Advisory Program Planning and Implementation Self-Assessment

This document can be used by schools interested in refining an existing Advisory program. Self-assessing their program allows advisory leaders to identify key strengths that can be leveraged to enhance Advisory and determine what design components might need further attention in order to achieve positive outcomes for each and every student.

Directions: Note what stage your Advisory has reached for each aspect of the Advisory Design Puzzle by marking an "X" in the appropriate box.

Design Component	Key Criteria	We're good to go.	We need to fine-tune this design component.	We've only just begun.	We have not yet dealt with this design component.
Goals	■ Align with the mission/vision of the school ■ Support the needs of our students ■ Are rooted in adolescent development research ■ Sound compelling and inspiring ■ Align with the needs of students and are viable given the current priorities of the school improvement/strategic plan				
Content, themes, formats	■ Support academic achievement ■ Support a sense of belonging ■ Support social-emotional learning ■ Support readiness for post-secondary education, career and life				

Engaging SCHOOLS

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Professional development ■ **Content & style** ■ **Frequency**	■ Models the advisory experience ■ Supports advisors with content ■ Supports advisors with facilitation				
Materials & resources	■ Support effective implementation ■ Support variation in group needs ■ Are accessible ■ Are high quality and updated.				

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Accountability	■ Includes varied assessment and feedback tools, self-assessments, support & supervision structures to monitor progress toward and promote the goals and outcomes of the advisory regarding:
	  ○ Program effectiveness
	  ○ Advisor effectiveness
	  ○ Individual advisee progress
	  ○ Committee and coordinator effectiveness
	■ Incorporates assessment processes that are formal and informal, quantitative and qualitative.				

Links to wider school context	■ Advisory goals and content ■ Groupings ■ Meeting schedule ■ Advisor Role ■ Professional development & Accountability systems: ○ Are aligned with and complimentary to the school context (other school-wide initiatives, counseling systems, disciplinary systems, communication flow, etc.).				

Engaging SCHOOLS

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Grouping: ■ **Size of groups** ■ **Intentional mix of student: (regular/special education, social-emotional profile, GPA, attendance, race, ethnicity, gender** ■ **Continuity**	■ Promotes positive peer culture in the group and for the school as a whole ■ Promotes a sense of being known ■ Promotes social bonding ■ Consistent with school priorities ■ Supports the development of social-emotional skills				
Schedule ■ **Length** ■ **Time of day** ■ **Frequency**	■ Supports attainment of the identified advisory goals ■ Prioritizes advisory as a key component in students' social, emotional and academic development ■ Ensures that there is a reasonable amount of time in advisory for students to have a meaningful experience				

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Role of the advisor, advisory committee, and committee (co)-coordinators, co-chairs, or coordinator	■ Outlines the advisor's responsibilities to individual advisees and the advisory group, colleagues and parents/caregiver. ■ Describes the responsibilities of advisors, advisory committee and advisory coordinator to each other ■ Clarifies the level of advisor autonomy in fulfilling their role ■ Identifies student data needed to fulfill the advisor role				