

Advisor Rubric

Communication Link with Home:

5. I have had home contact 3 times or more this year
4. I have had home contact twice this year
3. I have had home contact once this year
2. I sent a letter home at the beginning of the year, but had no acknowledgment requested
1. I made no home contact this year

Contact with staff about my advisee :

5. I attend all meetings related to my advisees about which I have been made aware, I am in regular communication with my advisee's teachers about academic performance
4. I attend some of the meetings related to my advisees about which I have been made aware, I am in occasional contact with my advisee's teachers
3. I have attended occasional meetings related to my advisees about which I have been made aware, I have had limited contact with my advisee's teachers
2. I have attended at least one meeting related to one of my advisees about which I have been made aware, I have had at least one contact with my advisee's teachers
1. I have not attended any meetings related to my advisees that weren't my students about which I have been made aware, I have no contact with my advisee's teachers

Note : Advisors were not always made aware of their advisee special ed, eligibility, or disciplinary meetings.

Documentation :

5. I have a file for each of my advisees with more than 5 documents.
4. I have a file for each of my advisees with at least 4 documents.
3. I have a file for each of my advisees with at least 3 documents.
2. I have a file for each of my advisees with a goal statement and at least one other document.
1. I do not have a file for each of my advisees.

Goal Setting :

5. I am aware of my advisee's goals, A copy of each advisee's goals is located in their advisory file, goals have been reviewed individually at least 4 times this year, goals have been readjusted when appropriate, goals were highly considered when scheduling
4. I am somewhat aware of my advisee's goals, a copy of each advisee's goals is located in their advisory file, goals have been reviewed individually at least 3 times this year, goals have been readjusted when appropriate, goals were somewhat considered when scheduling

3. I am marginally aware of my advisee's goals, a copy of each advisee's goals is located in their advisory file, goals have been reviewed individually at least twice this year and referred to in the group setting at least once, goals have been readjusted when appropriate, goals were considered when scheduling...you at least said " does this conform with your goals ? "

2. I know my advisee has goals, but I am not aware of them, a copy of each advisee's goals is located in their advisory file, goals have been reviewed individually at least once this year , goals were not considered when scheduling

1. I am not aware of whatever goals they might have, my advisee has no copy of their goals

Knowing Your Advisee :

5. I am highly aware of my advisee's interests and interact weekly about them (ie. sports, hobbies, music, after school activities)

4. I am aware of my advisee's interests and interact regularly about them (ie. sports, hobbies, music, after school activities)

3. I am somewhat aware of my advisee's interests and interact monthly about them (ie. sports, hobbies, music, after school activities)

2. I am slightly aware of my advisee's interests and interact rarely about them (ie. sports, hobbies, music, after school activities)

1. I am not aware of my advisee's interests and do not interact about them (ie. sports, hobbies, music, after school activities)

Advisory Activities :

5. I completed all activities listed in the rubric for annual activities, students scheduled weekly activities

4. I completed almost all activities listed in the rubric for annual activities, students scheduled bimonthly activities

3. I completed at least 75% of the activities listed in the rubric for annual activities, students scheduled monthly activities

2. I completed 50% of the activities listed in the rubric for annual activities, students rarely scheduled activities

1. I completed less than 50% of the activities listed in the rubric for annual activities, students never scheduled activities

Engagement :

5. I was engaged with my advisees either as a group or individually 100% of advisory time.

4. I was engaged with my advisees either as a group or individually 90% of advisory time.

3. I was engaged with my advisees either as a group or individually 60% of advisory time.

2. I was engaged with my advisees either as a group or individually 50% of advisory time.

1. I was engaged with my advisees either as a group or individually less than 50% of advisory time.

Service Learning:

5. I encouraged service activities that were relevant for my students, I kept track of all my advisees service learning activities and logged them into power school, I provided several opportunities for my advisees to share their learning with their co-advisees
4. I encouraged my students to keep up with their service learning commitments, I kept track of all my advisees service learning activities and logged them into power school, I provided at least one opportunity for my advisees to share their learning with their co-advisees
3. I encouraged my students to keep up with their service learning commitments, I logged them into power school, I am aware of of their activities and why they are important to them
2. I logged my advisees service learning activities into power school,
1. I was unaware of my students' progress on their service learning activities

Academic and Post-Secondary Advising

5. I spoke to my advisee's as a group and individually about their academic and post secondary futures, I followed all the Areas of Focus by Grade Level as outlined in the Advisory Handbook, I discussed transitioning into the following grades, I discussed how every year builds skills and credits necessary to graduate
4. I spoke to my advisee's as a group about their academic and post secondary futures, I followed most of the Areas of Focus by Grade Level as outlined in the Advisory Handbook, I discussed transitioning into the following grades, I discussed how every year builds skills and credits necessary to graduate
3. I spoke to my advisee's as a group about their academic and post secondary futures, I followed some of the Areas of Focus by Grade Level as outlined in the Advisory Handbook, I discussed how every year builds skills and credits necessary to graduate
2. I spoke to my advisee's as a group about their academic and post secondary futures, I followed at least 2 of the Areas of Focus by Grade Level as outlined in the Advisory Handbook
1. I did not speak to my advisee's as a group about their academic and post secondary futures, I did not focus on any of the Areas of Focus by Grade Level as outlined in the Advisory Handbook