

Advisor Expectations
(Based on the CSSR Position Analysis Work, Advisory Competencies, and PG&E Plan)

- Make introductory contact with families (phone is recommended; however, email or mail is fine also).
- Act as liaison (communication link) between school and family (one of the Essential 8).
- Be the initial contact for parents except in the case of students with IEPs and 504 Plans. Parents should be encouraged to contact classroom teacher after initial contact with advisor.
- Weekly progress check-ins
- Follow-up with families if academic/social concerns arise.
- Student advocate
- Provide leadership and encouragement and opportunities for all.
- Make personal connections with advisees.
- Be flexible to meet individual student's and group needs.
- Be objective, open-minded and receptive to individual differences and needs.
- Provide opportunities for advisory students to have group, small group, and individual work time depending on students' needs.
- Develop and maintain a safe, supportive, and resource-rich environment.
- Engage students in group development activities which result in strong relationships and trust.
- Expect complete participation and create opportunities for those who may be more reserved or private
- Assist in students' college and career exploration and readiness.
- Connect group (and individual students) with community service contacts and provide group community service opportunities.
- Facilitate students' PLP development including providing opportunities for students to develop self-awareness, short- long-term goal creation, and action planning.
- Assist in Student Led Conference development and preparation.
- Teach and reinforce organization and time management skills.
- Stress and maintain student confidentiality unless it conflicts with the Mandated Reporter regulations. See Jeff Martel for more on this.
- Dedicate one CPT session/week on advisory planning and student/group progress. (These conversations should be documented in the minutes and forwarded to Bob.)