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The purposes, benefits, and implementation of an effective advisor / advisee program

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The purposes, benefits, and implementation of an effective advisor / advisee program

Abstract

In this research article three major components of an effective advisor/advisee program are discussed. The purposes for establishing an advisory program include providing an easier transition from elementary to high school, focusing on the emotional, social, and physical development of young adolescents, and providing consistent, caring, and continuous adult guidance through the organization of a supportive and stable peer group. The benefits of an effective program are numerous. Social and emotional support are provided to all students. Improved student/teacher relationships, increased decision making skills, greater collaboration and sharing of ideas, and an enhancement of community service projects are benefits that have been experienced. Factors to be considered in implementing an advisory program vary from staff development to evaluation to grouping of students. Advisor responsibilities discussed include facilitating, conferencing, establishing a sense of security, recognizing advisee's problems and providing information. A final recommendation stresses the need for continually changing advisory programs to help meet the needs of middle level students.

**THE PURPOSES, BENEFITS, AND IMPLEMENTATION
OF AN EFFECTIVE ADVISOR / ADVISEE PROGRAM**

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by

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THE PURPOSES, BENEFITS, AND IMPLEMENTATION OF AN EFFECTIVE ADVISOR / ADVISEE PROGRAM

Within an effective middle school curriculum there seems to be a "hidden curriculum" that affects the climate and structural organization of the entire school. One important component influencing this hidden curriculum is the advisor/advisee program. An effective, comprehensive advisory program can have many positive benefits for students in middle level education who must make the transition from elementary school to high school (Ayres, 1994).

I will address the issues that pertain to the purpose, benefits, and implementation of an effective advisor/advisee program. The role of the advisor will be addressed also. This research article is a review of the current literature pertaining to advisor/advisee programs.

Many recommendations have come forth to improve the educational experiences of all middle grade students. One such recommendation was to create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth (Carnegie Council on Adolescent Development, 1989). A key component for the establishment of these communities is small group advisories. These are working groups designed to ensure that every student is known well by at least one adult within the school setting.

To accomplish such a recommendation, middle schools need to restructure allowing for a more humane approach to education. Then, and only then, can the students who enter middle school join a small community of people - students and adults - and get to know them well. Young adolescents need a

group to belong to. If the advisor/advisee program can help students establish positive peer relationships within the school environment, then perhaps they will not have to go outside the school to negative arenas to find a sense of belonging (Ayres, 1994).

Teachers have a responsibility to help students feel comfortable in both student socialization and intellectual growth. Subject-oriented philosophies must be modified to reflect a team-oriented philosophy in which a caring group of adults are responsible for a team of middle level students. Within this team-oriented approach, both students and adults can have the opportunity to get to know each person well enough to achieve a meaningful and coordinated educational experience.

Every student needs at least one thoughtful adult who takes the time to talk with the student about academic matters, personal problems, and the importance of performing well in the middle school (Carnegie Council on Adolescent Development, 1989). An advisor can reassure the student that, even with all the other pressures of middle level transition, she can rely on and confide in someone with experience, with access to authority, and the capability to assist her with a potential problem. This adult is also there to compliment and encourage students or support accomplishments both in and outside of school.

Purpose of Advisor/Advisee Programs

Middle school students are passing through a very special, very critical period of their lives. The change from childhood to adolescence is a tremendously important time of life. Caring is crucial to the development of young adolescents into healthy adults. Young adolescents need to see themselves as valued members of a group that offers mutually supportive and

trusting relationships (Carnegie Council on Adolescent Development, 1989). Early adolescence is also often a terribly difficult time (Andrews & Stern, 1992). In order to provide a better transition, to “bridge the gap” or ease the transition between the student-centered elementary school and the more subject-centered high school, an advisor/advisee program is recommended for middle school students (Putbrese, 1988).

Traditionally, the schooling process has emphasized the three R’s--reading, writing, and arithmetic--as the key curricular areas for middle level programs. In the complex and technological world of the Information Age however, a fourth R, referred to as “relationships”, has taken on new meaning and new responsibility (Alexander & George, 1981). No longer can anyone assume that societal institutions such as family, church, or the judicial system will meet the total growing needs of today’s emerging teenager. Schools, through advisor/advisee programs, can play a major role in helping young people through the turbulence and hurdles of early adolescence.

The advisor/advisee concept is an educational program designed to focus on the social, emotional, physical, intellectual, psychological, and ethical development of students in the middle grades. The advisor/advisee program provides a structured time where special activities are designed and implemented to help young adolescents find ways to fulfill their identified needs. The program is intended to provide consistent, caring, and continuous adult guidance at school through the organization of a supportive and stable peer group that meets regularly under the guidance of a teacher wearing the advisor’s hat. Butte (1993) asserts that more conscious curriculum interventions such as advisor/advisee programs are needed to alleviate the many unique and pervasive stressors middle schoolers must confront.

An advisory program is needed to help students feel good about themselves and the contributions they can make to their school, community, and society. It can serve as a prescriptive antidote for the unmotivated learner or the at-risk student who is more susceptible to criminal activities, sexual promiscuity, substance abuse, and suicide. Many middle level schools contain the advisor/advisee program because the staff involved realize their commitment to the personal and social growth of young adolescents, many of whom lack home support (Irvin, 1992).

If one reflects on current statistics concerning adolescents and the conditions under which they live, a need for substantive changes in the way we work with adolescents is apparent: (1) alcoholism among teenagers increased 800% between 1970 and 1980; (2) in the 1970's the number of students having intercourse increased by two-thirds; (3) four out of ten girls become pregnant during their teen-age years, two of ten have a child and 96% of teen-age mothers keep the child; (4) one-third of all abortions are performed on teens; (5) the second leading cause of death among teenagers, after accidents, is suicide; and (6) the divorce rate is approaching 50% (Stefanich, 1986).

What makes this time in life so noteworthy is that, except for infancy, it represents the time of greatest human growth. As is pointed out by McEwin and Thomason (1989), "During this period twenty million 10 to 14 year olds experience major changes in physical, social, intellectual, and emotional development that are unparalleled in life, with the possible exception of the early days of infancy" (p. 38). Their development of a sense of self and finding a place in their peer group reinforces the need for an effective advisor/advisee program. According to Bergman and Baxter (1983), the advisor/advisee program serves to help students build strong bonds of friendship, acquire

school pride, and discover an appreciation for life and learning (Irvin, 1992).

Benefits of Effective Advisor/Advisee Programs

The goal of the advisor/advisee program is to demonstrate the guidance-centered characteristics of the middle school (Warwick, 1986). The advisor is responsible for guiding and encouraging each advisee through personal, social, emotional, and academic challenges that may arise through the middle level years. Efforts are made to help advisees feel comfortable with the group and the advisor to the point they will participate in dialogue and provide input and feedback.

Students during this period in their lives are faced with an incredible number of choices. They are leaving an elementary program where they have been nurtured by one identifiable adult in a self-contained classroom and thrust into a world where there is constant change. In a middle school they generally have a different teacher and different expectations for each class. This makes it difficult to develop a support system in a time of social and emotional change. An advisor/advisee period allows students the opportunity to communicate with an adult who knows them well.

During this period of life, they often wish to be treated as an individual with the ability to make decisions for themselves; but during times of stress or problems, they may wish to be “rescued” or advised by an adult who cares. The advisor/advisee program allows the student this opportunity. Even though individuals with disabilities frequently find it difficult to adjust to an educational setting, being in an advisor/advisee group can benefit the special education student more because it may give that person another adult in the school setting with whom he or she feels a special relationship (Grizmacher & Larkin, 1993).

Schools serving large numbers of economically disadvantaged students are more likely than other schools to establish group advisory periods that provide social and emotional support for students (MacIver, 1990). This fact is encouraging because economically disadvantaged students are often the ones who need the little "extras" that an advisor can give them. Without parental support and encouragement, some students must survive or exist on their own. A strong advisor/advisee program can rescue students who are en route to dropping out by reducing their feelings of anonymity and alienation in school. MacIver (1990) reports that in a survey of schools that have strong group advisory programs, principals there found the school was more successful at meeting students' needs for guidance, advice, and counseling and at lowering the proportion of students who drop out before finishing high school. According to John Arnold, the most significant development in middle school guidance over the past decade has been the rapid emergence of advisor/advisee programs (Mauk & Taylor, 1993). The advisor can be the first line attempt at any concern a middle school student may have. Even though evidence suggests that there are important benefits associated with providing a strong group advisory program, one should not view them as a panacea. These programs are only a part of the over-all curriculum in the middle school. Moreover, George and Oldaker (1987) in a study of 130 schools widely recognized as exemplary, found that over 90% had substantive advisor/advisee programs, a key component of schools which seek to be developmentally responsive (Mauk & Taylor, 1993).

Specific benefits--Putbrese (1988)

From a study of middle schools, Putbrese (1988) concluded that eight specific areas were positively affected in middle schools having advisor/advisee

programs. His findings reflect that these eight areas were enhanced with the effective implementation of an advisory program.

Improved student/teacher relationships

First he found that “advisory programs improve teacher/student relationships on a personal level”(p 2). Students surveyed viewed teacher/advisors outside the classroom in a much better light. The exchanging of little gifts between the advisor and advisee and the frequency of compliments sent both directions were increased in schools that had effective advisory programs. This conclusion also reflects the cortex of an affective education program, “a relationship that is warm and caring.”

Better decision making skills

Second, he found “advisory programs give students a feeling of more control over decisions”(p.3). More students in schools with advisory programs than students in non-advisory programs agreed that they were involved in matters that affected them and that there was a process in which they could help to change or shape school policies and programs.

Equity established

Third he found “advisory programs promote an atmosphere of equality”(p.3). The female members of advisory groups were mostly responsible for reporting this. A small number of students responded that in schools with advisory programs, there were no favorites - everyone gets treated alike. A high percentage of students in schools without advisory programs felt there was favoritism shown in their schools.

Collaboration improved

Fourth, Putbrese found that “advisory programs provide opportunities for group work”(p.4). Due to their stage of social development, this finding is in

perfect alignment with the purpose of advisory programs. Young adolescents are highly drawn to group projects. Group work provides the opportunity for practicing communication skills, trying out new behavior patterns and receiving feedback in a relatively safe, secure environment. Group work may be utilized in regular classrooms in effective middle schools because of interdisciplinary teaming and cooperative learning situations.

More sharing of feelings

Fifth, he found “advisory programs improve the sharing of feelings between students”(p.4). Girls tended to share their feelings more readily than did the boys in advisory group settings. This may be due to the difference in maturational levels or attributed to a difference between genders.

Community service projects enhanced

The sixth conclusion, “advisory programs help to maximize the altruistic nature of early adolescents”(p.5). Schools which emphasize the unselfishness of all human beings tend to get adolescents to participate in “causes” such as read-a-thons, walk-a-thons, and other worthwhile community projects.

Health education positively affected

Putbrese found that “advisory programs reduce the incidence of smoking and /or alcohol use and/or abuse”(p.5). This finding is very significant when one considers the growing rate of teen-age drinking. Advisory programs offer the vehicle to educate young adolescents with affective programs designed to prevent drug and alcohol abuse.

Teachers more in tune with learning climate

Lastly he found that “advisory programs appear to make teachers more aware of or more attentive to student behavior”(p.6). Teachers were more tuned into their responsibilities as advisors and kept a closer watch over all students

and intervened earlier in disciplinary situations. Also students were less prone to mark on walls and desks in schools with advisory programs.

Putbrese's conclusions give credence to schools implementing advisory programs and ammunition for schools that want to implement an effective advisory program. Similar benefits were found by Andrews and Stern (1992). "Benefits of the advisory program included the ability to get to know students in a non-academic atmosphere, the opportunity to work with all ability groups, and the chance for special area teachers to become part of a total school program" (p.68).

Improved Parental Communication

Another benefit of advisor/advisee programs is increased parental communication. According to Newsweek (Fall/Winter 1990), "Education is far too important to be left to the educators, and parenting too important to be left solely to the parents" (Urgitis, 1992). With each child having an advisor, the parent has someone to contact other than each individual subject-area teacher. The advisor is also available to schedule conferences with parents or guardians and make arrangements for meetings with all the student's teachers.

Use of a parent-teacher-student conference format is a valuable off-shoot of the advisor program. Conference preparation can be done during advisor/advisee time thus assuring that correct and pertinent information will be discussed at conference time. Parents or guardians also feel more comfortable knowing that there is at least one caring adult at the school who their child can go to in times of need.

An effective advisory program insures that the advisor knows the student in his advisory group well enough to handle almost any problem he may

encounter. Issues which are important in the community can also be a focus during activities in the advisor/advisee program.

Student attendance and academic progress can improve when advisors take an interest in each advisee's work in different subject areas (Andrews & Stern, 1992). The transition between grade levels and from elementary to middle school and middle school to high school can be made easier with the help of a caring adult - an advisor.

An effective advisory program gives teachers, administrators, counselors, and other staff members an opportunity to use their interpersonal and communication skills. Having one adult provide for the needs of students they know well, may lead to more academic success for the students and alleviate some of the academic and behavior problems which plague teachers' instruction in their classroom.

Implementing Effective Advisor/Advisee Programs

Grouping Advisory Programs

A common dilemma faced by persons implementing an advisory program with a middle level educational setting is how to group the students for the advisory period - multi-grade level or single grade level (Putbrese, 1988). A multi-grade level grouping includes students from all the different grade levels in the middle school building. This means that an advisory group would have representatives from possibly fifth grade through eighth grade. A single grade level grouping includes students from the same grade level. This means the entire advisory group would be the same age approximately and in the same grade. Determining which type of grouping best fits a middle level setting that utilizes an advisory program in its curriculum is essential to aid in the

development of the middle level student's self worth. Educators of middle level students realize that this development is as important as other subject areas of the curriculum (Putbrese, 1988).

Single grade level grouping allows for the advisor / teacher to see his advisees in an academic setting during the day. This can enhance the advisor's position of being an advocate and a caring adult for the student. Scheduling activities for the advisory period is easier if all the students are in the same grade level and operate under the same daily schedule. Activities can be focused toward certain grade levels and be more developmentally appropriate for just that age group. However, a disadvantage is that core teachers would have these advisees just one year, which could result in not getting to know them well enough.

Multi-grade level grouping on the other hand gives the advisor the advantage of more years to get to know an advisee if groups are kept consistent from year to year. In multi-grade level groups, the advisor can use older students to assist younger ones in activities that may be too difficult for independent work. Having the students more than one year in multi-grade level groups allows the advisor to track academic progress of her advisees for three to four years depending on the configuration of the middle school. This aspect can aid a student struggling academically or in other areas of development.

Evaluation of Advisor/advisee Programs

Administrators and other school officials must understand that the advisory program will not be fully functioning until all students in the school have had the opportunity to participate in the advisor/advisee program through their entire middle school experience. This means that a school should not evaluate an advisor/advisee program, relative to whether or not they want to continue it, for

at least three years (Putbrese, 1988).

Structured Environment Required

To effectively implement a successful advisor/advisee program, a structured environment is recommended. Many factors must be in place to achieve this success. These components are essential to the initial success of an advisor/advisee program.

Daily time period

First, a definite time period must be set aside for the advisory period. It is recommended that this period be the first thing in the morning (Putbrese, 1988). Be certain that this period remains consistent so advisees can feel secure in having the advisory period daily. Other time periods in the middle or end of the day will work for an advisory period also.

Assignment of advisors

Second, each licensed professional in the building should be assigned an advisee group. By dividing the number of students by all these professionals, group size should be kept in the range of 15-20 students. More than 20 advisees in a group can decrease the effectiveness of the advisor's ability to get to know each advisee in a truly caring way.

Weekly schedule

Thirdly, each day of the week should be assigned a certain task. Many variations can occur in this assignment. One such arrangement would be: Monday - It's Your Day, Tuesday - a predetermined activity, Wednesday - DEAR day (Drop Everything And Read), Thursday - another predetermined activity, Friday - Game Day (large motor activities recommended). This schedule allows the advisee some of the same consistency they need in their busy daily schedule.

Norms for behavior

Fourth, there should be some rules established by each advisee group so that normal everyday functions can take place in their advisory group. These rules should be common sense type things, such as: listen when other are talking, take turns, laugh with - not at, no put-downs, and be polite.

Carefully selected activities

Fifth, the activities used on the days there is a scheduled activity should be low risk type activities. Students will not participate if they must risk embarrassment or looking "stupid" in front of the advisee group.

Enjoyment

Lastly, the factor that may make or break an advisee group is to be sure and have some fun. A sense of humor is necessary for the entire group to relax and participate in the manner that is genuine. Without this last factor a stressful atmosphere will grow and cause more problems for the students and the advisor than need to be.

Staff Development

Of crucial importance is the provision of staff development in advance of and accompanying the implementation of an advisory program. Ownership has to precede training and curriculum development. In a survey by Gill and Read (1990), the most typical obstacle or roadblock to successful initiation of an advisory program was "reluctant teaching staff / lack of ownership on the part of the staff" (p.82). Teachers will have questions and concerns about becoming involved as an advisor and deserve to have those items addressed by consultants who know what works well and what does not.

Teachers who tend to be more subject-oriented usually have a harder time adjusting to the advisory program than do teachers who tend to be more

student-oriented. One or two advisors who do not accept or adjust to the goals and purposes of the advisory program can seriously short-change students who are assigned randomly to them. Too many school districts assume that teachers already have the guidance background and interpersonal skills that are needed to serve as successful advisors (Myrick, 1986).

Van Hoose (1991) listed seven reasons why teacher advisory programs are often not popular with teachers. First many parents do not understand the concept and many may oppose it. Second, many administrators are not committed to it. Third, most teachers have little formal preparation to serve as an advisor. Fourth, teachers do not understand the goals of the advisor/advisee program. Fifth, advisory takes time and many teachers think that time could be invested more effectively in other areas. Sixth, some teachers do not want to engage in a program that requires sharing. And seventh, when advisory programs begin with little staff development and leadership, teachers do not receive positive feedback from the students (Cole, 1994).

Administrators and parents must be committed to the implementation of the program for it to be successful. Adding parents and students to the advisory planning committee from the beginning will strengthen the implementation process especially if any parental objections to advisory have been voiced (Ayres, 1994). They need to follow up with the support necessary to maintain the program throughout the year. Administrators may also be advisors, thus demonstrating their commitment to the program.

Role of the Advisor in the Advisor/Advisee Programs

The role of the advisor can be the most integral part of the success of an

advisory program. The skills needed to be a successful advisor are similar to the skills needed to be an effective teacher. The degree to which an advisor utilizes the skills he has can be crucial to the development of the adolescents in his advisory group.

Facilitating

The most important role of an advisor is to conduct small-group guidance sessions designed to provide students the opportunity to interact with one another (Henderson & LaForge, 1987). Advisors must be able to maintain an open communication link with not only the advisee, but also with the parents and other advisors to be totally effective. A definite procedure needs to be established for this communication to take place.

Conferencing

Parent-teacher-student conferencing is one possible vehicle for this communication. Parental involvement in middle level student's education helps make the child a more conscientious student (Urgitis, 1992). Grade-level team meetings and scheduled building meetings will facilitate the necessary link with other advisors in a building.

Establishing a Sense of Security

For students to interact in an advisory setting they must feel secure and comfortable in the presence of their advisor. Establishing this sense of security in the classroom is a necessity for every advisor. Each advisee must know that they can bring concerns and problems to the advisor and trust that she will help them come to some solution to their concern. Lounsbury (1991) among countless others explained that teachers are the key to the success of advisory programs; it is with them that the day to day workings of advisories transpire (Ayres, 1994).

Establishing Rapport

Establishing a certain rapport with the advisory group and with each advisee individually is important. An advisor must be a very honest, open person who is willing to share things about himself to model for his advisees what actions can take place during the advisory period. Many low-risk activities can help establish this relationship early in the year. Once everyone is comfortable, more personal and risk-filled activities will have a greater chance of being successful.

Recognizing Problems

Advisors must be aware of many of the problems young adolescents are facing today. Accepting that all ten to fourteen year old children face a variety of problems in the normal course of growing up, and that it is in resolving these problems that all children need guidance, the advisor must take his role very seriously. The existence of caring advisors is an integral part of the teacher advisory program. The most competent advisors do not label or abandon students because of previous academic records, interests, behavior, or attitudes (Irvin, 1992). Being a positive role model for advisees is an excellent way to begin building a desirable relationship. Being a resource person who can direct students to the right place to seek help on a problem is another role of the advisor.

Keeping Advisees Informed

An advisor should be informed of all activities regarding his advisees and should act on the information accordingly. Carrying out "housekeeping" responsibilities in the middle school is important for both the advisee and the advisor. Many times schedules change and times vary so it is up to the advisor to be knowledgeable of the change and relate that change to his advisees.

Reinforcing the Advisory Program

One of the most important tasks of an advisor is to reinforce the established building advisory program with her advisees. Acting as a large-group leader, the advisor can direct discussions in the appropriate direction so that objectives of certain activities can be met. Respect for individualism is necessary for an open atmosphere to be established. One of the most overlooked traits of an advisor is that of being an active listener. Often times young adolescents need someone to listen to them and their ideas. Holding judgment is imperative.

Academics, Careers, and Questions

In addition to parent-teacher-student conferences, the advisor must continually conference with individual advisees concerning the academic progress in all subject areas. Discussing career plans and providing information about various careers is yet another task that advisors can be called upon to perform. Discussing moral or ethical issues can be very difficult for some advisors, but when advisees ask questions, some response is necessary from the advisor. Fostering quality communication and relationships among parents and guardians of advisees is a monumental task, but one that needs and takes a lot of an advisor's time. Access to a telephone is a necessity for this to take place.

Experiences with Advisor/advisee Programs and Recommendations

The first-hand experience gained in seven years with the advisor/advisee programs has helped me verify much of the information I've read about advisory programs. First and of crucial importance is the provision of staff development in advance of and accompanying the implementation of an

advisory program. Teachers may say they are prepared to have an advisee group but may not follow through with the needed work to be effective. They see the advisory period as another preparation period and refuse to do anything. Then it becomes another study period for those advisees - short changing them in their middle level educational experience.

Serving on a committee that planned all the activities for the advisor/advisee period has reinforced that low-risk activities at the beginning of the year are definitely the best. Later in the year members of an advisory group feel more comfortable and may share more of their feelings with the group. Selecting themes and materials to use each month for pre-scheduled activities was a difficult task. Decision making, peer relationships, goal setting, communication skills, family relationships, and conflict resolution were some of the topics we've explored in years past. A great source for the activities is *Treasure Chest: A Teacher Advisory Source Book*, 1991, written by Cheryl Hoversten, Nancy Doda, and John Lounsbury. Other sources can come from almost any person. An example of this was when the school nurse was alerted that there was a strong possibility that some eighth grade girls were not eating lunch and anorexic behaviors were apparent. The school nurse wanted to get information out to all the middle school students about positive body image and dangers of not eating correctly. The nurse came to the planning committee with activities and information. We implemented the material the next week during the advisory period for all middle level students. This was an excellent example of one way we can address urgent problems and help students better understand things about themselves.

Being an advisor has been an interesting job. In my advisee group, I bring small treats when someone in my group has a birthday. A card is signed

by all advisees and the birthday person gets to pass out the treats. We have had pizza parties and Christmas parties also. On my birthday I bring home-made ice-cream and a cake baked in ice-cream cones. It has become a tradition over the years and older students relay this information to younger ones during the first or second week of the school year. Members of my advisee group often times ask to bring treats for the entire group just because they want to share with the group.

One of the highlights of being an advisor is being an observer during the student-led parent-teacher-student conference. Students, with training and practice during advisory time, take charge of the conference and justify their work and grade to their parent or guardian during the allotted time for the conference. It is refreshing to see the communication between student and parent during this difficult time in their lives. Having advisees for four years makes the conferencing task easier for the student as he/she gets older. Fifth graders are much more apprehensive about their conference than are the eighth graders.

A letter to each advisee before school starts is a nice way of introducing yourself to new advisees or renewing your acquaintance with advisees you had previously. Last year was our first year with four grade levels in each advisee group. Helping them to know each other well and feel comfortable was an important task that had to be accomplished.

The one major concern I have about the advisor/advisee program is that it is constantly changing. Each year one component seems to change. It can be the time the advisory group meets, what weekly schedule is used, or even what configuration of grade levels will constitute an advisory group. There is no way to evaluate how effective anything is functioning, because not enough time

is allowed to follow through with the entire implementation of the program. This seems to be consistent with much of the literature. I've also discovered that there is no one perfect advisory program in place anywhere in the United States. Programs have to be redesigned to meet the needs and resources in a particular middle school and definitely need to meet the needs of the students in those middle schools.

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Appendix

Letter to Editor, *Middle School Journal*

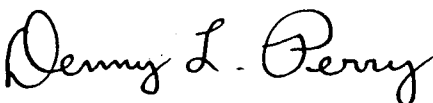
101 19th Street #802
Spirit Lake, IA 51360
August 21, 1996

Editor, *Middle School Journal*
National Middle School Association
2600 Corporate Exchange Dr. Suite 370
Columbus, Ohio 43231-1672

Editor:

The article I would like you to review for publication in the *Middle School Journal* is entitled "The Purposes, Benefits, and Implementation of an Effective Advisor/Advisee Program". The article is approximately twenty (20) pages in length and addresses the components of advisory programs and suggests how to find success in the implementation of an advisory program. With the continual growth of middle schools, the development of programs that help meet the needs of youth between the ages of 10 and 15 is essential for middle level educators. My address is 101 19th Street #802, Spirit Lake, IA 51360. My phone number is 712-336-4693.

Sincerely,

A handwritten signature in cursive script that reads "Denny L. Perry".

Denny L. Perry