***Evaluation Check Lists***

This rubric is designed to assist in rating the current implementation status of your school’s Teachers as Advisors Program. This self-rating tool will assist school personnel in setting systematic goals. It can highlight at what level your program is being implemented, and it can serve as a benchmarking tool for improvement.

Please mark all responses that apply for each statement that has been implemented at your school.

Describe your primary responsibility: (circle only one)

(a) Superintendent (f) Academic Teacher

(b) High School Principal (g) Elective Teacher

(c) Middle School Principal (h) Career/Technical Teacher

(d) Assistant Superintendent (i) Guidance Counselor

(e) Assistant Principal (j) Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Planning Process
2. **A. Administrative support**

A.1 Principal / Counselors

1. \_\_\_ Principal and counselors work in concert with teachers.

\_\_\_ Review/discuss expectations of the teacher as advisor/ICAP role during teacher evaluation and during the hiring process.

1. \_\_\_ Appoint a Teachers as Advisors (TAA)/ICAP program coordinator.
2. \_\_\_ Support and work with Advisors in planning committee that includes p a parents, students, faculty, and other stakeholders.

A.2 Advisory Group

1. \_\_\_ Approve established goals and a plan of action.
2. \_\_\_ Promote the program name/logo.
3. \_\_\_ Foster communication among parents, teachers, counselors, and

students about the program.

A.3 District Professional Development

\_\_\_ Provide (via technology) opportunities to tour or observe model TAA/ ICAP school programs.

1. \_\_\_ Provide Teachers as Advisors/ICAP orientation for key staff.
2. \_\_\_\_\_\_ **Total of 9 points possible for Section A**

Set Calendar

**B. Yearly Calendar Schedule:**

\_\_\_ Establish planning committee meeting times.

\_\_\_ Target staff training dates.

\_\_\_ Schedule regular student advisory meeting sessions, exercising care

to minimize the impact on a single class period.

\_\_\_ Schedule parent/student conference dates/times.

\_\_\_ Schedule enrollment dates/times.

**\_\_\_ Total of 5 points possible for Section B**

Curriculum

**C. Curriculum Development and Implementation (To be addressed by planning committee and administrator).** [**ICAP curriculum**](https://ctyou.org/course/view.php?id=4552)

\_\_\_ Develop and administer a student advisory needs assessment.

\_\_\_ Identify or develop grade-level materials for program use.

\_\_\_ Prepare lessons/advisor outline guide.

\_\_\_ Copy materials for use by advisors.

**Suggested lessons include but are not limited to:** (Please check lessons being utilized. Each checkmark counts one-half (.5) point toward total.)

Annually develop enrollment tools to reflect ICAP goals.

Figure grade point average (GPA).

Address high school graduation requirements.

Annually revisit post-secondary and workforce goals.

Annually interpret career assessments/academic assessments.

Create a resumé writing lesson.

Annually revisit documentation of Academic progress.

Demonstrate employability skills.

Provide lessons on study skills.

Explore post high school learning options.

Annually develop/update career goals.

Use of OKCareerGuide, [www.okcareerguide.org.](http://www.okcareerguide.org/)

Use OKCareerGuide to explore the 16 Career Clusters (plus the energy cluster) for potential career opportunities.

Annually prepare for service or work-based learning activities.

Other

\_\_\_ **Total of 11 points possible for Section C**

Advisor Time With Students

D. Student Advisement:

\_\_\_ Work with a career cluster or single grade peer groups for one to four years as a unit.

\_\_\_ Meet with small equitably distributed groups of students.

\_\_\_ Meet a minimum of six to ten times per year.

\_\_\_ Meet with advisory group for a minimum of thirty to forty-five minutes.

\_\_\_ Conduct enrollment utilizing TAA/ICAP process and available resources.

\_\_\_ Provide a time for seniors to address grade specific needs for graduation and ICAP needs.

**\_\_\_ Total of 6 points possible for Section D.**

Teacher Training

E. Teacher Involvement:

\_\_\_ Teachers are trained on TAA topics prior to advisor/advisee time.

\_\_\_ Teachers have peer mentors for “new” advisors.

\_\_\_ Have a plan using staff and support staff when advisor are absent during scheduled time.

\_\_\_ Provide advisors inquiry-only access to advisees’ records regarding

attendance, grades, discipline, etc., on a “need-to-know” basis.

Teacher training includes but is no limited to: (Please check training opportunities being offered. Each checkmark counts one-half (.5) point toward total.)

TAA/ICAP program purposes, curriculum, and benefits

Advisor responsibilities/duties for “quality”

Orientation to technology center program

Concurrent enrollment opportunities

Completion of enrollment forms/personal data

Written post-secondary and workforce goals and progress

Enrollment forms

Sequence of core class and electives selection that match ICAP

High school graduation requirements and NCAA requirements

Oklahoma’s Promise requirements

College entrance requirements

Provide information booths (e.g., yearbook, PTA-PTO, student organizations, military, postsecondary education, etc.).

ICAP for students (See ICAP Rubric.)

Career Assessment preparation and interpretation (Interest inventories, ACT, etc.)

Career clusters

OK Career Guide usage and support materials (<https://ctyou.org/course/view.php?id=4552>)

Experience in service learning/and or work environments including apprenticeships, internships, job shadowing, etc. (<https://ctyou.org/course/view.php?id=4552>)

Other

**\_\_\_ Total of 12.5 point possible for Section E**

Parent/Student/Advisor Conference

F. Parent Participation:

Increase parental attendance at conferences.

\_\_\_\_\_ Increase parental involvement in the enrollment process.

Link parents to students’ ICAP progress through OKCG

Allow parents to sign off on Updates to students’ ICAP at least annually.

**Observed benefits at your school:** (Please check measurable benefits observed at your school. Each checkmark counts one-half (.5) point toward total.)

\_\_\_ Increased parental participation/attendance (75% or above)

\_\_\_ Decreased schedule changes

Increased faculty ownership for “student” success

Increased student participation in enrollment with parents as a part of the team

Increased knowledge of educational opportunities

Improved understanding of graduation requirements/college entrance requirements

Increased parent portal use in OKCG to approve **My Ed Plans**

Greater number of students with a “career” plan/focus on higher achievement

Increased number of partners (i.e., businesses, colleges, etc.)

**\_\_\_ Total of 8.5 points possible for Section F**

Promotional Program

G. Community and Parental Public Relations:

Provide a letter to inform parents of program purposes and meeting dates.

Maintain contact with parents regarding student progress and TAA/ICAP activities.

Use OKCareerGuide (OKCG) reports to show progress for each grade level.

Report to the community on a regular basis about the program and its results (online, TV, radio, etc.).

**\_\_\_ Total of 4 points possible for Section G**

Evaluation Data Points

H. Program Evaluation and Improvement:

\_\_\_ Administrators survey on conference/enrollment time.

\_\_\_ Parents survey on conference/enrollment time.

\_\_\_ Students survey on advisor time and conference/enrollment time.

\_\_\_ Teachers survey on advisor time and conference/enrollment time.

\_\_\_ Advisory committee compiles, reviews, and shares program

evaluation results.

Program adjustments are made prior to the next school year’s sessions.

**\_\_\_ Total of 4 points possible for Section H**

Add the number of check marks in each area. Please contact the Counseling and Career Development (CCD) office for assistance or additional information at [https://www.okcareertech.org/educators/career-and-academic-connections or 405-743-5102](https://www.okcareertech.org/educators/career-and-academic-connections%20or%20405-743-5102).

##### TOTAL FOR SECTION A THROUGH SECTION H

The Grand Total will be applied to the Rubric on the next page to determine where you school is on continuous improvement.

**A=\_\_\_\_\_ F=\_\_\_\_\_**

**B=\_\_\_\_\_ G=\_\_\_\_\_**

**C=\_\_\_\_\_ H=\_\_\_\_\_**

**D=\_\_\_\_\_**

**E=\_\_\_\_\_ Grand total=\_\_\_\_\_**

Add one (1) bonus point if additional specific lessons are listed after “Other” in Section C and one (1) bonus point if additional specific training topics are listed after “Other” in Section E.

***Evaluation Rubric***

**\_\_\_\_\_\_\_\_\_ Grand Total for Section A through Section H**

|  |  |
| --- | --- |
| 0-19 Points | Seek assistance because your TAA/ICAP program may need improvement or you have not worked to develop and implement a TAA/ICAP program yet. |
| **NOT YET ESTABLISHED**  No criteria checked in one or more sections |
| 20-29 Points | Your TAA/ICAP program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis, and seek community assistance. |
| **DEVELOPING**  Must have at least 1 criterion checked in each section |
| 30-39 Points | Your TAA/ICAP program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you’re doing. |
| **BASIC**  Minimum of 2 criteria checked in each section |
| 40-49 Points | Your TAA/ICAP program has engaged the majority of your school’s staff, students, and parents. The TAA/ICAP activities are varied and supportive of students’ goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success. |
| **PROFICIENT**  Minimum of 3 criteria checked in each section |
| 50-60 Points | Your TAA/ICAP program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful. |
| **ADVANCED**  Majority of criteria checked in each section |