



Advisory News

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Bassick High School
www.bassick.org

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Name the Newsletter Contest

By Advisory Support Team

The Advisory Support Team will be publishing this newsletter on a regular basis to provide helpful hints, news, student perspectives, and activities to assist members of the Bassick High School community as we implement Advisory.

WE NEED YOUR HELP!

We have our newsletter, but no name for it! Please help us by entering your Advisory in the "Name the Newsletter" contest.

Please discuss the newsletter contents and purpose with the members of your Advisory, and brainstorm a title you believe is catchy enough for school-wide publication. Submit your title to Betsy Wiley's mailbox or via e-mail by Friday, October 21, 2005.

The winning entry will be announced in the November issue of the

Please see *Contest* on page 2

Success Stories

By Ellen Rosoff

Two Activities I Feel Have Been Successful, by Cathy Smith

1 "Sharing Personal Pathway" (handout #5): This gave students a background of their classmates - an opportunity to find a common link and share goals.

2 I called each student up individually on the computer checking their overall class attendance, cuts, tardies, etc. and addressed the situation with each student explaining their responsibility, as

Please see *Success* on page 3

"Students reacted seriously and didn't realize that I was concerned about their school performance."

Tip of the Month

By Stephanie Werdmann

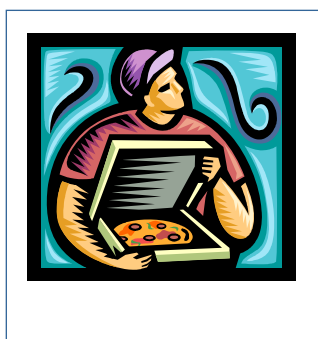
Establishing rituals and routines in Advisory can be a simple and effective means of managing Advisory time. Engaging students in different tasks for each day of the week will make advisory more dynamic and rewarding for you and your Advisees.

“By establishing rituals and routines, you and the students are ready for Advisory, and nothing else needs to be done!”

Get a routine down for advisory. For example, make every Monday high/ low day. (Each student shares something positive and negative about his/her weekend. This Activity is detailed in the BHS Advisory Manual, in the “Establishing Advisory Relationships” section). On other days, engage the students in team building activities, or in discussions of current events.

Set aside a day or two each week to conduct individual conferences with your advisees. Ask them how they are doing in their classes, or if there is anything they are struggling with. The students will appreciate your concern and it will help you establish stronger connections within the group. During this time students can engage in sustained silent reading, group discussions, or a study period.

Seek out student input for rituals and routines. Allowing students a say in the process will help develop a sense of ownership for the Advisory. By establishing regular rituals and routines, you and the students are ready for Advisory, and nothing else needs to be done!



Win a Pizza Party for your Advisory.

Contest from page 1

newsletter. The Advisory submitting the winning entry will win a Pizza Party for the entire Advisory group. First and second runner-ups will receive prizes too!



Any faculty member interested in joining the Advisory Support Team should contact Ellen Rosoff or Peter Ziegler.

Frequently Asked Questions

By Rachel Rowley & Peter Ziegler

1. Will students receive academic credit for Advisory?

Students will receive a Pass/Fail Grade for Advisory based on attendance. Students who pass for the year will receive five points toward graduation.

2. What is the role of the support liaison listed in the Advisory Manual?

The support liaison listed in the manual is a resource person to be contacted if a questionable issue arises in advisory discussion. The support liaison can help you decide if an issue is an actual emergency or simply a concern, and can assist you in meeting your legal requirement as a mandated reporter.

3. Can the Support Team provide teachers with activities on a regular basis to cut down on planning time?

The support team has prepared a number of activities based on a variety of themes including Building Advisory Relationships, Goal Setting, and Personal Responsibility.

These activities can be found in the Advisory Manual distributed to all staff members in June. In addition, The Advisory Guide distributed on the first day of school contains a number of easy to implement activities.

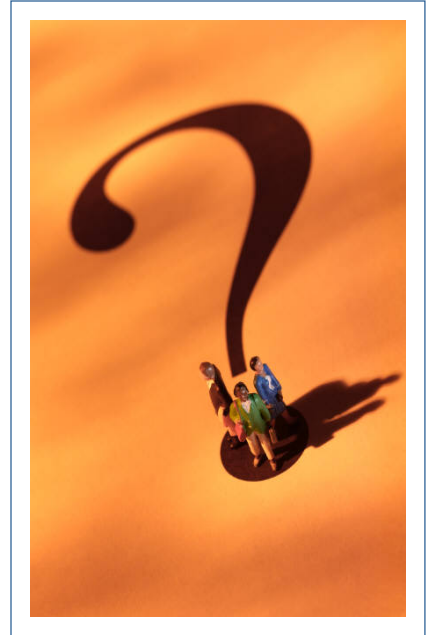
Success from page 1

well as consequences for their behavior. Students reacted seriously and didn't realize that I was concerned about their school performance.

Acknowledging A Student's Birthday, by Ellen Rosoff

I attached newsprint to an easel and printed the birthday student's name in the middle of the newsprint. Each advisee came up and wrote a birthday wish to the birthday girl with a magic marker. By the end of the session, the birthday girl tore off the newsprint with everyone's wishes on it and was able to take it home.

This was an easy activity with a big pay-off. Birthdays are special for all of us, and having them acknowledged publicly is a great way to build connections between members of your advisory.



*“Students **will** receive academic credit for Advisory.”*

Theme of the Month

By Stella Dennis and Edna Garcia

This month's theme is "Goal Setting." Take time to discuss the importance of setting attainable goals with your students. Assist students in developing clear, concise plans outlining the steps they will need to take to achieve their goals. Check-in periodically to provide direction and guidance to students, and to help them adjust their plans as needed.

Taking the time to help students identify their goals and what they need to do to accomplish them is a good way to establish the rituals and routines that make for a successful Advisory.

Check out the websites below for templates and more information:

http://www.ridgenet.org/etc/goalsetting_template.doc

<http://www2.truman.edu/~b1599/goalsettinggraphicorganizer.pdf#search='student%20goal%20setting'>

Helpful Hint: These links can be found on the Bassick Web Page (www.bassick.org) in the Advisory Section.

Principal's Corner

By Ronald Remy

This month, I would like to thank all the members of the faculty who are working to make Advisory a successful initiative. As we continue to become more proficient at advisement and as we weave it into the fabric of our school culture, I am convinced that this will be the single most important initiative ever undertaken at Bassick High School.

Advisory is a very different way of relating to students. While we are very good at delivering instruction, Advisory represents a different paradigm for the relationship between student and teacher. Through my own Advisory, I have come to understand that the relationship between Advisor and student is not so much one that is based on structured activities designed to meet specific learning outcomes, but is rather one based on regular, meaningful interactions with students designed to establish a trusting relationship.

Instruction is product-centered. Activities are geared toward the student being able to produce something, which demonstrates learning in a given discipline. Advisory, however, is process-centered. Advisory activity is geared toward the process of establishing interpersonal relationships. Understanding of this fundamental difference is the key to success with this initiative. While good lessons have an initiation and a closure, good Advisory sessions do not, necessarily. While instruction is based on achieving goals, Advisory is based on building connections among members of our school community.

My own Advisory became much more meaningful and successful for me and my students when I gave up trying to teach and began the simple, (and more complex) process of building real connections with my advisees. Advisory continues to be the best part of my day. I hope it is yours, also.

Who to Contact

By Michelle Patenaude

The Advisory Support Team has divided the faculty by floors so that clear lines of communication and support can be established. If you are in need of support, have a contribution for the newsletter, know of an Advisory that should be recognized, or have any other Advisory issues to discuss, please contact the Support Team Liaison for your floor.

Basement and 1st Floor, Old Bldg. - Edna Garcia

2nd Floor, Old Bldg. - Betsy Wiley or Rachel Rowley

3rd Floor, Old Bldg. - Stephanie Werdmann

1st Floor, New Bldg. - Michelle Patenaude

2nd Floor, New Bldg. - Ellen Rosoff or Stella Dennis

3rd Floor, New Bldg. - Peter Ziegler

"I like advisory because we can express our feelings towards the class. We can talk about our personal life, and they won't laugh or tell anyone outside the class. I like my advisory teacher; this is my favorite class!"

~A.H. grade 9