



CADA MAA

MASTER ACTIVITY ADVISOR

The MAA program's goal is to provide the educational community with highly trained advisors by having participants complete a course of study that helps build the best possible activities program. Upon completion of the program, educators will be awarded with the designation of "Master Activity Advisor" (MAA). While administered by CADA this training program provides a good foundation for any activities/ASB advisor nation-wide.

Master Activity Advisor (MAA) Program Coordinator Jeff Culver, CADA Professional Development Coordinator

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The Goal of the Master Activity Advisor Program

Provide educational communities with **highly trained** and **knowledgeable** Activities Advisors through a hands-on, comprehensive and focused **professional development program**.

Master Activity Advisor (MAA) Program Core Beliefs

A highly trained student activities advisor will support student programs which enrich students' educational experiences, create a **positive school culture and climate** and work collaboratively with other school staff and administration.

Master Activity Advisor (MAA) Program Benefits

- Build professional learning communities with other educators involved in student activities
- Acquire advanced and in-depth knowledge regarding student activities
- Create a safer and more positive environment for all school stakeholders
- Gain knowledge of legal and fiscal issues inherent in student activities
- Develop a sense of personal and professional satisfaction
- Demonstrate a commitment to excellence in the profession
- Receive ongoing training and support
- Enhance your resume
- Complete one foundations course, six in-depth advanced courses and a field study project to benefit your school and activities program



Master Activity Advisor (MAA) Program Overview

There are three levels of courses.

Level I A 2-unit Foundations course which serves as a basic introduction to the Essential Elements for successful Student Activities, how they interrelate and how they apply to today's educational environment

Level II Six 1-unit courses which provide an in-depth and advanced study in each of the Essential Elements.

Level III A Field Study project designed by the certification candidate and approved by the CADA Professional Development Coordinator. The project is intended to be valuable and meaningful to both the participant and his/her school and should involve making a significant positive impact on the culture and climate of the participant's school and/or district.



Master Activity Advisor (MAA) Schedule of Classes

The Level I Foundations Course is offered at the CADA State Convention each year. The Foundations course should be taken prior to (or in conjunction with) Level II courses.

Level II Courses are offered each year at the CADA State Convention (multiple courses), Summer Leadership Camps (one course) and as an add-on at all Area Adult Conferences in the fall (one course). Additional opportunities are planned in the future.

Level III Field Study will be arranged once most class requirements have been successfully completed.

CADA Master Activity Advisor (MAA) Course Descriptions

101- Foundations for Student Activities (2 units)

A basic introduction to the Essential Elements for a successful Student Activities Program. The initial 3-hour seminar will discuss the role of Student Activities in today's educational environment (LCAP, PBIS, and Common Core Curriculum) and will include an overview of:

- Communication of Student Activities
 - Organization of Student Activities
 - Leadership Curriculum Development
 - Personal Leadership Skills
 - Finance & Law of Student Activities
 - Positive School Culture and Climate
- Foundations for Student Activities will continue throughout the Conference schedule requiring analysis of workshops, speakers and other conference activities. A final assignment will be submitted at the conclusion of the conference.

201- Finance and Law of Student Activities (1 unit)

A review of federal, state and local laws as they pertain to student activities. This course will also review fiscal responsibility of funds generated by students and the oversight responsibility of the expenditures of student monies according to federal and state laws, codes and best practice. Topics may include:

- Federal laws and codes
- State laws and codes (Ed. Code)
- District policies
- Court decisions
- Contracting and bidding
- Fundraising
- Student rights
- Legal responsibility for approving parent volunteer supervision
- Risk Management
- State laws and codes
- Budgeting
- Best Practices
- Fundraising
- ASB Accounting Procedures
- Nutritional Laws



202- Communication in Student Activities (1 unit)

The basic ideas on how to improve communication skills that are critical to a successful activities program. Topics may include:

- Individual communications
- Group communications
- Marketing
- Working with the media
- Basic writing skills
- Public speaking
- Effective advertising
- Working with large groups
- Listening with Respect
- Social Media for information dissemination

203- Organization of Student Activities (1 unit)

Identify strategies for organizing and planning an effective student activities program that will complement the school's instructional mission, including support programs for club and class advisors, athletic directors, teachers, and administrators. Topics may include:

- Techniques for collaborating with administrators, other advisors and athletic directors
- Teambuilding
- Year-long planning
- Time management
- Fundraising
- Project planning
- Setting goals and action plans (objectives)
- Digital Student Portfolios
- ASB Constitution and Bylaws
- Training of Student Leaders
- Offering positive social opportunities and common experiences

204- Leadership Curriculum Development (1 unit)

A focus on the development and curriculum needs for a leadership class/program. It will include problem solving strategies, decision-making structures, and ways to infuse leadership styles information for student social development. Topics may include:

- Leadership class curriculum
- ASB roles and responsibilities
- Elements necessary for effective problem solving
- Shared leadership
- Decision making
- Service learning
- Leadership styles
- Making your class A-G compliant

205- Developing Personal Leadership Skills (1 unit)

Developing an understanding of ethics and integrity utilizing the elements of Character Counts. The philosophy of inclusion and a desire for a safe school will be emphasized and strategies to motivate diverse student populations and tolerance among all stakeholders will be developed. Topics may include:

- Leadership styles
- Meeting skills
- Organizational skills
- Elements of Character Counts
- Integrity
- Ethics
- Time management
- Stress management
- Social media etiquette
- Honoring Diversity
- Culture of Service

208- Positive School Culture and Climate (1 unit)

Develop an understanding and appreciation for a positive and collegial environment; where students, staff, and community members are recognized and appreciated. The value of inclusiveness versus exclusiveness will be presented. Topics may include:

- Strategies for identifying the school's culture and climate
- Developing a plan for improving the school's culture and climate
- Common Experiences for Student Body
- Creating opportunities for school pride and spirit
- Team building with staff, administration, and the community
- Strategies for identifying and utilizing community resources
- Recognition of student, staff, and parent involvement
- Safe Schools
- Kindness initiatives/ Anti-bullying
- Honoring and celebrating diversity
- Providing a student voice
- Create Connections

301- Field Study (1 unit)

This independent field study project, to be agreed on by the participant and the Professional Development Coordinator. The project is intended to be valuable and meaningful to both the participant and his/her school and should involve making a significant positive impact on the culture and climate of the participant's school and/or district.