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Tutor Workbook

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Background & Directions

This workbook is intended to be used by teachers, site tutor trainers and regional/district tutor trainers for the purpose of providing a 16-hour basic tutor training to meet the Certification Self Study requirement. This is a comprehensive training and can be copied and given to tutors to complete for training requirements. The syllabus and workbook contain more than 16 hours and will need to be adapted to meet the needs of sites, districts and regions. The training is a combination of a face-to-face general training and on-site specific training, including hands-on and independent work. This training can be completed in a formal setting or in the classroom over a period of time. Highlight the topics to include in the tutor training, and check the box once the activity is completed. All site trainings must include an initial tutor meeting to share site/district policies and procedures.

Note: All Matt and Itzel's videos can be accessed online by logging in to your MyAVID account at *www.avid.org*, and then clicking on the E-learning/Tutor Training and Tutor Training Resources links.

Codes next to activity:
F2F: face-to-face training
OS: on-site training

Appointment Clock for Formal Face-to-Face Training: Have tutors write their names in the center of the clock. Tutors should meet and greet, exchange papers, record each other's names at the same time on the clock, and return the clock to their partners. This strategy provides tutors with the opportunity to collaborate with each other.

Unit 1

1.1 AVID College Readiness System Slides (30 minutes) F2F

a) *Handout 1.1b*, "AVID System: Note-taking Guide": Review the AVID College Readiness System PowerPoint with tutors and have them take notes next to the corresponding slide.

b) *Handout 1.2a*, "Getting the GIST Activity": Review the PowerPoint and notes on the previous pages. Create a GIST of the AVID College Readiness System (one word per line) as a sentence.

1.3 Top 10 Characteristics of Ideal Tutors (15 minutes)

Handouts 1.3a and *1.3b*, "Top 10 Characteristics of Ideal Tutors": Follow the directions on the handouts.

1.4-1.8 Initial Tutor Meeting (1 hour) OS

a) *Handout 1.4a*, "Suggested Topics for the Initial Tutor Meeting" and *Handout 1.4b,* "Initial Tutor Meeting: Cornell Note Activity": Meet with tutors to discuss district, site, and classroom policies. Be sure to address appropriate tutor-student interaction, emphasizing the tutor as a role model.

b) *Handout 1.5a* (1 of 6 and 4 of 6), "Expectations: AVID Tutor": Have tutors underline or highlight the key concepts of this handout. Discuss the key ideas as a group, emphasizing the tutor's responsibilities.

c) *Handout 1.6d*, "AVID Tutor Contract": Have each tutor complete the AVID Tutor Contract, to be signed by the tutor, site tutor trainer, coordinator and administrator.

d) *Handout 1.8a*, "Tutor Questionnaire": Have each tutor complete the tutor questionnaire and submit to AVID coordinator/teacher.

1.9 Tutorial Process Overview/Summarizing Pyramid (4 minutes) F2F

a) *Handouts 1.9a* and *1.9b*, "Tutorial Process Overview": Follow the directions on these handouts.

b) *Handout 1.9c*, "Summarizing: Pyramid": Follow the directions on the page and have the tutor complete this individually. Share out at table and create a group Pyramid on chart paper.

1.10 The Ideal AVID Tutor and Student (30 minutes) F2F

Handout 1.10a, "The Ideal AVID Tutor and Student": Follow the directions on the page.

Unit 2

2.1 WICOR in Tutorial (15 minutes) F2F

Handout 2.1a, "WICOR-izing Tutorials": Review with tutors how WICOR is incorporated in the tutorial process. Tutors can highlight some of the key points for each element of WICOR.

2.4 Check Out My Agenda Scavenger Hunt (15 minutes) F2F

Handout 2.4b, "Check Out My Agenda Scavenger Hunt" and *Handout 2.4c*, "Is Your Calendar Full?": Follow the directions as indicated on the handouts.

2.5 Student Binders (1 Hour) OS

a) *Handout 2.5b*, "Binder Check-off Sheet": Discuss binder expectations at the school site. Discuss the elements from the Check-off Sheet used at the site and which additional components/supplies are needed.

b) *Handout 2.5c*, "AVID Binder Check Grading Practice Using AVID Forms" and/or *Handout 2.5e*, "AVID Binder Check Using the Classroom Form": Select a binder check form from the unit (if classroom form is not available) or classroom binder check form, and have tutors hold a binder check conference with an AVID student using one of the binder forms.

c) *Handout 2.5g*, "Providing Feedback (Form A–Acceptable)," and *Handout 2.5h*, "Providing Feedback (Form B–Unacceptable)": Based on a student's binder check, the tutor uses either Form A or Form B to provide the student with appropriate feedback.

d) Debrief activity discussing effective binder requirements and assessments.

2.7 Step 1: Cornell Notes (15 minutes) F2F

a) Show "A Day in the Life of the AVID Tutorial" video clip: Directions: Home Page/Matt's & Itzel's Story/Matt's Story/Before Tutorial: Chemistry Class

b) Have participants read and review *Handout 2.7a*.

c) Have tutors complete the reflection on *Handout 2.7b* in pairs.

2.8 10 Steps of the Cornell Way (1.5 hours) F2F

a) *Handout 2.8b*, "10 Steps of the Cornell Way": Review the 10 Steps of the Cornell Way.

b) *Handout 2.8c*, "Walter Pauk's Letter": Read this letter, circling any key terms and underlining any claims that Walter Pauk makes. Create one higher-level question to use for a Socratic Seminar.

c) *Handout 2.8a*, "Focused Note-taking Reflection Prompts": Respond to prompt #1 and share with a partner.

d) Lead a pilot/co-pilot Socratic Seminar (see Socratic Seminar directions and unit in *Strategies for Success* and online at avid.org). Have tutors open Socratic Seminar, sharing/discussing their questions and/or the reflection prompt responses with their co-pilots. Begin the Socratic Seminar with the reflection prompt question, "What is Walter Pauk's message about the importance of taking Cornell notes? What information in this letter is valuable for you to remember?" Throughout the seminar, provide the opportunity for pilots/co-pilots to discuss with one another. Have pilots/co-pilots switch places halfway through seminar.

2.9 Cornell Note Paper (15 minutes) OS

a) Share middle school and high school CN samples.

b) *Handout 2.9a*, Cornell Note Paper*:* This blank set of Cornell note paper is for the tutors to create their own two sets of Cornell notes based on their classes to share with the AVID students.

2.15 CN in Your Classroom (15 minutes) OS

Handout 2.15a, "Cornell Notes in Your Classroom": Follow the directions on the two pages. Make sure tutors obtain the Cornell note grading tool used and a model of Cornell notes created from the classroom. If the Elective teacher does not have a rubric or checklist, use the one provided in the *AVID Tutorial Guide*.

2.16 Step 2: Completing the Tutorial Request Form as Homework (15 minutes) F2F

a) Show "A Day in the Life of the AVID Tutorial" video clip: **Directions:** Home Page/Matt's & Itzel's Story/Matt's Story/Before Tutorial: Preparing for AVID Tutorial

b) Have participants read and review *Handout 2.16a*.

c) Have tutors complete the reflection on *Handout 2.16b* in pairs.

2.17 Jennifer's Tutorial Video (1 hour) F2F

a) Watch Jennifer's Tutorial Video: Observe how Jennifer uses the pre-work/inquiry of the TRF to present her point of confusion question. Jennifer is a sophomore at Fontana High School in Fontana, CA. She is taking Algebra II. Jennifer's tutorial is totally authentic. There was no scripting, and it took place during the regular tutorial day. Discuss observations. Have tutors take notes on their observations.

b) *Handout 2.17e*, "Jennifer's TRF": Review Jennifer's TRF. Ask participants to meet with a partner and discuss the following: What do you notice about Jennifer's pre-work? What did she write in the critical thinking box about the initial question (show work)? What did she write in the General Process and steps box (record steps for solving problem thus far—at point of confusion)? What did you notice about the group member inquiry process? What did she write in her reflection? How did the tutor take notes for her? What content class notes did she bring to the tutorial?

c) Share out at table. Have tutors process this activity and share with one another at their table.

2.17 Tutorial Request Form (30 minutes) F2F

a) *Handout 2.17d "*TRF Think-A-Loud": Introduce Updated TRF Think-A-Loud. Have tutors silently read through the talking points of each section. Please note: make sure participants understand that this is not a sample of a completed TRF. Point out that "talking points" on the TRF provide students with ideas and a guide of what to write in each box. Students do not have to respond to each question. Share the "KNOW-SHOW-TELL" TRF (*Handout 2.17c*) with tutors to describe what students record in each TRF box.

b) *Handout 2.17a* or *2.17b (1 of 3)*, TRF Pre-work Page (front page of TRF). Review with tutors the pre-work sections. The new TRF was created based on critical thinking research. The focus has shifted from higher-level questions to using a process of higher-level thinking around an authentic question. Pre-work should be completed for homework. Students should be encouraged to use academic vocabulary and state their prior knowledge. Students should be provided with the opportunity to try out their question prior to bringing it into tutorial and clearly identify their point of confusion. That point of confusion should be expressed in question form, utilizing the academic vocabulary. This question is what is written on the whiteboard during tutorial.

c) *Handout 2.17a* or *2.17b (3 of 3)* "Three-Column Notes": As the student presenter is at the board, students should be taking three-column notes on their own paper.

d) *Handouts 2.17a (2 of 3)* and *2.17b (2 of 3)*, TRF Reflection Page (back of TRF): The updated TRF provides students with reflection prompts that are higher-level in nature. It is important to point out to participants that a written reflection "reflects" the student's learning that occurred while answering his/her question, not the collaborative process. In other words, we want to encourage students to think about their own thinking (metacognition) as they work through a question so that they can apply their new knowledge at later time and/or similar situation.

3) *Handouts 2.17g* and *2.17h,* Jon's and Jackie's TRFs: Review sample TRFs in the Tutor Workbook. The tutorial videos that accompany these TRFs are on www.avid.org > MyAVID > Filesharing > Tutorology

2.18 Step 3: Preparing for Tutorials in the AVID Classroom (15 minutes) F2F

a) Have participants read and review *Handout 2.18a*.

b) Have tutors complete the reflection on *Handout 2.18b* in pairs.

Unit 3

3.3 Step 4: Dividing into Tutorial Groups (15 minutes) F2F

a) Have participants read and review *Handout 3.3a*.

b) Have tutors complete the reflection on *Handout 3.3b* in pairs.

3.7 Collaborative Learning Groups (15 minutes) OS

Handout 3.7g, "Collaborative Group Work Interview": Follow the directions on the page.

3.10 Step 5: Beginning the Tutorial Session (30 minutes) F2F

a) *Handout 3.11e*, "The 30-Second Speech: Student Presenter Protocol": Introduce the 30-Second Speech.

b) Show Jason's Tutorial Video and have students use *Handout 3.11f*, "Student Presenter Observation Form" to record observations and steps for improvement. Jason is an 8th grader at Vernon MS in Montclair, CA. This is his first year in AVID. There was no scripting for this tutorial, and it took place during the regular tutorial day.

c) Have participants read and review *Handout 3.10a*.

d) Have tutors complete the reflection on *Handout 3.10b* in pairs.

e) 30-Second Speech Activity: Have each tutor create a 30-Second Speech on a post-it answering this prompt: "What have you learned so far about the importance of the tutorial process?" Have tutors make eye contact with another tutor across the room to deliver their 30-Second Speeches.

3.11 Tutorial Member Protocols (30 minutes) F2F

a) *Handout 3.11a*, "Tutorial Member Protocol Summary": Review this handout with tutors.

b) *Handout 3.11c*, "Tutor Facilitation Protocol": Tutors review the Tutor Facilitation Protocol. Have tutors select three focus areas that will be the most challenging for them. Have them share with a partner and problem-solve/create strategies.

c) *Handout 3.11d*, "Observing a Fellow Tutor": Follow directions on this form to observe two fellow tutors. This activity must be completed at the school site.

3.12-3.13 Tutorial Video Comparison Chart: Tutor (45 minutes) F2F

a) Show "A Day in the Life of the AVID Tutorial" video clip: **Directions:** Home Page/Matt's & Itzel's Story/ Itzel's Story/Inquiry and Collaboration

b) *Handout 3.12c (3 of 4)*, "Tutorial Video Comparison Chart: Tutor": Follow directions on page.

c) *Handout 3.13c*, "Using the Inquiry Process in Tutorials": Review the three levels of the inquiry process and have tutors follow the directions.

3.13 Levels of Thinking (30 minutes) F2F

a) *Handout 3.13i*, "Levels of Thinking: Comparison Chart": Explain the difference between higher-order and lower-order thinking, show the correlation between Costa's and Bloom's Levels and point out the key academic vocabulary for each level. These words should be used to ask questions and facilitate critical thinking during tutorial.

b) *Handouts 3.13j* and *3.13k*: "Vocabulary Concept Map": Discuss the importance of teaching the academic vocabulary/inquiry words from Bloom/Costa to enable students to more easily create higher-level questions. In pairs, select a different higher-level vocabulary word to create a word map. See handout sample. Share out at your tables.

c) *Handout 3.14i*, "Questions for Socratic Dialogue": Use these questions to facilitate critical thinking during the tutorial.

3.15 Step 6: Checking for Understanding (15 minutes) F2F

a) Have participants read and review *Handout 3.15a*.

b) Have tutors complete the reflection on *Handout 3.15b* in pairs.

Trainer-led Tutorial Fishbowl F2F

- Participants will observe the trainer role-playing the teacher's role. The teacher can intervene and ask questions, if necessary.
- Select six participants to be in the tutorial group as group members—tutor, student presenter and group members.
- Review the "Tutorial Process Observation Checklist" on *Handout 3.18e*; elicit responses from the participants about what each tutorial role would do in a collaborative tutorial (tutor, group members, and student presenters).
- Have tutors model a tutorial using the provided Water Lily Problem and TRF. As the trainer/teacher, you may need to bring back the student presenter/group members to the original question. *Answer:* The lake is half covered on the 59th day. Since the water lilies double each day, the lake is half covered the day before it is fully covered.

Observer's Role:

- All other participants will sit around this tutorial group and be "observers" using the "Tutorial Process Observation Checklist," *Handout 3.18e*. Have the observers take notes on Cornell note paper and then compare their notes to the checklist.
- These observers will provide feedback to the group members, student presenter and tutor after the tutorial. Divide your observer group into three mini-groups and assign them one of these roles (group members, tutor and student presenter) to observe.

Student Presenter Role:

- Provide student presenter with the complete pre-work TRF on the water lily problem.

Group Member Role:

- Provide all group members with paper to take three-column notes so they can take notes as a group member would in a tutorial.
- Each group member needs to ask at least one question of the student presenter.
- As the tutor, use the "Inquiry Process," *Handout 3.13c* to assist with asking higher levels of questions.
- Make sure the group members are seated in a horseshoe shape around a whiteboard or chart paper tablet. The student presenter should be the only one standing at the board. The tutor should sit where the student presenter would sit and take three-column notes for the student presenter while modeling how to ask questions.

3.16 Step 7: Repeating the Inquiry Process for All (15 minutes) F2F

a) Have participants read and review *Handout 3.16a*.

a) Have tutors complete the reflection on *Handout 3.16b* in pairs.

3.17 Strategies and Scenarios (30 Minutes) F2F

a) *Handout 3.17a*, "Checking for Understanding": Use these critical thinking questions throughout the tutorial to ensure that student is mastering content.

b) *Handout 3.17c*, "Tutorial Strategies": Have the tutors highlight strategies they find most pertinent to facilitate effective tutorials and add any other strategies they would suggest. Debrief as a group.

c) Handout 3.17d, "Tutorial Scenarios": Tutors read the scenarios provided and jot ideas to address the issues. Debrief as a group.

3.18 Tutorial Observations/Reflections (1 Hour, 15 Minutes) F2F

a) *Handout 3.18b* "Tutorial Observation and Feedback Tool": Review the Observation and Feedback Tool with the tutors. Emphasize the "Collaborative" column on the continuum and the roles of each tutorial member.

b) Using the Tutorial Observation and Feedback Tool, the tutors observe a tutorial (at the school where they will be working or another) and complete the form. (It is important that they are not involved in the process of tutoring while observing the tutorial.)

Mock Tutorials (1 hour) F2F

Participant directions:

- Arrange groups of six participants. Each group needs to rotate these roles during the tutorial as they complete their question: tutor, observer, student presenter and group members.
- Provide each tutor with *Handout 3.9a*, "Let's Collaborate" (Water Lily problem has been used for the Tutorial Fishbowl activity). There are five questions. One tutor will have to share with another tutor.
- Each tutor will use one of these questions and complete the pre-work on the TRF for that question.
- Assign a "tutor," "observer" and "student presenter" for each group to start off the tutorial. The student presenter will begin with the first tutorial question after he/she completes his/her pre-work. Everyone else is a group member. The tutor should take notes for the student presenter while modeling how to ask questions of the group members and student presenter.
- Use note paper to take notes on all questions (not just their own).
- The observer will be using the *Handout 3.18e*, "Tutorial Observation Checklist," to record observations in order to share at the end of the round with the tutorial members.
- After about 10 minutes, call time and have the observer share his/her observations with the group.
- Repeat process for about three or four rounds, if time allows.

Mock Tutorial Reflect and Connect F2F

- Read and review *Handout 4.3a*, "30-Second Reflect and Connect." This page provides students with the opportunity to reflect orally as a wrap-up to their tutorial prior to completing a written reflection.
- Have tutors who were student presenters deliver their 30-Second Reflect and Connect to their group based on their mock tutorial. **Remind tutors that they saw Jennifer's Tutorial Group model a type of Reflect and Connect.**
- Have the tutors write their reflections on the Tutorial Request Form. All members should complete a reflection, whether they presented or not.

Debrief with whole group:

- As a tutor, what will you be mindful of as you built collaborative tutorials?

Unit 4

4.2 Step 8: Reflecting on Learning (30 minutes) F2F

a) *Handout 4.3d*, "Movie and Dinner"**:** Have tutors complete #1 on the handout about their favorite movie (2 minutes). Share with partner #2 on the handout (1 minute). Then, they complete #1 on the handout about the best meal that they've ever had (2 minutes). Share with partner #2 on the handout (1 minute). **Ask the participants** #3: When you talked about your movie, what did you do? (Summarized what happened in movie.) When you talked about your meal, how did you describe it? (Reflection—connected it to senses, etc.)

b) *Handout 2.12b*, "Summary vs. Reflection": Review this handout with the tutors to highlight differences between each.

c) Show "A Day in the Life of the AVID Tutorial" video clip: **Directions:** Home Page/ Matt's & Itzel's Story/Matt's Story/Inquiry and Collaboration

d) Have participants read and review *Handout 4.2a*.

e) Discuss with tutors: What problems did you see with the reflection process? (Tutors should point out that teacher instructed class to complete a summary at the end of tutorials. Students should write a reflection after completing tutorials.)

f) Have tutors complete the reflection on *Handout 4.2b* in pairs.

4.4 Step 9: Providing and Receiving Tutorial Feedback (15 minutes) F2F

a) Have participants read and review *Handout 4.4a*.

b) Have tutors complete the reflection on *Handout 4.4b* in pairs.

4.5 Step 10: Debriefing the Learning (15 minutes) F2F

a) Show "A Day in the Life of the AVID Tutorial" video clip: **Directions:** Home Page/ Matt's & Itzel's Story/Matt's Story/Back in the Chemistry Class

b) Have participants read and review *Handout 4.5a*.

c) Have tutors complete the reflection on *Handout 4.5b* in pairs.

4.7 Reflection (10 minutes) F2F

Handout 4.7b, "Tutor Reflection": Tutors reflect on their role as a tutor and the process of tutoring. They describe how they can best assist students in increasing their achievement in their content classes as a tutor. Debrief as a group.

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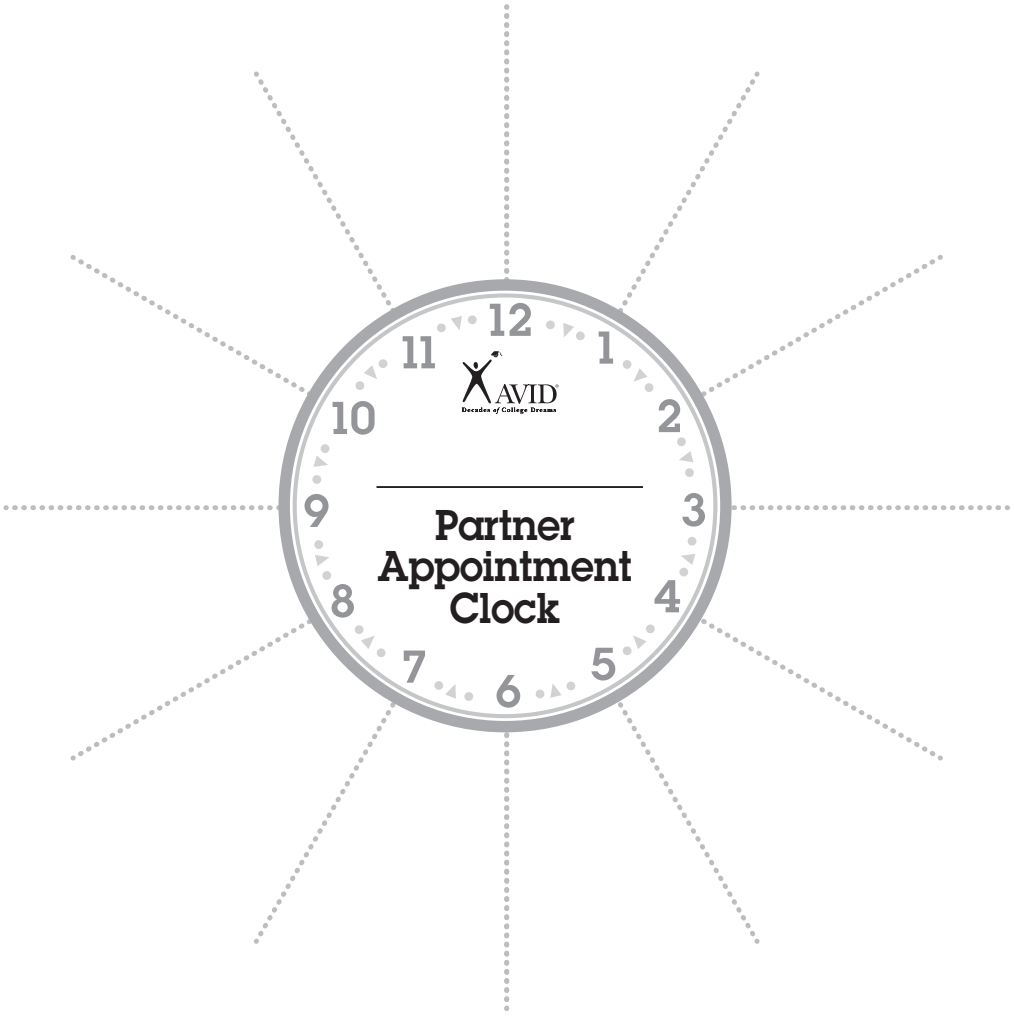
3.7: Collaborative Learning Groups

Appointment Clock Directions

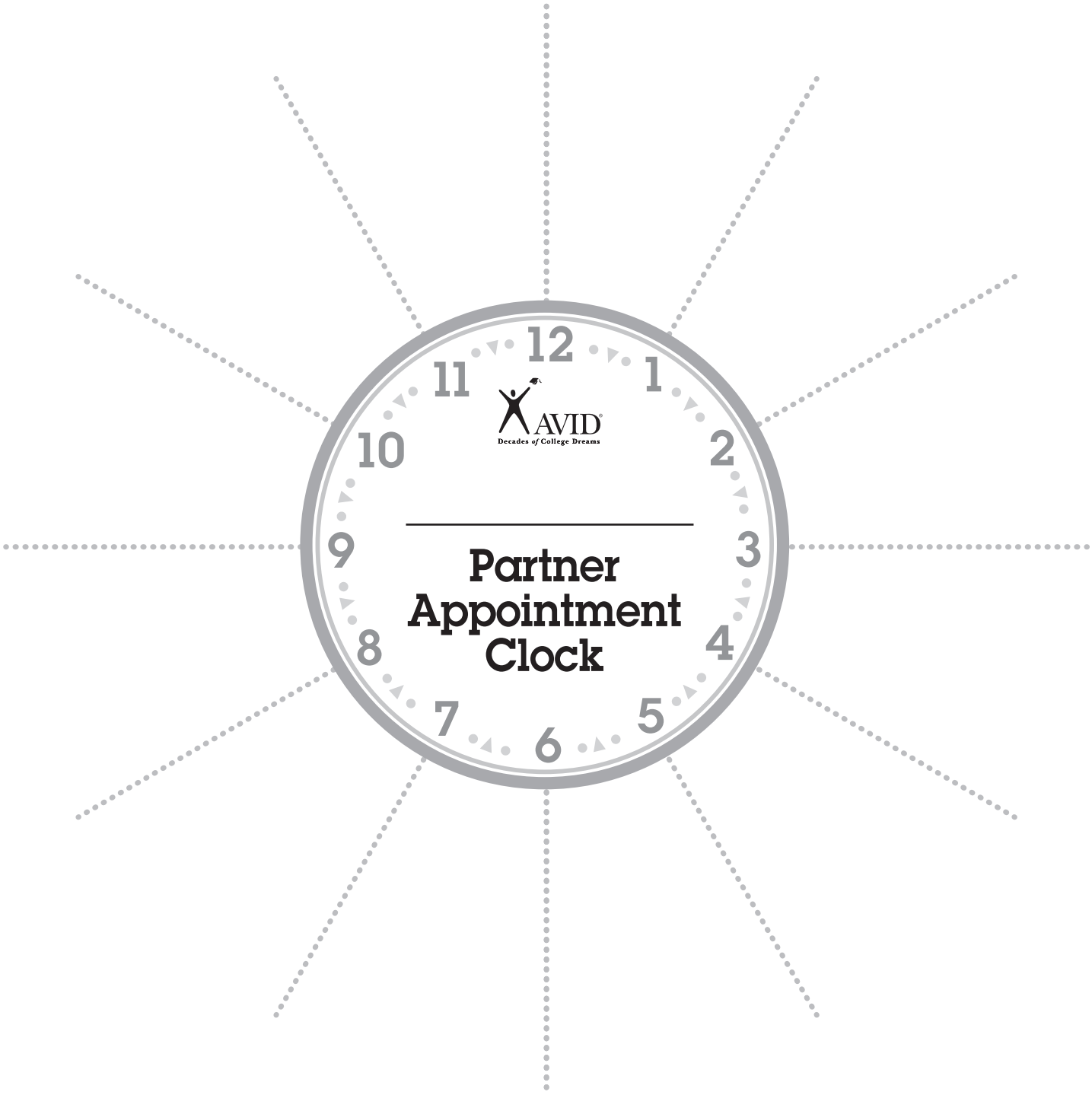
Purpose: To create partners for students during collaboration activities

1. Copy an appointment clock for each student.
2. Have students write their names in the center of the clock.
3. Each student should meet and greet another student, exchange papers, record his/her name at the same time and return the clock back to the partner.
4. This process should be repeated 12 times so that all clock times are filled in with a different name.

**When working with students, it works best if the teacher calls the time and has students rotate, exchange paper and fill in only that time to avoid confusion.



3.7: Collaborative Learning Groups



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1.1: The AVID College Readiness System

Introduction to AVID

It is important for all participants in the tutorial process to become familiar with the components of the AVID College Readiness System, including:

- AVID's mission statement
- The AVID student profile
- A typical week in AVID
- The 11 Essentials
- WICOR
  (Writing, Inquiry, Collaboration, Organization and Reading)
- Rigor and tutorials

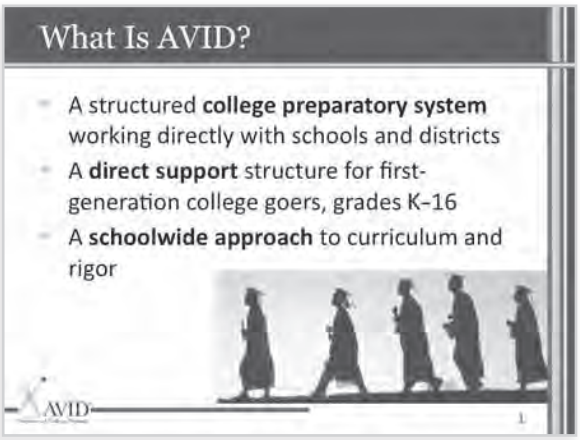
Establishing positive communication is essential to building strong rapport among teachers, tutors and students. The contracts provided in this unit outline roles and expectations, as well as provide evidence of commitment to the AVID System and its students.

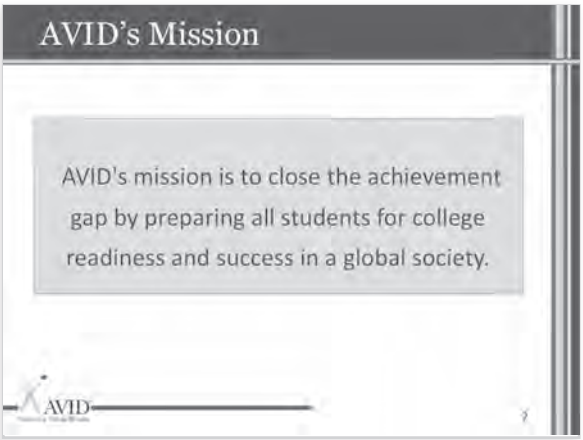
1.1: The AVID College Readiness System

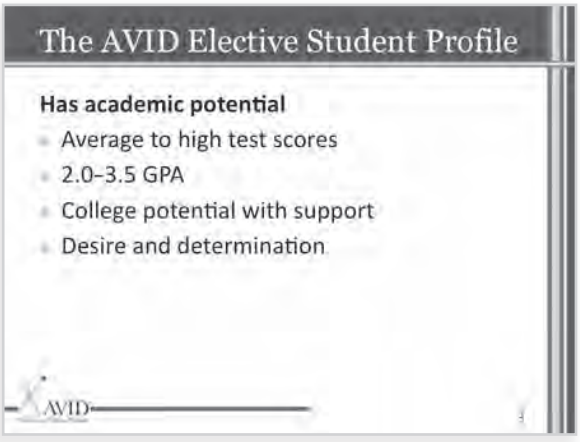
AVID System: Note-Taking Guide

(These slides are available on the MyAVID file share.)

Directions: Take notes on the lines provided about the AVID College Readiness System.







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

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A Sample Week in the AVID Elective

Daily or Block Schedule

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

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WICOR

Writing

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

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WICOR

Inquiry

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

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WICOR

Collaboration

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

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WICOR

Organization

Tools

- Binders
- Calendars, planners, agendas
- Graphic organizers

Methods

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

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WICOR

Reading

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

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1.2: The GIST of AVID

"Getting the GIST" Activity

The GIST (Generating Interactions between Schemata and Text) reading comprehension strategy can be used both during and after reading a piece of text. One creates a GIST by writing a summary of 20 words that precisely captures the main ideas of the text in a complete sentence.

Directions: Review the *AVID Tutorial Guide* PowerPoint and notes on the previous pages and create a GIST (a 20-word sentence, one word per line) in the box provided below. Review your GIST to make sure it's clear and contains the main ideas of the AVID College Readiness System.

The GIST of AVID

1.3: The Ideal Tutor

The Top 10 Characteristics of Ideal Tutors

Directions

Read the list, circle the key words and underline main ideas. Then, answer the questions on the following page.

Top Tutors:

1. Report to the AVID Elective class on time and prepared to work.
2. Show initiative by doing what needs to be done without waiting to be asked.
3. Are well-groomed and dress appropriately, according to district and school guidelines.
4. Treat students, fellow tutors, teachers and other school personnel with respect.
5. Have good communication skills. Are willing to ask questions and provide constructive feedback to improve the quality of the AVID class.
6. Are eager to learn about their tutoring position and are open to new perspectives.
7. Collaborate with AVID teachers, students and other tutors.
8. Do quality work and remember that doing their very best will result in high achievement for AVID students.
9. Are knowledgeable about, understand and adhere to district/site policies and procedures.
10. Are knowledgeable about AVID and its mission, philosophy and methodologies so they can successfully fulfill their role.

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1.3: The Ideal Tutor

Top 10 Characteristics of Ideal Tutors

Directions: Use with Handout 1.3a: "The Top 10 Characteristics of Ideal Tutors." Write your response to the questions on the right side of the page.

CORNELL NOTES AVID Decades of College Dreams	TOPIC/OBJECTIVE:	NAME: CLASS/PERIOD: DATE:
ESSENTIAL QUESTION:		
QUESTIONS:	NOTES:	
1. List three ways tutors can show initiative.		
2. Of the "Top 10 Characteristics" listed, which one is your strongest? Which characteristic is a challenge for you?		
SUMMARY:		

QUESTIONS:	NOTES:
3. Select two	
characteristics you	
think are most	
important to	
AVID schools.	
Explain why.	

SUMMARY:

AVID Decades of College Dreams

1.4: Tutor Meetings

Suggested Topics for the Initial Tutor Meeting

(Site Tutor Trainer, AVID Site Coordinator, Teacher, Tutors)

Suggested Meeting Topics	Talking Points
I. District/Site Policies for: • Dress code • Conduct regarding student interactions • Sign-in and salary/payroll procedures • Child abuse reporting • Student confidentiality • Campus security—ID badges • Usage of cell phone and other electronic devices • Grading policies and procedures	
II. Interactions/Communication With Students Outside of the Classroom, such as: • Dating students • Providing transportation • Phone and email contact • Social media (Facebook, Twitter, etc.)	
III. Job Description • Tutor expectations • Cross-age tutor expectations	
IV. Classroom Policies and Procedures • Tutor schedule • Contact sheet • Attendance policy/procedures/contact for reporting absences • Thanksgiving/winter/spring break schedules	
V. Classroom Management • Handling difficult situations with students • Student discipline procedures	
VI. Scheduling Meetings to Debrief Tutorials • Day/time/frequency of meetings • Attendees • Debrief tools to use	
Other:	
Other:	

1.4: Tutor Meetings

Initial Tutor Meeting: Cornell Note Activity

Directions: Take notes as you learn about various policies and procedures.

CORNELL NOTES	TOPIC/OBJECTIVE:	NAME:
		CLASS/PERIOD:
		DATE:
ESSENTIAL QUESTION:		
QUESTIONS:	NOTES:	
SUMMARY:		

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1.5: Expectations

Expectations for AVID Tutorial Team Members

Directions

Read and circle key words and underline key concepts on pages 2–6 of this handout. Pay special attention to the expectations listed for your role in the AVID College Readiness System. List any district/site expectations that apply to you.

1. Name:_____

2. My role is (check one): ☐ Site Tutor ☐ Trainer ☐ Coordinator/Teacher ☐ Tutor ☐ Student ☐ Other

3. Additional expectations specific to my district/site:

   - _____
   - _____
   - _____
   - _____
   - _____
   - _____

4. List five of the most important understandings you have regarding the expectations for your role.
   For example: I understand that I need to use and support critical thinking and inquiry in the tutorial process.

   - _____
   - _____
   - _____
   - _____
   - _____

5. Two questions I have regarding the expectations for my role:

   - _____
     _____
     _____
   - _____
     _____
     _____

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1.5: Expectations

Expectations: AVID Tutor

A. The AVID tutor takes an active part in developing the academic and personal strength of AVID students.

B. The AVID tutor becomes thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading).

C. The AVID tutor becomes a master of each stage of the AVID tutorial and the inquiry learning process, as described below:

1. Students take Cornell notes in their academic classes.
2. Students complete the pre-work on Tutorial Request Form (TRF) from their academic class, Cornell notes, homework, classwork, quizzes and/or tests.
3. As students enter the room, the teacher/tutor checks the TRFs and Cornell notes from the content class to support the point of confusion question.
4. Students are divided into tutorial groups to meet the 7:1 ratio.
5. One student begins the tutorial by presenting an authentic question and 30-Second Speech to the group. The tutor and group members ask questions to guide the student presenter through the critical thinking and inquiry process.
6. Group members/tutor check the student presenter's understanding of the answer to his/her question by asking clarifying questions. Group members also take three-column notes on the student presenters' questions.
7. Steps 5 and 6 are repeated for as many group members as time allows.
8. Students complete a written reflection based on their learning (content and/or process) from the point of confusion.
9. Students turn in their tutor pre-graded TRFs to teacher for grading and feedback.
10. Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

D. The AVID tutor assists AVID students in developing personal pride in the AVID College Readiness System.

E. The AVID tutor:

- Assists students in the successful completion of college eligibility requirements and in becoming college-ready.
- Provides academic support for students in rigorous courses.
- Encourages students to enroll in a four-year college or university after high school graduation.
- Serves as a role model/mentor to AVID students.

F. AVID tutors are expected to be active learners, not experts. Because you have been selected as a tutor for this special class, it is expected and understood that you will:

- Be positive and professional.
- Arrive on time and prepared for class.
- Act as a role model and wear appropriate attire at all times.
- Assist students in maintaining their AVID binders (with calendar, assignment sheets, TRFs and daily Cornell notes from academic classes).
- Actively participate in collaborative groups and tutorials.
- Participate in AVID field trips and motivational activities (when possible).
- Inform teacher in advance of absences/tardies on a tutorial day.
- Become familiar with the specific routines and expectations of each AVID teacher's classroom.
- Facilitate the tutorial learning process and implement AVID methodologies.
- Adhere to district/site policies and procedures.
- Complete tutor training.

Name: _____

Enrollment Date: _____

1.6: AVID Contracts

AVID Tutor Agreement/Contract

The mission of the AVID College Readiness System is to close the achievement gap by preparing all students for college readiness and success in a global society.

Tutor Goals

- Takes an active role in developing the academic and personal strengths of AVID students.
- Assists students in the successful completion of college eligibility requirements and in becoming college-ready.
- Provides academic support for students in rigorous courses.
- Encourages students to enroll in a four-year college or university after high school graduation.
- Serves as a role model/mentor to AVID students.

Tutor Responsibilities

- Be positive and professional.
- Arrive on time and prepared for class.
- Act as a role model and wear appropriate attire at all times.
- Assist students in maintaining their AVID binders (with calendar, assignment sheets, Tutorial Request Forms and daily Cornell notes in all academic classes).
- Actively participate in collaborative groups and tutorials.
- Participate in AVID field trips and motivational activities (when possible).
- Inform teacher in advance of absences/tardies on a tutorial day.
- Become familiar with the specific routines and expectations of each AVID teacher's classroom.
- Facilitate the tutorial learning process and implement AVID methodologies.
- Adhere to district/site policies and procedures.
- Complete tutor training.

Tutorial Agreement

I agree to accept enrollment/employment in the AVID Elective class and to meet the responsibilities of this position as outlined above. I understand that I must commit to remaining enrolled/employed in the AVID Elective for the entire year.

_____ Site Tutor Trainer Signature

_____ Tutor Signature

_____ AVID Site Coordinator Signature

_____ Site Administrator Signature

1.8: Questionnaires

Tutor Questionnaire

1. Name _____
2. School _____
3. District _____
4. Date hired as an AVID tutor _____ Number of AVID sections you tutor _____
5. Grade level(s) _____ Number of hours you tutor per week _____
6. Were you an AVID student prior to becoming an AVID tutor? ☐ YES ☐ NO
   If yes, at which school? _____
7. Name of college or school you attend _____
   Major (or intended major) _____
8. Highest level of math completed _____ When? _____
9. Your strongest subject area _____
10. Your weakest subject area _____
11. In which of the following do you have experience?
    - ☐ Writing process
    - ☐ Inquiry, Bloom's/Costa's Levels of Thinking
    - ☐ Socratic Seminar/Philosophical Chairs
    - ☐ Collaborative group processes
    - ☐ Higher-level math List course(s): _____
    - ☐ Other _____
12. What are your expectations as an AVID tutor? _____
    _____
    _____
    _____
    _____
    _____
13. Telephone number(s) and address: _____
    _____
    _____

1.9: Tutorial Process Overview

The 10 Steps of the AVID Tutorial Process

The AVID tutorial process has been divided into three parts—before the tutorial, during the tutorial and after the tutorial. These three parts provide a framework for the 10 steps that need to take place to create effective, rigorous and collaborative tutorials. Read and note the key components of each step of the tutorial process, as described on pages 2–5 of this handout.

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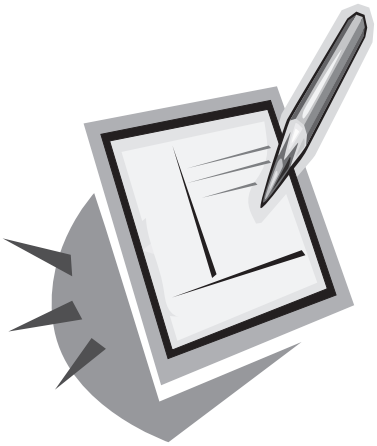
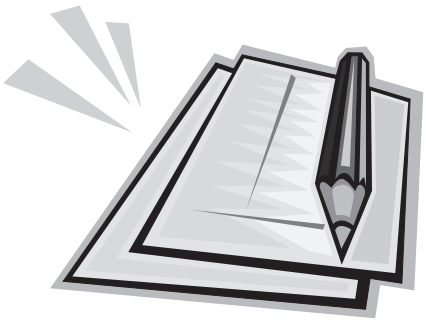
1.9: Tutorial Process Overview

Before the Tutorial (Steps 1–3)

Directions: Read and note the key components of each step of the tutorial process by circling the key terms and underlining the main ideas.

1 In their academic classes, students take Cornell notes guided by the Essential Question on the material presented in lectures, textbook readings, videos, handouts, etc. After class, students review their notes, create questions in the column on the left and write a summary at the bottom of the page responding to the Essential Question. See the Focused Note-Taking CD and Cornell no e section of this book for detailed information.)





2 While completing homework/studying for tests/ reviewing Cornell notes the night before a tutorial, students dentify a point of confusion. Using the Tutorial R quest Form (TRF), students complete the pre-work leading to the point of confusion. This pre-work includes: initial question, key vocabulary ssociated with the question, prior knowledge, critical hinking about the initial questions and the steps/ process used to identify the point of confusion.

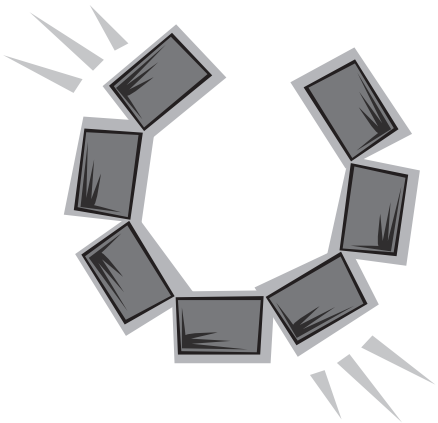
Note: The TRF also includes: accountability for bringing resources, using collaborative inquiry, taking notes and reflecting.

3 As students enter the room, the teacher/tutor checks the TRF pre-work and resourc s. T e resources students bring to support their po nt of confusion include: Cornell notes, textbooks and quizzes.

1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

4 Teacher/tutor places students in tutorial groups of 7 or fewer, meeting the 7:1 student/tutor ratio It is important for the tutor to communicate with the teacher to determine the method used to group students (Tutorial Analysis Grade Reflection, question content, core teacher, etc.). Group members sit in a semi-circle (horseshoe shape) to facilitate communication/collaboration among all students, facing a board on which the student presenter can record his/her pre-work and point of confusion.



5 The student presenter writes the point of confusion (POC) question on the board and explains to group members his/her pre-work by giving a 30-Second Speech. Next, group members ask questions using the Levels of Thinking to probe deeper in o possible approaches to solving the point of confu ion. During this inquiry process, the student presenter beg s t make sense of the question and records notes on the board while group members take three-column notes on what he/she has written.

Group members are not responsible for finding the answer to the student presenter's question; their primary goal is to prompt the thinking and guide the student presenter, using critical thinking.

The tutor's responsibility is to coach/facilitate the inquiry process among group members, rather than interacting one-on-one with the student presenter. The tutor sits in the group and takes three-column notes for the student presenter during he im he/she is at the board. The tutor should have no more ha one equal voice in the tutorial.

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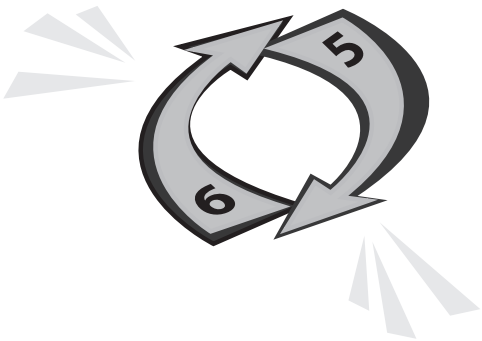
1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

6

Group members/tutors help the student presen er think about the steps or process used to clarify his/her point of confusion. Checking for understanding occurs as the student presenter reviews with the group the work completed and articulates the steps or process used. The steps/process can be recorded on the whiteboard in a third column.

7



Steps 5 and 6 a e repeated for as many group members as time allows. If time r ns out before some students have had a chance to present, make sure there is a system in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session that the critical thinking process does not enable the students to clarify a point of confusion. In this situation, the session can be used to create questions to take back to the content teacher for additional support, a tutor or student from another group could assist the struggling group, or a cont nt teacher can come in to offer support as a guest tutor.

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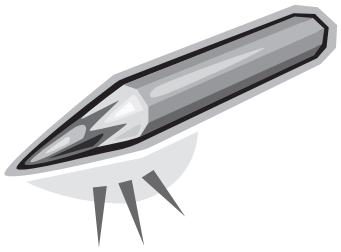
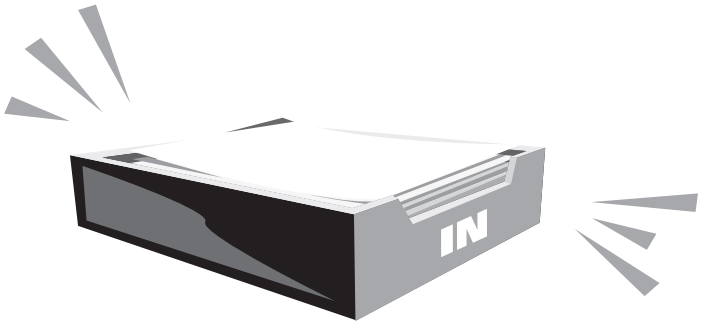
1.9: Tutorial Process Overview

After the Tutorial (Steps 8–10)

8 Following the tutorial session, all students write a reflection on their learning on the TRF. If a student did not have the opportunity to p sent, he/she can reflect on his/her learning b ed n another presenter's point of confusion. If tim permits, students can share their reflect ns ith a partner, the group or the whole class.





9 At the end of the tutorial session, students turn in the TRF to the tutor/teacher for grading and feedback. Students keep their three-column notes taken during the tutorial session. The TRF grade is based on: the pre-work inquiry, resources, collaborative inquiry, three-column notes on presenter's point of confusion and the reflection.

10 Teacher/tutors/students collaborate to debrief the tutorial—its effectiveness, concerns of the participants and ideas for refinement. Students then take what they have learned about their point of confusion back to their content area classes to verify their learning.

Note: The teacher and tutor schedule time to meet again to debrief the tutorial process.

Steps in the Tutorial Process

Before the Tutorial

1 Students take Cornell notes in their academic classes.

2 Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.

3 As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources.

During the Tutorial

4 Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.

5 The student presenter begins the tutorial by giving a 30-Second Speech about his/her pre-work. Tutor and group members ask questions to guide the student presenter through the critical thinking process. All tutorial members take three-column notes.

6 The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.

7 Steps 5 and 6 are repeated for as many group members as time allows.

After the Tutorial

8 Students complete a written reflection on the learning that occurred from clarifying the point of confusion.

9 Students turn in their TRFs to teacher/tutor for grading and feedback.

10 Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

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1.9: Tutorial Process Overview

Summarizing: Pyramid

Directions: Use the pyramid reading strategy to summarize/synthesize your learning about the tutorial process (*Handout 1.9b*) by placing one word per line.

_____

A synonym for TUTORIALS

_____ _____

People who use TUTORIALS

_____ _____ _____

Three words that best describe TUTORIALS

_____ _____ _____ _____

Arguments for TUTORIALS

_____ _____ _____ _____ _____

Necessary ingredients for effective TUTORIALS

_____ _____ _____ _____ _____ _____

Effects of TUTORIALS

_____ _____ _____ _____ _____ _____ _____

One thing you used to think about TUTORIALS but now know isn't true

_____ _____ _____ _____ _____ _____ _____ _____

One question the TUTORIAL sparked for you

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1.10: Tutorial Process Brainstorming Activity

The Ideal AVID Tutor and Student

Directions: Based on your learning so far, brainstorm and illustrate what the ideal AVID tutor and AVID student "look like." Think about characteristics related to AVID success (such as note-taking and participating in tutorials), as well as characteristics related to success in life.

	Ideal Tutor	Ideal AVID Student
Brainstorm		
Illustration		

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2.1: WICOR in Tutorial

WICOR-izing Tutorials

WICOR is at the foundation of an effective and rigorous tutorial. WICOR-izing tutorials provides students the opportunity to experience rigor by thinking more critically through collaborative inquiry-based discussions, which are documented through note-taking and a written reflection. The following is a summary of how WICOR works in the AVID Tutorial Process.

W: WRITING	**I:** INQUIRY	**C:** COLLABORATION	**O:** ORGANIZATION	**R:** READING
• Taking Cornell notes in content classes • Using the Focused Note-Taking System to take notes in content area classes to be used as a resource to create TRF point of confusion (POC) • Using content area Cornell notes as a resource to support tutorial question understanding • Completing Tutorial Request pre-work to clarify thinking and demonstrate previous knowledge and understanding • Taking three-column notes during tutorial • Creating a higher-level reflection based on the learning around the POC	• Analyzing content material/information to create questions for left column of Cornell notes from notes recorded on the right side • Synthesizing material/information in Cornell notes by using notes/questions to create summary • Thinking critically about initial question on the TRF to arrive at a POC • Presenting POC question to tutorial group and asking for questions to prompt student presenter's thinking • Using the Levels of Thinking to ask questions to gather information, make connections and evaluate solutions • Reflecting/thinking in a metacognitive way about new/greater understanding or clarity about POC	• Working in tutorial groups to create understanding around a presenter's POC • Sharing ideas, information and opinions, and asking questions in a supportive and safe manner • Supporting the learning of others through inquiry and a shared common goal • Developing positive interdependence and individual accountability for tutorial success • Debriefing and refining tutorials through the use of observation tools	• Using a binder to organize resources used during tutorials • Using a calendaring system to plan/prioritize class tasks, goal-setting and tutorial focus • Using the Focused Note-Taking System to take notes in content classes • Communicating effectively, in writing and verbally, to support the tutorial group in creating understanding or clarity around a POC • Taking responsibility strategically and intentionally for one's own learning by using the tutorial to create understanding or clarity around a POC • Developing and using processes, procedures and tools to process information individually and in groups • Managing time through prioritizing and goal-setting	• Reading completed in content area used to create POC • Reading completed in content area to support tutorial questioning and understanding/clarity of POC • Delivering/sharing a 30-Second Speech about TRF pre-work/POC • Creating understanding by using academic vocabulary and graphic organizers • Applying prior knowledge and making connections to text, self and world • Reading and reviewing tutorial resources including the textbook/class content notes and three-column notes taken during tutorial to assist in reflecting

2.4: Agendas/Calendaring

"Check Out My Agenda" Scavenger Hunt

Directions: Examine the sample student agenda on page 2 of this handout, and then answer the following questions.

1. What system is in place to show that homework has been completed?

2. On which days do students take part in tutorials?

3. When do AVID students have their binders checked?

4. How do we know that parents are involved in the student binder process?

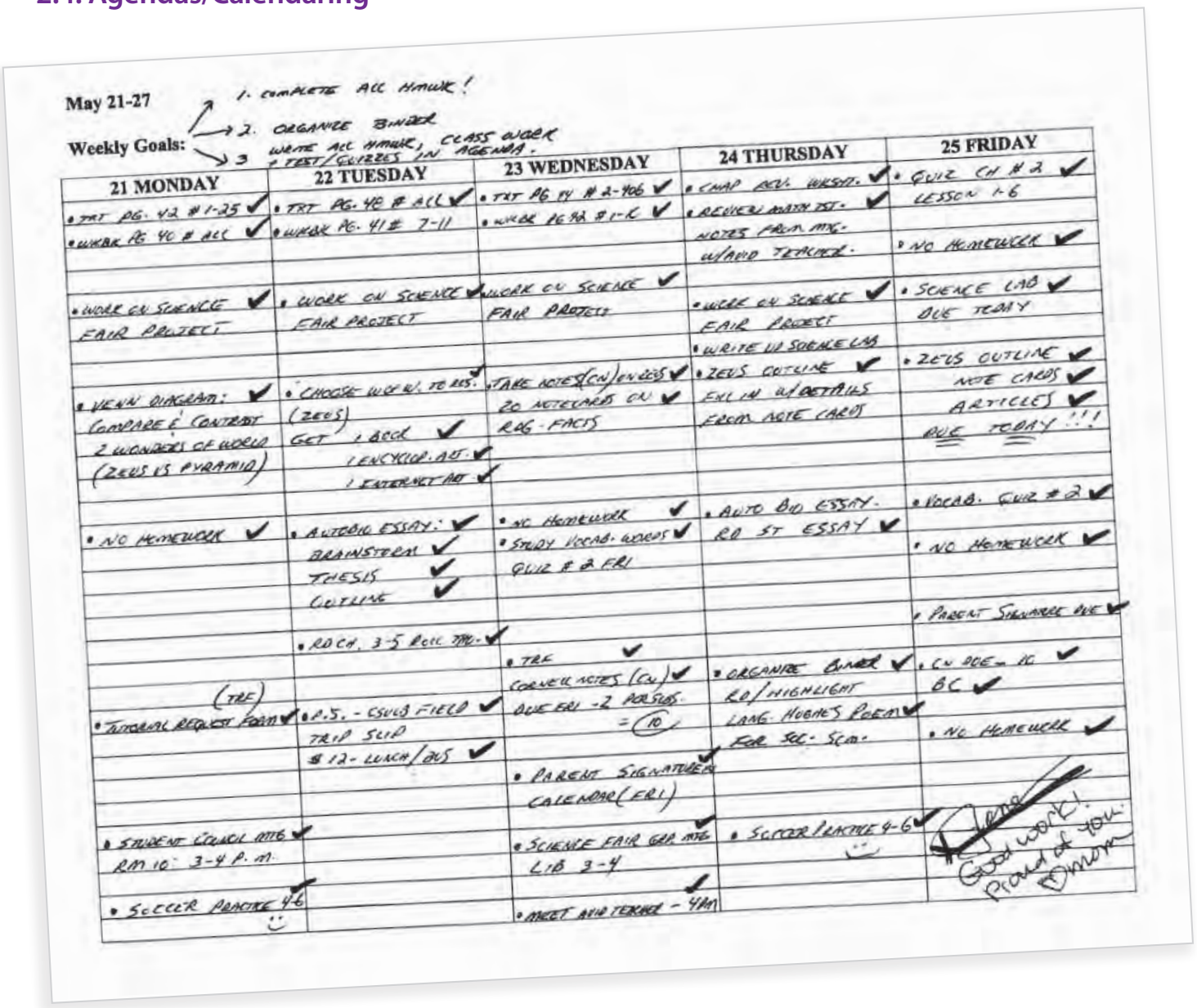
5. If students need additional support in content areas, what system is in place?

6. How many pages of Cornell notes are AVID students required to take?

7. What are students required to write if they do not have homework?

8. What goals does this student have for the week?

2.4: Agendas/Calendaring



May 21-27

Weekly Goals: 1. COMPLETE ALL HMWK!
2. ORGANIZE BINDER
3 WRITE ALL HMWK, CLASS WORK + TEST/QUIZZES IN AGENDA.

21 MONDAY	22 TUESDAY	23 WEDNESDAY	24 THURSDAY	25 FRIDAY
• TXT PG. 42 # 1-25 ✔ • WKBK PG 40 # ALL ✔ • WORK ON SCIENCE FAIR PROJECT ✔ • VENN DIAGRAM: COMPARE & CONTRAST 2 WONDERS OF WORLD (ZEUS IS PYRAMID) ✔ • NO HOMEWORK ✔ • TUTORIAL REQUEST FORM (TRF) ✔ • STUDENT COUNCIL MTG RM 10 3-4 P.M. • SOCCER PRACTICE 4-6	• TXT PG. 42 # ALL ✔ • WKBK PG. 41 # 7-11 • WORK ON SCIENCE FAIR PROJECT ✔ • CHOOSE WORK W. TO RES. (ZEUS) ✔ GET 1 BOOK ✔ 1 ENCYCLOP. ART. ✔ 1 INTERNET ART ✔ • AUTOBIO ESSAY: ✔ BRAINSTORM ✔ THESIS ✔ OUTLINE ✔ • RD CH. 3-5 ROUGH DRFT. ✔ • P.S. - CSUSB FIELD TRIP SLIP ✔ $12 - LUNCH/BUS ✔	• TXT PG 44 # 2-4(6) ✔ • WKBK PG 42 # 1-K ✔ • WORK ON SCIENCE FAIR PROJECT • TAKE NOTES (CN) ON ZEUS ✔ 20 NOTECARDS ON ✔ ROG - FACTS • NO HOMEWORK ✔ • STUDY VOCAB. WORDS ✔ QUIZ # 2 FRI • TRF ✔ CORNELL NOTES (CN) ✔ DUE FRI -2 POINTS = (10) • PARENT SIGNATURE ON CALENDAR (FRI) • SCIENCE FAIR GRP MTG LIB 3-4 • MEET AND TERRACE - 4AM	• CHAP REV. WKSHT. ✔ • REVIEW MATH TST. NOTES FROM MTG. W/APPD TEACHER. ✔ • WORK ON SCIENCE FAIR PROJECT ✔ • WRITE UP SCIENCE LAB • ZEUS OUTLINE ✔ FILL IN W/DETAILS FROM NOTE CARDS • AUTO BIO ESSAY. RD 5T ESSAY ✔ • ORGANIZE BINDER ✔ RD/HIGHLIGHT LANG. HUGHES POEM ✔ FOR SCI. SCH. • SOCCER PRACTICE 4-6 ✔	• QUIZ CH # 2 ✔ LESSON 1-6 • NO HOMEWORK ✔ • SCIENCE LAB ✔ DUE TODAY • ZEUS OUTLINE ✔ NOTE CARDS ✔ ARTICLES ✔ DUE TODAY !!! • VOCAB. QUIZ # 2 ✔ • NO HOMEWORK ✔ • PARENT SIGNATURE DUE ✔ • CN DUE - AC ✔ BC ✔ • NO HOMEWORK ✔ Good work! Proud of you! Mom

Actual student sample available on
www avid.org ➤ MyAVID ➤ Filesharing ➤ Tutorology

2.4: Agendas/Calendaring

Is Your Calendar Full?

Directions: Interview a teacher or student to learn the calendaring expectations in the AVID classroom.

Questions	Notes
1. When are student calendars	
checked by tutors?	
2. What are the five main	
things a tutor should look	
for when checking a student	
calendar?	
3. How does a student show	
that an assignment or project	
has been completed?	
4. What system is in place for	
students with unsatisfactory	
binder checks?	

Summary:

2.5: Binder Checks

AVID Binder Review

Directions: Initial the following as each one is completed.

1. Review the Binder Check-off Sheet on the following page.

2. Go over the Binder Check-off Sheet with each student. Mark the items he/she is required to have for AVID to be successful in his/her classes.

3. List any additional items that the student in this AVID class is required to have that are not included on the list. If no additional items are required, write "none" in the box.

2.5: Binder Checks

Binder Check-off Sheet

Required Contents:

- ☐ Good quality 3-ring binder—2", 2½", or 3" with pocket inserts
- ☐ 5–6 colored tab subject dividers to separate classes, including AVID Elective
- ☐ Zipper pouch to store supplies (A 3-hole-punched, heavy-duty, re-sealable plastic bag will also work.)
- ☐ 2 or more pens
- ☐ 2 or more pencils
- ☐ Notebook paper (Some notebook paper is now available in Cornell note style.)
- ☐ Agenda/daily planner/calendar
- ☐ Tutorial Request Forms (TRF)
- ☐ Learning logs

Suggested Contents:

- ☐ 1–2 zipper pouches (for supplies)
- ☐ 1 or more colored highlighter pens
- ☐ Notebook dictionary and/or thesaurus
- ☐ Calculator
- ☐ Six-inch ruler
- ☐ Tips on note-taking and test-taking skills/tutorial guidelines/other AVID strategy sheets
- ☐ Samples of note-taking in specific subject areas

Binder Organization (Order of Materials):

- ☐ Zipper pouch with supplies
- ☐ Agenda/daily planner/calendar
- ☐ Notebook paper
- ☐ Divider for each class

Divider Organization (Behind Each Divider):

- ☐ Cornell notes
- ☐ Handouts/worksheets/classwork
- ☐ Tests/quizzes
- ☐ Returned assignments

Additional Supplies Required for My AVID Binder

1. _____
2. _____
3. _____
4. _____

2.5: Binder Checks

AVID Binder Check Grading Practice Using AVID Forms

1. Hold a binder check conference with a student using one of the forms provided on pages 2–4 of this handout or the classroom form currently in use. Indicate your binder check form choice:

   ☐ Form from this unit: _____

   ☐ Classroom form

2. Review and grade the following components with the student, allotting points as shown on the form:

   a. **Agenda/Daily Planner/Calendar:** Is homework listed for each subject? Does the student have a method for checking off completed homework/assignments?

   b. **Notes:** Does the student have notes for each subject, including AVID? Are the notes checked for quality using a rubric or other grading system?

   c. **Organization:** Is the binder organized as suggested on the check-off sheet?

   d. **Neatness:** Are there any loose papers? Are all papers filed behind dividers according to subject and date?

   e. **Supplies:** Does the binder include the required AVID materials (dividers, pencil pouch, calendar, etc.)?

3. Using the P-M-I reading strategy on *Handout 2.5d*, evaluate the binder check form you used to grade this binder.

2.5: Binder Checks

Form 1: AVID Binder Grade Sheet

Student's Name _____

Tutor's Name _____ Date _____

Agenda/Daily Planner/Calendar	_____	☐ (30 pts. possible)
Notes (labeled with dates)	_____	☐ (30 pts. possible)
Organization	_____	☐ (15 pts. possible)
Neatness	_____	☐ (15 pts. possible)
No loose papers	_____	☐ (5 pts. possible)
Supplies (zipper pouch)	_____	☐ (5 pts. possible)
Total	_____	

Comments

Agenda/Daily Planner/Calendar _____

_____

Notes _____

_____

Organization _____

_____

Neatness _____

_____

Loose pages _____

_____

Supplies _____

_____

Name _____ Date _____

2.5: Binder Checks

Form 2: AVID Binder Rubric

	Advanced	Satisfactory	Developing	Unsatisfactory
Binder/Contents • 3-ring binder • Tabbed subject dividers • Zipper pouch • Pens and pencils • Notebook paper • Agenda/daily planner/ calendar • Tutorial Request Forms • Learning logs				
Binder Organization • Zipper pouch • Agenda/daily planner/ calendar • Notebook paper • Academic sections				
Academic Sections • Divider • Cornell notes for each class • Handouts/worksheets/ classwork • Tests/quizzes • Returned assignments				

Advanced: All supplies, notes and student work are included and well-organized.

Satisfactory: Most supplies, notes and student work are included and organized.

Developing: Some supplies, notes and student work are included.

Unsatisfactory: Few supplies, notes and student work are included.

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2.5: Binder Checks

Form 3: AVID Binder Evaluation

Overall Organization • Pencil/pen pouch *(2 points)* • Dividers *(5 points)* • Neatness *(3 points)*	10
Agenda/Daily Planner/ Calendar • Legible *(1 point)* • Up-to-date *(4 points)*	5
Tutorial Request Forms • 2 Forms *(20 points each)*	40
Cornell Notes • 4 academic classes/1 AVID *(9 points each)*	45
Binder Total:	100

Class: ______________________ # of Pages/ Notes: _____ Tutor Comments:

______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____

Date: ________________ Tutor: __________________________

Overall Organization • Pencil/pen pouch *(2 points)* • Dividers *(5 points)* • Neatness *(3 points)*	10
Agenda/Daily Planner/ Calendar • Legible *(1 point)* • Up-to-date *(4 points)*	5
Tutorial Request Forms • 2 Forms *(20 points each)*	40
Cornell Notes • 4 academic classes/1 AVID *(9 points each)*	45
Binder Total:	100

Class: ______________________ # of Pages/ Notes: _____ Tutor Comments:

______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____

Date: ________________ Tutor: __________________________

Overall Organization • Pencil/pen pouch *(2 points)* • Dividers *(5 points)* • Neatness *(3 points)*	10
Agenda/Daily Planner/ Calendar • Legible *(1 point)* • Up-to-date *(4 points)*	5
Tutorial Request Forms • 2 Forms *(20 points each)*	40
Cornell Notes • 4 academic classes/1 AVID *(9 points each)*	45
Binder Total:	100

Class: ______________________ # of Pages/ Notes: _____ Tutor Comments:

______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____
______________________ _____

Date: ________________ Tutor: __________________________

2.5: Binder Checks

Got P-M-I for Your Binder Check?

Directions: Complete the following chart, indicating the plus (+), minus (–) and interesting (!) observations you made about the form used to grade the binder.

Binder Form Used: _____

+ (Pluses)	– (Minuses)	! (Interesting)

Reflection: I liked/didn't like *(circle one)* this form because:

_____

_____

_____

2.5: Binder Checks

AVID Binder Check Using the Classroom Form

If you used a binder check form from *Handout 2.5c*, do another binder check using the form from your AVID classroom.

☐ 1. Obtain a copy of the classroom binder check form used in your AVID class.

☐ 2. With the student, review and grade the following binder components, allotting points as shown on the form:

a. **Agenda/Daily Planner/Calendar:** Is homework listed for each subject? Does student have a method for checking off completed homework/assignments ?

b. **Notes:** Does student have notes for each subject, including AVID? Are the notes checked for quality using a rubric or other grading system?

c. **Organization:** Is the binder organized in an efficient manner, with materials in the correct order?

d. **Neatness:** Are there any loose papers? Are all papers filed behind dividers according to subject and date?

e. **Supplies:** Does the binder include the required AVID materials (dividers, pencil pouch, calendar, etc.)?

☐ 3. Using *Handout 2.5f*: "Kudos and Critiques," compare the classroom binder check form with the one you used earlier.

2.5: Binder Checks

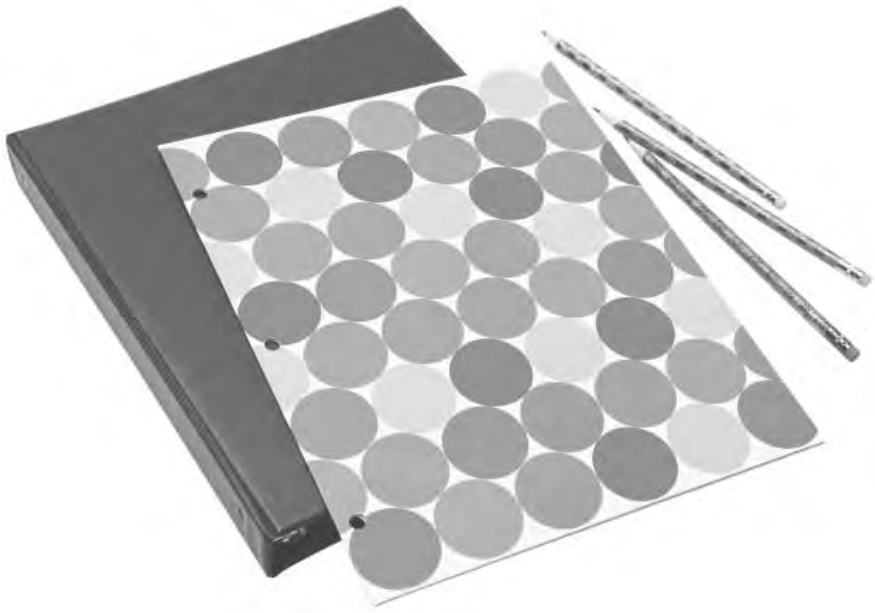
Providing Feedback (Form A)

(Acceptable Evaluation)

In order for students to understand the importance and purpose of the binder check, they will need to receive specific constructive feedback. This feedback allows the student to make necessary adjustments and to set goals for improvement.

Directions:

You have just completed a binder check using the required class form. *If the student received an A or B (or acceptable evaluation), complete the top portion of the "Binder Check (Form A)" on page 2 of this handout*. It is important to provide positive, but constructive, feedback. Keep the focus area simple to allow student to use critical thinking while creating his or her goal for the coming week. Share what you wrote on the top portion of the form, and have him/her complete the bottom goal-setting section and return to you.



2.5: Binder Checks

Binder Check (Form A)

(For Acceptable Evaluation)

Name _____ Date _____

This week you did a wonderful job in:

- ☐ Taking Cornell notes/learning logs
- ☐ Organizing subject area work in dividers
- ☐ Recording assignments, homework, projects and tests in agenda/daily planner/calendar
- ☐ Having no loose papers
- ☐ Keeping a neat and organized binder
- ☐ Maintaining all required supplies
- ☐ Checking off completed assignments in agenda/daily planner/calendar
- ☐ Being prepared and ready for binder check

One area you might focus on when setting your binder check goal is . . .

_____

_____

_____

Thank you for your hard work, neatness and organization!

Tutor Signature: _____

Student Reflection and Goal-Setting

This week I feel most proud of my binder because . . .

_____

_____

_____

My binder check goal for next week is . . .

_____

_____

2.5: Binder Checks

Providing Feedback (Form B)

(Unacceptable Evaluation)

In order for students to understand the importance and purpose of the binder check, they will need to receive specific constructive feedback. This feedback allows the student to make necessary adjustments and to set goals for improvement.

Directions:

The "Binder Alert (Form B)" on page 2 of this handout can be used with students who are struggling to maintain an AVID binder. *If the student received a C or below (or unacceptable evaluation) on the binder check, complete the top portion of this form*. Share with the student what you wrote, and have him/her complete the bottom goal-setting section and return to you. Assist student in making the necessary corrections. It is important that the AVID classroom provide support as the student works to improve his/her binder check grades.

Binder Check (Form B)

(For Unacceptable Evaluation)

Name _____ Date _____

This week you had an unsatisfactory binder check grade. Next week you need to focus on the following areas to improve your grade:

- ☐ Taking Cornell notes/learning logs
- ☐ Organizing subject area work in dividers
- ☐ Recording assignments, homework, projects and tests in agenda/daily planner/calendar
- ☐ Having no loose papers
- ☐ Keeping a neat and organized binder
- ☐ Maintaining all required supplies
- ☐ Checking off completed assignments in agenda/daily planner/calendar
- ☐ Being prepared and ready for binder check

The most important area of focus to keep in mind when setting your binder check goal is . . .

_____

_____

_____

Please let me know how I can support you in improving your binder.

Tutor Signature: _____

Student Reflection and Goal-Setting

My binder check goal for next week is . . .

_____

_____

Parent Signature: _____

2.7: Tutorial Process: Step 1

Step 1: Taking Cornell Notes

Students take Cornell notes in their academic classes

using the Focused Note-Taking System.

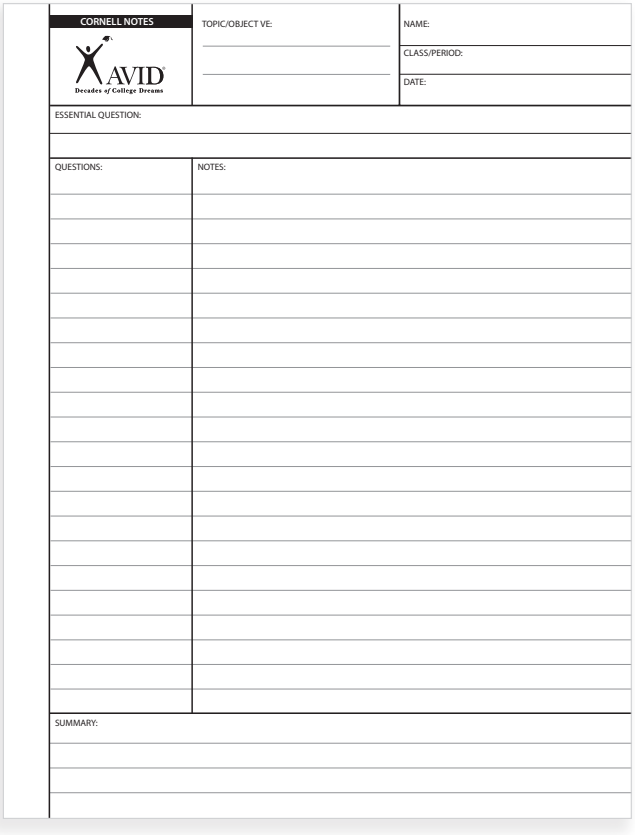
Directions: Check all statements that apply to your AVID class:

What steps should be taken to ensure that students have quality Cornell notes to assist during tutorials?

- ☐ Use an Essential Question from standard or topic to guide note-taking.
- ☐ Organize notes on the right-hand side of page.
- ☐ Review and revise notes.
- ☐ Note the key ideas to create questions.
- ☐ Exchange ideas by collaborating.
- ☐ Link learning by creating a synthesized summary.
- ☐ Use the completed Cornell notes as a learning tool.

How can the AVID class support the use of Cornell notes?

- ☐ Provide time on curriculum days for students to exchange ideas by collaborating.
- ☐ Provide class time for students to study their Cornell notes.
- ☐ Collect content area Cornell notes and provide quality feedback.
- ☐ Reinforce the Focused Note-Taking skills in the Elective class.


CORNELL NOTES

AVID Decades of College Dreams

TOPIC/OBJECT VE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

2.7: Tutorial Process: Step 1

Reflective Learning Log:
Step 1: Content Class Connections

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 1.

Questions	Reflections	Next Steps
1. How should students use Cornell notes to prepare for tutorials?		
2. In what ways can the AVID class support the use of Cornell notes?		

2.8: The Cornell Way

10 Steps of the CORNELL WAY

I. NOTE-TAKING:

Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool

C	**Create Format**	**Step 1:**	**CREATE Cornell notes format and complete heading**
O	**Organize Notes**	**Step 2:**	**ORGANIZE notes on right side**

II. NOTE-MAKING:

Within 24 hours of having taken the notes, revise these notes, generate questions and use collaboration to create meaning.

R	**Review and Revise**	**Step 3:**	**REVIEW AND REVISE notes**
N	**Note Key Ideas**	**Step 4:**	**NOTE key ideas to create questions**
E	**Exchange Ideas**	**Step 5:**	**EXCHANGE ideas by collaborating**

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L	**Link Learning**	**Step 6:**	**LINK learning to create a synthesized summary**
L	**Learning Tool**	**Step 7:**	**Use completed Cornell notes as a LEARNING tool**

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes. The Cornell Note Reflective Log Handout provides the opportunity to reflect on the notes and the learning.

W	**Written Feedback**	**Step 8:**	**Provide WRITTEN feedback**
A	**Address**	**Step 9:**	**ADDRESS written feedback**
Y	**Your Reflection**	**Step 10:**	**Reflect on YOUR learning**

Letter from Walter Pauk

Dear Pamela:

So awfully nice of you to tell me about your personal initial experiece with the Cornell Note-Taking System. It lifts my heart that you found so much help in using it.

You know, Pamela, the System did not come from me in one fell-swoop. It was developed in my mind on a rather step-by-step basis.

In the beginning, in the left-hand column, I used to jot phrases extracted from the the notes themselves; that is, uttered by the lecturer. Obviously, there was, at the most, minimal personally thinking on the part of the student. But, at least, the phrases in the left-hand column provided the basis for RECITATION. But, this recitation gave the student a false sense of mastery, because the phrases in the left-hand column almost actually gave the student the answer visually, not mentally.

You know, Pamela, I think that, in this present environment people, as well as students, want a quick & easy "fix."

Step 2: Organize Notes

No, the question formulated by the student in the left-hand column is a must. The question represents the student's thinking. The words in the right-hand notes given by the lecturer have to be processed by the stueent in his or her own mind and the question is formed by the thinking thathad to take place to formulate the question.

Step 4: Note Key Ideas

Question-making is not easy! Question-making was very hard for me; but, as I battled to come forth with a question, I became better and better at the thinking process. You see, Pamela, I had to keep asking myself, "What is the lecturer trying to say?" It seems that you have to talk out-loud to to the words on tha page..."What are you getting at?" You see, too, that this "out-loudness" puts you in almost a person to person mode. You're no longer a passive reader of the notes. This goes for textbook reading, too.

(Just a comment before I forget it.) One does not learn through the eyes alone. One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but, one's thinking does.

Step 3: Review & Revise and Step 4

It is hard for me to imagine that teachers' suggest giving the stud ents the questions for them to write in the left-hand margin. It is the person who thinks and fashions the question that is the learner. The knowledge and wisdom lodges and remains with the person who reads, ponders the words (the paragraph), then goes on to formulate the question. You don't gain knowledge by reading someone else's hard work. You must do it yourself ! Very similar; you don't become a good golf player by watching Tiger Wood on the TV. You must, to become a good or better player go out on the practice range and hit the balls especially under good instruction.

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Step7: Learning Too!

Now a few words about SUMMARIES. I know. You don't want to pile onto the student more and more work; but, unless the student does a summary, he or she is short-changing oneself. For example, in a test where a short essay-type question is asked. You don't answer it by making a laundry-list of facts learned individually. No, you have to synthesize! Usually, under the time pressure of an exam, you don't have a relaxed free-roving mind to think up a overall answer. This type of thinking must be done to some extent in the privacy of your own study-room.

Step6: Link Learning

To make a summary at the bottom of a page or at the end of the lecture, now that you have the full information, you must try to come up with the essence of the full lecture. And when you do, what a great pleasure that you have put your mind to work and come up with a victory. This is how you master the individual facts to get the overall meaning. This is how to go into the exam room. Now, you have some ammunition! By doing it this way, I always came in with far more than I could have time to use.

Step5: Exchange Ideas

Here is what my co-author has to say about summaries and taking notes. (My co-author is Ross Owens...how lucky can you get to have someone like Ross working along side!)

Your contention is right on target. Although the marginal questions are valuable as a tool for reciting and mastering material, the first thing of value they provide in the learning process is a handle that allows students to personally grasp the meaning of each paragraph. It allows students to make information their own. Reading a note (or paragraph), picking out the main idea from amidst the details, and then formulating a question that points to this main idea all combine to weave the information into the student's own knowledge and experience. The marginal question then becomes a cue that points to process of making that original connection.

The summary is valuable to a page of notes as a whole in much the same way that a marginal question is important to an individual key idea or paragraph. It provides students with an opportunity to pull together and synthesize all the information on a page and – just as you suggest – to do some essential reflection. Summaries provide context and connections that tie together main ideas that might otherwise exist in isolation.

Pamela, please excuse my typing errors. I still use my old typewriter. Though I respect the computer, I don't have one. I see, for me, no need.

'Twas nice talking to you. I hope that this helps.
Thanks you ever so much for valuing my Note-taking system.

Sincerely,
Walter Pauk

2.8: The Cornell Way

Cornell Note Practice

1. Review the documents in this section to assist you in taking focused notes to improve content class achievement.
2. While reading Walter Pauk's letter in this section:
    a. Circle any key terms.
    b. Underline any claims that Walter Pauk makes.
3. Reflect on prompt #1 below.
4. Read the descriptions for each step of the Focused Note-Taking process:
    a. Circle any key terms.
    b. Underline the main ideas.
5. Reflect on the prompt #2 below.

Focused Note-Taking Reflection Prompts

Prompt #1:

What is Walter Pauk's message about the importance of taking Cornell notes?
What information in this letter is valuable for you to remember?

_____

_____

_____

_____

_____

Prompt #2:

After reading the descriptions for each of the 10 Steps, what three key ideas will you make sure to incorporate when taking notes?

1. _____

_____

2. _____

_____

3. _____

_____

Essential Question: How are living things organized?

The Organization of Living Things

What do you call an organism made of 1 cell?	• Unicellular (Single Celled)
Define Multicellular	• An organism made of many cells (2 or more, many times trillions)
How do multicellular organisms differ from unicellular organisms?	• multicellular are larger • They live longer • They have specialized cells
Explain what specialized cells mean.	• Each type of cell has its own special function – different from other types of cells • Ex. – a skin cell have a different function than muscle cells do.
Define Function	• the job something does • Ex. – the function of the heart is to pump blood.
What is structure?	• The way something is built (How its parts are put together) • Ex. — The heart is made of muscle and nerve tissues and it's structured to pump blood.

Summary: Unicellular is organisms with only one cell. Multicellular is organisms that have more than 2 cells. Multicellular organisms live longer, have larger size, and have specialized cells. Specialized cells are cells that have their own function. Function means the job that something does. Structure is the way that something is built/or how they're put together.

What is the relationship between structure and function?	• structure fits function • Ex. — An owl's large eyes can help it see in the dark.
What are the 5 levels of organization?	• cells • tissues • organs • organ systems • organisms

Summary: The relationship between structure and function is structure fits function. The five levels of organization are cells, tissues, organs, organ systems, and organisms.

Per. 5

Ch. 5: States of Consciousness

11·14·11

Essential Question: What are the diff. states of consciousness? & How do they affect you?

*cognition - mental processes

- spontaneously: daydreaming, drowsiness, & dreaming
- physiologically induced: hallucinations, orgasm, food or oxygen starvation
- psychologically induced: sensory deprivation, hypnosis, meditation
- our conscious awareness is one part of the dual processing that goes on in our two-track minds (Ch. 3b)
- our selective attention directs the spotlight of our awareness

How is our body in a deep sleep?

Sleep & dreams: Why do we need it?

- even when in a deep sleep, your perpetual window is not completely shut.
- when we are asleep, as when we are awake, we process most info. outside of our conscious awareness
- Dreaming does not correspond to your movement as you sleep.

***While sleeping, how does your body & mind correspond to one another? ***

Biological Rhythms & Sleep.

Circadium Rhythm

- over varying time periods, our bodies fluctuate w/ our minds

[The rhythm of the day parallels the rhythm of life - from waking to sleeping]

- Thinking is sharpest & memory most accurate

Summary: There are different types of states of consciousness, some include obviously the normal one where you are awake and aroused (not sexually, meaning alert), then there is the sleep state and the drug & hypnosis states. psychological the most usually only

11·14·11

What are the Sleep Stages?

when we are at our daily peak in circadian arousel
- Bright light in the morning tweaks the circadian clock by activating light sensitive retinal proteins; light @ night delays sleep
- every 90 minutes, we pass through a cycle of 5 distinct sleep stages.
- As the hours grow late, you feel sleepy & yawn in response to reduced brain metabolism
- During stage 1, you may experience fantastic images, resembling hallucinations. (falling or floating weightlessly)
- Sleep spindles (bursts of rapid, rhythmic brain wave activity) occur for about 20 minutes in stage 2
- Beginning in stage 3 but increasing in stage 4, your brain emits large slow delta waves
- It is at the end of stage 4 (deep sleep) when children wet the bed or sleepwalk.

What is REM sleep?

- 20% of 3-12 yr. olds have at least one episode of 2-10 min. of sleepwalking
- after an hour of when you first sleep (NREM), you enter your normal sleep drive, REM (rapid-eye-movement).
- During this, your ♡ rate rises, breathing becomes rapid and irregular, & every half minute or so, your eyes dart around in a momentary burst of activity behind closed lids.
- During very scary dreams, your genitals

Summary:

is the sleep state. There are 4 stages of sleep, some where you are in a deep sleep some in REM & NREM, & some where you

CORNELL NOTES AVID Decades of College Dreams	TOPIC/OBJECTIVE:	NAME: CLASS/PERIOD: DATE:

ESSENTIAL QUESTION:

QUESTIONS:	NOTES:

SUMMARY:

QUESTIONS:	NOTES:

SUMMARY:

AVID Decades of College Dreams

2.15: Cornell Note Activity

Cornell Notes in Your Classroom

Cornell Notes: Expectations, Policies and Procedures

Directions: Interview an AVID classroom teacher and record his/her responses to these questions in the right column.

Questions	Notes
1. When and how often are	
the students' Cornell notes	
checked?	
2. How many notes must be	
taken each week? What are the	
note-taking expectations for	
each class?	
3. What do you require students	
to write in the heading? Does	
the heading have to be written	
in ink?	
4. What do model Cornell notes	
look like and include? Would	
you be able to provide me with	
a sample to use as a reference?	
Summary:	

Questions	Notes
5. How are Cornell notes	
graded? Would you provide me	
with a sample of the tool used	
to check Cornell notes?	
6. What system is in place to	
show that Cornell notes have	
been used and checked?	
7. What should I do if a	
student has no notes or notes	
are incomplete?	
8. What is the policy for	
allowing students to submit	
learning logs in place of	
Cornell notes?	

Summary:
*I have obtained a copy of the following items from my teacher. ☐ CN Grading Tool ☐ Model of CN

2.16: Tutorial Process: Step 2

Step 2:
Completing the Tutorial Request Form (TRF) as Homework

Students complete the pre-work inquiry on the Tutorial Request Form, including the initial question, key vocabulary, prior knowledge, critical thinking about the initial question and steps/process used to identify the point of confusion.

Directions: Check all statements that apply to your AVID class:

What should students do in order to complete the pre-work section of the TRF?

- ☐ Complete homework from academic classes.
- ☐ Review class/text Cornell notes.
- ☐ Study and prepare for quizzes/tests.
- ☐ Review missed items on previous quizzes/tests or homework.
- ☐ Identify material that needs further clarification/explanation or a problem you need help in solving.
- ☐ Identify areas for improvement from standardized test scores; focus tutorial questions on these areas.

Important Note: If a student arrives to the tutorial session without the pre-work completed, he/she should receive a zero for pre-work and should join the group for the tutorial session.

2.16: Tutorial Process: Step 2

Reflective Learning Log: Step 2: Pre-work Is Key

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 2.

Questions	Reflections	Next Steps
1. How do AVID students use academic class materials to complete the pre-work on the TRF?		
2. How does the TRF pre-work increase the rigor of the tutorial?		

HANDOUT 2.17a

Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: Algebra 2 | Name: Jennifer

Standard/Essential Question: Solve for the quadratic equation and graph. | AVID Period: 2nd | Date: 9/29/11

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial/Original Question: Source: Page # and Problem #

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

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. 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:

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

Critical Thinking About Initial Question:

$y = x^2 + 2x + 3$

$y - 3 + ? = x^2 + 2x + ?$

vertex: ?

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

x		
y		

vertex (h, k) /3

Identify General Process and Steps:

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

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

AVID

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

In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your point of confusion? What did you learn about the point of confusion? When/how did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning/experiences, yourself and/or the world? What did you find meaningful about the tutorial session? /7

My point of confusion was how to transform the equation into vertex form and how to find the points to graph the parabola after you have found the vertex. From my point of confusion, I learned how to use the "x" and "y" table to find the points. I gained a greater understanding about my point when I was solving for the vertex. Graphing the quadratic connects to my previous learning of regular graphs. What I found meaningful was the process of finding the vertex because I wasn't just learning how to solve for the vertex, but also I was learning how to complete the square.

Jennifer's 3-Column Notes

TRF

POC ?	Notes	Steps
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?	$y = x^2 + 2x + 3$ $y - 3 + ? = x^2 + 2x + ?$ $(\frac{b}{2})^2 = (\frac{2}{2})^2 = 1$ $y - 3 + 1 = x^2 + 2x + 1$ $y - 2 = x^2 + 2x + 1$ 1 × 1 → 1 + 1 → 2 $y = a(x-h)^2 + k$ vertex: (h, k) $y - 2 = (x+1)^2$ $+2 \quad +2$ $y = (x+1)^2 + 2$ vertex: $(-1, 2)$  $y = (0+1)^2 + 2$ $y = (1)^2 + 2$ $y = 1 + 2 \rightarrow y = 3$ $y = (-2+1)^2 + 2$ $y = (-1)^2 + 2$ $y = 1 + 2 \rightarrow y = 3$	1) Use completing the square 2) Fill in the blanks 3) Factor the right side of equation 4) Add (the 2) 5) Find the vertex 6) Find the points near the vertex, plug them into the equation 7) Graph using those points

x	-2	-1	0
y	3	2	3

Jennifer's Content Class Notes

Essential question: How is the vertex essential in graphing quadratics?

Graphing Quadratics

How does the vertex affect the entire graph?	1. In order to graph quadratics (parabolas), we have to know how to find the (vertex) • Finding the vertex depends on the (equation form)
How can finding the vertex using vertex form be easier than with standard form?	2. Standard Form: $f(x) = ax^2 + bx + c$; vertex is at $x = \frac{-b}{2a}$ Vertex Form: $y = a(x-h)^2 + k$; vertex = (h, k) "k" - vertical translation "h" - horizontal translation
How else can you solve for the equation if it is not a perfect square?	3. • The completing the square can be used to solve when the quadratic is a perfect square • Step 1 - Find ½ of b, the coefficient of x Step 2 - Square the result in #1 Step 3 - Add the rest of #2 to $x^2 + bx$ symbols: $x^2 + bx + (\frac{b}{2})^2 = (x + \frac{b}{2})^2$

Summary: The vertex is the point at which the axis of symmetry intersects a parabola, so if you mess it up, the entire graph is messed up. Using vertex form is easier because you just need to take h & k as the vertex. If the equation is not a perfect square then you can use the square root property to solve.

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

AVID Decades of College Dreams

Subject: Standard Essential Question:			Name: 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:

KNOW

1.

2.

/2

Critical Thinking About Initial Question:

SHOW

/3

Identify General Process and Steps:

TELL

/2

Question From Point of Confusion:

/2

AVID Decades of College Dreams

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

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

AVID Decades of College Dreams

Subject: Think-A-Loud Standard Essential Question:			Name: 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 #: _____

(Directly from book, quiz/test, notes, etc.)

- As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don't understand?
- How can I simplify and explain this question in my own words?

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1.

2.

- What are the key academic vocabulary words I need to understand?
- What are the definitions from my book or notes?
- Can I define them in my own words?

/2

What I Know About My Question:

1.

2.

- What do I know about my initial question?
- What concept does this remind me of?
- How can I organize the information?
- Can I connect this concept to prior knowledge from this content area or another subject?
- Can I make a prediction about a reasonable answer?

/2

Critical Thinking About Initial Question:

- What can I show about my question?
- What do the textbook or notes say about this topic?
- How do I plan to approach this question; what strategies should I use?
- Can I work backwards?
- From my initial question, what do I know and what can I show?
- Have I done a similar problem/question and what steps did I take to solve it?
- Can I break down the question to smaller parts, and if so, what would they be?
- Can I call someone from my class to assist me?
- Is there a reliable website that can support me in my learning?

/3

Identify General Process and Steps:

- What are the steps to what I know?
- What can I show that I can apply to a similar problem?

/2

Question From Point of Confusion:

(This is the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.)

/2

Collaborative Inquiry (In Class—During the Tutorial)

Notes from Inquiry:	Continue to Identify Process and Steps:
(Completed by tutor from what I recorded at the whiteboard.) • Whenthe tutor sees or hears the "Ah ha" moment indicating that I understood the point of confusion, he/she will record a "!" • The tutor will record any key words or conversation occurring at the "!" moment so I can more easily identify that I was thinking and/or what assisted me in clarifying the point of confusion. • This "!" can be used for me to reference while I write my reflection. • If my point of confusion is that I don't know what I'm doing wrong in my problem, as we look at my pre-work and rework the problem during the tutorial, the tutor will circle where I was making the error. Then as a group, we will write a question from that point.	• As I review my work, what were the individual steps I took or process I went through to clarify my point of confusion? Three-column notes should be taken on the student's own notebook paper.

Reflection (In Class—After the Tutorial)

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

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

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Subject: Standard Essential Question:			Name: 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:
/3	/2

Question From Point of Confusion:

/2

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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

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)

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

Subject: Standard Essential Question:			Name: 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: /3			Identify General Process and Steps: /2		
Question From Point of Confusion: /2					

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

In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your/the point of confusion? What did you learn about the point of confusion? When/how did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning/experiences, yourself and/or the world? What did you find meaningful about the tutorial session?

/7

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)

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

Subject: AP Economics
Standard/Essential Question:
Name: Jackie
AVID Period: 5°
Date: 2/10/11

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial/Original Question: Source, Page # and Problem #: SG, p. 251 #1
How would you explain the meaning of the opportunity cost of producing a product and the difference between an explicit cost and an implicit cost? /1

Key Academic Vocabulary/Definition Associated With Topic/Question:
1. explicit cost = the monetary payments that a firm makes to obtain resources from non-owners of the firm.
2. implicit cost - the monetary payments that would have been paid for self-owned or self-employed resources if they had been used in their next best alternative outside the firm /2

What I Know About My Question:
1. Economic costs can be explicit or implicit.
2. Normal profit is an implicit cost and is the minimum payment that entrepreneurs must receive for performing the entrepreneurs functions for the firm. /2

Critical Thinking About Initial Question:
- By knowing the importance of the implicit cost and explicit cost, opportunity cost can be understood much better
- POC - is distinguishing the opportunity cost of producing a product
/3

Identify General Process and Steps:
1. Know difference between explicit and implicit costs
2. POC ?
/2

Question From Point of Confusion:
How do I apply the definitions of explicit and implicit costs to explain the opportunity cost of producing a product?

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

In the space below, elaborate on the following questions as you reflect on the tutorial process. What was your point of confusion? What did you learn about the point of confusion? When/how did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning, experiences, yourself and/or the world? What did you find meaningful about the tutorial session?

/7

My point of confusion was identifying the difference between explicit and implicit costs and applying it to the opportunity cost of producing a product. What I learned about my point of confusion is that there is a relationship between opportunity cost, implicit and explicit cost. I gained a greater understanding of my point of confusion by identifying the similarities between opportunity and economic costs. This learning is important because it connects to my previous learning because I know what economic cost means and by relating it to opportunity cost, I understand better. What I found meaningful about todays tutorial session is that I am now able to distinguish the difference between the implicit and explicit costs and how the apply to the opportunity cost.

Jackie's 3-column notes

POC ?	Notes	Process
If the business cycle contributes to how the macroeconomics works, what would be an example?	example: macro - behavior of all the U.S. micro - based on the state	
How would you explain the meaning of the opportunity cost of producing a product and the diff between explicit cost and implicit cost?	• economic cost - implicit or explicit • explicit: the monetary payments that a firm makes to obtain resources from owners of the firm -what owner actually pays • implicit: the monetary payment that would have been paid for self-owned resource • opportunity cost - what you're giving up in order to get • opp. cost = econ. cost ✓ can be both expl. or impl. • opp. cost of producing a product is what you are giving up in order to [illegible]	① know what the diff. meanings are for implicit and explicit ② understand what opportunity means ③ explain what it means to produce a product ④ Apply knowledge to question

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

Subject: Trig.
Standard/Essential Question: Finding inverses
Name: Jon
AVID Period: 5°
Date: 2/10/11

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial/Original Question: Source: Page # and Problem #: Chap. 7-6 #22

Find the inverse of $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /1

Key Academic Vocabulary/Definition Associated With Topic/Question:
1. Inverse - the opposite of something
2. Matrices - a pattern of numbers or expressions [ ] /2

What I Know About My Question:
1. The inverse of a matrix equals $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$
2. The formula for finding the inverse - $AX = I$ /2

Critical Thinking About Initial Question:
Formula $AX = I$

$A = \begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ $\begin{matrix} 1 & -3 \\ -1 & 2 \end{matrix}$ $\begin{matrix} 1 & 0 \\ 0 & 1 \end{matrix}$

$I = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ ↑ must equal

$X = ?$ (POC) /3

Identify General Process and Steps:
1. Write out formula
2. Identify the parts of the formula
3. Set up corresponding matrix (AX) /2

Question From Point of Confusion:
Explain how to manipulate a matrix into its inverse form. How can I apply this to the following equation? $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /2

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

In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your point of confusion? What did you learn about the point of confusion? When/how did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning/experiences, yourself and/or the world? What did you find meaningful about the tutorial session? /7

My point of confusion was the manipulation of the matrices to get into Gauss-Jordan. What I learned about my point of confusion is that it is always the bottom equation that is replaced. I gained a greater understanding of my point of confusion when I realized the bottomline of the matrix is always the new equation. This learning is important because it connects to my previous learning experience because it helps me solve all the Gauss-Jordan problems. What I found meaningful about today's tutorial is I learned a technique that will help me on another problems.

Jon's 3-column Notes

POC Question	Notes	Steps
Explain how to manipulate a matrix into its inverse form. How can we apply this to the following equation? $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$	$\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ $AX = I$ Gauss Jordan $A = \begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ $I = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ $\begin{matrix} 1 & -3 \\ -1 & 2 \end{matrix}$ $\begin{matrix} 1 & 0 \\ 0 & 1 \end{matrix}$ $0 \quad -1 \quad 1 \quad 1$ $\begin{matrix} 1 & -3 \\ 0 & 1 \end{matrix}$ $\begin{matrix} 1 & 0 \\ 1 & 1 \end{matrix}$ -7 $\begin{matrix} 1 & -3 \\ 0 & 1 \end{matrix}$ $\begin{matrix} -1 & -3 \\ -1 & -1 \end{matrix}$ $\begin{matrix} 1 & 0 \\ -2 & -3 \end{matrix}$ $\begin{bmatrix} 1 & 0 \\ 0 & -1 \end{bmatrix}$ $\begin{matrix} -2 & -3 \\ 1 & 1 \end{matrix}$ -7 $\begin{matrix} 1 & 0 \\ 0 & 1 \end{matrix}$ $\begin{matrix} -1 & -3 \\ -1 & -1 \end{matrix}$ ↓ $\begin{matrix} 1 & 0 \\ 0 & 1 \end{matrix}$ $\begin{matrix} -2 & -3 \\ -1 & -1 \end{matrix}$ ↓ $\begin{bmatrix} -1 & -3 \\ -1 & -1 \end{bmatrix}$ $\leftarrow$ $\begin{matrix} 1 & 0 \\ 0 & 1 \end{matrix}$ $\begin{matrix} -2 & -3 \\ -1 & -1 \end{matrix}$	1. Identify A and I 2. Plug them into the equation $AX = I$ 3. Manipulate the equation until we get $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ 4. Confirm final equation

2.18: Tutorial Process: Step 3

Step 3:
Preparing for Tutorials in the AVID Classroom

As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources, the resources students bring to class to support their question.

Directions: Check all statements that apply to your AVID class.

What are the expectations as AVID students enter the room to start tutorials?

- ☐ Teacher or tutor checks and/or collects the Tutorial Request Form.
- ☐ Students have textbooks, class Cornell notes and other materials to use as resources during tutorial.
- ☐ Students prepare three-column notes as questions are presented during the tutorial.
- ☐ All members of the tutorial group know the expectations, roles and steps of the tutorial process.
- ☐ Students' point of confusion questions are selected based on greatest area of academic need.

Important Note: If a student arrives to the tutorial session without the pre-work completed, he/she should receive a zero for pre-work and should join the group for the tutorial session.

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2.18: Tutorial Process: Step 3

Reflective Learning Log: Step 3: Preparing for Tutorials

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 3.

Questions	Reflections	Next Steps
1. Describe the process that occurs when students arrive in the AVID class with their Tutorial Request Forms. What is the tutor's role?		
2. What happens if a student arrives without the completed pre-work on the TRF?		
3. What are the policies for student absences on tutorial days?		

3.3: Tutorial Process: Step 4

Step 4: Dividing Into Tutorial Groups

Students are divided into tutorial groups to meet the required 7:1 student/tutor ratio.

Directions: Check all statements that apply to your AVID class.

How are tutorial groups formed?

- ☐ Tutorial Analysis Grade Reflection Activity
- ☐ Content of questions
- ☐ Academic classes
- ☐ Academic teachers
- ☐ Core, team or SLC (small learning community)
- ☐ Teacher/tutor assignment

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3.3: Tutorial Process: Step 4

Reflective Learning Log: Step 4: Getting Together

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 4.

Questions	Reflections	Next Steps
1. Describe the process used in your AVID classroom to group your students for tutorial. Is the current group of students effective or ineffective? Explain.		
2. What process is in place for students to identify their strengths and weaknesses in order to guide selected focus areas for tutorial support?		

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3.7: Collaborative Learning Groups

Collaborative Group Work Interview

Directions: Interview the AVID Site Coordinator/teacher to determine which collaborative group practices are used in the classroom. Record your discussion below.

Essential Question: Which collaborative group strategies are used in the classroom in which you tutor?

Questions	Notes
1. How will I monitor	
individual accountability	
of how well students work	
together in the group?	
2. What should I do to coach	
students who are not working	
well together in a group?	
3. How will I evaluate and	
improve the effectiveness of	
the collaborative process?	
4. What can I do to ensure	
shared leadership and student	
responsibility for each other	
during the session?	

Summary:

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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:

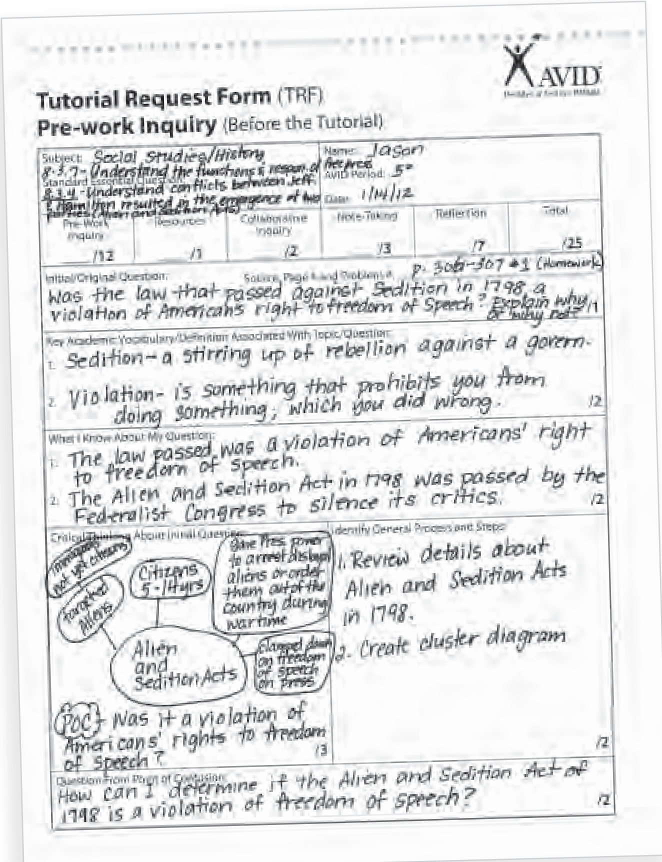
Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your tutorial group.	• My question from my pre-work is . . . • My question from my point of confusion is . . .
2	Share what you know about your question.	• The academic vocabulary I needed to know to do my pre-work and to write my question is . . . • What I know about my question is . . .
3	Share your pre-work.	• 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.	• My point of confusion is . . . • What I don't understand is . . .
5	Ask your group members to begin the questioning process.	• What questions do you have to assist me in understanding my point of confusion?

3.11: Tutorial Member Protocols and Observations

Student Presenter Observation Form

Use this handout to observe a student presenter. For each step of the presentation process, record your observations in the center column. Review this form with the student after the tutorial, and work together to come up with suggestions for improvement.

Steps to Presenting a Question	Record What You See and Hear	Steps for Improvement/Coaching
1. Reads the question generated from the point of confusion and records it on the whiteboard		
2. Explains what is known about the question, including academic vocabulary		
3. Shares pre-work, including critical thinking		
4. Shares point of confusion		
5. Asks group members to begin the questioning process		



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

Subject: Social Studies/History
Standard/Essential Question: 8.3.7 - Understand the functions & respon. of free press. 8.3.4 - Understand conflicts between Jeff. & Hamilton resulted in the emergence of two parties (Alien and Sedition Acts)
Name: Jason
AVID Period: 5th
Date: 1/14/12

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial/Original Question: Source, Page # and Problem #: p. 306-307 #1 (Homework)
Was the law that passed against Sedition in 1798 a violation of Americans' right to freedom of Speech? Explain why or why not. /1

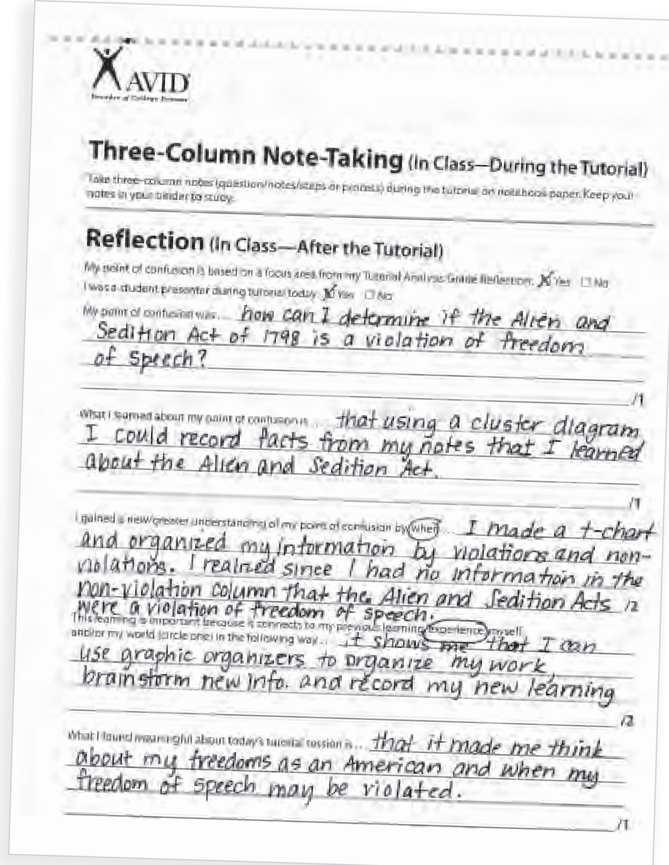
Key Academic Vocabulary/Definition Associated With Topic/Question:
1. Sedition - a stirring up of rebellion against a govern-
2. Violation - is something that prohibits you from doing something; which you did wrong. /2

What I Know About My Question:
1. The law passed was a violation of Americans' right to freedom of speech.
2. The Alien and Sedition Act in 1798 was passed by the Federalist Congress to silence its critics. /2

Critical Thinking About Initial Question: Immigrant not yet citizens; targeted Aliens; Citizens 5-14yrs; Gave Pres. power to arrest disloyal aliens or order them out of the country during wartime; Alien and Sedition Acts; Clamped down on freedom of speech on press
POC: Was it a violation of Americans' rights to freedom of Speech? /3

Identify General Process and Steps:
1. Review details about Alien and Sedition Acts in 1798.
2. Create cluster diagram /2

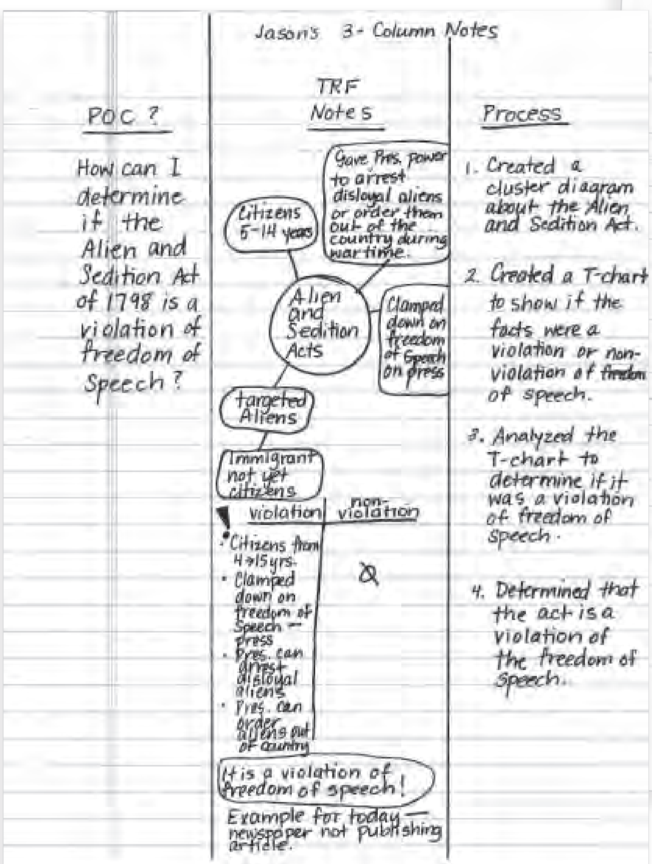
Question From Point of Confusion:
How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech? /2



AVID

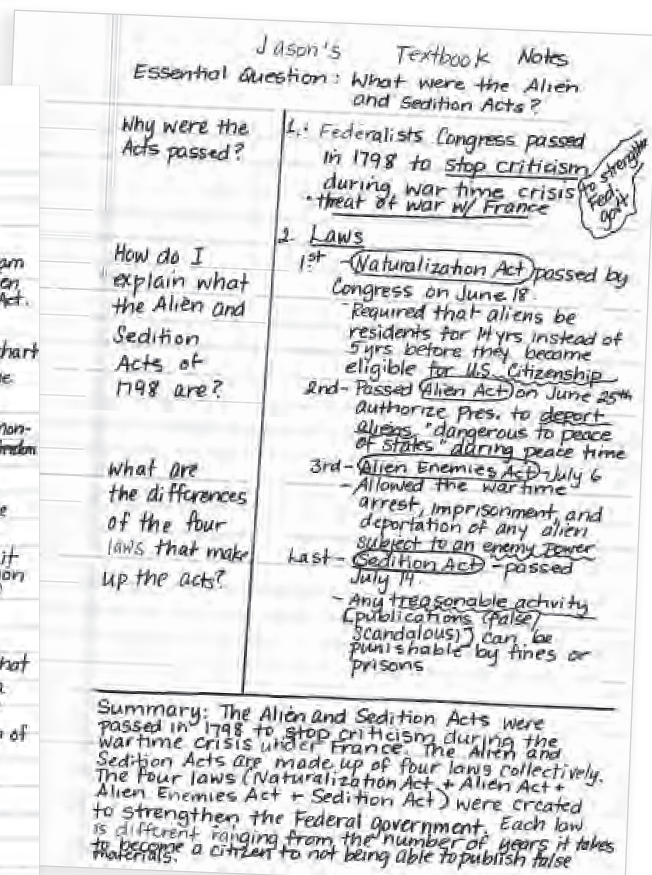
Three-Column Note-Taking (In Class—During the Tutorial)
Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

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... how can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech? /1
What I learned about my point of confusion is... that using a cluster diagram I could record facts from my notes that I learned about the Alien and Sedition Act. /1
I gained a new/greater understanding of my point of confusion by (when)... I made a t-chart and organized my information by violations and non-violations. I realized since I had no information in the non-violation column that the Alien and Sedition Acts were a violation of freedom of speech. /2
This learning is important because it connects to my previous learning/(experience)/myself and/or my world (circle one) in the following way... it shows me that I can use graphic organizers to organize my work, brainstorm new info. and record my new learning /2
What I found meaningful about today's tutorial session is... that it made me think about my freedoms as an American and when my freedom of speech may be violated. /1



Jason's 3-Column Notes

POC ?	TRF Notes	Process
How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of Speech?	Cluster: Alien and Sedition Acts; Citizens 5-14 years; Gave Pres. power to arrest disloyal aliens or order them out of the country during wartime; Clamped down on freedom of Speech on press; targeted Aliens; Immigrant not yet citizens. T-chart — violation: • Citizens from 4→15yrs. • Clamped down on freedom of Speech — press • Pres. can arrest disloyal aliens • Pres. can order aliens out of country; non-violation: ∅. It is a violation of freedom of speech! Example for today — newspaper not publishing article.	1. Created a cluster diagram about the Alien and Sedition Act. 2. Created a T-chart to show if the facts were a violation or non-violation of freedom of speech. 3. Analyzed the T-chart to determine if it was a violation of freedom of Speech. 4. Determined that the act is a violation of the freedom of Speech.



Jason's Textbook Notes
Essential Question: What were the Alien and Sedition Acts?

Why were the Acts passed?	1. Federalists Congress passed in 1798 to stop criticism during war time crisis (to strength Fed. gov't) • threat of war w/ France
How do I explain what the Alien and Sedition Acts of 1798 are?	2. Laws 1st - (Naturalization Act) passed by Congress on June 18. Required that aliens be residents for 14 yrs instead of 5 yrs before they became eligible for U.S. citizenship. 2nd - Passed (Alien Act) on June 25th authorize Pres. to deport aliens "dangerous to peace of states" during peace time
What are the differences of the four laws that make up the acts?	3rd - (Alien Enemies Act) - July 6 - Allowed the wartime arrest, imprisonment and deportation of any alien subject to an enemy power. Last - (Sedition Act) - passed July 14 - Any treasonable activity (publications (false) scandalous)) can be punishable by fines or prisons

Summary: The Alien and Sedition Acts were passed in 1798 to stop criticism during the wartime crisis under France. The Alien and Sedition Acts are made up of four laws collectively. The four laws (Naturalization Act + Alien Act + Alien Enemies Act + Sedition Act) were created to strengthen the Federal government. Each law is different ranging from the number of years it takes to become a citizen to not being able to publish false materials.

3.10: Tutorial Process: Step 5

Step 5: Beginning the Tutorial Session

The student presenter begins the tutorial by giving a 30-Second Speech about the pre-work.

Directions: Check all statements that apply to your AVID class.

What is happening in the tutorial session to increase the effectiveness and efficiency of the group?

- ☐ Student presenter begins by writing a point of confusion question on the board, using three-column notes and giving a 30-Second Speech.
- ☐ Student presenter records group's and his/her own thinking on board.
- ☐ Group members sit together in a horseshoe shape facing a whiteboard.
- ☐ Group members ask questions of student presenter using the Levels of Thinking.
- ☐ Group members take three-column notes on student presenter's problem.
- ☐ Tutor takes three-column notes for student presenter while he/she is at the board.
- ☐ Tutor tracks participation, keeps students on task and facilitates collaboration and inquiry among students.
- ☐ Teacher rotates to all groups, models levels of thinking for all tutorial groups and coaches students as they work at the whiteboard.
- ☐ Teacher observes and coaches tutors by providing feedback and modeling inquiry.

3.10: TUTORIAL PROCESS: STEP 5

Reflective Learning Log: Step 5: Thinking, Questioning and Observing

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 5.

Questions	Reflections	Next Steps
1. If your AVID Site Coordinator/ teacher were to observe you during tutorials, what would he/she see?		
2. What are some specific questions that you have asked during your tutorial session to increase critical thinking?		

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3.11: Tutorial Member Protocols and Observations

Tutorial Member Protocol Summary

The following section provides Tutorial Group Member Protocols and tutorial performance support tools to be used in creating rigorous, inquiry-based tutorials.

Protocol	Description	Implementation
Student Presenter	• "30-Second Speech" • Protocol provides the student presenter with the opportunity to share pre-work and point of confusion with group members. • The sharing of the prior knowledge provides the group members with the background knowledge needed in order to assist the student presenter in clarifying his/her point of confusion.	• Have student presenter deliver 30-Second Speech at the start of the tutorial. • Student presenter should use the TRF when delivering the 30-Second Speech. • Student presenter should also use content class focused notes and the textbook throughout the tutorial.
Group Member	• Group Member Protocol provides group members with an outline of the steps they should follow throughout the tutorial process to assist the student presenter.	• Group members should question their own knowledge of the content in order to acknowledge what they know and do not know about the student presenter's question. • If a group member is in the same content class as the student presenter, he/she should use his/her notes during the tutorial in order to create higher-level questions for the student presenter.
Tutor	• Protocol provides tutors with step-by-step guidelines of their role throughout the tutorial process.	• Tutors should assist student presenter in delivering his/her 30-Second Speech and clarifying his/her point of confusion through inquiry and facilitation. • Tutors should assist group members in engaging in the inquiry process to assist the student presenter in clarifying his/her point of confusion. • Tutors should also assist in providing the student presenter with opportunities to check his/her understanding of the solution/process, as well as the opportunity to process the new knowledge.
Teacher	• Protocol provides teachers with recommendations for creating systems in the classroom to ensure rigorous, inquiry-based tutorials.	• Teachers should determine how students will be grouped and how to select the first student presenter. • Teachers should rotate from group to group to validate student inquiry, and model high-level questioning and taking of three-column notes. • Teachers should provide all students with ample reflection time so students have the opportunity to process new knowledge. • Teachers should debrief with tutors informally and formally to ensure the refinement of tutorials.

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3.11: Tutorial Member Protocols and Observations

Tutor Facilitation Protocol

Steps	Description	Might Sound Like . . .
1	Facilitate the selection of a group member to be a student presenter.	• Let's go around our group and read our questions so we can see if there are similar questions. • Is there anyone who has a test or quiz coming up?
2	Take three-column notes (question/notes/steps or process) from the student presenter's seat.	• As you go up to the whiteboard, please hand me your paper and I will sit in your seat and take three-column notes for you.
3	Assist the student presenter in delivering his/her "30 Second Speech."	• Please share your 30-Second Speech with us based on your pre-work. • Use your TRF work as talking points for your 30-Second Speech.
4	Support the student presenter in taking three-column notes on the whiteboard.	• Let's stop and take a minute to make sure we have everything recorded on the whiteboard. • Now let's make sure we have recorded all our steps in the third column.
5	Facilitate the questioning of the student presenter by prompting group members.	• Based on your pre-work and notes on this topic, what questions do you have that would help him understand his POC? • Who is in the same class as Tony, and can create a question based on something you know?
6	Encourage each group member to ask at least one question of each student presenter.	• Remember, I'm tracking participation and would like to see everyone ask at least one question of the student presenter.
7	Record student presenter's "ah ha" moment by using an "!".	• I'm writing an "!" mark here in your notes since you just clarified your POC. • Remember as you complete your reflection to look at the notes I took for you to reference your "ah ha" moment.
8	Encourage each group member to take three-column notes for each student presenter.	• I'll be recording notes for the student presenter. It's your job to record notes from all the group members on your paper. • At the end of this session, you can keep your notes in your binder in the appropriate content area to study, and I'll collect the TRF with your reflection.
9	Check student presenter's understanding.	• Now that you understand your point of confusion, would you explain how the steps in the third column connect to the notes?
10	Assist student presenter in delivering the "30-Second Reflect and Connect" aloud to the group and ensure students reflect in writing about their learning.	• Would you explain the concept you learned regarding your point of confusion using the 30-Second Reflect and Connect?

3.11: Tutorial Member Protocols and Observations

Observing a Fellow Tutor

Review the elements of effective tutorials listed on the left. Then observe another tutor as he/she facilitates a tutorial, and record your observations on this form. Have the person you have observed use the same form to observe you. Once all observations have been recorded, debrief with your fellow tutor.

ELEMENTS	OBSERVATION (What I Hear/What I See)
The tutor gets students working right away, making good use of tutorial time.	
Students use their content Cornell notes to formulate a question for the tutorial.	
The students bring an authentic point of confusion question to the tutorial based on their academic classes.	
The tutor incorporates the students' Cornell notes into the tutorial.	
The tutor incorporates student class resources (textbook, worksheets or graphic organizers) into the tutorial.	
Students take three-column notes on each student presenter's question during the tutorial.	
The "Levels of the Inquiry Process" are used.	

Observing a Fellow Tutor *(continued)*

ELEMENTS	OBSERVATION (What I Hear/What I See)
The tutor asks specific questions to promote inquiry and engagement.	
The tutor coaches students to ask questions of each other.	
The tutor is a facilitator, not "an answer giver."	
Students work collaboratively.	
Group members stay on task.	
The tutor and students value each other's ideas and comments.	
The tutor involves all students in the tutorial and has a method for tracking participation.	
The group closes with each student completing a written reflection.	

3.11: Tutorial Member Protocols and Observations

Observing a Fellow Tutor

Review the elements of effective tutorials listed on the left. Then observe another tutor as he/she facilitates a tutorial, and record your observations on this form. Have the person you have observed use the same form to observe you. Once all observations have been recorded, debrief with your fellow tutor.

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The students bring an authentic point of confusion question to the tutorial based on their academic classes.	
The tutor incorporates the students' Cornell notes into the tutorial.	
The tutor incorporates student class resources (textbook, worksheets or graphic organizers) into the tutorial.	
Students take three-column notes on each student presenter's question during the tutorial.	
The "Levels of the Inquiry Process" are used.	

Observing a Fellow Tutor *(continued)*

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Students work collaboratively.	
Group members stay on task.	
The tutor and students value each other's ideas and comments.	
The tutor involves all students in the tutorial and has a method for tracking participation.	
The group closes with each student completing a written reflection.	

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3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Tutor

Directions: As you watch the tutorial video, record your observations of the tutor in the video next to each category listed in the first column. Record what you do as a tutor for each category in the second column. Create next steps for yourself as an effective tutor and record in the last column.

	Video Observations	Myself as a Tutor	Next Steps for Me
Coaches and works with one group the entire period			
Sits with the tutorial group and away from the student presenter			
Facilitates the group and pushes the thinking of all students to a higher level			
Takes three-column notes for the student presenter and models taking three-column notes for the group members			
Checks student presenter's understanding of the point of confusion			

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3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

Directions: Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
Level 1	**Gather and Recall Information (Gathering/Input)** Ask **LEVEL 1** questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.	• What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	**Make Sense Out of Information Gathered (Processing)** Ask **LEVEL 2** questions to help student begin processing the information gathered, make connections and create relationships.	• Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and Evaluate Actions/ Solutions (Applying/Output)** Ask **LEVEL 3** questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.	• How do you know the anwser is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

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

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LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS LEVELS OF THINKING		
Higher-Order Thinking Skills HOTS	(OUTPUT) **Applying Information:** Applying and evaluating actions, solutions and connections made in order to predict	**Creating:** ***Can the students:*** • 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
		Evaluating: ***Can the students:*** • 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 Valuate Value
	(PROCESSING) **Processing Information:** Making sense out of information; processing the information gathered by making connections and creating relationships	**Analyzing:** ***Can the students:*** • 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
		Applying: ***Can the students:*** • Use the information in a similar situation • Apply learned concepts, strategies, principles and theories in a new way	Carry out Choose Demonstrate Do Dramatize	Employ Execute Illustrate Implement Interpret	Operate Schedule Sketch Solve Using
Lower-Order Thinking Skills LOTS	(INPUT) **Gathering Information:** Identifying and recalling information	**Understanding:** ***Can the students:*** • Explain ideas or concepts • Understand information provided	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
		Remembering: ***Can the students:*** • 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*

HANDOUT 3.13j

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech

Definition(s)	Word Connection/Meaning in Your World
Compares to (Synonym/Similar)	**Contrasts With (Antonym/Opposite)**
Forms of the WORD	**Graphic Representation (Picture/Symbol) of the WORD**

Example Sentence With the WORD

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech
justify	jus • ti • fy	verb

Definition(s)

1. To show something to be right
2. To uphold and defend as warranted or well grounded, give reason for
3. To declare as innocent, to acquit
4. 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 justify 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
clarify
rationalize
validate
verify
support
substantiate
argue for

Contrasts With (Antonym/Opposite)

indefensible
unjustifiable
unwarranted
unreasonable

Forms of the WORD

justifies
justification
justified
justifying
justificatory
justifiable
justifier
unjustifiable

Graphic Representation (Picture/Symbol) of the WORD

7 + 7 = 14

Example Sentence With the WORD

Ms. Perez asked her students to justify their math answer by drawing a picture to explain their thinking and solution.

3.14: Inquiry Activities

Questions for Socratic Dialogue

Directions: Tutorial participants should utilize these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts and inferences during the tutorial process.

Questions for Clarification

- What do you mean by…?
- What is your main point?
- How does _____ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point _____ or _____?
- Could you give me an example?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?
- How does this relate to our discussion/problem/issue?
- What do you think John meant by his remark? What did you take John to mean?
- Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant?

Questions That Probe Purpose

- What is the purpose of _____?
- What was your purpose when you said _____?
- How do the purposes of these two people vary?
- How do the purposes of these two groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?
- What is the purpose of addressing this question at this time?

Questions That Probe Assumptions

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

Questions That Probe Information, Reasons, Evidence and Causes

- What would be an example?
- How do you know?
- What are your reasons for saying that?
- Why did you say that?
- What other information do we need to know before we can address this question?
- Why do you think that is true?
- Could you explain your reasons to us?
- What led you to that belief?
- Is this good evidence for believing that?
- Do you have any evidence to support your assertion?
- Are those reasons adequate?
- How does that information apply to this?
- Is there reason to doubt that evidence?
- What difference does that make?
- Who is in a position to know if that is the case?
- What would convince you otherwise?
- What would you say to someone who said _____?
- What accounts for _____?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- Can someone else give evidence to support that response?

Questions About Viewpoints or Perspectives

- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _____ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Maria's ideas alike? Different?

Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?

- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must be true?

Questions About the Question

- How can we find out?
- Is this the same issue as _____?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or difficult to answer? Why?
- What does this question assume?
- Would _____ put the question differently?
- Why is this question important?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- Do we all agree that this is the question?
- To answer this question, what other questions would we have to answer first?

Questions That Probe Concepts

- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?
- What main theories do we need to consider in figuring out _____?
- What main distinctions should we draw in reasoning through this problem?
- What idea is this author using in her or his thinking? Is there a problem with it?

Questions That Probe Inferences and Interpretations

- What conclusions are we coming to about _____?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of _____?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

3.15: Tutorial Process: Step 6

Step 6: Checking for Understanding

Group members/tutors check the student presenter's understanding as the student presenter reviews the work and articulates the steps/processes used to clarify the point of confusion.

Directions: Check all statements that apply to your AVID class.

What systems are in place to check for understanding and ensure that students gain clarification around their point of confusion?

- ☐ Student presenter explains to the group the solution and his/her understanding of the point of confusion question.
- ☐ Group members/tutor check student's understanding of the question by asking clarifying questions.
- ☐ Group members collaborate to generate a list of steps necessary to solve the question and connect the steps/process to the work done at the board.
- ☐ Student completes a similar question using the steps/process identified in the point of confusion question.

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3.15: Tutorial Process: Step 6

Reflective Learning Log: Step 6: Get It … Got It … Good

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 6.

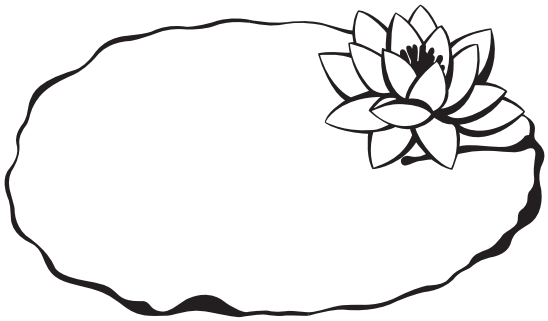
Questions	Reflections	Next Steps
1. How do you check to make sure students understand the process used to arrive at the solution to each question presented during the tutorial?		
2. What are some strategies that you have used during tutorials to check for student understanding?		

3.9: Collaborative Work

Water Lily Problem

Water lilies on a certain lake double in area every twenty-four hours. From the time the first water lily appears until the lake is completely covered takes sixty days.

Question: On what day is the lake half covered?



Answer to the Rope Ladder Question

Since the ship is afloat, the water level in relation to the ship is always the same. Therefore, eight feet of the rope ladder are above the water at the end, just as at the beginning.

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

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Subject: Math

Standard Essential Question: Problem Solving

Name: Jalyn Mosley

AVID Period: 4

Date: 3.31.12

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: Let's Collaborate Act.

on what day is the lake half covered?

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. double-twice as many, two fold in size/number
2. area-space occupied

/2

What I Know About My Question:

1. Water lilies double in size every 24 hours
2. It takes 60 days for the lake to be completely covered

/2

Critical Thinking About Initial Question:

days (24 hrs)	lily total
1	1
2	2
3	4
4	8
5	16
6	32
↓	↓
60	#? totally covered

when is 1/2 Covered?

/3

Identify General Process and Steps:

1. Create a T-chart to show days and number of lilies doubling.
2. Double number of lilies each day (# from prior day x 2)

/2

Question From Point of Confusion:

How do I determine when I have accurately reached the number of days when half the lake is covered?

/2

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

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)

3.14: Inquiry Activities

Levels of the Inquiry Process

The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

	Inquiry Level	Sample Questions (Group Members/Tutors)
Level 1	**Gather and recall information** (gathering/input) Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.	• What do you know about your question? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps needed to solve the question?
Level 2	**Make sense out of information gathered** (processing) Ask Level 2 questions to help student process the information gathered, make connections and create relationships.	• Can you break down the question into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and evaluate actions/ solutions** (applying/output) Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize or evaluate.	• How do you know the answer/solution is correct? • How could you check your answer? • Is there more than one way to solve the problem? • Could there be other correct answers? • Can you make a model of a new/different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could this method of solving this question work for other questions?

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3.18: Observation and Feedback

Tutorial Process Observation Checklist

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher	☐ Grades papers/ plans lessons ☐ Does not monitor student behavior ☐ Works one-on-one with a student for entire period ☐ Does not model higher-level thinking ☐ Does not check that student presenter has resources ☐ Tutors one tutorial group	☐ Observes tutorials ☐ Coaches tutor to monitor student behavior ☐ Works with a number of students one-on-one during the period ☐ Sometimes models higher-level thinking ☐ Checks that the student presenter has resources to support tutorial questions	☐ Monitors tutorials ☐ Coaches students to monitor their own behavior ☐ Stays with one or two groups the entire period ☐ Models higher-level thinking ☐ Checks that the student presenter uses resources to support tutorial questions	☐ Coaches students and tutors in the tutorial process ☐ Coaches students/tutors to share responsibility for monitoring their own/each other's behavior ☐ Rotates to all groups during the period ☐ Models higher-level thinking; validates students who ask higher-level questions ☐ Checks that the student presenter uses resources to support tutorial questions and for group member questions
Tutor(s)	☐ Conducts one-on-one homework help sessions ☐ Makes copies or completes teacher requests ☐ Asks questions and teaches solution to individual students ☐ Does not encourage three-column notes during tutorials ☐ Insufficient number of tutors ☐ No tutors	☐ Works with more than two groups during the period ☐ Stands in front of group with the student presenter ☐ Asks questions of the student presenter and teaches the solution ☐ Checks student presenter's understanding of the solution ☐ Monitors students to ensure that they take three-column notes on student questions	☐ Works with one or two groups in a period ☐ Works with the student presenter at the board; supports the student presenter in rewriting question, if necessary; discusses possible solutions with the group ☐ Asks questions of the student presenter and group members to promote discussion toward a solution ☐ Checks the student presenter's understanding of the point of confusion ☐ Monitors and encourages students to take three-column notes on all student questions	☐ Coaches and works with one group the entire period ☐ Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary ☐ Facilitates the group and pushes the thinking of all students to a higher level through inquiry ☐ Checks the student presenter's and group members' understanding of point of confusion ☐ Takes three-column notes for the student presenter to model strategies for the group members ☐ Encourages all students to take three-column notes on all student questions

3.18: Observation and Feedback

Tutorial Process Observation Checklist (cont.)

Student Presenter(s)	☐ Uses only small, individual board ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on his/her own work; there is no structured group interaction. ☐ Does not arrive with completed pre-work ☐ Does not record notes on the board ☐ Do not have resources to support his/her question	☐ Works at a large, upright whiteboard one-on-one with tutor/peer as the group listens ☐ Presents question at the board, then sits with the group as the tutor teaches the solution to the group ☐ Some students present authentic questions from their core subject areas. ☐ Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. ☐ Has resources to support his/her questions	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter ☐ Listens and records notes at the board while group members discuss questions ☐ Many students present authentic questions from their core subject areas. ☐ Records group thinking at the board ☐ Uses his/her resources for questions during tutorial	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group as the tutor takes three-column notes for the student presenter ☐ Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution ☐ Most students present authentic questions based on classroom performance in core subject areas. ☐ Records own and group thinking on the board ☐ Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members	☐ Work on own homework independently or in pairs, with or without tutor ☐ Seating arrangement does not promote collaboration. ☐ Do not take three-column notes ☐ Do not engage in the discussion ☐ Do not check student presenter's understanding of the process and/or solution	☐ Focus on conversations between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. ☐ Take three-column notes with tutor/teacher prompting ☐ Some engage in the discussion. ☐ Some assist in checking the student presenter's understanding of the process or solution.	☐ Discuss questions being presented ☐ Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. ☐ Take three-column notes on each student presenter's question ☐ Most engage in discussion around the point of confusion. ☐ Most assist in checking student presenter's understanding of the point of confusion.	☐ Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership ☐ Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. ☐ Take detailed three-column notes on each student's question ☐ All engage in discussion around the point of confusion. ☐ Assist in checking student presenter's understanding of the process and solution ☐ Engage in a reflection around the learning process and point of confusion

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3.16: Tutorial Process: Step 7

Step 7: Repeating the Inquiry Process for All

The critical thinking process in Steps 5 and 6 is repeated for as many group members as time allows.

Directions: Check all statements that apply to your AVID class.

What systems are in place to maximize the tutorial time to make sure all students present?

- ☐ Have tutor take three-column notes for the student presenter.
- ☐ If tutor is not available, have a group member take three-column notes for the student presenter.
- ☐ Increase time on task by holding students accountable for taking notes, asking questions and staying on topic.
- ☐ Create a protocol for transitions between presenters to ensure that no time is wasted.

If there is extra time, how is the additional time spent?

- ☐ Complete similar questions from textbooks or class Cornell notes.
- ☐ Review incorrect answers from homework, tests and quizzes.
- ☐ Work collaboratively to solve test released questions from district benchmarks, state tests and PSAT®/ PLAN®/SAT®/ACT® prep problems.
- ☐ Reflect on learning and share out in tutorial groups.
- ☐ Debrief the collaborative learning process with group.

3.16: Tutorial Process: Step 7

Reflective Learning Log: Step 7: How Do You Keep It All Going?

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 7.

Questions	Reflections	Next Steps
1. After the first student presenter has finished, what is the process for selecting the next one?		
2. What happens if some students do not get to present their questions during the tutorial?		

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3.17: More Tutorial Essentials

Checking for Understanding

Directions: Group members should utilize these critical thinking questions throughout the tutorial process to ensure that the student presenter is thinking deeply about his/her question and is mastering the content.

Intellectual Standard	Description
Clarity	• Could you elaborate further? • Could you give us an example? • Could you draw a picture of what you mean?
Accuracy	• How could we check on that? • How could we find out if that is true? • Are we sure we aren't distorting the truth?
Precision	• Could you be more specific? • Could you give us more details? • Could you be more exact?
Relevance	• How does what you say relate to the problem? • How does that bear on the question? • How does that help us with the issue?
Depth	• What makes this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with?
Breadth	• Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways?
Logic	• Does all this make sense together? • Are we looking at this reasonably? • Does what you say follow from the evidence?
Significance	• Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important?
Fairness	• Am I considering all the relevant viewpoints? • Am I being selfish? • Am I being fair to myself and others?

3.17: More Tutorial Essentials

Tutorial Strategies

Directions: Read the following examples of helpful tutorial strategies.

1. Record steps and processes used to arrive at an understanding about the point of confusion.
2. Visit academic classes in which students are struggling.
3. Keep track of group members who ask higher-level questions of the student presenter by recording the actual words he/she uses.
4. Debrief with teacher/student/other tutors/group.
5. Model critical thinking and higher-level questions to students throughout the tutorial.
6. Ask "How can we reframe the lower-level question to a higher-level question to push the thinking of the student presenter?"
7. Analyze a test from an academic class in which students are struggling. Look for trends, patterns and the types of questions being asked.
8. Encourage and help to organize problem-solving groups among AVID students (e.g., lunch study group).
9. Invite a subject area teacher to attend the tutorial as a guest tutor.
10. Keep track of student participation during the tutorial.
11. Have students solve a math question similar to the one asked, substituting different numbers.
12. Have students practice creating higher-level questions from their Cornell notes.
13. Provide various graphic organizers (Venn diagram, KWL, thinking maps) for students to use during tutorials.
14. During the tutorial, be a model for students by participating as a group member and taking three-column notes for the student presenter.
15. Use each student's first name and make eye contact to make a personal connection.

List other strategies you have found to be effective during tutorials:

1. _____

_____

_____

2. _____

_____

_____

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3.17: More Tutorial Essentials

Tutorial Scenarios

Directions: Read the following tutorial scenarios and write your response to each situation. Use the tutorial strategies (*Handout 3.17c*) as a guide to assist you with your responses.

1. All the students in your tutorial group today have Algebra II questions, a subject you are not strong in. Knowing it is your job to assist students in the tutorial process and provide support in solving academic questions, how do you effectively coach this tutorial session?

2. As you are facilitating your tutorial group, you realize that all of your students failed their last chemistry test. What can you do to support the students in this and future tutorials—as well as in the AVID class—to help them improve their academic performance in chemistry?

3. While conducting tutorials, you notice that when a student is presenting a question, some group members are easily distracted and get off-task. What do you do to help these students refocus?

3.17: More Tutorial Essentials

1. You notice that group members are asking few higher-level questions of the student presenter. Knowing how important effective questions are to the critical thinking process, what do you do as a tutor to improve this inquiry process?

2. You notice that when students present math and science questions, they often have a difficult time checking their answer or explaining the process. What strategies do you use to check for understanding and to review new learning with students?

3. While checking your Facebook account one night, you notice a friendly message from a student in your AVID class. The student asks for a reply and for your phone number. What do you do?

AVID Decades of College Dreams

3.18: Observation and Feedback

AVID Tutorial Observation and Feedback Tool (Essential 8)

School _____ District _____ Coach _____ Date _____

AVID Teacher _____ Grade Level: 6 7 8 9 10 11 12 # of Students _____

Before the Tutorial:

	Observations
Setup/ Atmosphere	☐ Room is set up to facilitate collaboration and problem-solving. ☐ Students have desks arranged in a semicircle or rectangle around a large whiteboard. ☐ Students have viewed the Tutorial Video CD and are familiar with the tutorial process. ☐ Students have access to a library of content class textbooks to use as a resource during tutorials.
Tutorial Process/ Use of Tutorial Request Form (TRF)	**Grouping:** ☐ Students receive tutorial support twice a week (40% of the week). Circle days: M T W Th F Students are grouped by: ☐ subject ☐ area of need as identified by "Tutorial Analysis Grade Reflection" (*Handout 3.5a*) ☐ teacher selection ☐ other: _____
	Tutorial Request Form: ☐ Students use a Tutorial Request Form (Sample TRF on *Handout 2.17a*). ☐ Students arrive in class with TRF completed. TRF includes the following areas: ☐ pre-work/point of confusion ☐ three-column notes separate from TRF ☐ student accountability ☐ point of confusion question ☐ student/tutor tutorial feedback section ☐ reflection section ☐ Students complete the "Tutorial Analysis Grade Reflection" (*Handout 3.5a*) each grading period. ☐ Tutorial members have reviewed all protocols *(Handouts 3.11)*
	Resources: ☐ Students have and use Cornell notes/resources that support their question during tutorials.
	Reflection: ☐ Tutorial session ends with a written higher-level reflection (*Handout 4.3e*).
Elective Teacher/ Tutor Information	Total number of tutors: _____ ☐ college tutors: _____ ☐ cross-age tutors: _____ ☐ other tutors: _____ ☐ absent tutors: _____ ☐ trained tutors: _____ ☐ untrained tutors: _____ ☐ Student/tutor ratio meets 7:1 certification requirement. # of returning tutors: _____ # of tutorial groups: _____ ☐ Elective teacher attended Summer Institute or Path Tutorology strand.

3.18: Observation and Feedback

During the Tutorial:

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher The teacher is responsible for ***monitoring*** the groups and ***coaching*** the tutors and students.	☐ Grades papers/ plans lessons ☐ Does not monitor student behavior ☐ Works one-on-one with a student for entire period ☐ Does not model higher-level thinking ☐ Does not check that student presenter has resources ☐ Tutors one tutorial group	☐ Observes tutorials ☐ Coaches tutor to monitor student behavior ☐ Works with a number of students one-on-one during the period ☐ Sometimes models higher-level thinking ☐ Checks that the student presenter has resources to support tutorial questions	☐ Monitors tutorials ☐ Coaches students to monitor their own behavior ☐ Stays with one or two groups the entire period ☐ Models higher-level thinking ☐ Checks that the student presenter uses resources to support tutorial questions	☐ Coaches students and tutors in the tutorial process ☐ Coaches students/tutors to share responsibility for monitoring their own/ each other's behavior ☐ Rotates to all groups during the period ☐ Models higher-level thinking; validates students who ask higher-level questions ☐ Checks that student presenter uses resources to support tutorial questions and for group member questions
Tutor(s) The tutor is responsible for ***facilitating*** the inquiry and collaboration process of the student group.	☐ Conducts one-on-one homework help sessions ☐ Makes copies or completes teacher requests ☐ Asks questions and teaches solution to individual students ☐ Does not check for understanding ☐ Does not encourage taking three-column notes during tutorials ☐ Insufficient number of tutors ☐ No tutors	☐ Works with more than two groups during the period ☐ Stands in front of group with the student presenter ☐ Asks questions of the student presenter and teaches the solution ☐ Checks student presenter's understanding of the solution ☐ Monitors students to ensure that they take three-column notes on student questions	☐ Works with one or two groups in a period ☐ Works with the student presenter at the board; supports student presenter in rewriting question, if necessary; discusses possible solutions with the group ☐ Asks questions of student presenter and group members to promote discussion toward a solution ☐ Checks the student presenter's under-standing of the point of confusion ☐ Monitors and encourages students to take three-column notes on all student questions	☐ Coaches and works with one group the entire period ☐ Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary ☐ Facilitates the group and pushes the thinking of all students to a higher level through inquiry ☐ Checks student presenter's and group members' understanding of point of confusion ☐ Takes three-column notes for the student presenter to model strategies for the group members ☐ Encourages all students to take three-column notes on all student questions

3.18: Observation and Feedback During the Tutorial:

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Student Presenter(s) The presenter is responsible for ***presenting an authentic question*** to the group, interacting with questions from the group and making an effort to pursue the solution.	☐ Uses only small, individual board ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on his/her own work; there is no structured group interaction. ☐ Does not arrive with completed pre-work ☐ Does not record notes on the board ☐ Does not have resources to support his/her question	☐ Works at a large, upright whiteboard one-on-one with tutor/peer as group listens ☐ Presents question at the board, then sits with the group as the tutor teaches the solution to the group ☐ Some students present authentic questions from core subject areas. ☐ Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. ☐ Has resources to support his/her questions	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter ☐ Listens and records notes at the board while group members discuss questions ☐ Many students present authentic questions from their core subject areas. ☐ Records group thinking at the board ☐ Uses his/her resources for questions during tutorials	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to group as the tutor takes three-column notes for the student presenter ☐ Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution ☐ Most students present authentic questions based on classroom performance in core subject areas. ☐ Records own and group thinking on board ☐ Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members The group members are responsible for helping the presenter to understand his/her question in ***greater depth through the use of inquiry, collaboration and discussion, and for pushing the thinking of all group members.***	☐ Work on own homework independently or in pairs, with or without the tutor ☐ Seating arrangement does not promote collaboration. ☐ Do not take three-column notes ☐ Do not engage in the discussion ☐ Do not check student presenter's understanding of the process and/or solution	☐ Focus on conversations between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. ☐ Take three-column notes with tutor/teacher prompting ☐ Some engage in the discussion. ☐ Some assist in checking the student presenter's understanding of the process or solution.	☐ Discuss questions being presented ☐ Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. ☐ Take three-column notes on each student presenter's question ☐ Most engage in discussion around the point of confusion. ☐ Most assist in checking student presenter's understanding of the point of confusion.	☐ Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership ☐ Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. ☐ Take detailed three-column notes on each student's question ☐ All engage in discussion around the point of confusion. ☐ Assist in checking student presenter's understanding of the process and solution ☐ Engage in a reflection around the learning process and point of confusion

3.18: Observation and Feedback

Reflection/Debrief

Highlights:

Next Steps:

3.18: Observation and Feedback

Essential 8 Overview	Debrief	Next Steps
• Twice weekly (40% of week) • Student-centered		
Tutor training		
Student/tutor ratio 7:1		
Monitor and coach use of Tutorial Request Form (TRF)		
• Tutor recruitment • Tutor retention		
Elective teacher training		

3.9: Collaborative Work

Let's Collaborate!

Group Activity

Directions for Tutors

1. Have students sit in groups of six in a horseshoe shape around a board where they can write their inquiry questions.
2. Use the questions on pages 3–8 of this handout for the student questions. Give each group a packet of six inquiry questions (one per student) and the directions on page 2.

3.9: Collaborative Work

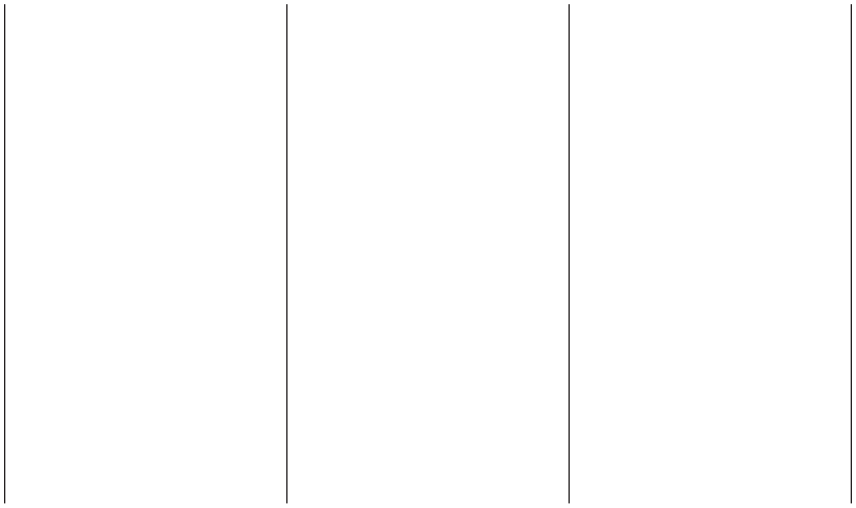
Student Directions for Collaboration Activity

1. Silently read the inquiry question at the top of the page.
2. Silently read the boxed answer at the bottom of the page. This answer is for another student's question.
3. One student begins by writing his/her question on the board and presenting it to the group. The group must solve the question through inquiry by asking questions of each other. (The student with the answer to this question at the bottom of his/her page does not reveal it.) If no one asks a question, the student with the answer should ask the first question, using the hint provided.
4. Repeat Step 3 until all inquiry questions have been solved.

3.9: Collaborative Work

Five Marks Problem

Question: How can you add five more marks to make ten?



Answer to Amoeba Question

It will take the single amoeba three hours and three minutes to fill the jar. Once the amoeba in the first jar has reproduced itself (a process that takes three minutes), the jar is at the same point at which the second jar started. The only difference is that the amoeba in the first jar is three minutes behind the amoebas in the second jar.

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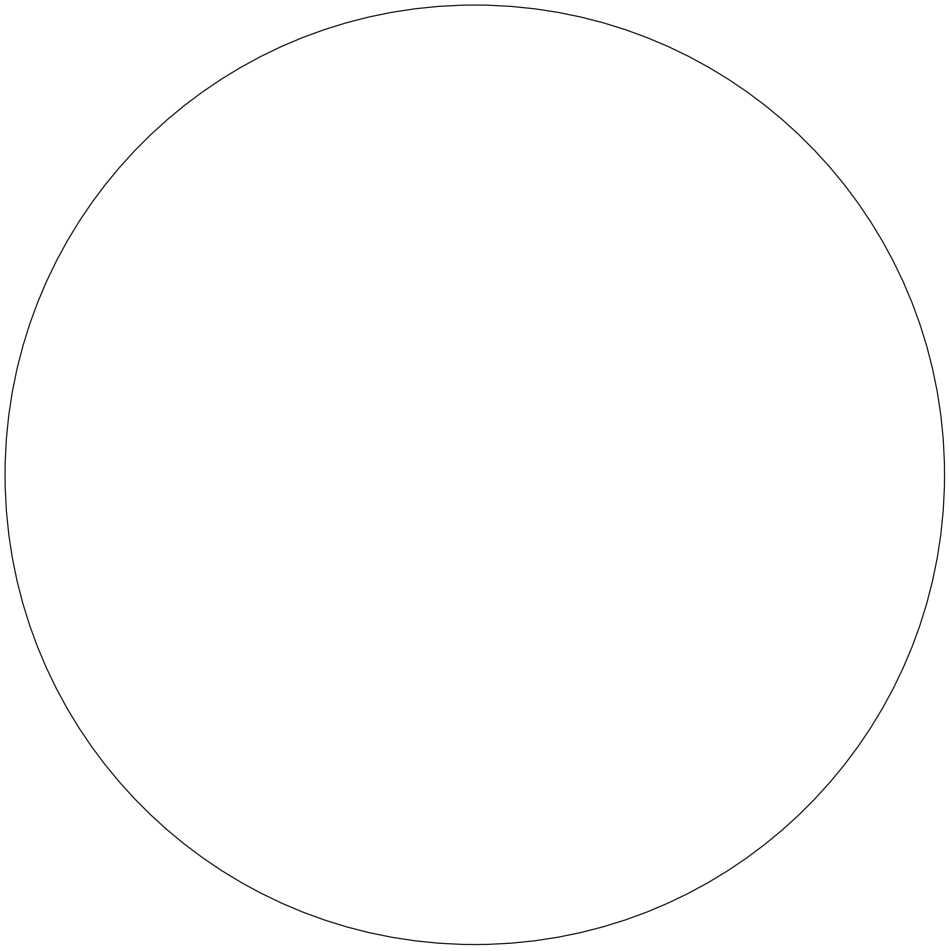
3.9: Collaborative Work

Circle Problem

Question: What is the maximum number of parts into which a circle may be divided by drawing four straight lines?



Answer to the Water Lily Question

The lake is half covered on the fifty-ninth day. Since the water lilies double each day, the lake is half covered the day before it is fully covered.

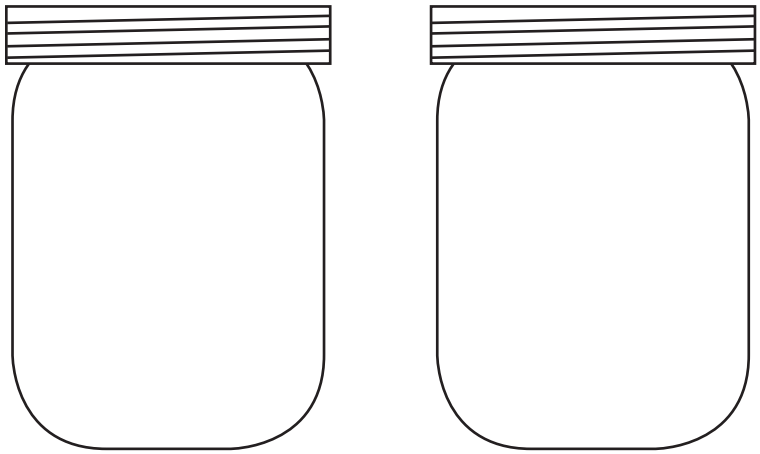
3.9: Collaborative Work

Amoeba Problem

There are two jars of equal capacity. In the first jar there is one amoeba. In the second jar there are two amoebas.

An amoeba can reproduce itself in three minutes. It takes the amoebas in the second jar three hours to fill the jar to capacity.

Question: How long does it take the one amoeba in the first jar to fill to capacity?



Answer to the Jamais/Toujours Question

1. Make the single question a nonsense question, such as, "Are you a rhinoceros?" Clearly, the individual who claims to be a rhinoceros is from Jamais.

   OR

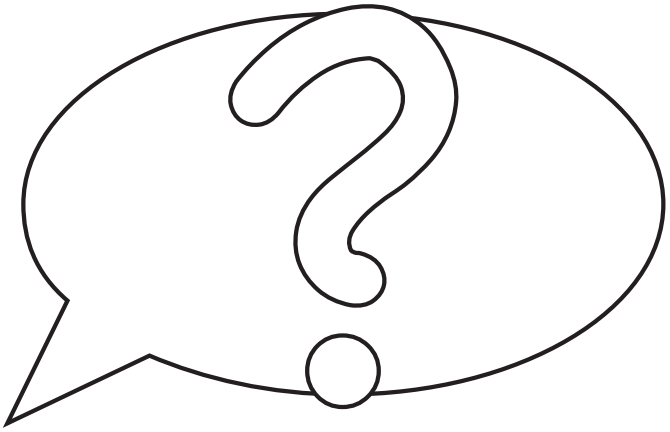
2. Ask any question that you can verify, such as, "Is it raining?"

3.9: Collaborative Work

Jamais/Toujours Problem

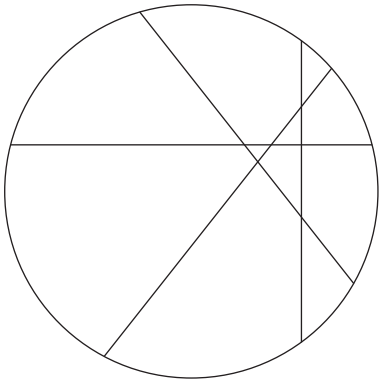
You know that the inhabitants of Jamais always lie, while the inhabitants of Toujours always tell the truth. You meet a man who you know comes from either Jamais or Toujours. You want to know which village he comes from.

Question: How can you find out by asking him only one question?



Answer to the Circle Question

Eleven segments may be formed with the four lines. The key is that each successive line must divide as many segments as possible.



3.9: Collaborative Work

Rope Ladder Problem

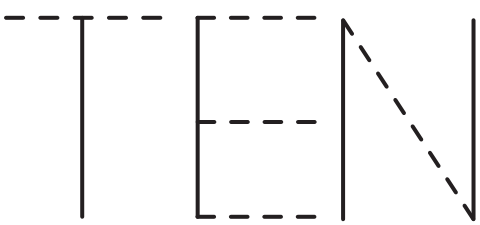
A ship is at anchor. Over its side hangs a rope ladder with rungs a foot apart.

The tide rises at the rate of 8 inches per hour.

Question: At the end of 6 hours, how much of the rope ladder will remain above the water, assuming that 8 feet were above the water when the tide began to rise?

Answer to the Five Marks Question

(Two other solutions are also possible. Can you find them?)

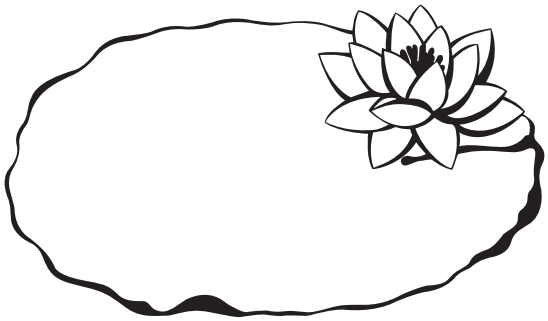


3.9: Collaborative Work

Water Lily Problem

Water lilies on a certain lake double in area every twenty-four hours. From the time the first water lily appears until the lake is completely covered takes sixty days.

Question: On what day is the lake half covered?



Answer to the Rope Ladder Question

Since the ship is afloat, the water level in relation to the ship is always the same. Therefore, eight feet of the rope ladder are above the water at the end, just as at the beginning.

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3.9: Collaborative Work

Reflection: Let's Collaborate!

Directions: In your collaborative group, discuss the following questions after completing the group activity on *Handout 3.9a*.

1. How did you collaborate with your group? _____

2. What skills do you think are important when working with your peers? _____

3. What did it feel like to only be able to use inquiry (ask questions)? _____

4. What did it feel like when you did not know the answer or how to solve the question? _____

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

Subject: Standard Essential Question:			Name: 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: /3			Identify General Process and Steps: /2		
Question From Point of Confusion: /2					

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

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)

3.18: Observation and Feedback

Tutorial Process Observation Checklist

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher	☐ Grades papers/ plans lessons ☐ Does not monitor student behavior ☐ Works one-on-one with a student for entire period ☐ Does not model higher-level thinking ☐ Does not check that student presenter has resources ☐ Tutors one tutorial group	☐ Observes tutorials ☐ Coaches tutor to monitor student behavior ☐ Works with a number of students one-on-one during the period ☐ Sometimes models higher-level thinking ☐ Checks that the student presenter has resources to support tutorial questions	☐ Monitors tutorials ☐ Coaches students to monitor their own behavior ☐ Stays with one or two groups the entire period ☐ Models higher-level thinking ☐ Checks that the student presenter uses resources to support tutorial questions	☐ Coaches students and tutors in the tutorial process ☐ Coaches students/tutors to share responsibility for monitoring their own/each other's behavior ☐ Rotates to all groups during the period ☐ Models higher-level thinking; validates students who ask higher-level questions ☐ Checks that the student presenter uses resources to support tutorial questions and for group member questions
Tutor(s)	☐ Conducts one-on-one homework help sessions ☐ Makes copies or completes teacher requests ☐ Asks questions and teaches solution to individual students ☐ Does not encourage three-column notes during tutorials ☐ Insufficient number of tutors ☐ No tutors	☐ Works with more than two groups during the period ☐ Stands in front of group with the student presenter ☐ Asks questions of the student presenter and teaches the solution ☐ Checks student presenter's understanding of the solution ☐ Monitors students to ensure that they take three-column notes on student questions	☐ Works with one or two groups in a period ☐ Works with the student presenter at the board; supports the student presenter in rewriting question, if necessary; discusses possible solutions with the group ☐ Asks questions of the student presenter and group members to promote discussion toward a solution ☐ Checks the student presenter's understanding of the point of confusion ☐ Monitors and encourages students to take three-column notes on all student questions	☐ Coaches and works with one group the entire period ☐ Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary ☐ Facilitates the group and pushes the thinking of all students to a higher level through inquiry ☐ Checks the student presenter's and group members' understanding of point of confusion ☐ Takes three-column notes for the student presenter to model strategies for the group members ☐ Encourages all students to take three-column notes on all student questions

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3.18: Observation and Feedback

Tutorial Process Observation Checklist (cont.)

Student Presenter(s)	☐ Uses only small, individual board ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on his/her own work; there is no structured group interaction. ☐ Does not arrive with completed pre-work ☐ Does not record notes on the board ☐ Do not have resources to support his/her question	☐ Works at a large, upright whiteboard one-on-one with tutor/peer as the group listens ☐ Presents question at the board, then sits with the group as the tutor teaches the solution to the group ☐ Some students present authentic questions from their core subject areas. ☐ Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. ☐ Has resources to support his/her questions	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter ☐ Listens and records notes at the board while group members discuss questions ☐ Many students present authentic questions from their core subject areas. ☐ Records group thinking at the board ☐ Uses his/her resources for questions during tutorial	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group as the tutor takes three-column notes for the student presenter ☐ Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution ☐ Most students present authentic questions based on classroom performance in core subject areas. ☐ Records own and group thinking on the board ☐ Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members	☐ Work on own homework independently or in pairs, with or without tutor ☐ Seating arrangement does not promote collaboration. ☐ Do not take three-column notes ☐ Do not engage in the discussion ☐ Do not check student presenter's understanding of the process and/or solution	☐ Focus on conversations between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. ☐ Take three-column notes with tutor/teacher prompting ☐ Some engage in the discussion. ☐ Some assist in checking the student presenter's understanding of the process or solution.	☐ Discuss questions being presented ☐ Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. ☐ Take three-column notes on each student presenter's question ☐ Most engage in discussion around the point of confusion. ☐ Most assist in checking student presenter's understanding of the point of confusion.	☐ Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership ☐ Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. ☐ Take detailed three-column notes on each student's question ☐ All engage in discussion around the point of confusion. ☐ Assist in checking student presenter's understanding of the process and solution ☐ Engage in a reflection around the learning process and point of confusion

4.3: Reflections

30-Second Reflect and Connect Student Presenter Connection Protocol

The purpose of tutorial is to think critically about your learning, build knowledge and create an understanding of important concepts.

Directions: Use "30-Second Reflect and Connect" to verbally reflect on the learning that occurred during the tutorial process and connect it to other important ideas prior to completing a written reflection.

Explain the concept you learned regarding your point of confusion.	The concept I learned about my point of confusion is . . .
State the importance of this concept.	This concept is important because . . .
Give an example of this concept as it relates to real life or the subject.	For example, the concept of _____ relates to _____ because . . .

4.2: Tutorial Process: Step 8

Step 8: Reflecting on Learning

Students complete a written reflection on the learning that occurred while clarifying the point of confusion.

Directions: Check all statements that apply to your AVID class.

What areas do your students reflect on at the end of the tutorial?

- ☐ The learning about the point of confusion
- ☐ What assisted them in gaining a greater understanding about the point of confusion
- ☐ On the student presenters' "ah ha" (!) moment
- ☐ The importance of the learning and how it connects to previous learning, self or the world
- ☐ Aspects that were meaningful about the session

What are other ways to reflect on the learning that occurred during the tutorial?

- ☐ Use the "30-Second Reflect and Connect" *(Handout 4.3a)*
- ☐ Reflect verbally on the group member's learning around each student presenter's point of confusion
- ☐ Use the "Reflective Learning Log" *(Handout 4.3c)* to create a visual representation that teaches the concept to another student

Important note: If a student does not complete the TRF pre-work or does not present his/her question, he/she should reflect on the learning from another group member's point of confusion.

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4.2: Tutorial Process: Step 8

Reflective Learning Log: Step 8: Checking Your Checking

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 8.

Questions	Reflections	Next Steps
1. Research indicates that reflection is a necessary part of the class. What does the reflection process look like in your class?		
2. How can you ensure that students receive ample time to reflect after the tutorial?		

4.3: Reflections

Movie and Dinner

Directions: Complete #1 of Favorite Movie individually and then share with a partner. Then, complete #3 individually. Repeat the same process with Favorite Dinner.

Favorite Movie:

1. Complete a two-minute quickwrite about your favorite movie

2. Partner share about your favorite movie (two minutes each)

3. When you talked about your favorite movie, what process did you use to share?

Favorite Dinner:

1. Complete a two-minute quickwrite about the best meal that you have ever experienced

2. Partner share about the best meal you ever experienced (two minutes each)

3. When you talked about your favorite meal, what process did you use to share?

Idea submitted by Celeste Richardson, Denver Public Schools

2.12: Note-Interacting

Step 6: Summary vs. Reflection

	Summary	Reflection
What	• Condenses main point and key information of lecture, text, video • Gives the GIST, main ideas presented in notes and questions • Should address the Essential Question of the lesson • Main ideas paraphrased/stated in own words • Includes important content and lesson-based vocabulary	• Critical thinking and mental processing about learning and experiences • What, so what, now what of the learning • Purposive processing relying on thinking, reasoning and examining one's own thoughts/ feelings and experience • Includes important content and lesson-based vocabulary
Where	• On Cornell notes	• On learning logs • On Tutorial Request Forms
Why	• To highlight the major points from the original text and to process information from the notes	• To connect learning to prior learning, self or real world • Reflection allows students to find solutions and draw conclusions resulting in a better understanding of content/information. • It is not our experiences we learn from, but rather, reflecting on the experience.
How	• Students can synthesize the information recorded in the notes to internalize the learning.	• Students can reflect on learning, on themselves as learners and on how they learn best as a way to increase abilities/future learning.
When	• Within 24 hours	• Immediately following the learning, experience or activity

4.4: Tutorial Process: Step 9

Step 9: Providing and Receiving Tutorial Feedback

Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.

Directions: Check all statements that apply to your AVID class.

How do students receive/use quality feedback for improvement?

- ☐ Students turn in Tutorial Request Form (TRF) with completed reflection to teacher/tutor in a specified location to be graded.
- ☐ Students keep the three-column notes in the academic area of their binder to use as a learning tool.
- ☐ Tutorial Request Forms are graded by teacher or tutor. Grading should be consistent with district policies. Teachers should review graded tutorials.
- ☐ Teachers/tutors provide feedback to each student regarding completion of form, participation in the tutorial and quality of work.
- ☐ Students use their Tutorial Request Forms and Cornell notes as resources for academic classes and to study for upcoming tests.

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4.4: Tutorial Process: Step 9

Reflective Learning Log: Step 9: It's Almost Curtains

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 9.

Questions	Reflections	Next Steps
1. Describe the process that occurs after students turn in their TRF for grading and feedback.		
2. What are the policies and procedures for having tutors pre-grade student work?		

4.5: Tutorial Process: Step 10

Step 10: Debriefing the Learning

Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

Directions: Check all statements that apply to your AVID class.

In what ways does your tutorial team debrief to refine and improve tutorials?

- ☐ Teacher and tutor debrief the tutorial process with students monthly.
- ☐ Tutor communicates with teacher about student concerns and issues.
- ☐ Teacher debriefs with tutors/students to identify areas of strength and improvement, using observation/debriefing tools.
- ☐ AVID Site Coordinator/Site Tutor Trainer supports the refinement of tutorials.
- ☐ Walkthroughs are conducted by members of the tutorial team for the purpose of providing objective feedback to the Elective teacher, tutors and students.
- ☐ The "AVID Tutorial Observation and Feedback Tool," "Tutorial Self-Assessment Tips," and the Video Comparison Activity are used by the Elective teacher to reflect upon their current tutorial status/practices and to set goals for improvement.

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4.5: Tutorial Process: Step 10

Reflective Learning Log: Step 10: Maximizing Tutorial Time

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 10.

Questions	Reflections	Next Steps
1. Identify strategies students are using that show they are increasing their performance in their academic classes.		
2. How are sudents debriefing the tutorial process on a regular basis?		

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4.7: Coaching the Tutor

Tutor Reflection

Directions: Reflect on the following questions, and then record your responses.

Questions	Reflective Response
1. How are students' Cornell notes and reference materials used during the tutorial session?	
2. Identify three ways to check the students' understanding of the point of confusion.	
3. List and explain three strategies used in your AVID class to keep students engaged throughout the tutorial process.	
4. How do you support students who struggle with the written reflection?	
5. How do you provide input on the tutorial process to ensure that your tutorial groups are working collaboratively, effectively and efficiently?	