

BARRIERS TO ADVISORY

1. Identify barriers

What gets in the way in your advisory? Review what other teachers identify as barriers to growth in advisory. Keeping in mind the advisory element you've selected to work on, identify the common barriers to growth that fit your experience.

2. Identify strategy areas

The barriers are grouped into the six strategy areas: Relationship, Teacher Preparation, Expectations, Accountability, Endorsement, and Engagement. Identify the strategy area most relevant to your experience. For example, if barriers described under Accountability reflect what you observe in students or yourself, start by reading that Strategies section on page 53.

Common Barriers to Growth

Relationship

Students do not like or want to be in a circle with each other.

Students are impatient with the process.

Students are not comfortable asking open-ended questions.

There is a low level of trust among students; they may not feel safe enough to participate.

Students are not willing or eager to participate.

Students don't respond constructively to my redirection.

I am concerned that upholding the expectations of this process or component will harm our relationships or will anger or alienate students.

Teacher Preparation

The room arrangement and/or size does not allow for a meeting circle and/or for activities.

Our schedule, announcements, late buses, breakfast, Pledge of Allegiance, or other interruptions don't allow for a full meeting, or they disrupt attendance.

Time considerations and student skill levels limit my selection of greetings, shares, and/or activities.

Greetings, shares, and/or activities are too long, repeat too often, or aren't a good fit for my students.

I have tasks to attend to during advisory that limit my participation.

I'm not always sure about students' social skills and interests.

I need more ideas and planning time (for components, reflections questions, daily news messages, etc.).

I am unclear about or forget the steps of the practice or process or what strategy is best when.

There just isn't enough time!

Expectations

Students take too long to do a routine or a meeting component.

Behavior disruptions often slow down the meeting.

Students do not know, or need reminders about, routines or component expectations.

Students lack the skills to interact cooperatively and respectfully.

Students are unclear about or lack confidence for leading CPR.

Students lack conversation skills and/or confidence.

I have not carefully shifted the responsibility for problem-solving to students.

When I offer students topic choice, I do not check in with them beforehand to catch inappropriate topics.

Accountability

Behavior disruptions often slow down the meeting.

Students know the routine but are not held accountable to expectations.

Students don't respond constructively to my redirection.

Endorsement

Students do not want to be in a circle and/or to come to advisory.

Students resist the modeling and/or set-up steps.

Students don't respond constructively to my redirection.

Students tend to interact positively only with their friends.

A few students seem to sabotage a routine or a meeting component.

Students do not like or see the importance of a routine, meeting component, or meeting leadership.

Students resist setting up the structure; they want to get to the activity itself.

I don't see the value of creating endorsement.

Most students follow the routine, but some need many reminders.

I need more ideas and planning time to develop endorsement for components and routines.

Engagement

Students do not want to come to advisory.

Students are not interested in the topics I select for sharing.

Students do not seem to enjoy activities.

Students know how to but do not buy in to reading and responding to the message.