



University of Illinois at Urbana-Champaign Office of Community College Research and Leadership

Promoting Student College/
Career Success through
Career Clusters *Webinar Series*

March 12, 2013

Building a Strong Teacher Advisory Program

Carol Collins, Jennifer Webb-Rea, Jo Wooten

Joliet Township
High School District 204
300 Caterpillar Drive
Joliet, IL 60436

Agenda

- Demographics
- Background
- Teacher Advisory
- Summary
- Question/Answer

Demographics

Two Campuses:

Joliet Central and Joliet West
Student Population = 5,981

- White = 30%
- African American = 25.7%
- Hispanic = 40%
- Spec Ed = 17.6%
- Low SES = 64%



Background

- Different expectations for different students
- High failure rate in core subject areas at freshman level
- Lacking rigor, relevance and relationships
- High number of expulsions
- Attendance/truancy issues
- Students failed to see connection between school and their future
- Students reported that they did not have an adult advocate

Mission

The mission of Joliet Township High School, a diverse and unified learning community of choice, is to empower every student to acquire and apply the attributes to compete and contribute positively to our community and global society by providing a *rigorous, relevant, and innovative education* in a safe, supportive, academy environment through a quality, caring, and dedicated staff working *in partnership with family and community*.

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Key Reform

College and Career Readiness

Strategies

Key Reform Strategies



AP
Scholars

- **Rigor**

- Elimination of basic level courses
 - College Prep
 - Honors
- Increase number of Advanced Placement Courses and create opportunities for dual enrollment
- District curriculum and assessments aligned to Common Core Standards
- District Core Assessments for each course

Key Reform Strategies

- **Academic Support**

- Summer Bridge Program for incoming freshmen
- Freshmen have an 8-period day
- Literacy Support and Math Support Courses
- Credit Recovery

Key Reform Strategies

- **Relevance**

- Freshmen Academy
- Career Academies – *16 National Career Clusters Model*
 - **Arts & Communication** – *Creative Expressions*
 - **Business Management & Information Systems** – *Entrepreneurship & Administration*
 - **Health & Medicine** – *Community Wellness*
 - **Human Services** – *Civic Responsibilities*
 - **Science, Technology, Engineering & Mathematics** – *Innovation & Modernization*
- Integrated themes within the academy structure

Project-Based Learning

STEM – Rube/Goldberg



A& C – Banner Project



BMIS – Banner Project



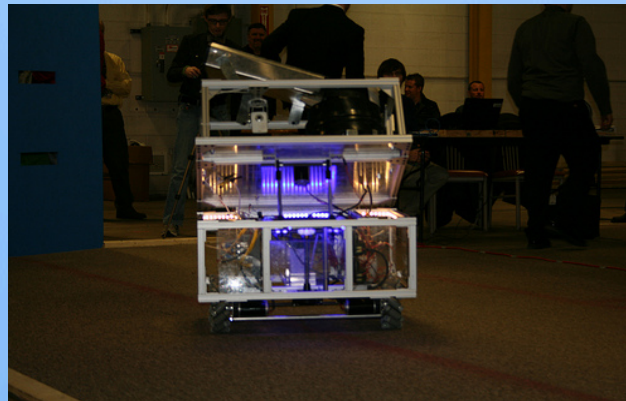
BMIS – Tiger 5K



STEM – Engine Competition



A&C and STEM – Bench Mark Project



**STEM, A&C and BMIS –
First Robotics Competition**

Key Reform Strategies

- **Relationships**

- Teacher Advisory Program
- Freshman Academy Teams
- Business Partnerships
 - District Job Shadowing Program
 - Project-based Learning

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Teacher Advisory Program

Building Relationships ...

Advisory Program Timeline

- **Freshman Advisory – 2004**
- **Sophomore Advisory – 2005**
- **Junior Advisory – 2006**
- **Senior Advisory – 2007**

Advisory Program Principles

- **Principles**

- Focus is on building relationships
- 25 students per advisory
- Advisories meet for 25 minutes each day
- Students assigned to teacher/administrator in their Academy
- Each grade level has distinct age-appropriate components including college and career readiness activities

Advisors' Roles & Responsibilities

- **Build Relationships**
- **Monitor**
 - Student academic progress
 - Attendance
 - Behavior
- **Goal Setting**
- **Facilitate Discussion of Critical Topics**
- **Facilitate College and Career Readiness Activities**

District Teacher Advisory Leadership Committee

- **Co-Leaders for each grade level**
 - 1 Teacher from each campus
 - 1 Counselor from each campus
- **Principals from each campus**
- **District Project Director**
- **Meet three times a year as a committee**
 - Review evaluation results
 - Plan for institute day sessions
 - Discuss goals for year and progress made on goals

Program Review Committee

- **Membership**

- Superintendent
- Principals
- District Project Director
- Union Representatives
- Teacher/Advisors

- **Purpose and Responsibility**

- To ensure the Teacher Advisory Committee does not become another preparation for teachers

- **Contract**

Freshman Advisory Vision

The vision of the Freshmen Advisory is to build appropriate relationships with students. With an Advisory team of staff, students and parents, a high school plan, post-secondary goals, and transition experiences, realistic and positive relationships can be maintained in a safe environment.

Sophomore Advisory Vision

The Vision of the Advisory is to provide support to sophomore students by guiding them toward graduation while building positive relationships.

Junior Advisory Vision

The vision of the Teacher Advisory System is to provide support to junior students by guiding them through their course selection, preparing students for ACT/PSAE test day, fulfilling graduation requirements and assisting the student in identifying post-secondary options, while continuing to build skills through thematic readings.

Senior Advisory Vision

The vision of the Teacher Advisory is to provide support to senior students by guiding them toward graduation and assisting in their transition to post secondary options, while continuing to build positive relationships.

College & Career Readiness Activities Facilitated by Advisors

- **Career Exploration**
- **Academic Goal Setting Based on EPAS Results**
- **Academic Response**
- **Relationships**
- **Speaker Series Activities**
 - Career-Related
 - College Programs
 - Financial Literacy
 - Student Clubs and Activities
- **Discussions Post-Career Fairs**
- **Community Service**

College & Career Readiness Activities Facilitated by Guidance

- **Facilitate College/Career Exploration/Readiness Activities**
 - Career Cruising
 - College Fair/Career Fair
 - Parent Club/Parent University
 - FAFSA/Scholarships
- **Facilitate Goal Setting (College/Career Success)**
- **Develop Individual Career Plan**
- **Grade Point Average**
- **Discuss Graduation Requirements**
- **College Requirements**
- **Career Academies and Programs of Study**
- **Post-Secondary Options**

College & Career Readiness Activities Facilitated by Guidance

- Social-Emotional Topics
 - Suicide Prevention
 - Healthy Relationships
 - Study Skills
 - Test-Taking Strategies
- Student Resources
 - Support Groups
 - Individual Counseling

Freshman Advisory Components

- **Successful Transition into High School**
 - School Rules
 - Safety
 - Credit Accumulation
 - Community Service
 - Navigation of Building
 - Grading System
 - Discipline System
 - Navigation of High School
 - Clubs & Activities
 - Career Academy Information
- **EXPLORE Assessment**
- **Sustained Silent Reading**

Sophomore Advisory Components

- **Job Shadowing**
 - English 2 Requirement
 - Part of the summative final exam
- **Advisors' Responsibilities**
- **Presentations**
 - Dress for Success
 - Work Ethics
 - Written Reports
 - Completion of Forms
- **PLAN Assessment**

Junior Advisory Components

- **ACT/PSAE Test Prep**
 - Direct Instruction
 - Method Test Prep
- **National Career Readiness Certificate**
- **College Exploration**
 - Career Cruising
 - College Visits
 - College Fairs
- **College Admission Standards**
 - GPA
 - ACT Results

Senior Advisory Components

- **Successful Transition to Post-Secondary**
 - College Applications
 - FAFSA
 - Scholarships
 - Searches
 - Applications
 - Resumes
 - Graduation

Senior Leadership for Advisory Program

- Student created
- Seniors only
- Teacher recommendations
- Leaders assigned to individual Freshman Advisory
- Leaders facilitate activities twice a week
- Leaders meet with Senior Advisor three times a week

Advisory Program Evaluation

- **Program Assessment**

- **Internal**

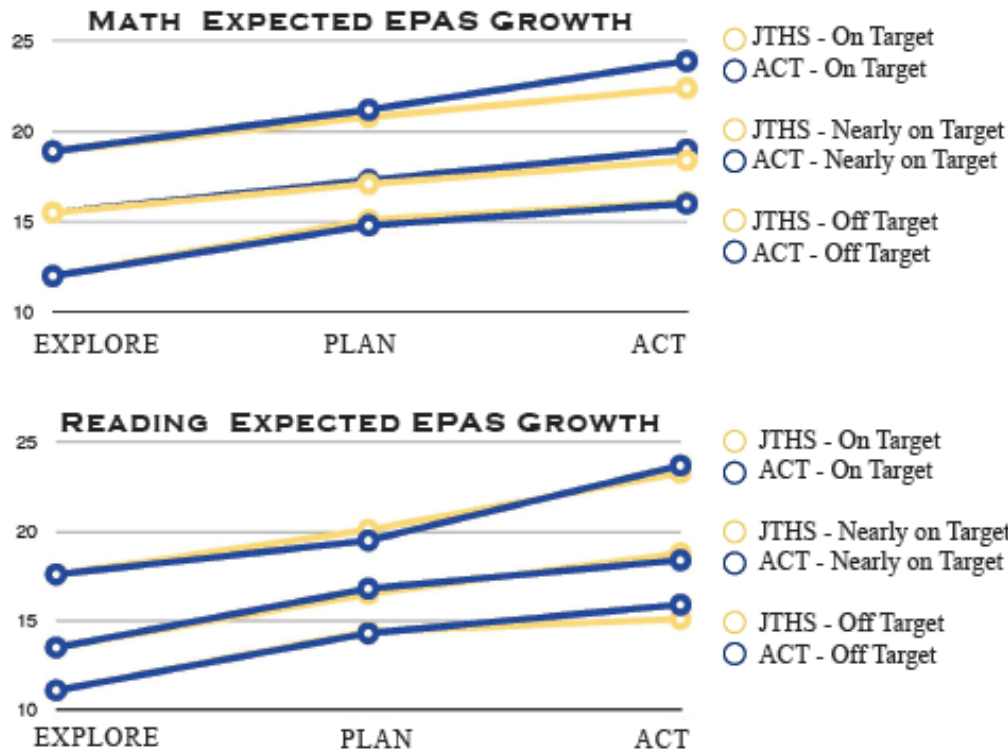
- Bi-annual
 - Students and Teacher
 - Changes made based on evaluation

- **External**

- Annual
 - Student and Teacher Surveys
 - Implementation of Advisory Program
 - Findings:
 - A significant impact on PLAN and ACT Test Scores
 - Students report that JTHS staff are helpful and care about students
 - Advisories who followed the parameters of the Advisory program had an increase in student attendance, increase in grades and a decrease in student disciplinary issues.

Academic Growth

JTHS CLASS OF 2012 DATA SHOWS GROWTH IN ALL THREE CATEGORIES FOR MATH AND READING.



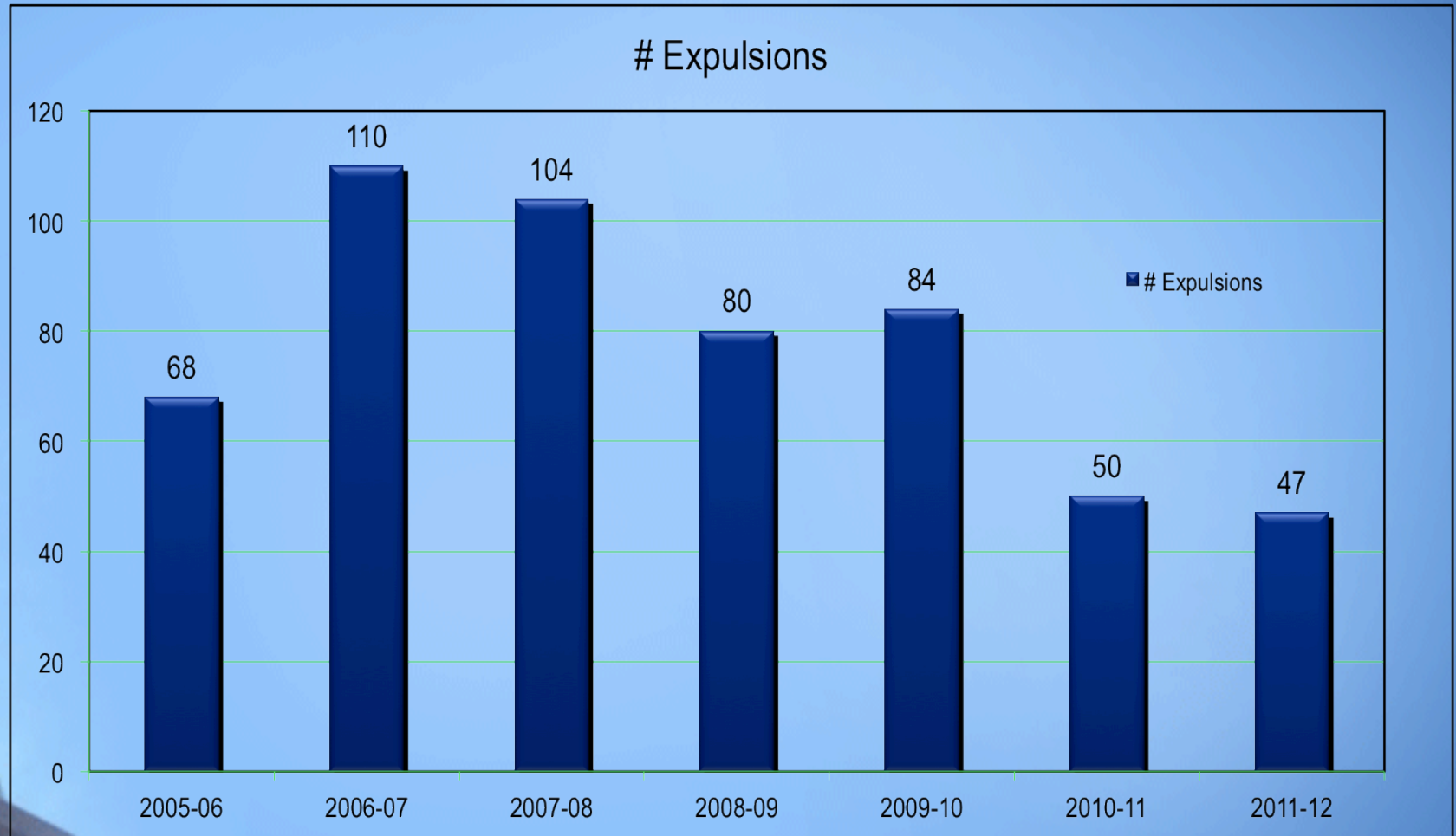
CONCLUSIONS

The score increase from EXPLORE to PLAN was above the ACT average for reading in all three categories of students and was only slightly lower in math for students "On Target" and "Nearly On Target."

"Off Target" students were above the average in math and reading.

The score increase from PLAN to ACT was slightly below the ACT average in math and reading for all three categories.

District Discipline



Quotes

- Cares about us and helps us with our problems (FR)
- Helped me get my grades up (FR)
- Advisor was helpful to me because when I needed a question answered I always got an answer or help with something (SOPH)
- Offers good advice (SOPH)
- He cares about everyone and their problems (JR)
- She always wants to know how I am or how my family is. It is really nice to have a teacher concerned about students outside of school (JR)
- She was helpful, very helpful in helping me with school, attendance, grades and life after high school options (SR)
- Keeping grades up (SR)

Summary

- Collaboration
- Vision
- Components
- Process
- Differentiation



QUESTIONS

Contact Information

- Carol Collins – ccollins@jths.org
- Jennifer Webb-Rea – jrea@jths.org
- Jo Wooten – jwooten@jths.org

Upcoming OCCRL Workshops:

“Promoting Student College /Career Success with the Illinois Career Cluster Model”

8:30 am – 3:00 pm

April 18, Hyatt Lodge, Oak Brook, IL

May 9, Doubletree Hotel, Bloomington, IL

Registration is free to Illinois high schools

Teams of 2-4 are encouraged.

Contact: Don Hackmann
(dghack@illinois.edu)