

# **Creating Advisories to Improve Student Engagement and Lower Staff Burnout**

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# Why do we need JOY now?

- My history with kids (17 years of impacts)
- Unconditionally supportive adults change lives
- Adults need joy in their work now more than ever
- My research with mentorship and the impact on student resilience (guess what they wanted more time...)
- My time as a professor/Adult learning principles: Group Process
- Documented needs for our kids (Covid impacts-isolation)
  - **What are you seeing? Box 1**
  - Share with your table, appoint a scribe and a reporter:  
Divide your big paper into 4 co-equal squares.



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# What did we do in Maple Valley?

- Initiated 30 minutes each day for advisory with the same staff (7-8 and 9-12)
- Process I used to get grassroots buy in from staff will be modeled for you today
- Created Google classroom for shared resources building wide
- Ongoing PD for implementation, follow up, reflection after year one
- 15 very happy teachers and groups of students, 4 or 5 groups need more help in using this time to meet the goals you are going to learn about today.
- Year one has been a success.



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# Important Outcomes after year one

- Of 116 respondents, 7 students felt they had no connections to staff, 4 (9th), 1 (10th), 2 (12th)
- Goal setting on Mondays: 46% found this activity helpful
- Trails Tuesdays: 40% found this activity helpful
- Fun Wednesday-Friday: 86% found this an enjoyable activity



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# MI Student Voice Results

- Last year we piloted our high school only, this year, including Jr. HS, Parents & Staff versions.
- “Would your teacher be concerned if you walked into your class upset?” 46.4% (g)/38.4 (b) had a positive response including Extremely & Quite
- “Does your school make all types of people feel welcomed and included?” 47.1 (g)/50 (b) had a positive response.
- “Do experiences at your school help you do well as a student?” 46.4 (g)/39.1 (b) had a positive response.



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# Start with the End in Mind (Wiggins & McTighe, 2005)

- What do we want our graduates to take with them when they leave us?
- (Littky, 2004) Lifelong learners, be passionate, be ready to take risks, able to problem solve and think critically, able to look at things differently, able to work independently and with others, creative, care and want to give back to their community, persevere, have integrity and self-respect, moral courage, able to use the world around them well, speak well, write well, read well, work well with numbers and TRULY ENJOY THEIR LIFE AND THEIR WORK.
- What else do we **Want our graduates to be able to do? Box 2**
  - Scribe and Share



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# Time for Reflection

- Think about a teacher who made a huge impact on you
  - *What did they do that impacted you?*

## *Box 3*

- How did that look, sound and feel to you as a young person?
- Scribe & Share



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# What might “Advisory Time” look like?

- Enough structure to give **comfort, consistency** and minimal need for planning. Balance of **structure** and **ease/relaxation** time
- A time to focus on **humanity** and created shared **interests and fun** as a group of people who work together every day.
- A time to help our kids figure out who they are, what their **interests** are and how they might **strategize and plan** to maximize their time *with us* to have **efficacy** and **joyful expectation** for their **future**.
- A time to truly **see, hear and understand** our students as people and for them to do the same with us.
- There will be **a LOT of fun** there based on what the **teacher** finds to be fun!



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# How might you structure and unstructure?

## Structured

Social Emotional Lesson (tools provided)

Goal Setting (P, A, S, B, life goals)

EDP work and 6 career strands activities

School Spirit activities

Attendance expected and tracked

## Unstructured

Teacher hobbies shared and class projects

Euchre tournaments, discussions in small or class based groups on topics of interest (banks of prompts provided), self advocacy skills for life skills planning, Class officer meetings, music appreciation, film appreciation, shows that reinforce class values, democratic decision making, walks, outdoor activities, food, grow plants, make art, fantasy sports teams, reading groups, shared books, promotion of our clubs, quotes games in your discipline, or life inspirations



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# How could you structure this time to recharge your batteries and reduce burnout?

- Scribe and share ***Recharge your Batteries Box #4***
- Remember, we are all different, extroverts, introverts, omniverts, and have different needs from our interactions with kids. That is critical for our success!



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# More to Come...

- This is new, new things evolve and grow, this helps us stay fresh, engaged and relevant!
- Next steps, the **tools, training and data** to drive the need for time with our kids
- Takeaways
  - This Works
  - You cannot insert programs into a new environment and expect it to work the same way
  - Customize this to achieve your **intentional goals** which may include:
    - Giving our students a space to be known well as a person
    - Supporting our students to develop life skills beyond academics
    - Creating a culture of care, support, love and lifelong memories
    - Alleviate anxiety and depression through the use of strong group dynamics principles.



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# Some Advice...

## DO:

- Allow teachers and kids autonomy
- Provide funding to create projects/hobbies
- Use a draft for the first round
- Ensure ongoing follow up and PD
- Survey students
- Observe and gather Teacher's Affect/Thoughts
- Follow up with me if you want to pursue this model, other resources

## DON'T:

- Allow this to turn into study hall or work time for academics
- Expect everyone will be good at this
- Allow kids to change groups unless an extreme reason exists.
- Try this without building grassroots support across your entire team



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# Questions?



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# Resources & References

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# Have a Great Day!



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