

# Advisory In Action

## E.L.M.L.E., Paris 2009

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American School of Bombay

## **Our Middle School Concept**

The Middle School faculty and staff at the American School of Bombay (ASB) believe in the Mission of the school and seek to facilitate each student's progress toward our Vision for the Middle School Learner.

At ASB's Middle School, we provide engaging academic programs in math, language arts, science, humanities, modern languages, music, art, PE, drama, and technology integration in order to help students reach their potential in an increasingly global and technological world. We exemplify the core values of our community as we continually strive to promote the intellectual, emotional, physical, and social development of the students at our school.

We recognize that middle school students are passing through a unique phase of their lives – the transition to adolescence. This transition requires the deepening of each student's sense of self and self-confidence.

At ASB's middle school, we provide a safe, healthy, and supportive environment. Recognizing the diversity of each learner, we continually develop challenging and varied programs so that every child has the opportunity to grow and flourish.

We believe that when students are well-challenged, they will rise to the occasion. When students are given opportunities to make choices, explore, excel, and reflect, they will learn about themselves and their role in the world around them.

At ASB's Middle School, we are committed to providing learning experiences relevant to the lives of adolescents. We seek ways to help students see the integrated nature of knowledge and learning.

We believe in the importance of community and of having a shared purpose. Young adults thrive in a caring community of clear, high expectations and open communication and dialogue.

At ASB's Middle School, we practice consistent and honest communication and interactions between faculty, staff, students, and families.

Finally, we recognize that our faculty, staff, students, and families represent diverse cultural backgrounds. We understand that our students will be increasingly engaged and challenged by diverse environments in which understanding and respect will be necessary for growth, success, and improvement.

At ASB's Middle School, we promote international awareness, cooperation, service to others and respect for our environment. We do our utmost to help students understand the world in which they live, and what it means to be global citizens who strive to make a difference in the lives of others.

American School of Bombay  
**Vision for the Middle School Learner**

The Vision for the Middle School Learner at the American School of Bombay describes the middle school student who reflects ASB's Mission and Core Values. All middle school educators will seek to facilitate this vision for each student through their words and actions.

**1. All students habitually recognize needs and genuinely give of themselves to enhance the lives of others.**

*The Middle School Learner at ASB is...*

- compassionate, empathetic, and respectful to others;
- self-aware and self-confident and understands that developing these qualities is a valuable, on-going process;
- honest, responsible, and reliable and strives to live these values and encourages others to do so;
- flexible and embraces experiences that involve challenges or compromise;
- optimistic and seeks to inspire others;
- conscientious and continually strives to build relationships within the community;
- inclusive and seeks out ways to share knowledge, skills, and time with others.

**2. All students dare to articulate their dreams and demonstrate the competence and resilience to pursue them.**

*The Middle School Learner at ASB is...*

- collaborative and manages the challenges of group-oriented work;
- persistent and learns from both successful and challenging experiences;
- patient with the challenges of exploring and developing interests and recognizes the inherent value of effort;
- motivated by optimism, a sense of responsibility, and integrity;
- courageous and takes risks to learn from new experiences in all areas of life;
- proud, yet modest, of accomplishments, experiences, and abilities;
- imaginative and applies knowledge and various strategies to learn and grow.

**3. All students demonstrate devotion, participation, and inquiry in the continual pursuit of knowledge and understanding.**

*The Middle School Learner at ASB is...*

- curious and intrinsically motivated to learn through thoughtful questioning;
- intrigued by learning experiences and shares ideas and skills with others;
- knowledgeable and seeks to synthesize and reevaluate viewpoints;
- articulate and willingly communicates knowledge and ideas;
- receptive to new ideas and respectful of alternative viewpoints;
- deliberate in the application of knowledge and skills in moving from thought to action;
- analytical and seeks to apply understandings and skills holistically;
- aware of own potential and growth;
- reflective about learning and applies personal learning styles to new situations.

## **Our Advisory Program should have five core components**

### **RELATIONSHIPS & COMMUNITY**

- Provide opportunities for smaller groups of students to read, reflect, appreciate each other, and share information, ideas, concerns, and timely topics.

### **SERVICE & CITIZENSHIP**

- Provide opportunities for students to meet in groups to collaborate on actions that will raise awareness of relevant local or global issues and concerns, enhance the lives of others, and serve the environment.

### **ASSEMBLIES**

- Provide opportunities for students to meet with each other by class or as a whole school in assemblies and forums.

### **GRADE LEVEL PROGRAMS**

- Provide opportunities for students to explore and experiment with experiences and skills, which can be appropriately taught and learned during Connections.

### **ACADEMIC SUPPORT**

- Provide opportunities for students to manage and organize their school work, meet with teachers and peers for extra help or collaboration on school work.

## **What Advisory is at ASB**

Advisory is a place for students and teachers...

1. To meet in smaller groups to read, reflect; appreciate each other, and share information, ideas, concerns, and timely topics.
2. To share each other's company, connect with each other on a regular basis, and to share a home base at school.
3. To discuss school work, academic progress, and school to home communications.
4. To have conversations about issues relevant to our lives and to the world that concern us as ASB citizens and people interested in creating a better future.
5. A place to get information about ASB, our rights and responsibilities, and school events.
6. To engage in short activities that might enhance social skills.

The specifications for advisory are...

1. Advisory groups will be organized by grade level and will meet during Connections to provide frequent and timely opportunities for students and advisors to engage in relevant activities.
2. Teachers will have opportunities to provide input on students they feel should be assigned to their advisories.

## **What Advisory is not at ASB**

Advisory is not a place where students and teachers must...

1. Be constantly engaged in formal activities.
2. Have structured conversations during every Connections Period.
3. Have their attention constantly on each other. Sometimes independent reflection, quiet, and study time are appropriate.

## **ASB Middle School Team Leaders Job Description**

### **Grade Level Advisory Teams**

- ✚ Coordinate grade level advisory activities in collaboration with grade level advisors.
- ✚ Plan and facilitate regular grade level advisory team meetings.
- ✚ Communicate team meeting agendas in advance and share all notes from GLT meetings. Maintain calendar/portal area for GLT.
- ✚ Facilitate communication with all grade level teachers.

### **Advisory Time**

- ✚ Facilitate the development of lesson plans for use of advisory time.
- ✚ Provide resource support and leadership for the development of an advisory program.
- ✚ Help facilitate special events for grade level advisory groups.

### **Assemblies**

- ✚ Assist principal, counselor and other grade level team leaders and principal with the planning of assemblies.
- ✚ Participate in the presentation of assemblies throughout the year.

### **Week Without Walls Program**

- ✚ Assist Week Without Walls coordinators with the planning, implementation, and evaluation of the grade level WWW trips.

### **Grade Level Teacher Teams**

- ✚ Facilitate communication with all grade level teachers.
- ✚ Plan and facilitate regular grade level teacher team meetings to review student concerns and develop / support cross curricular activity.
- ✚ Facilitate the development of grade level integrative study projects coordinated with a central teacher.
- ✚ Collaborate with a central teacher on the planning, implementation and communication of grade level integrative study projects.
- ✚ Assist in the evaluation of the integrative study projects.

### **Evaluation and Continuous Improvement**

- ✚ Coordinate with the principal the evaluation by faculty, parents, and students of the advisory program.
- ✚ Coordinate with the principal the work of Middle School Coordination Team.

### **Service**

- ✚ Facilitate connections between students, teachers and community organizations.
- ✚ Facilitate Community and Social Responsibility (CSR) experiences for students in collaboration with the CSR Coordinator.

## **ASB Middle School Advisor Job Description**

### **General Advisory Expectations**

- Read over plans/activities prior to advisory
- Actively support the activities in place
- Work to build sense of community within the advisory group and within the grade level
- Assist in further development of program as needed
- Help distribute program information to advisees and families

### **Advocacy/Advisory**

- Maintain awareness of students' academic standing through Veracross
- Liaise with teacher, student, and parents for academics and social and emotional concerns and issues.
- Liaise with other adults in the community to support the success of the student (principal, counselor, ESOL, Academic Support, etc)

### **WWW Participation**

- Actively participate in WWW with their grade level
- Assist trip leaders with pre-trip preparations as needed
- Assist students as they prepare for trip (Journals, forms, sign up dates, etc.)
- Assist trip leaders with follow-up / wrap-up activities as needed in advisor group following return from trip

### **FFD/CSR**

- Guide advisor group towards development of FFD activities
- Help build ASB relations with grade level sponsored NGO
- Assist with development and implementation of grade level CSR projects

### **Book Project**

- Read and be familiar with the grade level book
- Preview book project plans and be ready to lead discussions and/or activities according to the advisory calendar
- Assist in refining the discussions and activities for future use

### **Special Events (Assemblies, Grade Level Advisory Meetings, 8<sup>th</sup> grade Exams, etc...)**

- Attend assemblies with your advisor group
- Sit together as an advisory – model and expect appropriate audience behavior
- Support presentations as needed

### **Grade Level Advisor Team Meetings**

- Actively participate in GLAT meetings

### **Grade Level Teacher Team Meetings**

- Maintain awareness of your advisees standing academically and socially

**ASB MIDDLE SCHOOL  
ADVISORY PROGRAM SURVEY-FEEDBACK  
2008-2009**

**Please use this survey to share your perspective on the progress of development of our advisory program.**

0. What grade level do you advise?

Grade 6

Grade 7

Grade 8

**Part I. Advisory Goals**

**Our Advisory Program...**

1. Provides opportunities for students to manage and organize their school work, continue to develop and refine uses of the TabletPC, meet with teachers and peers for extra help or collaboration on school work.

|                     |                |              |                   |
|---------------------|----------------|--------------|-------------------|
| 1                   | 2              | 3            | 4                 |
| Very unsuccessfully | Unsuccessfully | Successfully | Very Successfully |

Comments

2. Provides opportunities for smaller groups of students to read, reflect, appreciate each other, and share information, ideas, concerns, and timely topics.

|                     |                |              |                   |
|---------------------|----------------|--------------|-------------------|
| 1                   | 2              | 3            | 4                 |
| Very unsuccessfully | Unsuccessfully | Successfully | Very Successfully |

Comments

3. Provides opportunities for students to meet in groups to collaborate on actions that will raise awareness of relevant local or global issues and concerns, enhance the lives of others, and serve the environment.

|                     |                |              |                   |
|---------------------|----------------|--------------|-------------------|
| 1                   | 2              | 3            | 4                 |
| Very unsuccessfully | Unsuccessfully | Successfully | Very Successfully |

Comments

4. Provides opportunities for students to meet with each other by class or as a whole school in assemblies and forums.

|                     |                |              |                   |
|---------------------|----------------|--------------|-------------------|
| 1                   | 2              | 3            | 4                 |
| Very unsuccessfully | Unsuccessfully | Successfully | Very Successfully |

Comments

5. Provides opportunities for students to explore concepts and skills appropriate to each grade level, i.e., goal setting, values learning, self-awareness, communication, cooperation and collaboration.

|                     |                |              |                   |
|---------------------|----------------|--------------|-------------------|
| 1                   | 2              | 3            | 4                 |
| Very unsuccessfully | Unsuccessfully | Successfully | Very Successfully |

Comments

## Part II. Advisory Dynamics.

6. I believe in the importance of advisory time and I am consistently organized and prepared, and I seek to be aligned with other advisors in my grade level.

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

7. Given our schedule and meeting time constraints, my grade level advisory team functions collaboratively and effectively and seeks to meet our program goals (see numbers 1-5 above).

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

8. Advisory time is well-planned and thoughtfully organized by the team leaders.

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

9. The principal's support for and leadership of the advisory program is apparent and effective.

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

10. The counselor supports the advisory program goals and helps meet the needs of our students through advisory.

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

11. The technology coordinator supports the advisory program goals and helps meet the needs of our students through WHAM planning.

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

Comments

## Considering ASB's Advisory Program

Name: \_\_\_\_\_

Grade Level Team: \_\_\_\_\_

Number of Years as a MS Advisor (including ASB): \_\_\_\_\_

➤ **Please answer the following questions *individually*.**

✓ What are the top 3 strengths of our program as it exists today? Top 3 challenges?

| ✓ Strengths | ✓ Challenges |
|-------------|--------------|
|             |              |

✓ What should we be doing within advisory to make our program as good as it can be?



# CONSIDERING YOUR SCHOOL'S ADVISORY WHAT'S WORKING? WHAT'S NOT?

(Used at E.L.M.L.E. – Paris 2009)

1. How well-developed are your advisory program elements? (1=not well-developed; 2=underdeveloped; 3=well-developed; 4=very well-developed; NA=not relevant to your program)

|   |  |
|---|--|
| <input type="checkbox"/> Character education<br><input type="checkbox"/> Service learning<br><input type="checkbox"/> Academic advising<br><input type="checkbox"/> Goal setting<br><input type="checkbox"/> Team building<br><input type="checkbox"/> Study skills<br><input type="checkbox"/> Assembly meetings<br><input type="checkbox"/> School information sharing<br><input type="checkbox"/> Counseling program support | Other?<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|---|--|

2. Based on what you have heard today, describe briefly what makes your advisory program work as well as it does.
3. Based on what you have heard today, what structural factors “constrain” your program, i.e., time allotted, school size, available personnel) and describe briefly the primary shortcomings of your advisory program.
4. Based on the program elements survey taken at the beginning of the session, describe what you believe your advisory program needs to address to go to the next level of improvement. **(1. Integral placement of program; 2. Advisor authenticity; 3. Shared aims; 4. Strong leadership; 5. Tangible results)**
5. Based on what you have heard today, list 2-3 next steps or strategies that you believe you could take back to your school to share with others interested in program improvement.

# **ADVISORY – TOP 10 LIST**

- 1. Five days per week, 20 – 30 minutes per day**
- 2. Schedule balances structure/routine and flexibility/spontaneity**
- 3. Advocacy as a guiding theme and advisor having a central role in students' lives (i.e., home-school link, involvement in conferences, staffing, disciplinary meetings)**
- 4. Diverse, active, and developmentally appropriate exercises to make experiences fun, relevant, and meaningful**
- 5. Advisory includes programmatic components that are consistent with school's vision/mission, strategic plans, etc. (i.e, community service/service learning)**
- 6. School leadership who believe in, prioritize, and actively support the program and the advisors (including providing necessary resources)**
- 7. Advisory role included in annual teacher evaluation process**
- 8. Regular opportunities for staff development & support**
- 9. Frequent evaluation and enhancement/improvement of the program by relevant stakeholders (students, parents, advisors)**
- 10. Grade level / teaching team based groupings with shared responsibility to plan and develop advisory activities**

## **The Five Attributes of Satisfying Advisories**

*by Jim Burns from NELMS Journal, Fall 1996*

Director of Member and Affiliate Services  
National Middle School Association  
Columbus, Ohio, U.S.A.

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**Here are five universal attributes of these satisfying advisories.**

**1. Integral Placement. Satisfying advisories are integral components of the larger plan for learning.** Excellent programs are connected to teaming, curriculum selection, classroom management, and community service. The opposite of such integral placement occurs when advisory is perceived as an "add-on" or "one more thing to do" in an already crowded schedule.

A critical attribute of integral placement is home-basing advisory groups within interdisciplinary teams (or other small communities of learners). Whether by intentional design or inadvertent outcome, advisory incorporated into teams results in stronger, more natural relationships between advisors and advisees. To quote a seventh grade team leader,

**At some point we came to realize that to truly care for students, you first have to really know them. Whom do we know better than the students on our team?**

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**2. Advisor Authenticity.** Satisfied teacher-advisors feel comfort and *authenticity* within the role of advisor. Such authenticity is a result of good preparation and being granted substantial latitude in selecting activities to meet advisee interests and needs. The opposite of this sense of authenticity is described by advisors who are tied to prescribed activities in the absence of appropriate training.

Authentic advisors describe themselves as both well-prepared and encouraged to discover what works best with their particular group. Even in programs with clearly defined goals, satisfied advisors report substantial freedom in selecting and scheduling activities to meet their goals. When asked how she chooses activities, one sixth grade advisor responded,

**We do things that have worked before and we try "new" activities the students suggest. Before long we have a satisfying weekly routine for advisory. Perhaps the most typical complaint from frustrated advisors, "We receive no preparation. Instead we are enjoined to a sequence of worksheets xeroxed from some published advisory guide. *We hate it.*"**

Quite the opposite of authenticity.

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3. Common Aims. **A core of recognizable aims guides all advisory tasks.** Professionals in schools with satisfying advisories can easily identify the purposes of advisory, as can their students. In contrast to this clarity of aims, program purposes in less-than-satisfying advisories are most often murky or unknown.

Satisfying advisories are built upon concrete aims focusing upon relationships, including development of

- 1) supportive and caring relationships with adults;
- 2) a constructive group of friends; and
- 3) relationships with the community through service projects.

Within such aims exist broad opportunities for student goal setting, advisee/advisor monitoring of achievement, democratic participation in establishing rules, resolving conflict, defining themes of inquiry, creating social activities, and selecting/managing service-learning projects. In team-based advisories, small community service projects may be executed by single or paired advisory groups, and larger service endeavors may be whole-team or whole-school projects.

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4. Assertive Leadership. **Satisfying advisories exist where leaders *champion the program.*** Middle level leaders include teacher-leaders as well as administrators. Such leaders promote advisory in the community, provide ample staff development/supplementary resources, set high expectations, and are actively engaged in the program. In less-satisfying programs leader behavior is most often described as distant rather than engaged or "hands on".

Satisfaction occurs in concert with leader behavior promoting and defining advisory. Leaders dedicate resources and time to advisory (often extending staff contracts for program development during summer months). They provide follow-up assessment and encourage program revisions throughout the year. Advisory leaders promote staff participation in regional and national conferences with the expectation that those who attend will share new knowledge by subsequently leading professional development activities on site.

In addition to encouraging advisor improvisation and experimentation, leaders also establish high expectations and commitment to advisory aims. They actively engage in the day-to-day operations of the program as this eighth grade teacher reports,

**Our principal keeps a regular schedule of advisory visits. She meets with each advisory group at least once each term. The assistant principal shares leadership of an advisory group with a colleague to ensure coverage on occasions when he is pulled away for administrative priorities.**

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**5. Tangible Results.** Frequent celebrations highlighting advisory accomplishments in academic achievement and community service, combined with prominent displays such as an advisory "wall of fame" of photographs and news clippings, provide tangible proof of successes. Student accomplishments in leadership, caring, and community service are honored. Data documenting improvement in achievement, attendance, and discipline are compiled and posted.

Proactive leaders publicize data on improved grades and achievement--results of advisor-advisee goal setting, downturns in frequency of discipline referrals, and reductions in absenteeism-- prior to discussions of the merits of using instructional time for advisory when speaking to the school board, parents, community, or representatives of the media.

Not only do advisors in less successful programs lack criteria by which to gauge success, they often fear that what works for them may be censured. One seventh grade teacher admitted the following,

**I really enjoy the social activities we do in advisement group; we work positively toward becoming friends and allies. I'm afraid that if word gets out someone will tell us to stop because it looks like we're having too much fun!**

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### **Conclusions**

The attributes of satisfying advisories offer guidance in revitalizing a less-than-satisfying efforts. Integral placement, advisor authenticity, assertive leadership, common aims, and tangible results are simple, attainable elements. They require no major infusion of funds, time, or space. The process begins with awareness and vision, championed by committed leaders.

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### **Practices From Satisfying Advisory Programs**

#### **Integral Placement**

- advisors are instructors from the interdisciplinary team
- advisement time is incorporated into team's block (for flexible utilization)
- other certified staff are invited to join teams as secondary advisors

#### **Advisor Authenticity**

- in-service training time is devoted to preparing advisors
- advisors attend to state and national conferences on advisory
- skilled advisors are encouraged to present their successes to staff

#### **Recognizable Aims**

- aims are obvious and memorable
- aims speak exclusively to affective issues
- primary purposes are a maximum of five, with three being ideal.

**Assertive Leadership**

- principal/leader is the standard-bearer for middle school advisory
- principal/leader sets high advisory standards and supervises growth plans
- principal/leader prominently rewards and recognizes extraordinary efforts/results

**Tangible Results**

- concrete results of commitment to affective learning are prominently displayed
- celebrations of advisory accomplishments and team activities occur frequently
- collection and utilization of data demonstrating positive results of affective learning

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This is the second of three foundational articles on team-based advisory. The first, "Team-Based Advisory: Finally a Program That Works!" appeared in the Spring 1995 edition of New Mexico Middle School Journal. The third, "Designated Days for Advisory," is in development.

# *ADVISORY RESOURCES*

Compiled from many sources including: Kathy Hunt Ullock (Presenter at 2008 ASCA Conference, Atlanta, GA); John M. Niska, Ph.D. (Presenter at 2008 NMSA Conference, Denver, CO)

## **ADVISORY MANUALS**

Treasure Chest  
Nancy Doda  
The National Middle School Association

ADVISORY  
Imogene Forte and Sandra Schurr  
Incentive Publications

## **BOOKS OF GENERAL INTEREST**

Don't Sweat The Small Stuff For Teens and Journal  
Richard Carlson  
Hyperion Publishing

Life Strategies For Teens and Workbook  
Daily Life Strategies For Teens  
Jay McGraw  
A Fireside Book, Simon and Schuster

Chicken Soup For The Kids' Soul  
Jack Canfield and Others  
Health Communications, Inc.

14,000 Things To Be Happy About  
Barbara Kipfer  
Workman Publishing

Chicken Soup For The Preteen Soul  
Jack Canfield and Others  
Health Communications, Inc.

Learning To Learn  
Gloria Frender  
Incentive Publications

Chicken Soup For The Teenage Soul  
Jack Canfield and Others  
Health Communications, Inc.

The Book of Virtues for Young People  
William Bennett  
Simon and Schuster

The Kids' Book of Questions  
Gregory Stock  
Workman Publishing

If...Questions For Teens  
Evelyn McFarlane and James Saywell  
Villard Books

Life's Little Instruction Book  
J. Jackson Brown  
Rutledge Hill Press

Who Moved My Cheese For Teens  
Spencer Johnson  
Putnam Books

Life's Little Instruction Book, Volume Two  
J. Jackson Brown  
Rutledge Hill Press

The 7 Habits of Highly Effective Teens  
Sean Covey  
Simon and Schuster

Character Education, Year One and Year Two  
John Heidel and Marion Lyman-Mersereau  
Incentive Publications

The Essential 55  
Ron Clark  
Hyperion Books

# ADVISORY RESOURCES

Compiled from many sources including: Kathy Hunt Ullock (Presenter at 2008 ASCA Conference, Atlanta, GA); John M. Niska, Ph.D. (Presenter at 2008 NMSA Conference, Denver, CO)

## **CHILDREN'S BOOKS**

The Giving-Tree  
Shel Silverstein  
Harper and Rowe Publishing

The Velveteen Rabbit  
Margery Williams  
Platt and Munk Publishing

The Fall of Freddie The Leaf: A Story For All  
Ages  
Leo Buscaglia  
Charles B. Slack, Inc. Publishing

The Pain and the Great One  
Judy Blume  
Dell Publishing

The Hating Book  
Charlotte Zolotow  
Harper and Row Publishing

People  
Peter Spier  
Doubleday Publishing

Alexander and the Terrible, Horrible, No Good,  
Very Bad Day  
Judith Viorst  
Macmillan Publishing

A Family Is A Circle of People Who Love You  
Doris Jasinek and Pamela Bell Ryan  
Compcare Publishers

Oh The Places You'll Go (and MANY Others)  
Dr. Seuss  
Random House Publishing

The Teacher From The Black Lagoon (and others  
in the series)  
Mike Thaler  
Scholastic Book

Crow Boy  
Taro Yashima  
Puffin Books

Charlie The Caterpillar  
Dom Deluise  
Simon and Schuster Publishing

The True Story of the Three Little Pigs  
Jon Scieszka  
Viking Press

The Frog Prince Continued  
Jon Scieszka  
Viking Press

# ADVISORY RESOURCES

Compiled from many sources including: Kathy Hunt Ullock (Presenter at 2008 ASCA Conference, Atlanta, GA); John M. Niska, Ph.D. (Presenter at 2008 NMSA Conference, Denver, CO)

## **RESEARCH ARTICLES**

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Cushman, K. (1990). Are advisory groups 'essential'? What they do, how they work. *Horace*, 7(1), 5-17.

Daresh, I. C., & Pautsch, T. R. (1981). A successful teacher-advisor program. *Middle School Journal*, 14(1), 12-13.

# ADVISORY RESOURCES

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