

Standards- and Evidence-Based Advisory in West Virginia Schools

School Assessment to determine alignment with standards- and evidence based advisory as per Policy 2510

Instructions: Use this tool to reflect upon the practices currently being utilized in your school and use the spaces provided to set annual advisory improvement goals to align with best practices.

Standards-based Student Advisory Practices		In Place	Not in Place
Advisory systemically addresses standards and objectives outlined in Policy 2520.19 Student Advisement Content Standards and Objectives and Policy 2315 Student Success Standards			
<p>Plan to address Policy 2520.19 and the WV Student Success Standards (WVSSS)</p>	<ul style="list-style-type: none"> • A plan is in place to systemically address and ensure students master Policy 2520.19 grade-level standards and objectives. This may include: <ul style="list-style-type: none"> • Utilizing LINKS grade-specific lessons http://wvde.state.wv.us/counselors/links/advisors/ms-lesson-plans.html (36 lessons per grade level (6 – 12) or http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html (40 lessons per grade level) • Supplementing with other curricula as needed. Some examples are found here: http://wvde.state.wv.us/counselors/guidance-curriculum.html or there are several other curricula under the LINKS Resource tab http://wvde.state.wv.us/counselors/links/resources/websites.html • Designing and delivery school-specific lesson plans that clearly address grade-level standards and objectives • A plan is in place support the integrated delivery of the WVSSS within each programmatic level <i>Integrated Delivery of the WV Student Success Standards Resource Page</i> http://wvde.state.wv.us/counselors/wvss-standards-resources.html • Student and school data are utilized to identify priority indicators for each grade level. • Grade level teachers engage in developing a plan to address standards and objectives and identified school needs within each grade level. <ul style="list-style-type: none"> ○ Each grade level within the school teach the same identified weekly lessons except on the rare occasion need arises to address a different topic that is of critical need for that advisory • Curriculum materials are prepared and/or personalized for the school and grade level and provided to each advisor at least two weeks to ensure advisors have adequate prep time for high quality lesson delivery. 		
<p>Improvement Goals for Standards Delivery:</p>			

Evidence-based Student Advisory Practices		In Place	Not in Place
Student Groupings	<ul style="list-style-type: none"> All Students participate 20 or fewer students per advisor (when feasible) Grade specific – to allow focus on grade level standards Heterogeneous grouping – all students randomly grouped regardless of skill level (Rare exceptions may be necessary based on IEP recommendations) Students remain with same advisor throughout programmatic level (middle, high looping) 		
Advisors	<ul style="list-style-type: none"> All staff participate with the exception of... <ul style="list-style-type: none"> Building or grade level coordinators (who have other advisory coordination duties and support of struggling advisors) Counselor (to handle referrals...if only one in the building) One principal (At least one principal should be available for regular monitoring and support of advisory) 		
Parent Engagement	<ul style="list-style-type: none"> Advisors are introduced to parents within their caseload, their roles are explained and grade-level curriculum is discussed at the beginning of year orientation. Advisors make a minimum of two positive contacts with parents annually to support the success and well-being of students within their classroom Advisors hold at least one face-to-face meeting with parents to assist with development of their students' Personalized Education Plan. Schools offer other opportunities to systemically connect advisors, parents and students. 		
Timeframe	<ul style="list-style-type: none"> A minimum block of 30 minutes once a week (Non-credit) School may meet on additional days (shorter periods to check-in and connect with students) 		
Offering Credit	<ul style="list-style-type: none"> A minimum block of 50 minutes once a week (1/4 credit per year X 4 years = 1 full HS credit – Course Code 7676) A minimum block of 50 minutes 2 times per week (½ credit per year X 4 years = 2 HS credits) Schools may offer an additional HS credit for completion of grade-level career exploration/post-secondary planning benchmarks on www.cfww.com and www.wvstrategiccompass.com as evidenced by online student portfolios. Sample grading rubrics are available on the WV LINKS website http://wvde.state.wv.us/counselors/links/about.html Lessons address Policy 2520.19 Student Advisement Content Standards and Objectives requirements 		
Organized Structure	<ul style="list-style-type: none"> The school schedule/structure will consistently be different the one or two days a weeks when advisory meets to ensure advisors will facilitate standards-based lessons (i.e. every Tuesday or every Tuesday and Thursday for a minimum block of 30 minutes). Advisory time is sacred and does not become a catch-all period (homeroom activities, announcements, club, test drills, tutoring, etc.) 		
Scheduling Advisory	<ul style="list-style-type: none"> Not first or last period of the day Not on Monday or Friday Not during lunch for only some students 		
Shared Vision	<ul style="list-style-type: none"> Principals engage teachers in creating a vision for advisory outcomes <ul style="list-style-type: none"> How will students be different? 		

	<ul style="list-style-type: none"> ○ How will the staff be different? ○ How will the school be different? (data goals) 		
Evidence-based Student Advisory Practices (continued)		In Place	Not in Place
Shared Leadership	<ul style="list-style-type: none"> ● Principals engage teachers in shared decision-making opportunities, such as <ul style="list-style-type: none"> ○ Grade level curriculum mapping ○ Advisory structure ○ Celebration activities ○ Staff Training ● Coordinators assist with advisory design, grade level curriculum planning, advisor lessons and resources, advisor support, and program evaluation ● Principal or an assistant and grade level coordinator regularly monitors and supports advisory implementation. <i>(At least one principal should be available for consistent monitoring of the program and assist the coordinator in supporting struggling advisors.)</i> 		
Advisor Training	<ul style="list-style-type: none"> ● Before becoming advisors, teacher/advisors are trained for their role as advisors, and <ul style="list-style-type: none"> ○ How to access lesson plans and other resources ○ How their advisory systems with work ○ How to make referrals (counselors, SAT Team, other school services) ○ How to connect with parents ○ How to interface with other teachers to support the success of students ● Advisors have ongoing, collaborative learning and planning opportunities related to their role and curriculum facilitation ● Substitutes and new teachers are trained for their role 		
Evaluation	<ul style="list-style-type: none"> ● Process is in place to evaluate advisory <ul style="list-style-type: none"> ○ Structure ○ Training effectiveness ○ Lessons ○ Student learning ○ Program outcomes ○ Advisor needs, etc. 		
Monitoring and Support	<ul style="list-style-type: none"> ● The principal is the chief supporter of advisor ● Principals and coordinators regularly monitor advisory and provide deliberate support to improve advisory facilitation 		
Improvement Goals for Evidence-based Student Advisory Practices:			