

Advisory Goal	Observation Questions	Observed/ Not Observed	Evidence	Implications for our practice
Creating a platform to mentor discussion skills and thinking skills	Are all students comfortable participating?			
	Is the level of discussion increasing? (Backing up opinions with evidence, asking for clarification, etc.)			
	Do students carefully consider the topic under discussion or depend on others to carry the conversation?			
	Are students monitoring their own discussion? (Calling each other on behaviors if someone is disrespectful or inappropriate, if someone is dominating the conversation, etc.)			
	Do students see value in both listening and contributing?			
	Are students comfortable/respectful in accepting alternate points of view?			
Provide comfortable “grounding” at beginning and end of day	Do students seem to want to be there? (Show up on time, not watch the clock, etc.)			
Promote connections between advisor and student; Student and student; school and home	Is there more kid voice or more adult voice?			
	Do students talk to each other or the advisor?			
	Who has the last word in advisory?			
	Is immature behavior dealt with appropriately?			
Be a forum for issues, concerns, and general information	What kind of advisory culture is being created? How?			
	Is the discussion meaningful?			
	Is the discussion appropriate?			
	Are students understanding the conversation?			