

GOALS & EXPECTATIONS FOR ADVISORS

1. The House Program will provide the focal point for the Advising role. Expectations for the academic, social, and personal aspects are defined as follows:
 - A. Academic Advising Expectations
 1. To obtain and record accurate entry level information and recommendations for each advisee and to interview each advisee of his/her perception of academic strengths and weaknesses for class scheduling.
 2. To talk with parents and record their perceptions of the academic strengths, needs and weaknesses of their son or daughter.
 3. To maintain updated records on recommendations and continuous progress information and deal with advisees on progress reports, pink slips, academic referrals.
 4. To work with each advisee to create schedules, orient them about registration and to check schedules after registration.
 5. To review evaluations with each advisee.
 - B. Social Advising Expectations
 1. To be a mediator between advisee and others when non-academic conflicts occur.
 2. To help advisees see options when stuck.
 3. To be available and willing to listen and/or to call kids in and talk about non-academic areas.
 4. To be a consultant to other teachers about advisees.
 5. To know when and where to refer advisees to other resource people.
 - C. Personal Advising Expectations
 1. To be willing to listen to personal problems.
 2. To assist advisees to look at other options.
 3. To know when and where to refer advisees to resources.
2. The House Program will provide opportunities for regular parent contact by advisors.
 - A. At the beginning of each school year, parent meetings by advisors will be expected.
 1. An Advisor roles and parent expectations sheet will be given to parents at this first meeting.
 - B. Schedule registration slips are expected to be signed by parents before the student registers for classes.

- C. Signed evaluation envelopes are expected to be signed by parents and returned to advisors.
 - D. Each advisor is to let parents know when he/she is available and encourage them to call. Advisor accessibility is the key.
 - E. Each Advisor is to ask parents when and where they can be contacted during the day and this information recorded.
3. The House Program will provide an opportunity for social growth; a place where students can:
- A. Develop a stronger self-concept.
 - B. Develop an accepting attitude.
 - C. Develop peer relationships.
 - D. Learn "people skills", i.e.
 - 1. communication skills
 - 2. decision-making skills, self and group
 - 3. self-management skills
 - 4. self-awareness skills
 - 5. problem solving skills
 - 6. conflict management skills
 - E. Relate to a teacher in a non-academic setting.
 - F. Experience House as the "home base" of their school environment.
 - G. Look forward to a "break" from the academic, to the informal, family of House.
4. The House Program will provide curriculum information, expectations, and training experiences to implement the learning of the "people skills" component of goal #3.
- A. Evaluation will occur informally at mid-year and end-of-the-year in triads and support group meeting settings.
 - B. Themes for activities/circle sessions, etc. will be created every six weeks with training sessions occurring at the beginning of each new thematic focus.