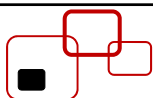


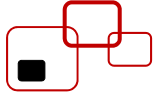
**UMOJA**  
**UNIVERSITY**

Using High School Advisory  
Time to Teach and Reinforce  
School-wide PBS



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Stand Up If...



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## Stand Up If...

- If you have ever had a day of your life where something outside of school made it hard for you to focus on school.
  - If you ever lived with someone other than your parents when you were in grammar or high school
  - If you personally have experienced the loss (by death or abandonment) of someone you really counted on
  - If you have ever witnessed a violent crime
  - If you have ever experienced so much stress or pressure about your academics you thought of harming yourself.
  - If you were ever afraid for your physical safety when you were getting to and from high school
  - If you've ever found out that a student who has been acting out and driving you crazy, has just been through a difficult personal situation.
  - You or someone you know couldn't attend the college of their choice because of financial challenges.
- If your relationship with a student led to improved outcomes for that student.
- If your willingness to listen to a student allowed that student to be heard in a unique way.



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## Workshop Goals

- Ground our work in a historical and political context
- Give real-life examples from schools that are using advisory time to teach and reinforce school-wide behavioral expectations
- Share translatable strategies for creating effective advisories
- Provide tools for building classroom communities that are supportive and foster positive adult/student relationships

# Umoja's Mission Statement & Goals

## Mission

Umoja equips young people to succeed in college and confidently claim their future. We do this by building a web of dynamic relationships where schools, families and communities partner to bridge the gap between the talents and ambitions of low-income young people and the resources they need to thrive.

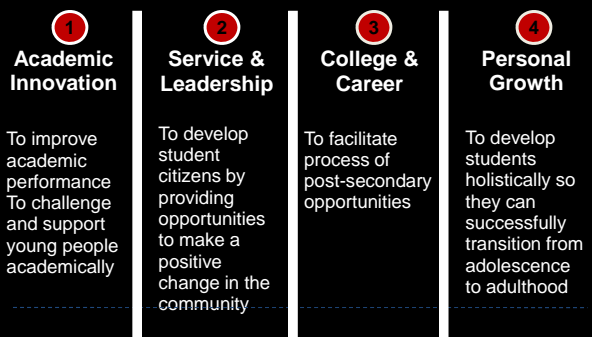


## Goals

Umoja participants:

- Graduate from high school
- Continue their education and training
- Are confident and competent
- Act as leaders
- Develop their communities and schools
- Are critical thinkers

## Student Development – Using a holistic approach to motivate and engage students



Alumni Network



### Links to the community

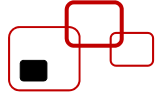
**Org works in conjunction with community**

Bridges the divide between school and community from Asset-based perspective

**Programming reflects school & community issues**

Actively engages students in leadership and community building initiatives

**Continuing outreach provides resources beyond high school students**



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## The obstacles of implementing Advisory School wide

- Competing administrative priorities
- Lack of fidelity in the implementation of advisory
- Lack of teacher buy-in/support
- Teachers feeling ill-equipped to develop relationships with students
- Lack of student engagement
- Lack of consistency & appropriate preparation

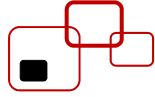


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## Getting to Solutions

“When schools implement high-quality SEL programs and approaches effectively, academic achievement of children increases, incidence of problem behavior decreases, the relations that surround each child are improved, and the climate of classrooms and schools changes for the better.”

*Source: Maurice J. Elias (2006) Educator's Guide to Emotional Intelligence and Academic Achievement*



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## Connection to Illinois Social Emotional Learning Standards

**Goal 1:**

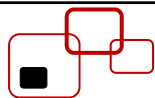
Develop self-awareness and self-management skills to achieve success in school and life

**Goal 2:**

Use social-awareness and interpersonal skills to establish and maintain positive relationships

**Goal 3:**

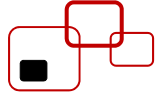
Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts



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## What's at Risk if we ignore the Social Emotional needs of our students?

- academic achievement
- classroom/school climate
- positive relationships for students
- problem behavior



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## Think-Pair-Share

- Tell your partner about the adult in your high school who was most influential to you.
- Talk about what communities you were a part of during your high school experience.
- Talk about an adult in your life (not necessarily from school) who helped you to catch a vision for your future.
- What was your favorite part of your high school experience?
- What was the biggest challenge you wrestled with when you were in high school?



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Positive relationships with  
students is **EVERYONE's** job



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## 5 Keys to successful implementation of Advisory School-wide



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## Logistics

Are you trying to do this work alone?? Build a committee of stakeholders. Counselors? Teachers? Security Staff? Admin?

Think about your current school schedule. How long could you feasibly run “advisory” at your school?


What resources and/or programs are you currently running that could be a good complement to your implementation? (Discipline office, Restorative Justice, Peace Room, SLC’s, etc.)

What needs to be done to help teachers feel equipped to implement advisory with fidelity?

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## Student Engagement





Are there any student groups that you can engage as you think about what the students say they need? Do you already have a Student Council? NHS?

Can you hold a focus group so that all students have a real voice in telling adults what they are missing in their high school experience?


Is there an opportunity to have students lead by assisting teachers in the implementation of advisory?

Build in feedback mechanism for students (exit slips).

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## Staff Preparation & Buy-In

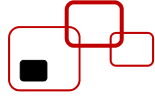


Ask teachers what they think their students need. Allow teachers to voice where they think students need support.

Can you provide Professional Development for teachers so they feel prepared to engage students in non-academic conversations?

Create a plan that respects the teachers. Provide an easy system for distribution of materials in a timely fashion.

Create a system for evaluating progress and providing on-going support for teachers.



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## Engaging Curriculum



Do you have school relevant themes that you can organize around?

Does your curriculum allow room for students and teachers to have real conversations?

Does the curriculum help build community and supportive interactions among students in the advisory group?

Does your curriculum have multiple activities to engage different learning modalities?



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## Administrative Support & Buy-In



What are some administrative realities, concerns or issues that could impact your program implementation?

Is the administration willing to participate in shaping the model of your advisory program?

Can administration commit to participating in observations during advisory time (walk through)?



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Logistics





Student Engagement

Staff Preparation & Buy-In


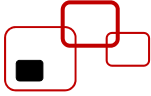
Engaging Curriculum

Administrative Support & Buy-In





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Advisory Models...



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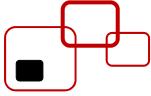

# School Example #1: Southside High



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## Approach:

- ❖ Daily Advisory lessons in 15 minute increments
  - Mondays: Check In/Check Out
  - Tuesdays: On Track Tuesdays
  - Wednesdays: Wisdom Wednesdays
  - Thursday: Team Building Thursdays
  - Fridays: Reflection Fridays
  
- ❖ Scheduled LONG advisories in 45 minutes session (approx. 5 per quarter)
  - Quarter Themes: Conflict Resolution, Decision Making skills, Communication skills, etc.

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## Strategies, Resources & Results:

### Engaging curriculum

- Standard Lesson plan template (simple to follow and replicate & consistent for teachers.)
- Quarterly brainstorm of lesson topics (integration & reinforcement of other school wide concepts)

### Administrative Support & Buy-In


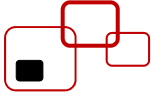
- Regular contact with Administration
- Administration represented at each team meeting
- Support during Administrative walk through (observation rubric)

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## Student and Teacher Quotes

- “Advisory is a priority this year...”
- “...advisory curriculum is well thought out and intentional. Furthermore, we have been able to keep the team and the administration ACCOUNTABLE for meeting goals.”



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## School Example #2: Eastside High



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### Approach:

- ❖ Scheduled LONG advisories sessions in 75 minutes sessions monthly
  - Supports Juniors & Sophomores only
  - Themes around Academic support, college readiness and exposure
  - Intensive staff support to build capacity among teaching staff

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## Strategies, Resources & Results:



The pillars of success we support...

### Staff Prep & Buy-In

- Preparation of Post Secondary curriculum topics
- Monthly PD for teachers to get familiar with lesson
- Additional partners to support successful engagement of teachers

### Student Engagement & Buy-In

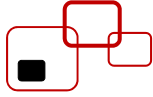
- Weekly lunch time programming for Student Leadership group
- Supporting SEL needs of leadership students
- Hosted Student/Teacher Luncheon

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## Getting to Results

- "My division was able to connect on a personal level that would have been difficult without Advisory."
- "Students really enjoyed some of the activities and realized that there are more people out there looking out for them than just their friends."
- 75% of Advisory Teachers Agree or Strongly Agree that Advisory is a valuable and important part of the school week



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## Getting to Results

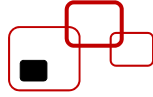
Teachers say “I believe advisory can help students to:”

- Set and reach goals 82%
- Increase confidence in themselves 91%
- Make better personal choices 100%
- Solve conflicts 82%
- Get/Stay on-track for graduation 91%
- Build better relationships with peers 82%
- Build better relationships with adults 91%
- Plan for the future 91%



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## School Example #3: Westside High



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## Approach:

- ❖ Weekly Advisory lessons in 45 minutes session
  - Monthly Professional Development with all Advisors
  - Intensive curriculum development; Academic support, Post-secondary exposure, Tier 1 behavior interventions (Wildcat Ways)
  - Weekly one-on-one follow up with all advisors
  - In class coaching for advisors to build capacity



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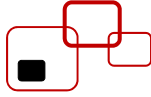
## Strategies, Resources & Results:

### Staff Prep & Buy-In

- Weekly one on one check in with Advisors
- Monthly PD for teachers to get familiar with lesson
- Summer retreat and planning session

### Engaging Curriculum

- Monthly brainstorm (teacher & student input) to plan curriculum
- Standard Check In/Check Out for EVERY session
- Reinforces school wide discipline and restorative justice principles



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## Getting to Results

- 91% have built positive relationships with students in their Advisory.
- 93% say Advisory helps Advisees increase self confidence.
- 79% believe Advisory helps Advisees make better personal choices and solve personal conflicts.
- 75% say Advisory helps Advisees get and stay on track for graduation.
- 82% believe Advisory helps Advisees plan for their futures.
- 86% say Advisory helps Advisees build better relationships with adults.

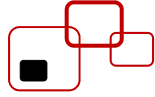


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## What is Umoja University?

A three-step, year-long professional development process culminating in a week-long conference which yields a customized action plan and on-going consulting support throughout the school year. Best practices are shared, and customized curriculum is offered in the following areas:





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## What is Umoja University?

- ❖ Student Development and Advisories
- ❖ Social and Emotional Learning
- ❖ Restorative Justice Principles and Practice
- ❖ College and Career Development
- ❖ Youth Development and Leadership Programs



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## What is Umoja University?

### Phase 1

Spring Planning – School stakeholders participate in planning process with Umoja consultants to identify needs and targeted student development plan.

### Phase 2

Umoja University Conference – Delegation from planning team attends week-long Umoja University where resources, strategies and best practices are shared to develop a customized student development curriculum and action plan for the school year.

### Phase 3

On-going Customized Support – Planning team of stakeholders creates a follow-up plan and receive hands-on Umoja consulting support throughout the school year.



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# Questions



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# Contact Us 😊

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