

Norms

Ask questions

Engage fully

Integrate new information

Open your mind to diverse views

Utilize what you learn

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What Is AVID?

- ...A structured **college preparatory system** working directly with schools and districts
- ...A **direct support** structure for first-generation college-goers, grades 4-16
- ...A **schoolwide approach** to curriculum and rigor



AVID's mission

is to close the achievement gap by preparing all students for college readiness and success in a global society.



The AVID Elective Student Profile

Has academic potential:

- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination

The AVID Elective Student Profile

Meets one or more of the following criteria:

- First to attend college
- Historically underserved in four-year colleges
- Low income
- Special circumstances



A Sample Week in the AVID Elective:

Daily or Block

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for Block schedule		

Curriculum:

- *Writing*
- *College and Careers*
- *Strategies for Success*
- *Critical Reading*

Tutorials:

- *Collaborative Study Groups*
- *Writing Groups*
- *Socratic Seminars*

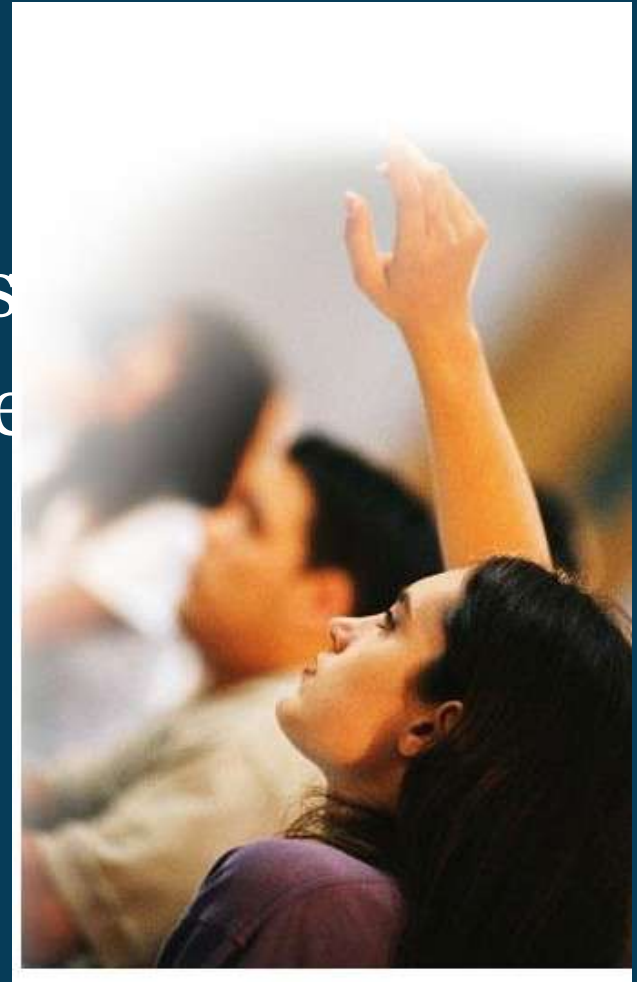
WICOR: Writing

- Writing process (prewrite to final draft)
- Respond, revise
- Edit, final draft
- Cornell notes
- Quickwrites
- Learning logs, journals



WICOR: Inquiry

- Skilled questioning
- Socratic Seminars
- Quickwrites/discussions
- Critical thinking activities
- Writing questions
- Open-minded activities



WICOR: Collaboration

- Group projects
- Response/edit/revision groups
- Collaboration activities
- Tutorials
- Study groups
- Jigsaw activities
- Read-arounds



WICOR: Organization

Tools

- Binders
- Calendars, planners, agendas
- Graphic organizers

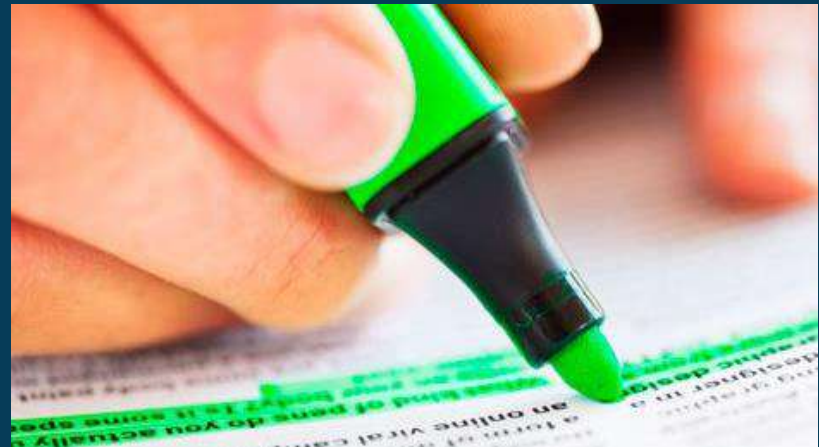
Methods

- Focused note-taking system
- Tutorials, study groups
- Project planning, SMART goals



WICOR: Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What I Want to Learn; What I Learned)
- Reciprocal teaching
- “Think-alouds”
- Text structure
- Critical reading



Jennifer's Tutorial Video



HANDBOUT 2.17a



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <i>Algebra 2</i>		Name: <i>Jennifer</i>	
Standard/Essential Question: <i>Solve for the quadratic equation and graph.</i>		AVID Period: <i>2^o</i>	Date: <i>9/29/11</i>
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking
<i>/12</i>	<i>/1</i>	<i>/2</i>	<i>/3</i>
Reflection			Total
<i>/17</i>			<i>/25</i>

Initial/Original Question: *Solve the following quadratic equation and graph it: $y = x^2 + 2x + 3$* */1*

Source, Page # and Problem #:

Key Academic Vocabulary/Definition Associated With Topic/Question:

- Completing the square - a process used to make a quadratic expression into a perfect square trinomial.* */2*
- Parabola - set of all points in a plane that are the same distance from a given point.* */2*

What I Know About My Question:

- Part of transforming the equation is using completing the square.*
- The first step to graphing after transforming the equation is finding and plotting the vertex.* */2*

Critical Thinking About Initial Question:

$y = x^2 + 2x + 3$
 $y - 3 + 3 = x^2 + 2x + 3$
 vertex: 3

*You are supposed to graph the inequality and end up with a parabola.
 But 1st you are supposed to turn the equation to $y = a(x-h)^2 + k$*

Identify General Process and Steps:

- To transform the equation you have to start by completing the square.*
- Since you are supposed to graph the equation, that's why you change it to $y = a(x-h)^2 + k$*
- You find the vertex to plot the first point of the equation*
- Use a "x" and "y" table to find the other points.*

x | | | vertex (h, k) */3*

Question From Point of Confusion: *By using my prior knowledge of completing the square, how do I transform the equation into vertex form and what is the process for finding the points?* */2*

The Tutorial Process

Why do we do Socratic tutorials in AVID?
To prepare AVID students for success in their current classes, as well as building the skills necessary to be ready for college.

Binder Briefing

(Highly successful people are organized.)



The CORNELL WAY

The College-Readiness Skill of
Focused Note-Taking

Our Essential Question:

CORNELL NOTES

TOPIC/OBJECTIVE:

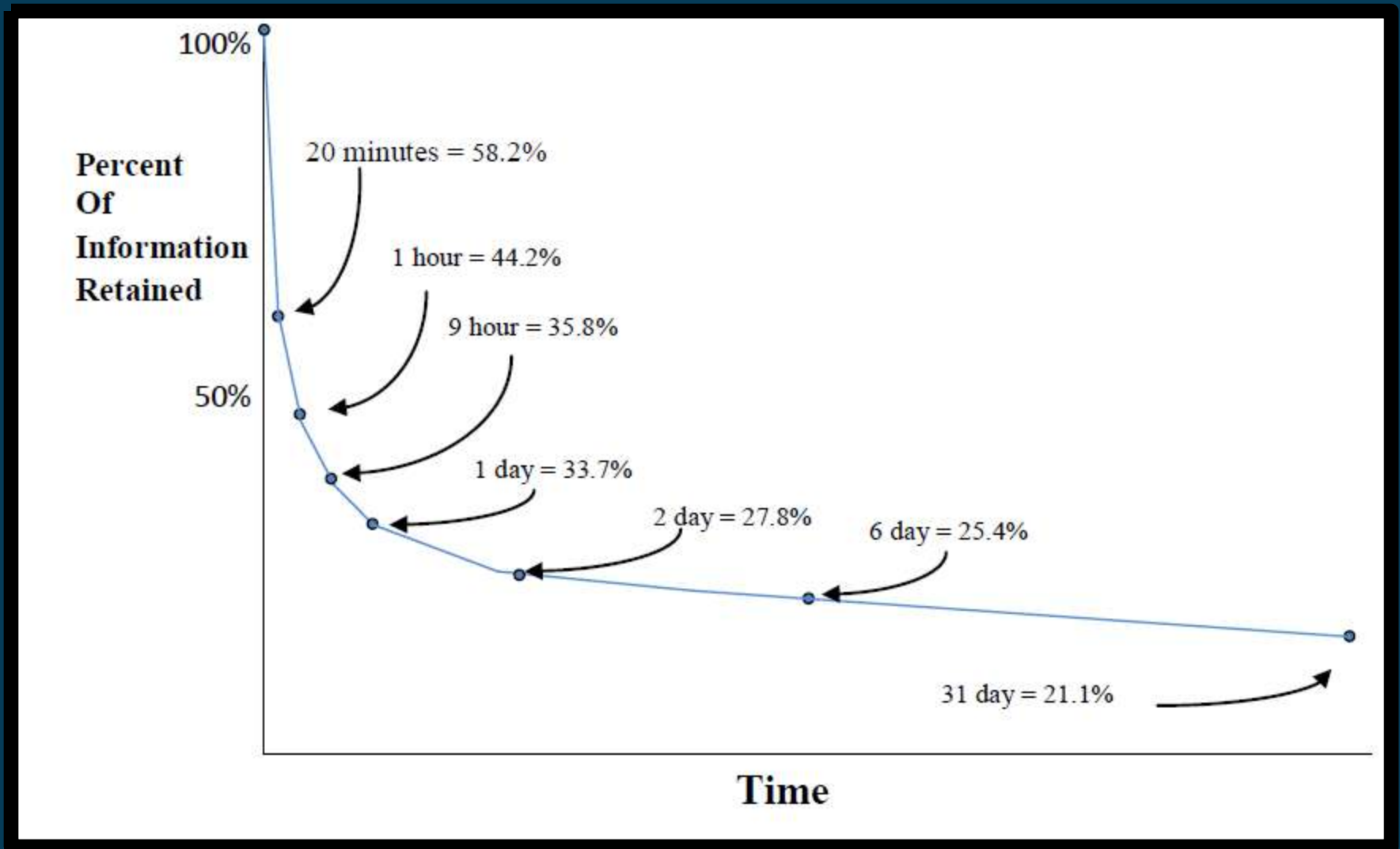
NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION: **How should tutors aid students in the process of learning how to take effective notes?**

Why Does Structured Note-Taking Matter?



Four Elements of Cornell Notes

Note-Taking

Creating the format of your notes

Organizing your notes

Note-Making

Reviewing and revising the content of the notes

Noting key chunks of material in the notes

Exchanging ideas and collaborating
about the material

Four Elements of Cornell Notes

Note-Interacting

Link all the learning together by writing a summary

Learn from your notes by studying them!

Note-Reflecting

Written feedback from a peer, tutor, or teacher

Address the feedback by focusing on one area of challenge

Your reflection over an entire unit and how your notes helped you learn and retain information

Note-Taking

- Make sure that all notes taken and used in tutorials follow the Cornell note process.
- Help students learn note-taking conventions.



Note-Making

- Help students learn to “chunk” their notes accurately and effectively.
- Support the writing and refining of higher-level questions in the left column.
- If possible, attend a content-area class with the students, take notes, and then compare your notes to theirs.

Note-Interacting

- Have students read the summary from their notes out loud to the group as the group provides feedback.
- Constantly ask students, “Have you been studying from your Cornell notes?”



Note-Reflecting

- Check for the quality and quantity of Cornell notes during binder checks, especially for students struggling in specific classes.
- Ask students what aspect of Cornell notes they're working on this week from their "Cornell Note Focused Goal Activity."

CORNELL WAY

1. Find an elbow partner to compare notes.
2. “Chunk” your notes.
3. Write a question in the left column that covers the material in the corresponding “chunk.”
4. Share your questions with your elbow partner.
5. Write a summary in the bottom section that addresses the Essential Question and each of the questions that they wrote.



Tutorial Request Form (TRF) Pre-work Inquiry (Before the Tutorial)

Subject:			Name:		
Standard Essential Question:			AVID Period:		
			Date:		
Pre-Work Inquiry ____/12	Resources ____/1	Collaborative Inquiry ____/2	Note-Taking ____/3	Reflection ____/7	Total ____/25
Initial/Original Question:			Source, Page # and Problem #: _____		
					/1
Key Academic Vocabulary/Definition Associated With Topic/Question:					
1.					
2.					
					/2
What I Know About My Question:					
1.					
2.					
					/2
Critical Thinking About Initial Question:			Identify General Process and Steps:		
SHOW			TELL		
					/3
					/2
Question From Point of Confusion:					
					/2

Before the Tutorial

KNOW

SHOW

TELL

Where is Inquiry in the Tutorial Process?

Step 1:

- In their academic classes, students **take Cornell notes** on the material presented in lectures, textbook readings, videos, handouts, etc.
- After class, students **review** their notes, **interact** with their notes, **create questions** in the column on the left, and **write a summary** at the bottom of the notes.

Costa's and Bloom's Levels of Thinking: Comparison Chart

LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS LEVELS OF THINKING		
Higher-Order Thinking Skills HOTS	<p>(OUTPUT)</p> <p>Applying Information:</p> <p>Applying and evaluating actions, solutions and connections made in order to predict</p>	<p>Creating:</p> <p><i>Can the students:</i></p> <ul style="list-style-type: none"> • Create/generate new ideas, products or points of view • Combine ideas/thoughts to develop an innovative idea, solution or way of thinking 	Assemble Build Construct Create Design	Develop Devise Formulate Imagine Invent	Make Plan Produce Write
		<p>Evaluating:</p> <p><i>Can the students:</i></p> <ul style="list-style-type: none"> • Justify a stand or decision • Judge the value of an idea, item or technique by creating and applying standards/criteria 	Appraise Argue Check Critique Defend Detect	Forecast Generalize Hypothesize If/Then Judge Predict	Select Speculate Support Test Value Value
	<p>(PROCESSING)</p> <p>Processing Information:</p> <p>Making sense out of information; processing the information gathered by making connections and creating relationships</p>	<p>Analyzing:</p> <p><i>Can the students:</i></p> <ul style="list-style-type: none"> • Distinguish between the different parts • Explore and understand relationships between the components/parts 	Attribute Classify Compare Contrast Criticize Deconstruct Differentiate	Discriminate Distinguish Examine Experiment Explain why Infer	Integrate Organize Outline Question Sort Structure
Lower-Order Thinking Skills LOTS	<p>(INPUT)</p> <p>Gathering Information:</p> <p>Identifying and recalling information</p>	<p>Understanding:</p> <p><i>Can the students:</i></p> <ul style="list-style-type: none"> • Explain ideas or concepts • Understand information provided 	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
		<p>Remembering:</p> <p><i>Can the students:</i></p> <ul style="list-style-type: none"> • Recall or remember the information • Recognize specific information 	Define Duplicate List	Memorize Recall Repeat	Reproduce State

Adapted from Comparison by Andrew Churches at <http://edorigami.wikispaces.com> and http://www.odu.edu/educ/rovbau/Bloom/blooms_taxonomy.html

Costa's Levels of Thinking

3—Applying

(Off the Page)

Evaluate
Judge
If/Then

Generalize
Predict
Hypothesize

Imagine
Speculate
Forecast

2—Processing

(Between the Lines)

Compare
Sort
Infer

Contrast
Distinguish
Analyze

Classify
Explain (Why?)

1—Gathering

(On the Page)

Complete
Identify
Recite

Define
List
Select

Describe
Observe

Vocabulary Concept Map

3.13: Inquiry in Tutorial

Vocabulary Concept Map

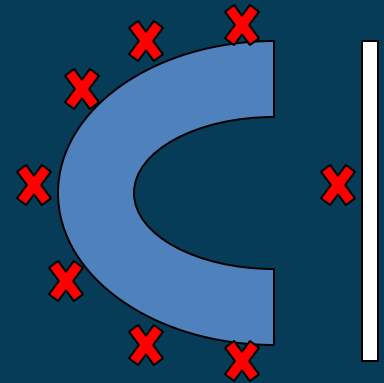


Word/Concept	Syllables	Part of Speech
justify	jus · ti · fy	verb
Definition(s) <ol style="list-style-type: none"> To show something to be right To uphold and defend as warranted or well grounded, give reason for To declare as innocent, to acquit To show a satisfactory reason or excuse for something 	Word Connection/Meaning in Your World As the mother of a toddler, I am constantly challenged to <u>justify</u> the decisions that I make. For example, just yesterday, I was explaining to my daughter why she is not allowed to watch television on school nights but instead can play with her toys, read books, color, sing, dance, scooter, etc.	
Compares to (Synonym/Similar) legitimize support clarify substantiate rationalize argue for validate verify	Contrasts With (Antonym/Opposite) indefensible unjustifiable unwarranted unreasonable	
Forms of the WORD justifies justifiable justification justifier justified unjustifiable justifying justificatory	Graphic Representation (Picture/Symbol) of the WORD $7 + 7 = 14$	
Example Sentence With the WORD Ms. Perez asked her students to <u>justify</u> their math answer by drawing a picture to explain their thinking and solution.		

Preparing for Tutorials

Room Arrangement:

- Desks/chairs are in a half-circle (horseshoe) next to the board.



Dividing into Groups:

- Discuss how groups are formed.

3.11: Tutorial Member Protocols and Observations

The 30-Second Speech Student Presenter Protocol

Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. Once a student has completed the pre-work inquiry and identified a point of confusion question for the tutorial group, it is important that he/she initiates a discussion through a 30-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry and critical thinking with group members.

Students should refer to the pre-work completed on the Tutorial Request Form (TRF) and give the 30-Second Speech to the tutorial group before the group members begin the critical thinking/inquiry process.

The steps for presenting a question are as follows:

Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your tutorial group.	<ul style="list-style-type: none"> • My question from my pre-work is . . . • My question from my point of confusion is . . .
2	Share what you know about your question.	<ul style="list-style-type: none"> • The academic vocabulary I needed to know to do my pre-work and to write my question is . . . • What I know about my question is . . .
3	Share your pre-work.	<ul style="list-style-type: none"> • Last night I was able to complete . . . • This is as far as I was able to do it on my own . . .
4	Share your point of confusion.	<ul style="list-style-type: none"> • My point of confusion is . . . • What I don't understand is . . .
5	Ask your group members to begin the questioning process.	<ul style="list-style-type: none"> • What questions do you have to assist me in understanding my point of confusion?

During the Tutorial

Debrief

- Which step of the 30-Second Speech was easiest for you as the tutor to coach?
- Which step was the most difficult to coach?
- If an AVID student were to ask you the purpose behind the 30-Second Speech, how would you respond?
- Where might the 30-Second Speech be applicable in a college setting?

30-Second Speech

Prompt:

- “What have you learned about setting up for and beginning a tutorial?”

3.11: Tutorial Member Protocols and Observations

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It's All
about the
Process!

Three-Column Notes

Directions: Group members take three-column notes on their own paper for each student presenter's questions during the tutorial process.

Point of Confusion Question	Tutorial Notes	Steps (Math/Science) Process (LA/History)

Reflection

What learning
took place?

What is the
relevance?

Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection: Yes No

I was a student presenter during tutorial today: Yes No

My point of confusion was ... _____

_____ /1

What I learned about my point of confusion is ... _____

_____ /1

I gained a new/greater understanding of my point of confusion by/when ... _____

_____ /2

This learning is important because it connects to my previous learning/experience, myself and/or my world (circle one) in the following way ... _____

_____ /2

What I found meaningful about today's tutorial session is ... _____

_____ /1

WICOR-izing Tutorials

