min

- Attendance
- 1 on 1 – Academics & SEL Journal/Games during 1on1s
  - Make New Smart Goal w/ME
  - Email Goal Report

Next 50 min

- Join Paired Classroom
- Community Lesson
  - From "Community Matters" PDF Activity 2, 3 (Strongly Recommended)
- Release from paired Classroom (do not return to original classroom for dismissal)

9/21 90 minutes
First 40 min

- Attendance
- 1 on 1 – Academics & SEL Journal/Games during 1on1s
  - Make New Smart Goal w/ME
  - Email Goal Report

Next 50 min

- Join Paired Classroom
- Community Lesson
  - From "Community Matters" PDF Activity 4 (Strongly Recommended)
- Release from paired Classroom (do not return to original classroom for dismissal)

ALL LATER 90 Minute Sessions
All later 90 minute sessions will look identical in the first 40 minutes. Only the paired 50 minute topics/activities will change. The following activities are suggestions, to be altered at the discretion of the Advisor. Please try to stay within the general Section topic area.

October 3, 19 / November 16
"Community Matters" PDF – Section 2   Recommended Activities (25, 26, 27)

December 7, 21
"Community Matters" PDF – Section 3   Recommended Activities (30, 34)

January 4, 11 / February 6 / March 22
"Community Matters" PDF – Section 4   Recommended Activities (42-45)

April 19 / May 24, 31
    "Community Matters" PDF – Section 5 Recommended Activities (60, 61, 62)

November 2 / May 10
    NWEA Analysis

March 8
    SAT Analysis

June 7
    Party Day

Advisory Mini-Conference/Academic Check in Procedure Background

Information adapted from [Community Matters: A Facing History and Ourselves Approach to Advisory](#)

Relationships are the primary source of authority. The primary source of authority comes from advisor relationships with their advisees— showing they care, getting to know them as individuals, becoming a trusted adult. Most advisories are not graded or offer only a small portion of a credit, so advisees participate because they have a voice in what is happening, get academic and emotional support, and learn about themselves and others, not because there are threats of low grades and non-credit. As teachers and administrators take on the role of advisor, it is important for the adults to build trusting relationships with their advisees while at the same time establishing and maintaining professional boundaries.

Mini-Conference

The Goal of Mini-Conferences in Advisory

One key reason for implementing a school-wide advisory program is to provide time and space for mini-conferencing between advisors and individual advisees on a regular basis. Advisees can benefit from individualized conversations with an adult in the building who may or may not be their teacher and who has a good sense of the whole student— their academic program, strengths, areas for growth, personal interests, and home life. These short one-to-one conversations help advisees develop a growth mindset, self-management skills (reflecting on and improving learning habits), and interpersonal skills (self-advocacy with teachers). They also offer an opportunity to address equity issues— what some advisees might have noted earlier as "skills or moves or tricks that some kids know how to do to be successful at school" but that are a mystery to other students.

Since advisors focus on the advisee as a whole, not how they are doing in just one class, they might notice slumps sooner than specific academic teachers might notice them, hear about stress building up or complications with friends or at home, or be able to help advisees connect what they are learning to a passion they have mentioned in advisory. Mini-conferencing also fosters a greater sense of connection between each advisee and their advisor—a key protective factor for school success and healthy development. For more

information about how to implement mini-conferences, suggested activities, and goal-setting templates, we recommend Rachel Poliner and Carol Miller Lieber's The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools.

Best Practices for Mini-Conferences

Sit next to the advisee or across a corner of a desk (a partnership position), not directly across (an opposition position).

Introduce to the whole group a template that they will use repeatedly. Review or briefly brainstorm the kinds of responses that fit each prompt.

Set SMART goals. If your advisees do not have experience setting SMART goals, you can provide models. For example, "Getting a better grade in math" or "Arriving to first period on time" are too vague. A more specific and time-bound version of the first goal could be "For the next three weeks, I will meet with my math teacher on Tuesdays for 30 minutes during my free period. I will write the meeting in my planner and set a reminder on my phone."

Prepare coaching questions to help advisees understand their own learning process. What steps have you tried? What was the impact? What else could you try? If advisees need to ask a teacher for an extension or a retest, have them role-play their request with you first. Then offer suggestions of your own.

Students are able to view their current grades and attendance in PowerSchool. Teachers can view this information using the Quick Look Up tool.

In PowerSchool select a class at the top of the screen. Then select Student on the left side of the screen and choose a specific student by clicking the box with their picture. Select View Detail from the left side of the black box. Select Quick Links from the white bar at the top of the page. Select QLU – Traditional from the options. (QLU is Quick Look Up.)

From the Quick Look Up screen, you can see current attendance and grades. You can click on the current grade (in blue) for each class to see individual assignments. (In many classes, there will be enough information and links in the description {click view next to the

assignment} for the kid to do the work in the advisory class.) Then you can assist a student through the conference process template below.

Mini-Conference Template

Name: Date:

Looking at your current grades and attendance in Unified Classroom, what concerns do you have? (Grades, attendance, other)

Based on that concern, what class would you like to focus our discussion on today?

Are there any assignments that you have completed or almost completed that you can turn in right away? Make a list of those

Are there any exams, quizzes, or projects that you could talk to your teacher about completing? Make a list of those

Set a SMART goal for the next week:

SMART Goal Setting

SMART, which stands for specific, measurable, achievable, relevant and time-bound, is a strategy for setting goals that are more realistic. Gone are the days of stating to your friends after brunch that you're "going to lose 10 pounds" or will "finally start looking for a new job." While blanket statements often set people up for failure, the SMART goal-setting method actually helps people determine how, when and why that will lead them to success. Let's break this method down into steps.

Step 1: Write your specific goal statement.

This step feels deceptively simple, but it's also incredibly important. By physically writing down what you are trying to achieve, you're setting up a contract with yourself, one that you and only you are responsible for sticking to. Be as descriptive as possible, and try to answer the following questions with your goal statement.
- What are you trying to achieve?
- How specifically are you going to achieve it?
- When are you going to achieve it by?

Focusing on weight loss, the following example will show you how a specific and detailed goal statement will be more effective at keeping you accountable than writing something vague like "I want to lose weight":
- What are you trying to achieve?
    - Lose five pounds
- How specifically are you going to achieve it?
    - Exercise for 30 minutes, five days per week
- When are you going to achieve it by?
    - By December 31 of this year

Put those pieces together and you have your specific goal statement: By December 31, I want to lose five pounds by exercising five days per week for 30 minutes per session.

When writing your goal statement, try to keep a positive mindset and focus on putting the emphasis on performing a "good" behavior, rather than not performing a "bad" behavior. Instead of trying to not eat pizza every weekend, focus your efforts on trying to eat healthy meals five out of seven nights during the week. This small mindset shift helps you to remember the good reasons you're working toward your goals, instead of feeling deprived of the items or actions that you recognize are not in line with what you want in life.

Step 2: Make sure your goal is objectively measurable.

In order to know whether or not you've reached your goal, you must be able to measure it. Look back at your goal statement from the first step, and verify that you are able to quantify and measure your success. The ability to measure your goal is important because it allows you to define what success looks like in a tangible way, making all your efforts leading up to the finish line feel more important because they're adding up to something you want to achieve.

The weight loss example above is measurable, because the number of pounds lost can be measured using a scale. Some other measurable goals could include completing a certain number of activity sessions (fitness classes, gym sessions, meditation practices, et cetera), accumulating a defined amount of time engaging in an activity (minutes, hours, days, months) or achieving defined improvements in biometric values (BMI, total cholesterol, blood glucose, et cetera).

Step 3: Make sure your goal is achievable.

Once you've confirmed that your goal is measurable, look back at your goal statement from the first step and ensure that it is something that is plausible. Your goal is considered achievable if it's something you believe you can legitimately accomplish given your current circumstances (e.g. health status, fitness level) and resources (e.g. time, money, equipment).

For example, don't set a goal that will require a sizeable financial investment if you're on a tight budget, or a goal that will require a huge time commitment. You also should avoid setting goals that are generally unrealistic, such as training for a marathon in four weeks' time if you've never been a runner or losing 30 pounds in one month.

In this step, it is important to be honest with yourself. By choosing goals that you know to be unrealistic or unachievable, you're setting yourself up for failure and frustration, which could lead to decreased self-esteem and a sense of resignation in any kind of self-improvement.

Step 4: Your goal must be relevant.

Ask yourself one question: Is your goal relevant to you? Ignore what everyone else says or thinks and spend time reflecting on areas or accomplishments that you admire or desire for yourself. Your goal statement should reflect what you want to achieve, rather than things about yourself you think society or someone else wants you to work on. Successfully reaching a goal requires time and hard work, so it's key that any goal you set for yourself aligns with your values, personal interests and lifestyle.

In this step, it might be helpful to figure out exactly why you chose your goal. Your answer will reveal

whether or not this goal is relevant to you. To refer back to the original example, consider why you want to lose weight. Your goal is relevant if you're losing weight to gain self-confidence, improve your health or because it will make you happier; your goal is not relevant if you want to lose weight because it would make someone else happy. Self-improvement begins and ends with your passion, so be careful to set goals that you are willing to pursue day after day.

Step 5: Attach a timestamp to your goal.

The "T" in SMART stands for time-bound, which puts a deadline on your goal. If you followed the instructions in step one and specified when you will achieve your goal by, you've already hit the mark on this. If you'd like to adjust based on the process you've just worked through, now's the time!

A deadline is not meant to put the pressure on or make you feel stressed; rather, it is in place to keep you on track and accountable. By working toward something that is set—whether it's a 5K race, high school reunion or annual review—you can more clearly visualize the steps and pacing you need to take to hit your mark on time.

Does your deadline seem far off? Consider outlining small milestones along the way that you'd like to celebrate between now and your deadline. These mini goals can help keep you feeling motivated even on days when you're feeling uninspired or exhausted.

The right goals can change your life for the better, and utilizing the right language is key in achieving personal development, career milestones and so much more. Using this formula will ensure that your path to greatness is set out before you before you even begin.

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SMART Goal-Setting Worksheet

Step 1: Write down your goal in as few words as possible.

My goal is to:

Step 2: Make your goal detailed and SPECIFIC. Answer who/what/where/how/when.

HOW will you reach this goal? List at least 3 action steps you'll take (be specific):
1.

2.

3.

Step 3: Make your goal is MEASUREABLE. Add details, measurements and tracking details.

1will measure/track my goal by using the following numbers or methods:

 I will know I've reached my goal when

Step 4: Make your goal ATTAINABLE. What additional resources do you need for success?

Items I need to achieve this goal:

How I'll find the time:

Things I need to learn more about:

People I can talk to for support:

Step 5: Make your goal RELEVANT. List why you want to reach this goal:

Step 6: Make your goal TIMELY. Put a deadline on your goal and set some benchmarks.

I will reach my goal by (date):

My halfway measurement will be on (date)

Additional dates and milestones I'll aim for: