

TEACHERS AS ADVISORS (TAA) RUBRIC

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This rubric is designed to assist in rating the current implementation status of your school's **Teachers as Advisors** Program. This self-rating tool will assist school personnel in setting systemic goals. It can highlight at what level your program is being implemented and it can serve as a benchmarking tool for improvement. Please mark all responses that apply for each statement that has been implemented at your school. Steps are listed in the suggested order of occurrence. Add the number of check marks in each area. Please contact the Guidance office for assistance or additional information at www.okcareertech.org/guidance or 1-800-522-5810.

Describe your primary responsibility: (CHOOSE ONLY ONE)

- | | |
|------------------------------|------------------------------|
| (a) Superintendent | (f) Academic Teacher |
| (b) HS Principal | (g) Elective Teacher |
| (c) MS Principal | (h) Career/Technical Teacher |
| (d) Assistant Superintendent | (i) Guidance Counselor |
| (e) Assistant Principal | (j) Other: _____ |

PLANNING PROCESS

A. Administrative support:

- _____ Administrative leaders work in concert with teachers
- _____ Review/discuss teacher as "advisor" role during teacher evaluation
- _____ Review teacher expectations during hiring process
- _____ Appoint a "Teachers as Advisors" (TAA) program coordinator
- _____ Organize and work with a planning committee
- _____ Approve established goals and a plan of action
- _____ Market program name/logo
- _____ Foster communication among parents, teachers, counselors, and students about the program
- _____ Provide via technology opportunities to tour or observe model "TAA" school programs
- _____ Provide "Teachers as Advisors" orientation for key staff
- _____ Actively participate as an "advisor" to a group of students
- _____ Develop a school master schedule that allocates time for advisement activities

_____ **Total of twelve points possible for Section A**

SET CALENDAR

B. Yearly Calendar Schedule:

- _____ Establish planning committee meeting times
- _____ Target staff training dates
- _____ Schedule regular student advisory meeting sessions exercising care to minimize the impact on a single class period
- _____ Schedule parent/teacher/student conference dates/times
- _____ Conduct enrollment utilizing TAA process and available resources

_____ **Total of five points possible for Section B**

CURRICULUM

C. Curriculum Development and Implementation (To be addressed by planning committee and administration)

- _____ Develop and administer a student advisory needs assessment
- _____ Identify or develop grade-level materials for program use
- _____ Prepare lessons/advisor outline guide
- _____ Copy materials for use by advisors
- _____ Identify categories to be incorporated into the development of student portfolios

Suggested lessons include but are not limited to: (Please check lessons being utilized.
Each checkmark counts one-half (.5) point toward total.)

- Develop a plan of study to identify course selection
 - Interpret interest inventories/academic assessments
 - Create resume writing
 - Demonstrate employability skills
 - Improve study skills
 - Explore lifelong learning options
 - Figure grade point average (GPA)
 - Address high school graduation requirement
 - Learn college & military entrance requirements
 - Develop a portfolio related to future goals
 - Utilize the United States Department of Education (USDE) 16 Career Clusters (www.careerclusters.org) to explore potential career opportunities
 - Other _____
-

_____ **Total of eleven points possible for Section C**

ADVISOR TIME WITH STUDENTS

D. Student Advisement:

- Work with multi-grade or single grade peer groups for one to four years as a unit
- Meet with small equitably distributed groups of students
- Meet a minimum of six to ten times per year
- Meet with advisory group for a minimum of thirty to forty-five minutes
- Provide a senior seminar to address grade specific needs

_____ **Total of five points possible for Section D**

TEACHER TRAINING

E. Teacher Involvement:

- Train staff on TAA topics prior to advisor/advisee time
- Establish peer mentors for “new” advisors
- Train substitutes, new staff, and support staff on the use of TAA materials
- Train advisors with guidance counselor’s assistance prior to sessions. (Planning committee responsibility)

Teacher training includes but is not limited to: (Please check training opportunities being offered. Each checkmark counts one-half (.5) point toward total.)

- TAA program purposes, curriculum, and benefits
 - Advisor responsibilities/duties for “quality”
 - Orientation to technology center programs
 - Cooperative agreements
 - Completion of enrollment forms/personal data
 - Sequence of core class selection
 - Academic progress, attendance, and future plans
 - Enrollment forms
 - Plans of study for students (See Plan of Study Rubric)
 - Assessment interpretation (Interest inventories, ACT, etc.)
 - Career Clusters
 - High school graduation requirements
 - College entrance requirements
 - Other _____
-

_____ **Total of eleven points possible for Section E**

PARENT/STUDENT/ADVISOR CONFERENCE

F. Parental Participation:

- Increase parental attendance at conferences and their involvement in the enrollment process
- Provide a course description booklet
- Provide information booths (e.g., yearbook, PTA-PTO, student organizations, military, postsecondary education, etc.)
- Update students' plan of study at least annually

Observed benefits at your school: (Please check measurable benefits observed at your school. Each checkmark counts one-half (.5) point toward total.)

- Increased parental participation/attendance (75% or above)
- Improved course scheduling
- Decreased schedule changes
- Increased faculty ownership for "student" success
- Increased time for counselors to focus on counseling
- Increased student participation in enrollment with parents as a team
- Increased knowledge of educational opportunities
- Improved understanding of graduation requirements/college entrance requirements
- Increased enrollment in math and science
- Greater number of students with a "career" plan/focus on higher achievement
- Increased number of partners (i.e., businesses, colleges, etc.)
- Higher Academic Performance Index (API) score

Total of ten points possible for Section F

MARKETING

G. Community and Parental Public Relations:

- Provide letter to inform parents of program purpose and meeting dates
- Maintain contact with parents regarding student progress and TAA activities
- Publish a newsletter (bi-annual, annual, quarterly, etc.)
- Report to the community on a regular basis about the program and its results (TV, radio, etc.)

Total of four points possible for Section G

EVALUATION

H. Program Evaluation and Improvement:

- Parents evaluate conference/enrollment time
- Students evaluate advisor time and conference/enrollment time
- Teachers evaluate advisor time and conference/enrollment time
- Advisory Committee compiles, reviews and shares program evaluation results
- Program adjustments are made prior to the next school years sessions

Total of five points possible for Section H

GRAND TOTAL for Section A through Section H

EVALUATING YOUR TEACHERS AS ADVISORS (TAA) PROGRAM

Add one (1) bonus point if additional specific lessons are listed after "Other" in Section C and one (1) bonus point if additional specific training topics are listed after "Other" in Section E

ADVANCED (Majority of criteria checked in each section)	PROFICIENT (Minimum of 3 criteria checked in each section)	BASIC (Minimum of 2 criteria checked in each section)	DEVELOPING (Must have <u>at least 1</u> criterion checked in each section)	NOT YET ESTABLISHED (No criterion checked in one or more sections)
56-65 Points	41-55 Points	26 – 40 Points	11- 25 Points	0-10 Points

Advanced Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

Proficient Your TAA program has engaged the majority of your school’s staff, students and parents. The TAA activities are varied and supportive of students’ goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success.

Basic Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you’re doing.

Developing Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis and seek community assistance.

Not Yet Established Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.