

CAPITAL PREP ADVISORY

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What is Advisory?

- Each teacher is an advisor for a group of students from all grade levels.
- The advisor and advisees will be a part of the same advisory for as long as they are part of the Capital Prep family.
- The advisor is the main liaison between school and home.

Roles of the Advisor

- Academic Support
- Parent Contact
- Affective Support
- Portfolio and Student-Led Conference Development
- Senior Advisee Support
- College Acceptance Requirements

Academic Support

- The advisor will monitor student grades and discuss these grades with the students on an ongoing basis.
- These discussions will be held formally in advisory sessions and also informally as necessary.
- Advisors will also facilitate discussions and activities around social justice topics and learner expectation applications.
- PowerSchool

Parent Contact

- The advisor will contact parents every other week to discuss student progress and strategies for improvement.
- These conversations are also a way for advisors to be informed of pertinent issues outside of school.
- They are also intended to help parents be better involved in their child's education.

Affective Support

- The advisor will build and maintain a relationship with each advisee in order to better advocate for and support each student's individual learning plan.
- The advisor will schedule a time to meet individually with each of their advisees at least once a month.
- During this meeting, advisors will not only discuss academics but also give the student an opportunity to discuss any issues that students may have.

Portfolio and Student-Led Conference Development

- Advisors will monitor and support the creation and maintenance of a portfolio (electronic/binder) that showcases student learning and growth.
- As part of this development, advisors will facilitate discussions about the learner expectations and how the students can demonstrate meeting these expectations.
- Students will submit pieces of work (artifacts) to demonstrate learning and growth with respect to specific learner expectations.
- These pieces of work together with a thoughtful reflection create what we call artifacts.

Senior Advisee Support

- Social Justice Project (SJP): Advisors will support seniors in the development of an SJP topic, essential question, action plan, and final paper. They will provide feedback on a weekly basis. Advisors will support seniors in creating opportunities for the entire advisory to become involved in the senior's project.

College Acceptance Requirements

- Advisors will check in with their senior advisees regarding their college application and acceptance process to ensure that they are meeting deadlines. This includes applications, essays, recommendation letters, scholarships, financial aid, etc. They should also support parents throughout this process.

Advisory Themes by Quint

- **Quint 1:** Relationship Building/**Collaborator**
- **Quint 2:** Planning for the Portfolio: Strengths and Weaknesses/**Information Processor**
- **Quint 3:** Social Justice Topics/**Empathetic Citizen**
- **Quint 4:** Complete Portfolio/**Problem Solver**
- **Quint 5:** Sharing Portfolio & SJP/**Knowledgeable Person**

Daily Advisory Schedule

- Take attendance
- Check agendas for written homework assignments
- Check that homework is completed
- Inspect uniforms
- Read Morning Announcements
- Create a weekly goal

Communication

- Biweekly phone calls or emails.
- Biweekly progress reports sent home by classroom teachers on Fridays.
- As needed...
- Remember to log calls/emails on google docs!

Student-Led Conferences

- Student-led conferences spotlight the most important person in the process - the student.
- Students reflect on their learning and evaluate their progress in relation to Capital Prep's Learner Expectations, Social Justice Strands and the Essential Question for each grade.
- Students review their progress by completing a Goal Sheet & Self- Assessments and create a portfolio of artifacts that demonstrate their mastery of the skills related to Learner Expectations.
- Depending on grade-level, artifacts are identified by the student, teacher and/or advisor.

Goals of Student-Led Conferences

- To empower students to be responsible for their learning
- To increase self-confidence and facilitate the development of students' organizational and communication skills
- To teach students to thoughtfully evaluate their academic performance and set goals for self-improvement
- To engage parents, students, and advisors in productive, honest dialogue
- To increase parents' level of awareness of the academic expectations for their children and the level of progress that their children have attained

Benefits of Student-Led Conferences

- Help parents understand what is happening in the classroom
- Gives accountability to the student for classroom work and assignments
- Provides points of discussion between parent, student and advisor
- Maintains focus on learning instead of behavior
- Provides a structure for self-directed conferences
- Encourages an opportunity for 100% parent participation

Roles within the Conference

- The **student**, as the presenter, begins the conference by opening the portfolio to share Goal Sheets, Self-Assessments, sample work with rubrics, and artifacts from each marking period.
- The **parent** is the audience. The parent asks probing questions of the student to gain a better understanding of their child's progress.
- The **advisor** is the facilitator and timekeeper. The advisor observes and encourages the student to keep focused on the conference checklist, shares grade information, and clarifies the parent's questions.

Before the Conference

- Keep your work and assignments organized in electronic folders or binders.
- Compile a conference portfolio consisting of selected artifacts from work folder.
- Evaluate selected assignments to determine what was expected, the things you did well and the things you could have done better.
- Complete the Goal Sheet.
- Complete the Student Self-Assessments.
- Turn in Goal Sheets and Self-Assessments to your advisor.
- Take home the conference schedule for your parent to make an appointment.
- Make sure your portfolio is in order. Make sure you have chosen the required number of pieces of work per class to share with your parents.

During the Conference

- ❑ Come to the conference with your parents.
- ❑ Use the checklist to help guide you through your student-led conference. Be sure to check off each item as you complete it.
- ❑ Discuss with your parents your progress in each class.
- ❑ Discuss with your parents your improvement plan for the upcoming marking period.
- ❑ Allow parents and advisor to provide feedback and ask any further questions that need to be answered.

After the Conference

Reflect by asking yourself the following questions:

- What could I do to improve my student-led conference?
- Am I using my organizational tools effectively?

Dates to Remember

- Student-Led Conferences #1:
December 17th – 21st
- Student-Led Conferences #2:
April 29th – May 3rd