Advisory Design Checklist

Implementation Components

___ Team(s) are formed of people who will do research, design, and PR.

___ There are at least six months (more is far better!) for the planning phase.

___ A timeline is set with sufficient days and hours identified for
- Research
- Visits and/or calls to other schools
- Design meetings
- PR tasks for field questions, communicating design components, spreading inspiration, and building buy-in wit faculty, staff, students, parents, and other community members in the year prior to launching advisory and throughout the first year.

___ Financial resources and times are available for sufficient professional development of advisors.

Design Components

___ Goals and rationales of the advisory programs as a whole.

___ Goals and rationales for specific grade levels.

___ Expected outcomes for advisees, advisory groups, and school climate and culture.

___ People who will coordinate the advisory program and offer supervision and/or support to advisors as needed. Who will be in that role? Will that role be full-time or combined with other duties? What authority and responsibilities will the advisory coordinator have?

___ Schedule: length and frequency of sessions, how sessions will fit in the schedule, whether or not all groups will meet simultaneously.

___ Grouping arrangements:
- Size of groups
- Mix of students (grade level, gender)
- How assignments will be determined (random or intentional by certain factors)
- Continuity of the group of students
- Continuity of the students with the advisory

___ Content and themes for advisory groups (by grade level, by month, by whatever organizational strategy makes sense for your school), and to what extent groups are expected to do the same activities.

___ Routines, formats, and style of advisory groups.

___ Advisor's' responsibilities are clarified regarding
- Academic advising, report cards, progress reports
- Exhibitions and portfolios
- Parent contact
- Discipline
- Career and college preparation
- School business and school involvement
- Referrals for tutoring, counseling, or other needs

___ Professional development sessions are scheduled prior to launching advisory groups, and throughout the first year of implementation.

___ Materials and resources are available for advisors.

___ Accountability processes are identified that will
- Influence students to take advisory seriously and participate effectively
- Document outcomes achieved
- Influence advisors to take advisory seriously and facilitate effectively
- Assess the advisory program's impact on the goals identified

___ Links to other school programs, procedures, events, and structures are well understood and happen smoothly.