AVID Tutorial Guide

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AVID PRESS®

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How to Use This Book

The *AVID Tutorial Guide* contains the instructional materials needed to implement tutorials in the AVID Elective in grades 6 through 12. Through the 10 Steps of the AVID Tutorial Process, educators learn how to set up, run, and coach tutorials while supporting the development of the metacognitive skills that students need to eventually run their own Senior Tutorials. This resource—along with supplemental digital resources online—allows for implementation of tutorials, training of students and tutors, and continuous improvement of tutorials through observation and coaching.

Chapter Structure

The chapters of this book contain each of the 10 Steps of the AVID Tutorial Process. Additionally, the chapters are organized into the three phases of the tutorial process: before, during, and after. While the writing in the text is educator-facing, there are resources to support each role in the tutorial process: the teacher, the tutor, the tutorial group members, and the student presenter.

Chapter and Section Introductions: These introductory pages provide background information about the instructional practices and strategies developed within the chapter or section, the research that supports their efficacy, and how they connect to college and career readiness.

Instructional Practices: Each instructional practice includes an overview of the practice, instructional goals, overviews of the strategies within the practice, required materials, steps for preparation, and instructional steps. Anchor standards are included in instructional practices and identified with an anchor icon (⚓) to help educators recognize how the tutorial process supports the development of a multitude of skills. AVID's anchor standards represent students who are fully college and career ready.

Extension and variation options for increasing scaffolding or increasing rigor are available for most instructional practices. Where applicable, directions to supplemental resources available on the *AVID Tutorial Guide* webpage on MyAVID are provided within the instructional practices or strategies. Many of the instructional practices correspond with educator, student, and/or tutor resources that are included in the text.

Differentiation of Activities: Educators might need to consider differentiation when deciding on how to use an instructional practice, especially given the wide developmental range of AVID Elective students. Depending on the experience of your students, activities might need to be modified or the strategies used might need to be differentiated. Generally, it is AVID's position that strategies that are good for most students are good for all students, so educators may not need to differentiate strategies as often as they might think. However, educators should exercise their agency to make adjustments for the needs of their students.

Resources on MyAVID

The *AVID Tutorial Guide* webpage offers additional supporting material and resources that replace the DVD and tutor workbook found in prior editions of this text. Specific core strategies that are mentioned in instructional practices are supported by their corresponding pages in the Core Strategies library on MyAVID.

AVID History and Philosophy

History

What started with just one dedicated teacher and 32 students is today the largest college and career readiness system in the nation, impacting nearly 2 million students annually in 45 states and across the U.S., plus schools in the Department of Defense Education Activity (DoDEA), Canada, and Australia. With more than four decades of research, AVID proves that students from low-income families with limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. In the fall term of 2018–2019, 73% of the 2018 AVID high school graduates enrolled in either a two- or four-year college immediately after high school, compared to a national rate of 69%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of "best teaching," its practices resonate with all students and teachers, creating impressive schoolwide results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 schools in the San Diego area were "racially isolated." When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, mostly Anglo student body. In 1980, a largely ethnically diverse group of 500 students from low-income families were bused to the campus, creating the illusion of disruption for many teachers at this suburban, upper-middle-income school. Not wanting to deal with the problems they foresaw with the incoming students, many students and teachers fled to a brand-new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked the necessary parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—though underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was "less a difference between students' abilities, than differences in their experiences at home and at school." In her 1977 master's thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: "a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher as advisor/counselor/student advocate; emphasis on objective data; students at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process."

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited a diverse group of 32 low-income students and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and engage in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, "We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours." In 1984, 30 of Swanson's original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming "those kids" were capable of only Ds and Fs. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher's surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, "You can't believe what these kids can do!"

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID, so they would know that it wasn't an elaborate cheating scheme but a sound educational strategy. This realization led to the formation of the first AVID Site Team. Swanson knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the Site Team meetings, explaining to teachers what worked to help them learn and what hindered their learning.

Teachers began to share methods and lessons based on the Site Team discussions. College professors of freshman courses were invited to join the Site Team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID's curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language-arts-based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. It wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders.

News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the $50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in *The New York Times*, as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site Teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend professional development without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 40,000 educators each summer and countless more throughout the year while continuing to provide world-class professional development opportunities to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a certification process—which was called "Validation" in 1987. There were initially ten "Essentials" for implementing the program (an eleventh, active Site Teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID Elective classes and monitor progress toward schoolwide implementation. It allows AVID schools to improve student outcomes by measuring results and institutionalizing successful methodologies throughout the school community.

Today, through decades of high-quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million

students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID's mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID's curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college and career readiness.

Thought Leaders

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Philip Uri Treisman, a mathematics professor at the University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult calculus problems.

His results paralleled Swanson's: When students work together to clarify understanding, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower-order thinking skills (Level 1: gathering information) to higher-order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask questions with higher levels of inquiry. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Higher-level questions are at the heart of the AVID tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa's Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across AVID schoolwide.

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world's leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success*, Dweck (2006) posits that we look at the world with either a "fixed mindset" or a "growth mindset." The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to

all through hard work and individual determination. Dweck's work supports AVID's central philosophy that all students—no matter their backgrounds—have not only the right but the ability to succeed.

Another thought leader put her own label on the "individual determination" found in AVID. Angela Duckworth, psychologist, researcher, and recipient of the prestigious MacArthur "genius grant," reconsiders how we look at and measure achievement. Duckworth's book *Grit: The Power of Passion and Perseverance* (2016) is the result of years of studying why some people persist when others quit. Using results from a grit scale, she found that talent is not the driving factor in success; sticking to a goal and doggedly pursuing a passion is what enables people to achieve in education, career, and life. It isn't only the typical measures of test scores or class rank that determine if students will persist in college, their effort—their grittiness—counts twice as much as their talent.

While talent is inborn, Duckworth explains that grit can be cultivated through interest, practice, purpose, and hope. All four of these assets are key to AVID students' success. AVID takes students who show an interest in college and steadily, over years of practice with WICOR and metacognitive skills, helps them develop their potential into actionable plans. Academic preparedness is not just a wish, but the object of countless short- and long-term goals. Readiness for the next step is their purpose throughout their years in AVID. Ultimately, and in Duckworth's definition, hope "rests on the expectation that our own efforts can improve our future…the hope that gritty people have has nothing to do with luck and everything to do with getting up again" (p. 169). This is individual determination. This is AVID.

To address concerns raised about the difficult circumstances—such as poverty and inequity—with which many AVID students must grapple in order to achieve, Duckworth has said this: "Grit may not be sufficient for success, but it sure is necessary. If we want our children to have a shot at a productive and satisfying life, we adults should make it our concern to provide them with the two things all children deserve: challenges to exceed what they were able to do yesterday and the support that makes that growth possible" (Duckworth, 2020).

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today's best and brightest minds in the arena of education and brain research.

For a more complete list of AVID's thought leaders, visit www.avid.org.

AVID Schoolwide

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college- and career-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools: Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college and career readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college and career readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID Site Team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college and career readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college and career readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with fidelity, the AVID Schoolwide approach results in favorable outcomes. Short-term outcomes include an increase in the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

AVID College and Career Readiness Framework

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in the belief of self. If students believe that they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks. When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success, students grow to see their capabilities and find their own way.

What Students Need

The AVID College and Career Readiness Framework is comprised of three specific student outcomes: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency. Through these three outcomes, AVID students receive intentional support and mentoring that help them become confident individuals who can successfully navigate life and career:

1. Rigorous Academic Preparedness — Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
2. Opportunity Knowledge — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
3. Student Agency — Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.

1. Rigorous Academic Preparedness: WICOR®

Throughout the decades since AVID's founding, through a continual cycle of improvement, the curriculum has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID's foundational strategies for helping students succeed: writing, inquiry, collaboration, organization, and reading—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schemata to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information—to figure out how the new fits with the old. This "wrestling" is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center Teaching and Learning team continues to review, improve, and refine WICOR practices to support educators in reaching all students.

W: Writing

Writing is essential to help students process and retain their learning. For this reason, AVID is a proponent of "writing to learn," which allows students the opportunity to use writing to make sense of information by visibly organizing their thoughts. Students who write deepen their understanding of content and communicate their thinking competently and confidently in every content area and classroom.

I: Inquiry

Inquiry is "the question" that moves the learner to action, whether that be an explicit question or implicit questions that explore a variety of ways to approach problems. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others' thinking, and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and innovation are fostered, and students recognize how to push each other's thinking to higher levels.

C: Collaboration

Collaboration in AVID is about developing positive interdependence while working with others toward a common goal. Collaboration is teamwork with shared responsibility. It fosters the exploration of ideas, information, and opinions through formal and informal discussion. Through collaboration, students create a safe learning environment supported by clear communication, effective listening, and active engagement.

O: Organization

Organization encompasses more than the ability to manage the AVID binder. Organization is intentionally taking responsibility for one's own learning by practicing methodical study habits, planning and prioritizing tasks, and goal-setting to improve performance. AVID's primary focus is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, and how they apply specific strategies. Students who organize are prepared for courses, engage fully in instruction, and self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals.

R: Reading

Reading activates knowledge, engages inquiry, and increases comprehension, enabling students to become content experts. To develop the necessary college and career readiness skills, students need to practice close and critical reading to understand text structures and navigate rigorous texts. While reading, students create visual images, make connections to other texts and themselves, and extend beyond the text to connect to the world. Students who read make predictions, ask questions, and evaluate sources of information for accuracy and bias.

2. Opportunity Knowledge: Advancing College Preparedness, Building Career Knowledge

AVID students face specific challenges in terms of college and career access related to their cultural capital. Cultural capital, first defined by Bourdieu (1973), consists of the knowledge and opportunities that are passed from one generation to another. Lacking information about college and career options can be detrimental to students as they pursue postsecondary education. That is, unless they are AVID students.

In AVID, all of the necessary college and career knowledge that students need to be successful is in the curriculum, including all of these aspects, which research shows are often lacking in underrepresented students:

- Understanding vernacular or vocabulary associated with college and careers
- Utilizing critical thinking skills
- Enrolling in rigorous coursework—honors, AP® courses
- Enrolling in career pathways—CTE, STEM
- Tracking and maintaining a high GPA
- Taking college entrance exams—ACT® and SAT®
- Researching different types of postsecondary options
- Applying to college or other postsecondary options
- Applying for financial aid for postsecondary education
- Persisting in college

Each of these potential roadblocks is addressed during the years that students are enrolled in the AVID Elective through college trips, guest speakers, family workshops, and daily lesson plans. Each year, AVID students prove over and over that given the opportunity knowledge, they can access and be successful in college and career settings.

3. Student Agency: Student Empowerment, Leadership of Others

Human agency is a founding principle of social cognitive theory, which states that people's lives are shaped by personal, behavioral, and environmental determinants (Bandura, 1986). People exercise this agency through forethought, self-reactiveness, and self-reflectiveness (Bandura, 2001). Forethought is the act of planning, setting goals, and determining a future that adapts present behavior. Using forethought, a student can set an intention to achieve a goal heretofore unattained, like attending college. Self-reactiveness leads people to monitor their behavior against the goals they set for themselves in the way that students use assessments and grade reports to measure their progress. Self-reflectiveness is applied metacognition, a thorough comparison of plans to progress that allows for positive course corrections. "Through reflective self-consciousness, people evaluate their motivation, values, and the meaning of their life pursuits" (Bandura, 2001, p. 10).

There are three modes of agency: individual agency, proxy agency, and collective agency. AVID students exercise their individual agency through individual determination to succeed. It is the most direct and controlled path of action.

Proxy agency, on the other hand, must be utilized when little or no control over an environment or body of knowledge is to be had. Here, the individual must turn to a person or organization that can negotiate access or secure resources on their behalf. For example, first-generation college students reach their goals by exercising the proxy agency of AVID as a college access program. Students rely on the expertise of their teachers and counselors to guide them in attaining the necessary knowledge to matriculate into college or pursue a career.

Collective agency is perhaps the most powerful mode as it compounds individuals' intentions through synergy. Research on teams, systems, and organizations exercising collective agency reveals that a strong belief in their own efficacy produces stronger results and higher levels of perseverance through obstacles (Bandura, 2001). In working collaboratively, peer groups "pool their knowledge, skills, and resources and act in concert to shape their future" (Bandura, 2018, p. 131). AVID students do this every week in tutorials, as well as every year while they prepare for their next steps. In this endeavor, collective agency produces the most visible results, as approximately 40,000 AVID seniors graduate yearly, prepared for college, career, and life.

What Educators Need to Do

Teachers and other adults on a school campus play an important role in student success. AVID supports educators and transforms the learning environment into one where students are challenged, supported, and provided the tools needed to succeed. To do this, educators must:

- **Insist on Rigor** – Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.
- **Break Down Barriers** – Educators are champions for equity who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.
- **Align the Work** – Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness as well as students' long-term success in college, career, and life.
- **Advocate for Students** – Educators consistently advocate for equity and access to challenging coursework for all and help students find their voice and achieve their aspirations through creating strong relationships and providing appropriate guidance.

Ensure Student Success

When school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success.

Culturally Relevant Teaching

As the student population in the United States becomes more diverse, the need for educators to understand, develop, and integrate culturally relevant teaching practices becomes critical in providing all students with the resources and support that they need to become successful, contributing members of society. Diversity is not grade specific. Diverse classrooms are found throughout the educational system, from elementary through higher education.

The term "culturally relevant teaching" (CRT) was created by Gloria Ladson-Billings (1994), who says that it is "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (p. 382). Geneva Gay (2010) further explains that CRT "uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective" (p. 31). In an interview with Elena Aguilar (2015) of Edutopia, Zaretta Hammond adds that culturally relevant teaching is the process of developing cultural responsiveness, and "it begins when a teacher recognizes the cultural capital and tools students of color bring to the classroom. She is then able to respond to students' use of these cultural learning tools positively by noticing, naming, and affirming when students use them in the service of learning. The most common cultural tools for processing information utilize the brain's memory systems—music, repetition, metaphor, recitation, physical manipulation of content, and ritual. The teacher is 'responsive' when she is able to mirror these ways of learning in her instruction, using similar strategies to scaffold learning."

These definitions focus on learning and meeting the needs of culturally diverse students, and all students, in order to achieve academic success. This leads to the reality that educators need to look within themselves—at their own cultural backgrounds and beliefs, at their current teaching practices, and at their relationships with students—in order to become a culturally relevant educator.

CRT is not a program or a few well-placed strategies. It is not a set of materials. It is not just about the academic content. It is a process that involves knowing and teaching the whole child. AVID resources support educators to achieve the following:

- Foster a growth mindset within themselves and their students.
- Recognize and understand their own cultural beliefs and biases.
- Realize the critical need to develop relational capacity with their students.
- Create a learning environment that is safe, supportive, and respectful.
- Maintain high expectations for all students.
- Embrace the importance of equity in meeting the needs of students.
- Provide support through scaffolding and differentiation.
- Bridge connections between home, school, and community.
- Consistently evaluate their teaching practices and adopt a willingness to change in order to address the ways in which their students learn.
- Embrace learning and growth for themselves and their students.

In order to transform educators and empower students, culturally relevant teaching practices are integrated into other AVID resources. These provide a wealth of culturally relevant pedagogy and strategies that are appropriate across all age groups and student grade levels. CRT also challenges educators to confront their own mindsets, perceptions, and biases, and to create supportive, safe, and respectful academic environments for all students while telling each student, “I see you as an individual. I respect and celebrate the different background and experiences that you bring to this classroom. I am here to support, guide, and work with you on your journey to academic, career, and personal success.” Culturally relevant teaching transforms educators and empowers students.

Social and Emotional Learning (SEL)

Academic skills are just some of the contributing factors to college and career success. According to the Aspen Institute National Commission on Social, Emotional, and Academic Development (2019), overwhelming evidence indicates that the development of social and emotional skills and competencies are equally essential for students to thrive in school, careers, and life. Social and emotional learning (SEL) is the purposeful development of skills for self-understanding, self-advocacy, building and maintaining relationships, and responsible decision-making.

AVID resources support the five core SEL competencies (CASEL, 2017), which is an integrated framework that promotes intrapersonal, interpersonal, and cognitive competence through the following:

Self-Awareness

AVID students perform goal-setting exercises, as well as self-inventories on their learning styles, and self-identify their personal priorities.

Self-Management

Organization—including focused note-taking, information management, time management, and goal-setting—is one of the main cornerstones of every AVID classroom.

Social Awareness

AVID classes are structured to empower students to self-advocate in order to navigate and influence their environment.

Relationship Skills

Students are provided opportunities to develop their skills in order to effectively communicate and collaborate in an array of diverse settings.

Responsible Decision-Making

Through AVID's emphasis on inquiry, students can explore issues more deeply in order to take a more thoughtful approach to challenges presented to them.

Social and emotional health is intricately connected with students' academic success. It enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. AVID develops social and emotional competency through the development and use of WICOR skills and strategies, purposefully developing SEL-related skills, and allowing students to pursue their goals.

Academic Language and Literacy

Culture and language shape our perceptions of the world, and today's classrooms are prime examples of this influence. We believe that classroom environments should respect, support, engage, and inspire students to maximize their academic potential. To meet the demands of college and career readiness, explicit academic language and literacy instruction is required throughout a student's academic day (Zwiers, 2014). The paradigm has shifted from a primary focus on content knowledge to a focus on language acquisition through disciplinary learning (Bunch, Kibler, & Pimentel, 2012). This expectation warrants investing energy, time, and effort in language and literacy development across all grade levels and in all content areas.

Many students find the demands of school overwhelming because they have not been explicitly taught academic language in a variety of content settings. If we want students to access and produce the language of math, science, or any other content area, we must ensure language supports and scaffolds are incorporated into daily lesson design and delivery (Dutro & Helman, 2009). The development of language and literacy skills across the disciplines allows all students to have the confidence and expertise for success in a global society.

In AVID, we do the following:

- Teach students to effectively communicate using the language of the discipline, as well as general academic language, to convey complex thoughts and ideas in speaking and writing.
- Provide opportunities for students to build academic language and increase their ability to fully engage, actively listen, and participate in academic conversations.
- Embed language and literacy development into lesson design and delivery, including opportunities for language coaching throughout daily instruction.
- Engage in critical reading strategies to access complex texts.
- Provide the structures needed for students to produce increasingly sophisticated writing, expressing complex thoughts and ideas.
- Extend and adapt AVID pedagogy to meet the diverse needs of English language learners in elementary and secondary settings.
- Integrate key English language development routines and strategies in instruction that are critical to the success of English language learners, such as sentence frames, word banks, language scripts, and language coaching.

Disciplinary Literacy and Academic Thinking Skills

Disciplinary Literacy

Literacy—the ability to read and write—is a basic human right. College- and career-ready students can navigate rigorous texts, engage in rich academic discussions, write with clarity and precision, and share their thinking with authentic audiences. Thriving in college and career requires more than basic literacy, it requires a schoolwide emphasis on disciplinary literacy that provides students with the skills they need to succeed on whatever path they take after high school.

AVID defines disciplinary literacy as an emphasis on the shared ways of reading, writing, speaking and thinking within a particular content area or academic field. Disciplinary literacy practices are cultural constructions that are not learned simply by observation. It is AVID's philosophy that educators need to make explicit the discipline-specific literacy practices of their content area in order for students to know how to read, write, speak, and think like mathematicians, historians, scientists, and any other content expert.

Academic Thinking Skills

Academic thinking skills are universal skills used across all content areas, though the language and application of these skills will differ based upon the subject. These academic thinking skills were culled by analyzing the Advanced Placement® (AP) History Disciplinary Practices and Reasoning Skills (2018), the Common Core Standards for Mathematical Practice (2018), and the Science and Engineering Practices in the *Next Generation Science Standards* (2014) and identifying the prominent skills that overlap in each discipline.

College- and career-ready students are able to apply what they have learned in the following ways:

Apply: Students use the content from their learning

- Contextualize the broader historical, regional, national, or global significance of the information.
- Implement action from the concepts and information.

Analyze: Students examine content from their learning

- Analyze the structure of texts and/or how an author's intentional choices influence how a theme, idea, or other meaning is received by the audience. The analysis might also explore how organizational or rhetorical choices made by the author influence the reception of the text.
- Identify patterns of continuity and/or change.
- Analyze errors in texts or processes.

Evaluate: Students assess the content from their learning

- Evaluate cause-and-effect relationships.
- Compare ideas or perspectives.
- Assess the validity of an argument by justifying reasoning.
- Make judgments by predicting and drawing conclusions.

Synthesize: Students create new content from their learning

- Combine ideas to create new insights, generalize, or argue.
- Combine information from multiple concepts or texts.

AVID Digital Learning: The 4 A's™ Adopt, Adapt, Accelerate, Advocate®

Using digital tools for instruction supports students deepening their understanding and skill by allowing practice within authentic experiences that engage students. Creating authentic digital experiences for students acknowledges the integral part technology plays in their lives. These experiences offer students an opportunity to collaborate, process their thinking, and gain new perspectives from a diverse audience beyond their classroom.

To support teachers' use of digital tools with their students, AVID developed the 4 A's (Adopt, Adapt, Accelerate, Advocate) to support digital learning in the classroom. The 4 A's acts as a lens through which educators consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes.

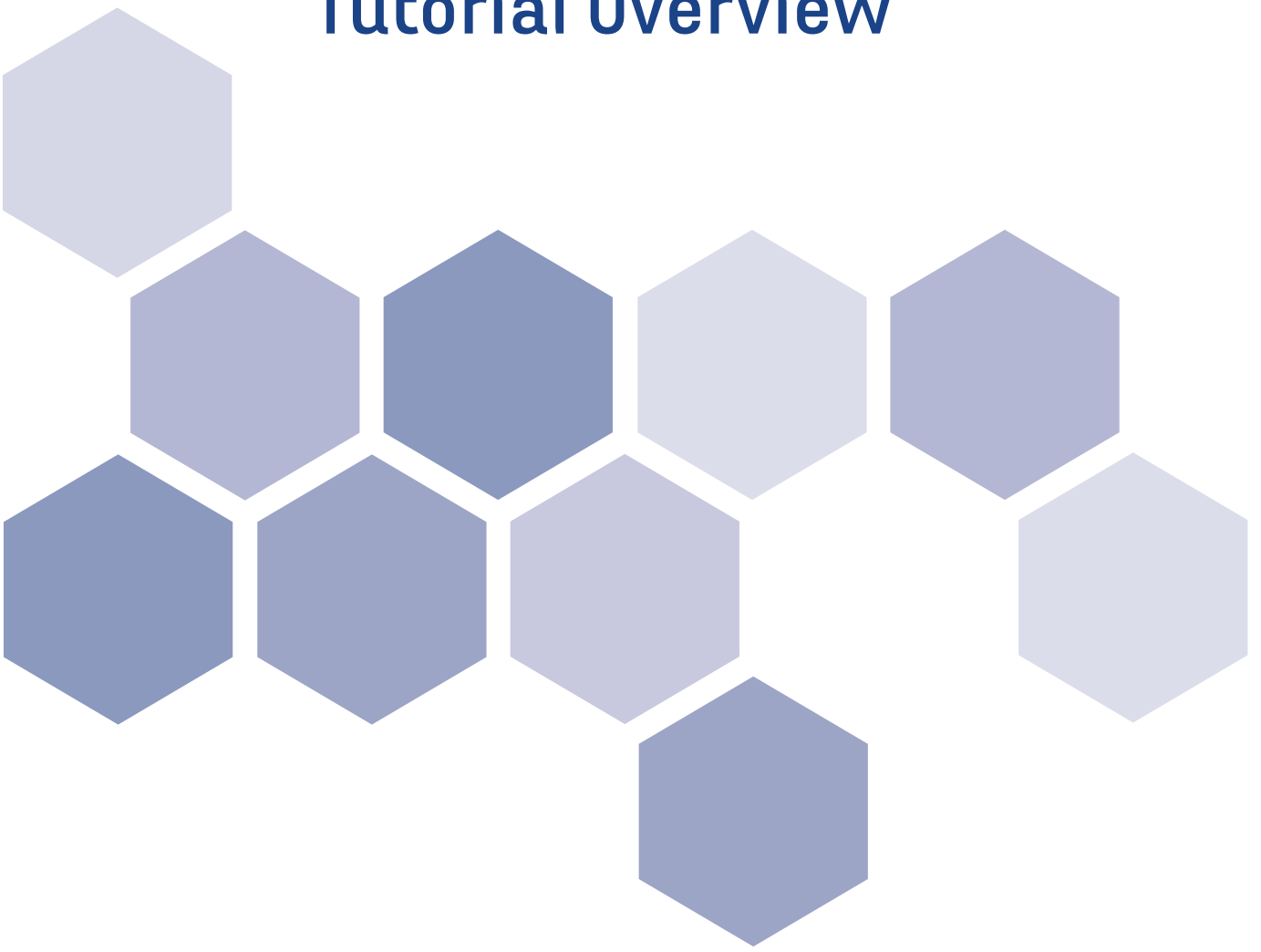
Adopt	**Heavily scaffolded** learning environment; instructor models digital routines; students access a set of tools to research, create, and publish.
Adapt	Focus on creating a student-centered and **collaborative** learning environment; instructor determines instructional focus, and students access collaborative tools.
Accelerate	Environment of **increased engagement** and **ownership** through authentic learning tasks; instructor establishes problem or question and student's **choice** of tools to complete the task.
Advocate	Transformative learning environment that could not be achieved without the use of technology; instructor empowers learning; students select the problem or question and select the appropriate tools to publish to an **authentic audience** appropriate for their grade-band.

The 4 A's is not a continuum. An educator's goal is to consider which "A" is the most appropriate to achieve the specific learning outcomes.


https://my.avid.org/curriculum

CHAPTER ONE

Tutorial Overview



Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

Tutorials are a collaborative environment in which students use the inquiry process and Socratic dialogue to address Points of Confusion from their content classes in order to come to a more complete understanding of what they are learning.

Origin of AVID Elective Class Tutorials

Tutorials have been a core practice in AVID classrooms since the start of the AVID Elective class. As an English teacher, Mary Catherine Swanson understood that writing is a reflection of thought, and she asked the AVID students to take notes in each of their classes. These notes were a window into what the students understood. Swanson knew that she could help her students with questions in English or history classes, but she did not have the expertise to advise them in science or math classes. Therefore, she decided, with the approval of her administration, to hire former students currently attending universities who were strong in science and math to work with AVID students in those areas. AVID students were being held accountable for their coursework, and their notes gave the tutors and Swanson insight into what was occurring in their classes so the students could receive the needed support to excel.

In the original AVID Elective class, Mary Catherine Swanson discovered that students were becoming dependent on their tutors and were believing that they could not conquer their work on their own. One of the tutors introduced her to the Cornell Note-Taking System, which utilized the inquiry method. Swanson came to believe that teaching students how to become critical thinkers who enhance their knowledge through collaborative groups would make them independent learners. The Cornell Note-Taking System and use of inquiry followed this learning process:

1. Students must be exposed to information.
2. Students must independently make sense of the new information.
3. Students must identify what they do not understand.
4. Students must have conversations about theirs and others' understandings of the information.
5. Students must clarify their own thoughts through both speaking and writing.

Today, tutorials are the cornerstone of the AVID Elective class, and they impart necessary 21st century skills to prepare students for college, career, and future success. Tutorials are held in a scholarly environment where students receive support in their academic classes and practice skills such as collaboration, communication, and critical thinking.

Collaboration

Students collaborate with one another during the tutorial process to engage more deeply with the content. Students not only collaborate with their peers but also with their tutor as the tutor facilitates the learning. All students work together to assist the student presenter

The **Tutorial Question (TQ)** is an authentic question derived from the Point of Confusion (POC). The TQ is written on the board and presented at the start of tutorial.

in better understanding and clarifying their Point of Confusion and solving their **Tutorial Question**. Students also review resources to generate questions for the student presenter. Collaboration is key to the learning in the tutorial as all students try to increase their understanding of the concept being presented. Golinkoff and Hirsh-Pasek (2016) agree that "Collaboration—in person or online—is essential to how humans learn, how they accomplish tasks, and how they improve their own performance" (p. 57).

Communication

Communicating with one another in the tutorial process is vital for students as it "involves speaking so others can understand your message, writing clearly and well so others will comprehend what you have written, and truly listening" (Golinkoff & Hirsh-Pasek, 2016, p. 87). During tutorials, students conduct an academic conversation and must learn to actively listen and ask targeted questions. AVID students present a speech at the start of the tutorial while group members listen. The student presenter writes their notes on the whiteboard while group members engage in the process. Both the group members and the student presenter seek clarification using inquiry and include academic vocabulary to enhance understanding of the content. The student presenter concludes the tutorial by verbally synthesizing what has been learned. All students complete the tutorial with some form of written or verbal reflection. The ability to effectively summarize and reflect is key to students' future success and enables them to improve performance in any area.

Critical Thinking

Critical thinking is a skill that students need in each class, all areas of their life, and for future success in college and career. According to Golinkoff and Hirsh-Pasek (2016), "The key to engaging in critical thinking is to question and not just accept the first 'answer' that comes along. Understanding is enriched by asking questions about why things are done the way they are" (p. 173). Critical thinking and inquiry are the core of tutorials. Students are taught to think, analyze, and question throughout the tutorial while using their resources to comprehend the material being presented. The AVID tutor is trained to facilitate this critical thinking process during the tutorial. Both the students and tutors use leveled questioning to ensure students are engaging in higher-level thinking. Students then reflect upon their learning to form more connections. They complete the tutorial process by returning to their content classes and sharing their new learning.

Gradual Release of Responsibility in Tutorials

"Gradual release of responsibility" is a phrase that has been used in education for over 30 years to describe the control or ownership of a strategy moving from teacher to learner (Pearson & Gallagher, 1983). More recently, Douglas Fisher and Nancy Frey (2008) emphasized the importance of working with peers for the sake of knowledge building, incorporating the idea of 'we do it together' as part of guided

instruction before releasing students to independent learning, or 'you do it alone.' AVID has modified this model even further because we recognize that if students are to get to the place of independent learning, collaboration with their peers is crucial. The educator in the room continues to play an incredibly important role, continuously checking for understanding to determine whether students need to return to a previous phase for additional coaching. The gradual release process can occur over short or long periods of time and should be recursive as needed.

Just as in other complex processes such as Socratic Seminar or Philosophical Chairs, in AVID tutorials students are working together to make meaning of content and ideas, with their teacher present—monitoring, guiding when necessary, differentiating, supporting, and scaffolding. As part of the tutorial process, students practice and eventually master a myriad of metacognitive skills such as showing their critical thinking on the Tutorial Request Form (TRF). Each of these discrete skills, such as Socratic questioning, should be gradually released to students over their years in AVID with less and less guidance from their tutors and teacher. This will allow for the multi-year gradual release of the process to students, culminating in independent tutorials in the senior year.

The **Gradual Release of Responsibility Model** is an instructional framework, which can occur over a short or long period of time and should be recursive as needed, that begins with demonstration or modeling by the educator and moves to autonomous practice by the students.

The Phases of the Gradual Release of Responsibility Model

- **"I do":** In this phase, the educator is doing approximately 100% of the work, while students pay close attention to the modeling being done. For example, this is where the educator "thinks aloud" as they model the thinking and questioning of a text. In tutorials, this may be a phase of training where students are learning about the TRF for the first time with the educator walking them through the thinking process of what each part entails.
- **"We do":** In this phase, the educator is doing approximately 70% of the work as they guide the students. The students are doing approximately 30% of the work as they engage and collaborate with the educator and the instructional routine. The educator guides students in their questioning and interactions, possibly taking volunteers or differentiating by inviting students who have mastered a particular skill or strategy to share their thinking and understanding with the rest of the class. In tutorials, this could occur at the start of the year for students who have previously participated in the AVID Tutorial Process. This can also occur during the year when calibration of tutorial skills is the lesson focus. Another example of this phase is when tutors model Socratic questioning for students.
- **"We do together":** Students work within collaborative structures (i.e., smaller groups or partnerships). The educator guides and monitors large or small groups while continuously checking for understanding to determine whether students are ready to be released to work independently. The educator is doing

approximately 30% of the work, as they are checking in with small groups, while students are now doing 70% of the work as they work within structured collaborative groups. This is what a typical tutorial day could look like once students and tutors have gained experience. That is to say that students and tutors will need coaching, modeling, and scaffolding for continuous improvement of the tutorial process, but at this stage they have a general sense of the process itself.

- **"You do":** Students independently practice and apply what they have learned. The students are doing 100% of the work or learning in this phase. This phase reflects the highest level of implementation on the approach to the Senior Tutorials process.

Study the Gradual Release of Responsibility Model below. Consider the tutorial overlay to the model as an example of how it can be applied to each skill students encounter in the 10 Steps of the AVID Tutorial Process.

See Chapter 6 for more information about the Senior Tutorials process.

A Gradual Release of Responsibility Model

Example: The 60-Second Synthesis

"You do"

0% Educator / 100% Students

Students have demonstrated that they can do the work independently.

During a subsequent tutorial, students individually create their own 60-Second Synthesis as the student presenter.

Student Responsibility

Increased Rigor

Teacher Support

"We do together"

30% Educator / 70% Students

Students work in structured collaborative groupings while the educator closely monitors understanding, pulling the group back to "We do" if necessary.

Students work in pairs or small groups to create a 60-Second Synthesis, incorporating all necessary components, while the educator observes and coaches.

"I do"

100% Educator / 0% Students

Educator is modeling through a Think-Aloud while students observe.

After a mock fishbowl tutorial session, the educator models giving a 60-Second Synthesis while students observe.

"We do"

70% Educator / 30% Students

Educator leads the learning while students take notes and volunteer their thinking.

Educator plays a video of a 60-Second Synthesis, pointing out all the components of the synthesis (i.e., POC, notes, a-ha! moments, etc.) while students take notes and volunteer similarities to the 60-Second Speech.

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Articulate how the AVID Tutorial Process supports collaboration, communication, and critical thinking.
- Align the Gradual Release of Responsibility to the AVID Tutorial Process.
- Know and understand the 10 Steps of the AVID Tutorial Process.
- Understand and communicate the expectations for each tutorial group member.
- Identify the skills students develop in the AVID Tutorial Process.
- Recruit and train tutors for the AVID Tutorial Process.

Pre-Reading Reflection Questions

- How do I articulate the skills that are developed during AVID tutorials?
- How do I know what is expected of me as an AVID Elective teacher?
- How do I help students know what is expected of them?
- How do I help tutors know what is expected of them?
- How do I recruit and train AVID tutors?

Guiding Principles

- The collaborative inquiry process used in AVID tutorials is developed over time and is based in research on collaborative study groups.
- Socratic questioning is the basis for AVID tutorials.
- Students develop skills over a period of years by engaging in the twice weekly practice of collaborative tutorials.
- The skills students develop are aligned to the standards and student outcomes for the AVID Elective class.
- The 10 Steps of the AVID Tutorial Process is student-centered and begins and ends in students' academic classes.
- Tutors are an integral part of the AVID Tutorial Process and need proper training to be successful.

The 10 Steps of the AVID Tutorial Process

The AVID Tutorial Process is divided into three parts—*before* the tutorial, *during* the tutorial, and *after* the tutorial. These parts provide the framework for the 10 steps that need to take place to create effective, rigorous, and collaborative tutorials. The 10 Steps of the AVID Tutorial Process covered in this chapter is also demonstrated in student-centered videos that can be found on the *AVID Tutorial Guide* webpage on MyAVID.

The **Point of Confusion (POC)** is the precise point of a student's critical thinking that causes them to be confused about the academic content. It is the "jumping off point" for the tutorial process and is used to develop the Tutorial Question.

Before the Tutorial includes: 1) students engage in rigorous coursework and identify an initial question they have from their academic studies, 2) students work to complete a Tutorial Request Form (TRF) and identify a **Point of Confusion (POC)**, and 3) the student brings the completed TRF to their AVID Elective class and the class is divided into tutorial groups where students prepare to engage in tutorials.

During the Tutorial includes: 4) once students are in their tutorial group, a student presenter is selected to start at the whiteboard and deliver their 60-Second Speech, which ends with the presentation of their Tutorial Question from their POC, 5) the group members utilize inquiry to engage the presenter in an academic conversation that assists and guides the student presenter in clarifying their POC, 6) the group members check the student presenter's understanding as they help to articulate the steps taken to resolve the POC, 7) the presenter gives a 60-Second Synthesis of their learning, including the notes, resources, academic conversation, and steps used to reach a new understanding of that POC, and 8) students repeat Steps 4 through 7 until it is time for closure.

After the Tutorial includes: 9) students complete a summary of their learning and reflect on the tutorial process, in either verbal or written format, addressing any skills or issues that the group is working on, and 10) students bring the process to a close by returning to their academic classes and applying their learning.

> ***"Group processing can be facilitated by giving students the opportunity to individually and collectively assess their performance. During this self-evaluation, each student learns individually how to collaborate more effectively with [his or her] teammates, and the group as a whole reflects on its performance."***
>
> (Soller, 2001, p. 45).

Roles and Responsibilities

It is important that every tutorial team member understands the expectations of their role in the tutorial process. The *teacher's role* is to coach or formally observe tutors and students during every tutorial in order to improve student academic performance and foster student agency. The teacher does this by walking around to each tutorial group during tutorials and modeling inquiry for the students and tutors. The *tutor's role* is to facilitate the inquiry and collaboration process of one group each tutorial in order to assist students in developing metacognitive skills they will use in college. The tutor can do this by modeling to students the use of inquiry while taking focused notes. They can also remind students to use their resources to generate questioning and look up information for the student presenter. The *student presenter's role* is to present an authentic Point of Confusion to the group, interact with questions from the group, and pursue a resolution. Students can ensure that they are bringing an authentic question with academic vocabulary to the tutorial by reviewing their academic work first and generating a question when they identify something they do not understand. Lastly, the *group member's role* is to assist the student presenter to understand their POC in greater depth through the collaborative inquiry process. The group members can do this by using their

resources and the student presenter's resources (including focused notes, classwork, homework, or textbooks) during the tutorial to generate inquiry for the student presenter.

Student Outcome Connections – Anchor Standards and Tutorials

It is important for both educators and students to understand how the AVID Tutorial Process relates to the three student outcomes of the AVID Elective Anchor Standards—Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge. The full set of AVID Anchor Standards can be found on MyAVID.

Student Agency – Students exercise their metacognitive and leadership skills in order to propel themselves forward both academically and personally.

Student Empowerment:

- Students generate and maintain a network of support in their tutorial groups that leads to current and future success.
- Students self-monitor and seek help to resolve their points of confusion.
- Students apply new learning to their academic courses to demonstrate knowledge and achieve academic success.

Leadership of Others:

- Students practice leadership skills in both the presenter and group member roles.
- Students manage and resolve conflict with others by utilizing communication skills built into the tutorial.

Rigorous Academic Preparedness – Students experience WICOR as 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 academic discussions, which can be documented through focused notes and a written summary reflection. The following standards describe some WICOR strategies that are utilized in the AVID Tutorial Process to infuse rigor and critical thinking:

Writing:

- Students opt to take focused notes to meet the note-taking objective and clarify thinking.
- Students summarize and reflect to synthesize learning and identify next steps after the tutorial process.

Inquiry:

- Students use questioning techniques to engage in discussions and think critically about content and concepts.
- Students identify specific questions based on a misunderstood concept or problem.
- Students arrive at a solution and identify generalized steps that could be used to solve similar problems.
- Students make connections between new learning and previous learning, their experiences, themselves, and/or their world.

Collaboration:

- Students share responsibility among group members.
- Students work productively and effectively in diverse teams with diverse perspectives.
- Students establish and maintain relational capacity with others.
- Students respect individual contributions.
- Students support group members in clarifying confusion and checking for understanding.
- Students clearly communicate verbally and nonverbally, including appropriate usage of technology.
- Students listen effectively to decipher meaning.
- Students demonstrate command of language and grammar usage when communicating.
- Students adapt speech to a variety of contexts and communicative tasks.

Organization:

- Students use tools and routines during tutorials (e.g., inquiry templates, academic resources, graphic organizers, focused note-taking, three-column note-taking at the board) to create understanding or clarity around a Point of Confusion.
- Students organize information, indicating relationships between ideas.
- Students monitor progress toward goals and revise appropriately, leveraging technology when helpful.

Reading:

- Students examine key academic and content-related vocabulary to deepen their comprehension of texts.
- Students read content-area material (e.g., focused notes, textbooks, classwork, homework) to generate a Tutorial Question from their Point of Confusion.
- Students extend beyond the text by using academic thinking skills (i.e., applying, analyzing, evaluating, and/or synthesizing key learning).

Opportunity Knowledge – Students gain awareness of local, national, and global opportunities through real-time and virtual college field trips, and from college and adult tutors, guest speakers, and career fairs.

Advancing College Preparedness:

- Students develop an awareness of personal abilities, skills, and interests related to college selection.
- Students plan their education and college path aligned to personal goals.

Building Career Knowledge:

- Students develop an awareness of personal abilities, skills, and interests related to career readiness and career selection.
- Students plan their education and career paths aligned to personal goals.

INSTRUCTIONAL PRACTICE:
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 parts provide the framework for the 10 steps that need to take place to create effective, rigorous, and collaborative tutorials.

Instructional Goals

Students will:

- Synthesize the 10 Steps of the AVID Tutorial Process by creating a tutorial process "word splash."
- ⚓ Synthesize and organize information effectively, including usage of digital tools.
- ⚓ Organize information, indicating relationships between ideas.

Resources

- *AVID Tutorial Process Overview* (Student Resource)
- *AVID Tutorial Process Graphic* (Student Resource)

Preparation for Instruction

- Have poster paper and markers ready for this activity.

Instructional Strategies

- Instruct the class to divide into small groups of 3–5 students.
- Have groups number off 1–3. Each group will jigsaw the 10 Steps of the AVID Tutorial Process by reviewing one section of *Student Resource: AVID Tutorial Process Overview*. Group 1 will review the *before* section, Group 2 will review the *during* section, and Group 3 will review the *after* section.
- Ask each group to read and note key components of their assigned section of *Student Resource: AVID Tutorial Process Overview* by circling key terms and underlining main ideas.
- After each group has reviewed their section of the 10 Steps of the AVID Tutorial Process, have them summarize their section to the whole group.
- Next, refer students to *Student Resource: Tutorial Process Graphic*. Ask them to make connections between the graphic and the more detailed steps they just reviewed.
- Challenge student groups to think of another process they are familiar with (e.g., making a pizza, baking cookies, preparing for an athletic event, washing a car, preparing for school dance).
- Instruct each group to create a "tutorial word splash," which will be a symbolic representation of the 10 Steps of the AVID Tutorial Process on poster paper, using their brainstormed process as a metaphor. Each step of their chosen process should metaphorically represent a step of the tutorial process (e.g., if the selected metaphorical process is baking cookies, then "selecting ingredients" might represent "completing the TRF pre-work").
- Finally, have students conduct a **Gallery Walk** to view all groups' posters when complete.

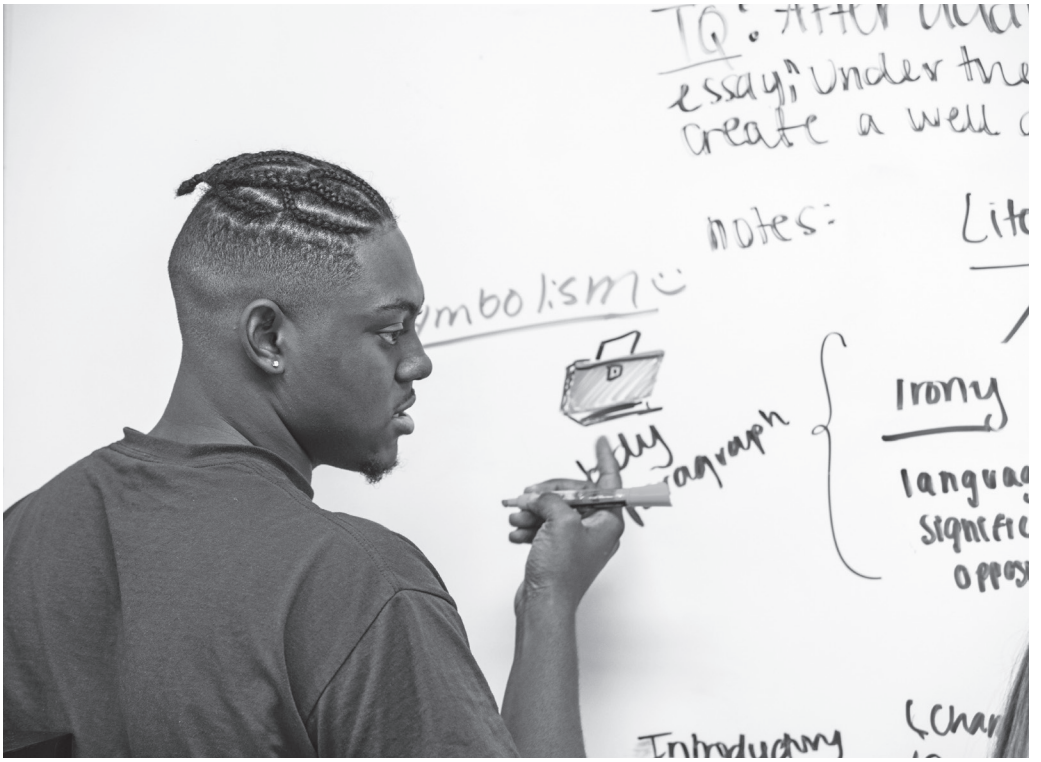
A **Gallery Walk** is a sharing and processing activity used when students/groups are each creating a similar product. Upon completion, each student/group posts or places the finished product around the perimeter of the room. Students/groups then circulate around the classroom and review others' products, as though they were walking through a museum gallery.

Variations

- This activity can also be used for tutor and staff training on the tutorial process.
- Incorporate this activity into a team-building Friday early in the school year as a tutorial process "refresher."
- Students can use a digital medium and digital tools to complete the word splash. Have students post their creations to a shared space for class viewing.

Extension

- Keep posters displayed around the classroom to remind students of each step of the tutorial process.



AVID Tutorial Process Overview

The 10 Steps of 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 AVID Tutorial Process by circling the key terms and underlining the main ideas.

Before the Tutorial
(Steps 1–3)

1 **Students identify an initial question as they engage in rigorous coursework.**

The beginning of the tutorial process is when students identify a question, concept, or problem in an academic class that is causing them confusion. This initial question can come from material presented in lectures, textbook readings, videos, handouts, tests, quizzes, projects, or other resources. If students are having difficulty finding an initial question, it could be that they are not facing enough rigor in their coursework.

2 **Students complete the Tutorial Request Form (TRF) and identify their Point of Confusion (POC).**

Once students have identified an initial question based on a concept or problem they do not understand, they complete the pre-work inquiry on the TRF. This pre-work includes the initial question, key vocabulary, prior knowledge, critical thinking about the initial question, and steps used to identify the Point of Confusion and the question they develop based on their Point of Confusion to bring to the tutorial.

3 **Students divide into groups with one tutor and prepare for the tutorial.**

As students enter the room, the teacher/tutor checks that the TRF pre-work is complete. Students are divided into groups with one tutor and prepare for tutorials by taking out their resources including a binder, notes, textbooks, or supportive technology. It is important to communicate the method that is used to group students (e.g., *Tutorials and Grades Analysis* results, question content, core teacher).

During the Tutorial
(Steps 4–8)

4 **Student presenter gives a 60-Second Speech ending with the Tutorial Question from the POC.**

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 presenter has been identified, they give a 60-Second Speech for the group members that addresses their pre-work inquiry and identified Point of Confusion, along with what they know about the initial question, and any academic vocabulary that is central to the topic. Students end their 60-Second Speech by asking their Tutorial Question, which they based on their Point of Confusion from the initial question.

5 **Students engage in academic conversation using collaborative inquiry.**

As students begin the academic conversation, they record their thinking and approach in the notes in a collaborative space, such as on the board. The ability to hold rich academic conversations is crucial to success not only in school—as evidenced by increasing focus on the context, depth, and breadth of classroom conversations in state standards—but also in career settings.

Tutorials are structured to help students grapple with difficult concepts while developing academic speaking and listening skills in their content areas. In order to support their growth, students must use and feel comfortable with content vocabulary, as well as with the formal language register of academic settings. The academic conversation takes place in between the 60-Second Speech and the 60-Second Synthesis and consists of Socratic questioning and academic dialogue supported by templates, sentence stems, and language scripts.

During the Tutorial
(Steps 4–8)

6

Students check the presenter's understanding as they articulate generalized steps.

Group members and tutors check the student presenter's understanding as the student presenter reviews the work and articulates the steps used to clarify the Point of Confusion. This is an opportunity to assess the strength of the presenter's understanding and ensure they see the connections between their Point of Confusion and the solution to the Tutorial Question.

7

Student presenter shares the resolution of their POC in a 60-Second Synthesis of their learning.

The student presenter gives a 60-Second Synthesis articulating the inquiry and critical thinking of the group once the academic conversation and collaborative inquiry process have ended. This is a recap of the Point of Confusion, the notes that captured the critical thinking of the group, and the steps taken to come to a solution. Presenters should refer to the work completed on the board as they give the 60-Second Synthesis to the tutorial group.

8

Students repeat Steps 4–7 with the next presenter.

Steps 4 through 7 are repeated for as many group members as time allows. A system should be in place to support expeditious transitions between student presenters. If time runs out before some students have had a chance to present, a system should be in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session when 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.

After the Tutorial
(Steps 9–10)

9

Students summarize their academic learning and reflect on the tutorial process.

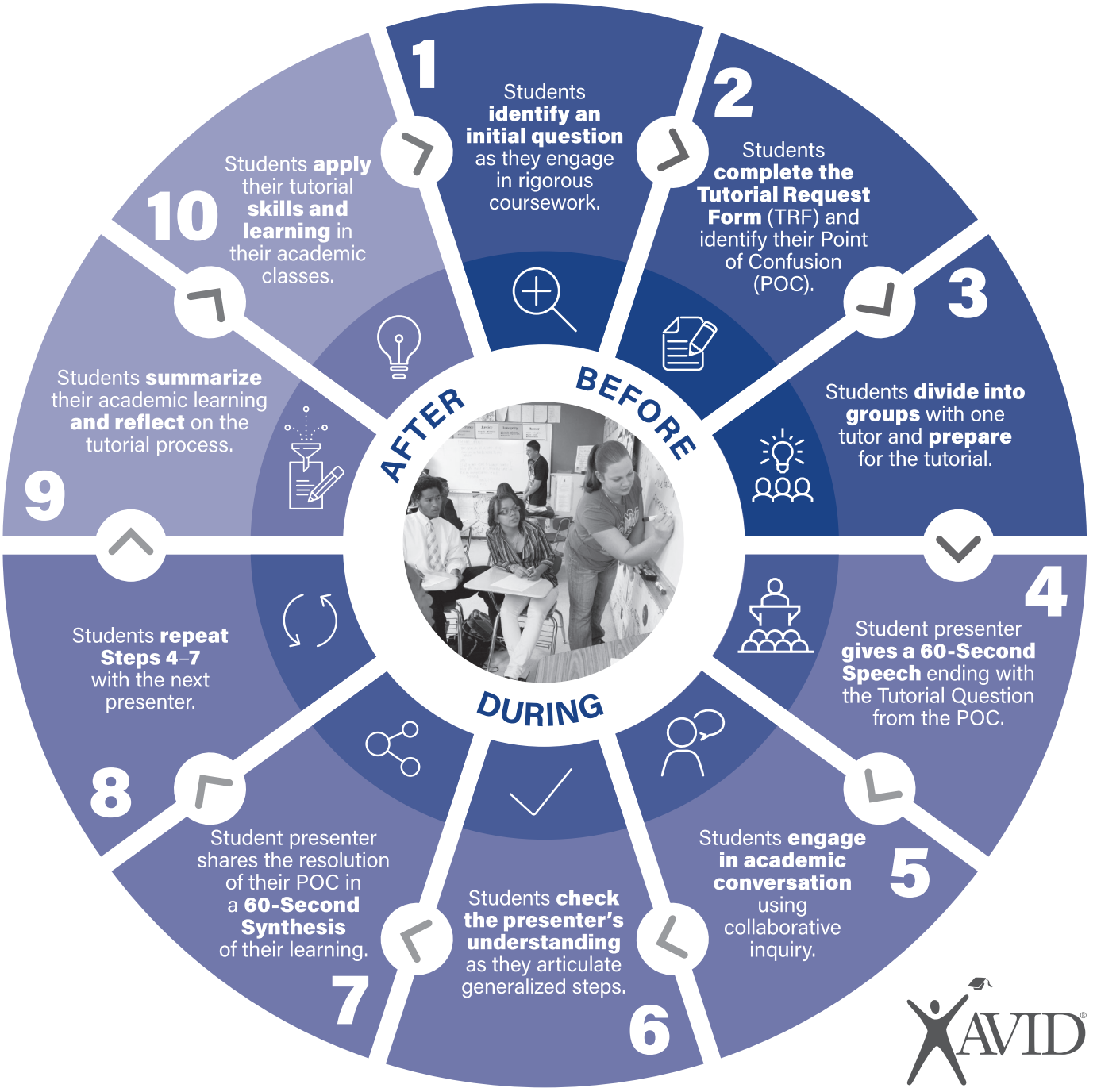
After engaging in the tutorial process, it is critical for students to summarize the new learning that occurred from clarifying their Point of Confusion, and to reflect on the tutorial as a whole. Summarizing and reflecting can happen in both verbal and written form, depending on the intent of the teacher. Summarizing and reflecting verbally after a tutorial session is a collaborative endeavor. Summarizing and reflecting in writing is an important individual metacognitive process that also aligns with Phase 4 of AVID's Focused Note-Taking Process. Either path supports students as they hone their summarizing and reflecting skills and ask themselves, "What have I learned?," "How will it be useful?," and "How can I continue to improve?" Summary and reflection should happen after each tutorial session.

10

Students apply their tutorial skills and learning in their academic classes.

The tutorial process is completed during Step 10 when students take what they have learned about their Point of Confusion and apply that new learning when they return to their academic classes. This step in the tutorial process is also an opportunity for students to reflect more generally on the skills they have developed through tutorials and how those skills can also help them in their academic courses.

THE 10 STEPS OF THE AVID TUTORIAL PROCESS



INSTRUCTIONAL PRACTICE:
Processing Tutorial Roles and Expectations

It is important that every tutorial team member understands the expectations that come along with their role. Additionally, understanding the progression of tutorials across grade levels enables educators to guide the tutorial process toward the continual refinement of skills. This activity helps all tutorial team members clarify the expectations of their roles in the tutorial process.

Instructional Goals

Students will:

- Clarify the expectations of their role and the role of other tutorial team members in the AVID Tutorial Process.
- ⚓ Share responsibility among group members.

Resources

- *Tutorial Progression Chart* (Educator Resource)
- *Understanding Expectations* (Educator/Student Resource)
- *Expectations: AVID Teacher* (Educator Resource)
- *Expectations: AVID Tutor* (Educator/Tutor Resource)
- *Expectations: AVID Student* (Educator/Student Resource)

Preparation for Instruction

- Prepare a list of any district/site-specific expectations beyond the expectations outlined in the provided resources.
- Review *Educator Resource: Tutorial Progression Chart* to understand how tutorials unfold across grade levels and ultimately lead to the Senior Tutorials process.
- Note that this is an overview activity. The fully detailed roles and responsibilities for each tutorial team member will be covered in Chapter 3: During the Tutorial.

Instructional Strategies

- Instruct students to work with partners or small groups to review the *Expectations* resources for each tutorial team member. As they review the expectations, they should read like a tutorial content expert and circle key words and underline important concepts related to tutorial team member expectations.
- After reviewing the expectations resources, ask students to individually complete *Educator/Student Resource: Understanding Expectations* with the information relevant to their role as a tutorial team member.
- Then, ask students to find a partner in the room and take turns summarizing their role as a tutorial team member. As partners share, they should attempt to help each other refine their original work and to address the questions they have regarding their expectations.
- Debrief by charting and addressing questions students still have about their role.

Variation

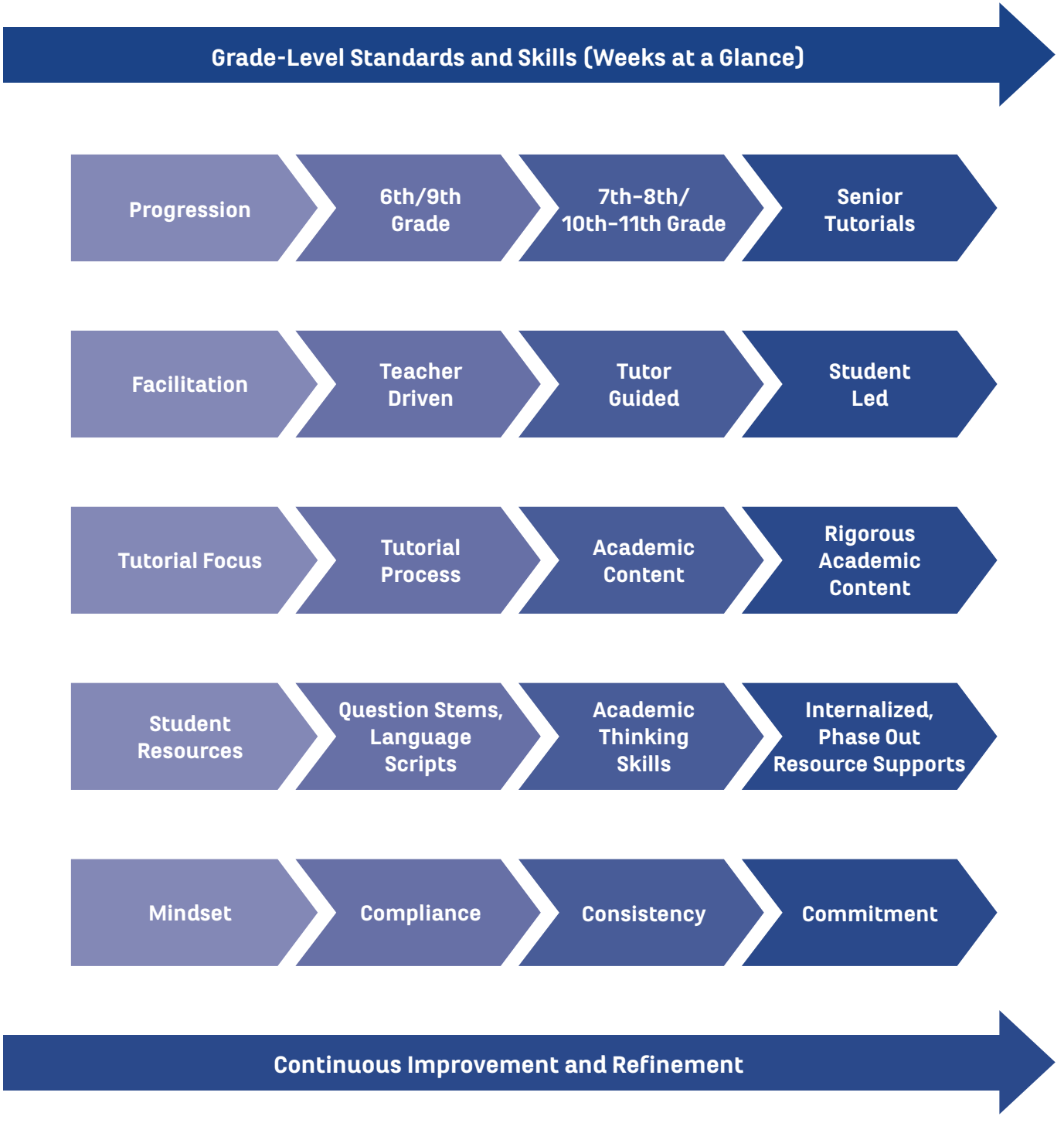
- Be sure to include any district/site-specific variations needed for each tutorial group member role.

Extensions

- Use the *Expectations* resources as a starting point and have students draft their own list of expectations for each role.
- Students can create one-pagers or word splashes to further communicate the role of each tutorial group member.
- Conduct a mock tutorial where students take turns role playing each role within the tutorial team.
- Share *Educator Resource: Tutorial Progression Chart* with students so that they can begin to understand where they are in the tutorial progression and what they can expect as they move forward. Have them create their own grade-level expectations for one or two rows on the chart.

Tutorial Progression Chart

At the start of the tutorial progression, whether implementing tutorials in 6th grade or 9th grade, students are focused on learning the 10 Steps of the AVID Tutorial Process, which is steeped in metacognition. As they attain skills through grade-level standards and their academic courses simultaneously become more rigorous, they shift their focus toward the content, using the tutorial steps as the routine to access the material. Observation and coaching of focus areas allow for continuous improvement of tutorials.



Understanding Expectations

Read and circle key words and underline important concepts on the tutorial team member *Expectations* resources that follow this page. Pay special attention to the expectations listed for your role in the AVID Tutorial Process. List any district/site expectations that apply to you.

Name	
My Role	__ Teacher __ Tutor __ Student (as student presenter and group member)
Teachers only: **Additional expectations specific to my district/site.**	
List five of the most important understandings you have regarding the expectations for your role.	
List two questions you have regarding the expectations for your role.	

Expectations: AVID Teacher

1. The AVID teacher takes an active part in coaching classroom tutors and in developing the academic and personal strength of AVID students.

2. The AVID teacher makes regular observations of tutorials in order to assess needs and plan remediation based on the continuous improvement process.

3. The AVID teacher takes care in implementing the AVID Elective in accordance with the defined parameters.

4. The AVID teacher becomes a master of the stages of the AVID Tutorial Process and the inquiry learning process, and coaches students and tutors to ensure they have a thorough understanding of their role and responsibilities.

5. The AVID teacher assists AVID tutors and students in developing personal pride in, and commitment to, AVID.

6. Responsibilities of the AVID Elective teacher include:

    - Implementing the AVID curriculum.
    - Using lessons grounded in AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.
    - Ongoing monitoring of the progress of AVID students.
    - Training, coaching, and debriefing the tutorial process with tutors and students.
    - Participating in all AVID Elective teacher and/or Site Team meetings.
    - Assisting with and participating in all AVID functions (e.g., parent meetings, AVID field trips, tutor recruitment/training, and staff development).
    - Attending AVID trainings in the summer and throughout the school year.

Expectations: AVID Tutor

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

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

3. The AVID tutor becomes a master of each stage of the AVID Tutorial Process and the inquiry learning process, understanding and performing their role and responsibilities with increasing skill.

4. The AVID tutor assists students in developing personal pride in AVID participation.

5. 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.
    - Serves as a role model to AVID students.

6. 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:

    - Complete AVID tutor training.
    - 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 organizational tools (e.g., calendar, assignment sheets, TRFs, and daily focused notes from academic classes).
    - Actively participate in collaborative groups and tutorials.
    - Participate in AVID field trips and motivational activities, when possible.
    - Inform the teacher in advance of absences or late arrival 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.

Expectations: AVID Student

1. AVID students are actively involved in their own education and grow academically and personally through the support of AVID.

2. AVID students become thoroughly grounded in AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.

3. AVID students become masters of each stage of the AVID Tutorial Process and the inquiry learning process, understanding and performing their roles and responsibilities with increasing skill.

4. AVID students develop personal pride in themselves, their work, and AVID.

5. AVID students will:

   - Be positive, encouraging, and supportive of their classmates.
   - Arrive on time and prepared for class (e.g., bring binder, TRF with pre-work completed and related resources—class focused notes, textbooks, past tests).
   - Act as a role model for peers.
   - Become familiar with the specific routines and expectations of their teachers' classrooms.
   - Understand the importance of learning and of achieving academic success.
   - Take an active part in developing academic strength, personal pride, and self-advocacy.
   - Demonstrate commitment to themselves, to AVID, and to their studies.
   - Communicate effectively with their teachers, tutors, and other students.
   - Discuss common areas of concern with AVID tutors.
   - Learn by asking questions, not by having answers provided for them.
   - Maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes.
   - Maintain enrollment in college-preparatory classes.
   - Maintain an AVID binder that includes an agenda, daily planner/calendar, focused notes, assignments in all classes, and TRFs.
   - Take focused notes daily in all academic classes.
   - Complete all homework assignments every night.
   - Participate in AVID tutorials at least twice a week.
   - Participate in extracurricular activities, field trips, and community service.
   - Attend summer school as needed to take additional coursework and/or to raise grades to maintain college eligibility.
   - Prepare for and take college entrance exams such as the SAT® and ACT® suite of assessments.

INSTRUCTIONAL PRACTICE: Understanding WICOR Connections

It is important for both educators and students to understand how the AVID Tutorial Process relates to WICOR strategies and skills. This metacognitive routine can help students intentionally connect their tutorial work to WICOR.

Instructional Goals

Students will:

- Reflect on how the AVID Tutorial Process helps them practice WICOR strategies and develop college and career readiness skills.
- ⚓ Make connections between new learning and previous learning, their experiences, themselves, and/or their world.

Resources

- *WICOR Strategies and Skills* (Educator/Student Resource)
- *Sample WICOR Connections* (Educator Resource)
- *WICOR Connections* (Student Resource)

Preparation for Instruction

- Preview *Educator Resource: Sample WICOR Connections* to give you an idea of how WICOR is connected to the AVID Tutorial Process.

Instructional Strategies

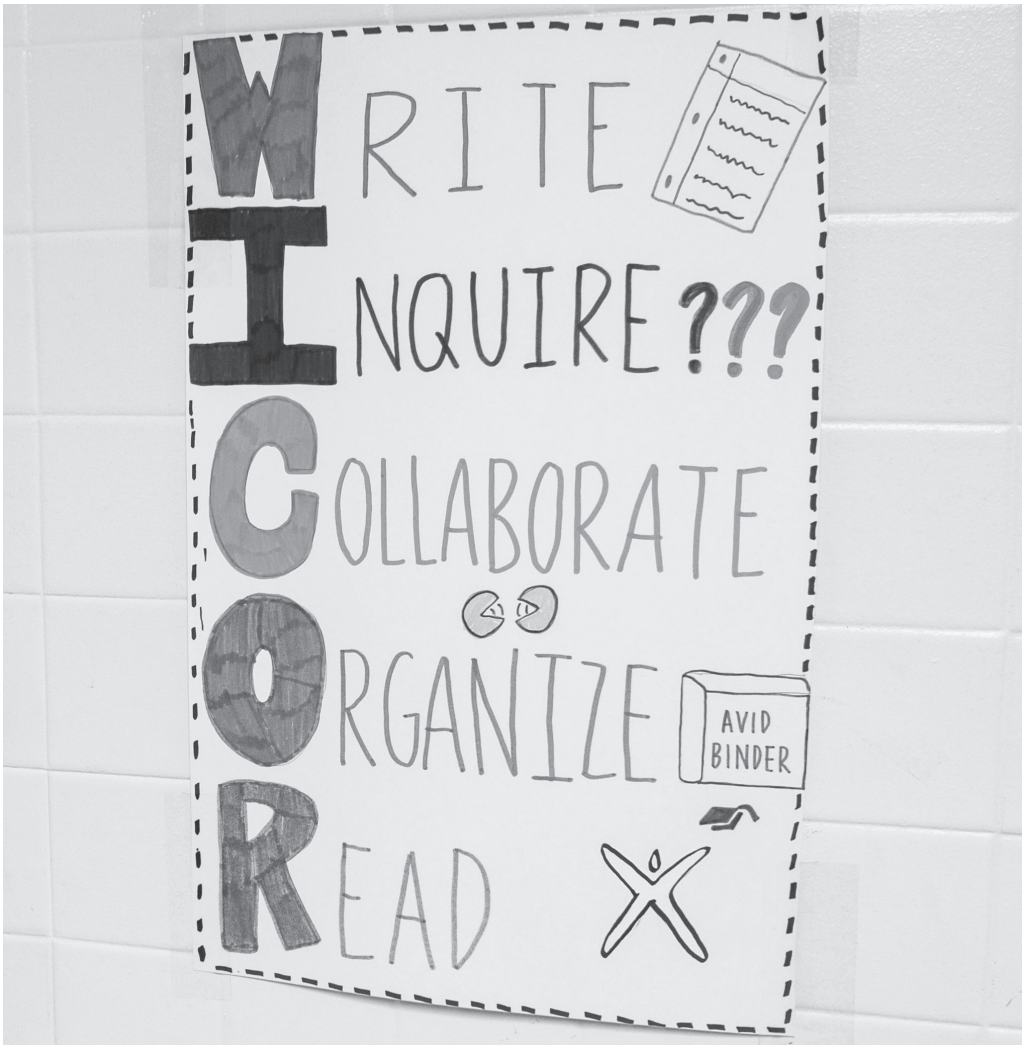
- Remind students that WICOR is the set of skills and strategies students develop throughout their AVID participation.
- Ask students to complete a 2-minute quickwrite, brainstorming all of the WICOR connections they can think of as they relate to the tutorial process:
    - *What WICOR strategies and skills do we practice and develop during tutorials?*
- After the quickwrite, ask a few students to share their responses.
- Then, instruct students to work in small groups to review *Educator/Student Resource: WICOR Strategies and Skills.* As they review, they should read like an AVID tutorial content expert and use a highlighter to identify specific language from the resource that relates to the tutorial process. Ask, "What college and career readiness skills and strategies relate to what we are doing in tutorials?"
- After students highlight the language from *Educator/Student Resource: WICOR Strategies and Skills*, ask groups to process their reading by completing *Student Resource: WICOR Connections*. They can do this by filling in the columns on the handout or by creating the chart in their notes. As students complete the chart, they should focus on transferring key WICOR components to the chart as they relate to the skills and strategies used during the tutorial process.
- Debrief by asking groups to stand and deliver key connections from their *Student Resource: WICOR Connections* chart.

Variation

- This process can also be used with Collaborative Study Groups or tutorials with eTutors.

Extensions

- After each tutorial session, ask students to conduct a WICOR debrief, highlighting the specific WICOR strategies and skills they felt were emphasized during the tutorial session.
- Ask students to create a tutorial WICOR poster for each component of WICOR, highlighting how tutorials address each component.



WICOR Strategies and Skills

WICOR	Definition	College and Career Readiness Skills	Strategies
W	***Writing is:*** • A tool for communication, reflection, and learning • Inquiry • Visible organization of thought • Communication with authentic audiences	***Students who write:*** • Engage frequently, in every content area and classroom • Cite evidence to support their thinking • Deepen their understanding of content • Demonstrate command of academic vocabulary • Communicate as a content expert • Communicate their thinking competently and confidently	***AVID supports writing through blended learning experiences including:*** • Disciplinary literacy • Academic language and literacy scaffolds • Learning-through-writing strategies • The focused note-taking process • The writing process in every content area • Collaboration • Tutorials, Collaborative Study Groups, and Scholar Groups
I	***Inquiry is:*** • Uncovering one's understanding • Critical thinking and questioning • Exploring a variety of ways to solve problems • Engaging in thinking, learning, and discussion to inspire innovation	***Students who inquire:*** • Analyze and synthesize materials or ideas • Clarify their own thinking • Probe others' thinking • Work through ambiguity • Solve authentic problems	***AVID supports inquiry through blended learning experiences including:*** • Design thinking and problem-based learning • Computational thinking • Skilled questioning techniques • Costa's Levels of Thinking • Socratic Seminars • Tutorials, Collaborative Study Groups, and Scholar Groups
C	***Collaboration is:*** • Positive group interactions • Teamwork with shared responsibility • Sharing of ideas, information, and opinions	***Students who collaborate:*** • Create a safe and supportive physical and philosophical environment • Work through identified structures and roles to achieve a common goal • Develop positive interdependence • Clearly communicate verbally and nonverbally • Listen effectively to decipher meaning • Deepen the learning of others through inquiry and active engagement	***AVID supports collaboration through blended learning experiences including:*** • Academic language and literacy scaffolds • Socratic Seminars • Philosophical Chairs • Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads • Synchronous and asynchronous peer editing groups • Tutorials, Collaborative Study Groups, and Scholar Groups
O	***Organization is:*** • Managing materials, time, and self • Practicing methodical study habits • Planning and prioritizing school, work, and social tasks • Engaging in goal-setting, planning, and reflection • Strategically and intentionally taking responsibility for one's own learning	***Students who organize:*** • Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals • Develop and use tools to organize thinking, resources, and time • Develop and use processes, procedures, and tools to study effectively • Prepare for rigorous courses and engage fully in instruction	***AVID supports organization through blended learning experiences including:*** • Binders, eBinders, calendars, planners, and agendas • The focused note-taking process • Graphic organizers • Project planning and SMART goal-setting • Tutorials, Collaborative Study Groups, and Scholar Groups
R	***Reading is:*** • Making connections between texts, self, and the world • Navigating and comprehending rigorous texts • Evaluating information from a variety of formats • Organizing and applying text-based learning	***Students who read:*** • Activate, engage, and extend beyond the text • Make predictions and create visual images as they read • Understand text structures • Question the text and engage in deep inquiry • Become content experts • Evaluate sources for accuracy and bias	***AVID supports reading through blended learning experiences including:*** • Disciplinary literacy • Academic language and literacy scaffolds • Culturally relevant texts • The critical reading process • The focused note-taking process • Vocabulary building • Summarizing • Tutorials, Collaborative Study Groups, and Scholar Groups

Sample WICOR Connections

WICOR—writing, inquiry, collaboration, organization, and reading—is part of the foundation of an effective and rigorous tutorial. Connecting WICOR to tutorials provides students with the opportunity to contextualize their experience in tutorials within the broader aims and goals of AVID's WICOR instructional strategies. The following is a sample summary of how WICOR connects to the AVID Tutorial Process.

Writing	• Using the focused note-taking process to take notes in content-area classes to be used as a resource to create a Tutorial Request Form (TRF) based on a Point of Confusion (POC) • Using content-area focused notes as a resource to support Tutorial Question resolution • Completing TRF pre-work to clarify thinking and demonstrate previous knowledge and understanding • Visibly organizing thoughts in the critical thinking section of the TRF • Creating a higher-level summary reflection based on the learning around the POC • Writing summaries and reflections
Inquiry	• Analyzing information to create questions in focused notes • Synthesizing material in focused notes by using notes/questions to create a summary • Thinking critically about the initial question on the TRF to arrive at a POC • Engaging in academic conversation to uncover understanding (*a-ha!* moments) and resolve the POC • Using Costa's Levels of Thinking to ask questions to gather information, make connections, and evaluate solutions • Reflecting or thinking in a metacognitive way about a new or greater understanding about the POC
Collaboration	• 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 environment • Deepening the learning of others through inquiry and a shared common goal • Developing positive interdependence and individual accountability for tutorial success • Debriefing and refining tutorials using observation tools
Organization	• Using a binder to organize resources used during tutorials • Using a calendaring system to plan and prioritize class tasks, goal-setting, and tutorial focus • Using the focused note-taking process to take or supplement notes during the tutorial • Communicating effectively, in writing and verbally, to support the tutorial group in creating understanding or clarity around a POC • Strategically and intentionally taking responsibility for one's own learning in the tutorial • Developing and using processes, procedures, and tools to process information individually and in groups • Managing time through prioritizing and goal-setting
Reading	• Completing reading in a content area to support the TRF process • Completing reading in a content area during the tutorial to support questioning and understanding of the POC • Formulating a 60-Second Speech about the TRF pre-work and POC • Creating understanding by using academic vocabulary and graphic organizers • Applying prior knowledge and making connections to the text, self, and the world • Reading and reviewing tutorial resources including the textbook, content class notes, and three-column notes taken during the tutorial to assist in both research and reflection

WICOR Connections

Use the following table to record WICOR connections to the AVID Tutorial Process.

Writing	
Inquiry	
Collaboration	
Organization	
Reading	

Types of Tutors

Why Tutors?

AVID tutorials offer a collaborative environment in which students use the inquiry process and Socratic dialogue to address points of confusion from their content classes in order to come to a more complete understanding of what they are learning. AVID tutors facilitate the tutorials to ensure students are thinking critically and problem-solving using inquiry. AVID tutors are trained in the AVID Tutorial Process in order to support students' WICOR skill development. Additionally, AVID tutors serve as role models for AVID Elective students, offering appropriate opportunity knowledge about college and careers and encouraging development of student agency.

Definition of a Tutor

Mary Catherine Swanson's original goal was to hire college students to help her students with the rigor in their academic classes. Since then the definition of an AVID tutor has been broadened. The intent behind incorporating a broader definition of who can be an AVID tutor is to address the challenges many sites have with accessing college tutors near their school. As the broader definition allows sites to have access to more tutors, it supports their ability to implement AVID with fidelity.

The options for AVID tutors include (in preferential order):

- Current college students
    - College tutors are defined as current college/university students who have undergone the AVID tutor training and who tutor in the AVID Elective/Excel classroom.
- Cross-age students or adults
    - AVID cross-age tutors are older secondary students from a different grade level and a different classroom than those in the AVID Elective/Excel class, who implement and model WICOR strategies in the collaborative, inquiry-based AVID Tutorial Process. They can be a teacher assistant or can be enrolled in another class such as a leadership class, tutoring class, mentorship class, or another AVID Elective class offered at the same time, though the latter should be only an occasional practice.
    - Adult tutors are defined as individuals other than college or cross-age tutors who have undergone the AVID tutor training and who tutor in the AVID Elective/Excel classroom.
- Peers from the same grade level including, but not limited to, students in the AVID Elective class
    - Peer tutors are defined as students from the same grade level including, but not limited to, students in the same AVID Elective class who have undergone in-class peer tutor training or the AVID tutor training. AVID peer tutors are selected based on locally defined criteria such as leadership, academic success, aspiration to be an educator, and relational capacity with peers. AVID Elective teachers may train their entire class to be tutors and use the training as part of their peer tutor selection process.

Recruiting and Training Tutors

Tutors can be recruited from local colleges or community colleges. College tutors are the preferred type of tutor since they are actively engaged in higher education and can serve as role models and mentors for AVID students. Other types of tutors include adult tutors, cross-age tutors (students from older grades within the same school), and peer tutors (tutors in the same grade, including students not in AVID). Any of these types of tutors may also act as eTutors, or tutors who participate in tutorials via video conference. Hiring eTutors can solve many tutor transportation issues as well as allow AVID graduates to serve as tutors in their former schools.

All tutors need substantial training in AVID methodologies before serving as tutors in an AVID classroom. There are specific certification requirements regarding the training tutors need and the standardized materials available to support districts in training their tutors. For more information on finding and training tutors, see support materials on the *AVID Tutorial Guide* webpage on MyAVID.

Recruiting, training, and retaining tutors is an undertaking that is best supported by the AVID Site Team and coordinated by the AVID District Director. Working with campus leadership and the district's human resources department can make the hiring process smoother for AVID Elective teachers and tutors.

No matter what types of tutors are recruited, they will all need coaching, support, and encouragement. Tutors need to feel appreciated as valuable contributors to the tutorial process. They delicately balance modeling skills and allowing students to productively struggle to gain those skills, all while maintaining a unique collaborative space. They are educators, coaches, and, in the eyes of the students, they are mentors existing in the space between them and their AVID teachers. Tutors serve a special role in the AVID classroom, and when they feel like they are a part of the AVID family, they are apt to stay in that role for many years.

Student–Tutor Ratio

The 7:1 ratio is a practical formula that Mary Catherine Swanson felt would be beneficial for students. It is a group size that can be productive with enough inquiry from students to problem-solve points of confusion, and it also corresponds to the typical number of tutorial groups needed for classes of 35 students (i.e., English, history, science, mathematics, and world languages). Seven remains the suggested group size for tutorials; five is the suggested group size when working with an eTutor.

Forming Tutorial Groups

Mary Catherine Swanson formed tutorial groups based on who needed help in various classes. Some students needed extensive help in some courses but not in others. Students were organized according to need. Swanson called her tutorial groups "Collaborative Groups."

In these groups, students were required to work from their notes. They received positive acknowledgment, as well as a grade for their participation.

For more ideas and best practices about forming tutorial groups, see Chapter 3.

Benefits of Each Type of Tutor

Each type of tutor, as well as each individual tutor, brings unique benefits to the AVID classroom. When AVID educators are aware of the personal strengths and assets of their tutors, they are more able to leverage those assets to the benefit of everyone involved in the tutorial process.

Types of Tutors	Benefits of This Type of Tutor
Current College Student	• Provides opportunity knowledge through first-hand accounts of current college experience • Can serve as a "near peer" role model for students • Can provide advanced content knowledge and expertise
Adult	• Provides opportunity knowledge through first-hand accounts of current career experience for AVID students and younger tutors • Provides another caring, adult presence in the classroom • Becomes an advocate for AVID back in the local community
Cross-Age	• Can serve as a "near peer" role model for students, with local knowledge of content, teachers, and assignments • Provides leadership opportunities for current students • Can help spread AVID methodologies and awareness
Peer	• Provides leadership opportunities for current students • Promotes empathy for the students and insight into the role of the tutor, and supports a "problem-solving" mindset • Can help spread AVID methodologies and awareness
eTutor	• Supports students' development of digital literacy skills • Supports students' ownership of learning and preparation for future online learning opportunities • Removes geographical limitations/barriers of physical tutors

Post-Reading Reflection Questions

- How will I articulate the skills that are developed during AVID tutorials?
- How will I perform what is expected of me as an AVID Elective teacher?
- How will I support students in performing what is expected of them?
- How will I support tutors in performing what is expected of them?
- How will I utilize support to recruit and train AVID tutors?

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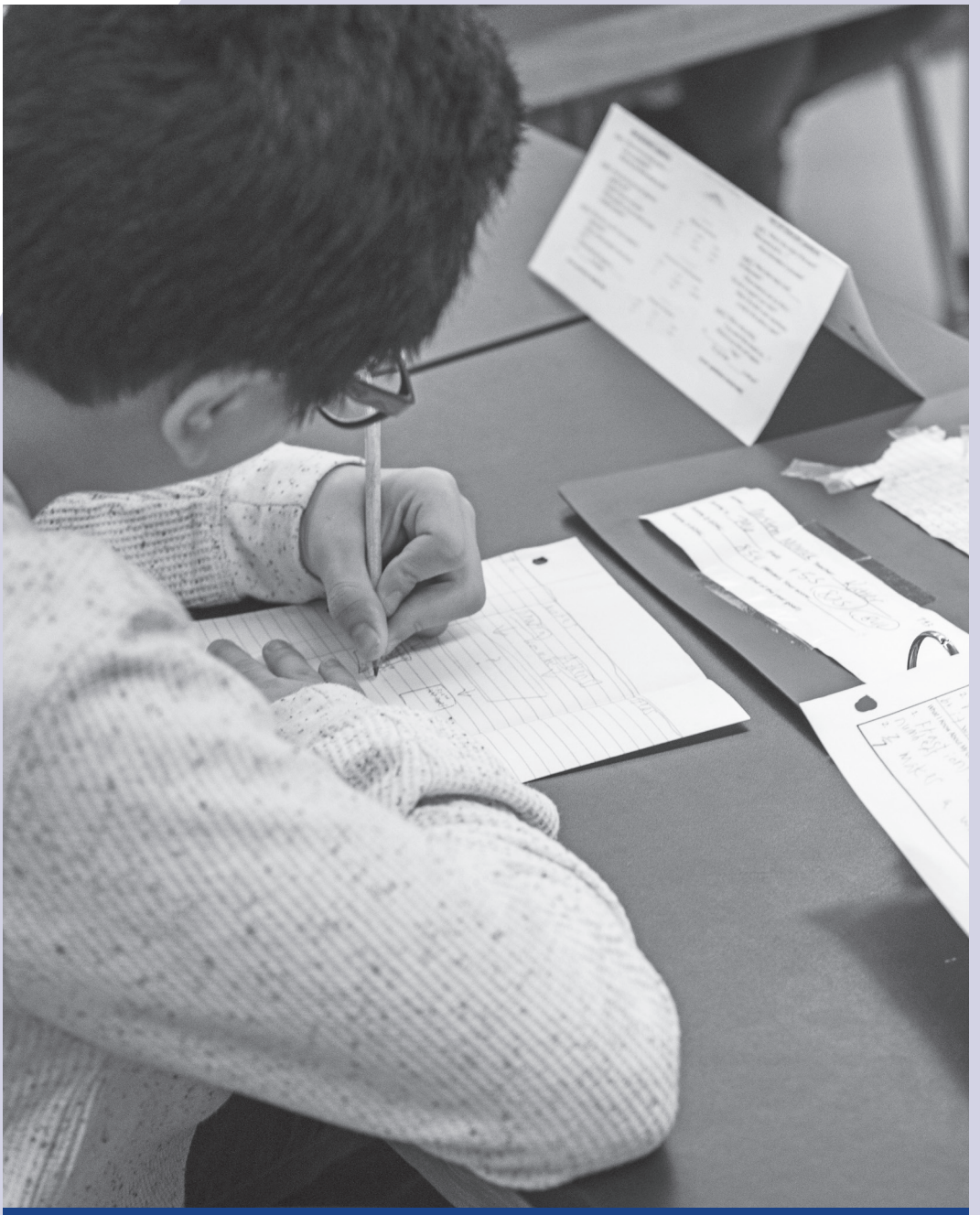


CHAPTER TWO

Before the Tutorial

Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

"Before the Tutorial" is the preparation phase of the AVID Tutorial Process. All three phases are essential to a successful tutorial.

Tutorial success begins with the pre-work that students do prior to the tutorial session during the first two steps of the AVID Tutorial Process. For students to be successful, they should regularly engage in taking focused notes in their academic classes, organizing their notes through an intentional organizational system, and using their notes and other resources to generate the pre-work inquiry expected on the **Tutorial Request Form (TRF)**.

The **Tutorial Request Form (TRF)** was created with metacognitive, critical thinking, and problem-solving skills in mind. The form guides students as they prepare for, receive support for, and reflect on a Point of Confusion in their academic coursework.

The TRF was developed to encourage critical thinking and problem-solving as students learn to be resourceful and gradually take ownership of their learning. As outlined in *Teaching for Rigor: A Call for a Critical Instructional Shift*, "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept but be unable to utilize that knowledge in meaningful ways" (Marzano & Toth, 2014, p. 15). The TRF pre-work encourages students to spend time ahead of tutorials reviewing their resources (e.g., texts, notes, classwork) and developing a Tutorial Question based on their Point of Confusion (POC). Once students arrive at a question from their POC, they are ready to engage in the collaborative, inquiry-based tutorial process to clarify and resolve these Points of Confusion.

The components of the TRF were developed based on research (Washington State University, 2009) to inform the following critical thinking process, prior to tutorials:

Identify a Question That Addresses an Area of Confusion **(Initial Question)**

Students should identify an initial question from their rigorous academic classes that is causing them confusion. These questions can be from their homework, classwork, textbooks, focused notes, or other materials (Merrill, 2002).

Identify Key Vocabulary/Definition Associated With Topic/Question **(Key Vocabulary)**

Students should identify any key academic or content-specific vocabulary relevant to their initial question. Chosen vocabulary should be defined within the context of the question and in the student's own words (Marzano, Pickering, & Pollock, 2001).

Tell What Is Already Known About the Question **(What I Know)**

Students should explain any prior knowledge they have about the initial question or concepts related to the initial question. This step allows for students to express existing knowledge as a foundation for the new knowledge they will build throughout the tutorial session (Costa & Kallick, 2000; Merrill, 2002).

Demonstrate the Critical Thinking Process About the Initial Question **(Critical Thinking)**

Students should review their focused notes, texts, and any other relevant resources to answer as much of the initial question as possible. Students should also show steps or processes they have taken to think critically about their initial question. This step encourages students to visually show their peers what they have tried prior to becoming confused. Further, this step asks students to justify their ideas thus far in the critical thinking process (Merrill, 1994). Eventually, students arrive at a Point of Confusion, or where they get stuck (Merrill, 2002).

Identify General Steps **(Steps)**

Students should tell their peers, in writing, the steps or process they have taken thus far in the pre-work inquiry. This section should be a written list of steps verbalizing the critical thinking that has happened so far. Ideally, these steps lead the student to the precise Point of Confusion in the critical thinking process, which will then lead to the development of the Tutorial Question based on the POC (Ahlum-Heath and DiVesta, 1986).

Develop a Tutorial Question Based on the Point of Confusion **(TQ)**

Students arrive at the precise point of their critical thinking that is causing them to be confused. It is at this point that they create an authentic question to bring to the tutorial based on their Point of Confusion, which is the jumping off point for the "During the Tutorial" process (Merrill, 2002).

This TRF pre-work is critical to tutorial success. Without adequate pre-work, a tutorial may be spent gathering information and resources, rather than using the collaborative inquiry process to dig deeper into concepts through higher-level thinking and questioning.

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Cultivate students' understanding of each section's purpose on the Tutorial Request Form.
- Develop students' competency in completing the TRF based on a specific question from a misunderstood concept or problem.
- Coach students to develop the ability to apply academic thinking skills to the academic subject of the TRF.

Pre-Reading Reflection Questions

- How do I explain the metacognitive skills developed by using the TRF?
- How do I help students apply the four academic thinking skills—apply, analyze, evaluate, synthesize—to the academic content of the TRF?
- What is my protocol for assessing the TRF?
- How do I convey the assessment protocol to students?
- How do I address challenges related to completing the TRF on an authentic Tutorial Question?
- How do I scaffold students' competency in completing the TRF?

Guiding Principles

- The success of tutorials is directly related to the quality of students' TRFs.
- The TRF maps out the pre-work by walking the student through a metacognitive process that will support their current and future academic success.
- Completing the TRF helps students claim ownership of their learning and exercise their agency.
- Students increase their academic skills through successful completion of the tutorial process and application in their academic classes.
- Students gain an understanding of their POC by completing the TRF.
- Skillful completion of the TRF is an ongoing process of refinement. It requires intentional coaching and develops over time.

Step 1: Students Identify an Initial Question as They Engage in Rigorous Coursework

AVID tutorials are designed to support students in accessing rigorous college preparatory coursework. Learning to recognize when they do not understand a concept is as important as citing their previously acquired knowledge. When students encounter difficult material in their classes, they use metacognition to deconstruct those challenging ideas—a skill they learn in tutorial.

The first step in the 10 Steps of the AVID Tutorial Process is to identify an initial question. An initial question is any question about which the student is genuinely confused or unsure, particularly if they have already tried and failed to answer it correctly.

The initial question can come from any of the following:

- Writing prompt
- Problem from a worksheet or textbook
- Project or research paper
- Homework
- Graded quizzes or tests
- Focused notes
- Essential or guiding questions from the teacher

It is essential that students select initial questions from the wide variety of coursework they encounter since all subjects are important to developing student intellect. Tutorials are designed to be content agnostic, meaning that the process itself will work for any and all content areas, including world languages, art history, engineering, and psychology. Encouraging students to consider all academic classes worthy of tutorial time will make for a robust and engaging weekly experience. If students select initial questions from any and all academic courses, and complete a Tutorial Request Form, they will develop their ability to broadly represent their critical thinking across all subject areas. Building confidence in this ability ensures that students ask questions from courses with the greatest need, as is reflected in the ***Tutorials and Grades Analysis* process**.

The ***Tutorials and Grades Analysis* (TAG) process** is a three-part tutorial tool focusing on reflection of summative assessments, such as grade reports and TRFs. Parts A and B are done together; Part C is completed approximately six weeks later.

Explaining the Tutorial Request Form

The AVID Tutorial Request Form (TRF) was created with metacognitive, critical thinking, and problem-solving skills in mind. Students who experience rigor throughout their day can produce an authentic TRF to receive support for the coursework they need to complete.

Academic thinking skills (apply, analyze, evaluate and synthesize) are utilized throughout the tutorial process as a means to help students approach complex content by engaging in higher-order thinking as they are aligned to Levels 2 and 3 of Costa's Levels of Thinking. In tutorial, the skills are a metacognitive lens through which to view the initial question, the Point of Confusion (POC), and the line of inquiry needed to resolve the Tutorial Question. Students, group members, and tutors should ask themselves which of the four academic thinking skills is needed to move to the next step of understanding. Specific examples of how to apply the academic thinking skills in the tutorial process can be found in *Educator/Student Resource: Costa's, Bloom's, and Academic Thinking Skills Crosswalk*.

By using metacognitive skills, such as the academic thinking skills, students develop the ability to regulate and control their thinking in order to tackle rigorous concepts. This approach is scaffolded in tutorial and backed by research. Dembo and Eaton (2000) emphasize, "Research indicates that learning self-regulatory skills can lead to greater academic achievement and increased sense of efficacy…we view academic self-regulation as the ability of students to control the factors or conditions affecting their learning… When given a learning task, successful learners monitor and control their behavior by setting goals, using their prior knowledge, considering alternative strategies, developing a plan of attack, and considering contingency plans when they run into trouble" (p. 474). The tutorial process, including the Tutorial Request Form, allows students to practice these skills twice every week.

TRF Pre-Work: The TRF pre-work was designed for students to review their resources (e.g., textbook, notes, classwork) and record their confusion area. Students record the initial question, academic vocabulary, prior knowledge, critical thinking to solve the question, steps, and their Tutorial Question based on their Point of Confusion, which has been refined and focused from the initial question.

The necessary pre-work components of the TRF include the following:

Initial Question: Students begin the TRF pre-work by recording the initial question that they are confused about or need clarified. Students identify a question or concept from their homework, classwork, or another source that they are stuck on. They can also identify a question from the class in which they have the lowest grade or in the subject area identified on their *Tutorials and Grades Analysis* form (Merrill, 2002).

Key Academic Vocabulary: Students should identify two key vocabulary words that are in or implied by the initial question, or that they are currently learning in their content class. Students should paraphrase their own definition. Students should become familiar with the language of the discipline in which they are studying so that they can engage in an academic conversation with their peers and teachers (Marzano, Pickering, & Pollock 2001).

What I Know About My Question: Students should record anything they know about the question. This can be another academic vocabulary word, a formula, information from the textbook, information from their notes, etc. Students feel more confident if they acknowledge they already know some information versus addressing a question not knowing anything. In addition, going into the tutorial having written some additional information about the question may help the student come to a resolution sooner (Costa & Kallick, 2000; Merrill, 2002).

Critical Thinking About the Initial Question: The quality of students' thinking is shown in this section of the TRF. As the Foundation for Critical Thinking (2013) states, "Critical thinking is essential…the quality of everything we do is determined by the quality of our thinking." Here, the student grapples with their initial question, working out all they know prior to getting "stuck." This can be the start of a math problem, a graphic organizer, a visual, a specific sentence, or anywhere else a student hits a wall when solving a problem. Through this display of knowledge, students expose the root of the problem and attempt to develop reasonable solutions. Once students are not able to go any further, they should stop and mark their Point of Confusion (Merrill, 1994). It is important that students learn to critically think about all of their academic subjects and how to show that thinking to themselves and others when struggling with a concept. This ability is scaffolded throughout the tutorial process because "critical thinking cultivates…true intellectual discipline" (Foundation for Critical Thinking, 2013).

Identify Steps: Once students have completed the critical thinking about the initial question, they should review what they wrote and record what steps they took in their critical thinking. This section assists students in metacognition or thinking about their thinking (Ahlum-Heath & DiVesta, 1986).

Tutorial Question from the Point of Confusion (TQ): Students review the critical thinking box and steps on their TRF and create an authentic question from their Point of Confusion. This question should include relevant academic vocabulary and be written at a higher level. It must be different from the initial question. The student writes this question, not the initial question, on the whiteboard at the start of the tutorial (Merrill, 2002).

The other sections of the TRF are for during and after the tutorial (i.e., collaborative inquiry, communication, and closure) and are fully addressed in later chapters.

INSTRUCTIONAL PRACTICE: **The What, How, and Why of the Tutorial Request Form**

This strategy will help students better understand the *what, how,* and *why* behind the TRF as part of the AVID Tutorial Process.

Instructional Goals

Students will:

- Articulate the *what, how,* and *why* of the TRF.
- ⚓ Apply learning to demonstrate knowledge and achieve success.
- ⚓ Synthesize and organize information effectively.

Resources

- *Academic Thinking Skills in Tutorial* (Educator Resource)
- *Costa's, Bloom's, and Academic Thinking Skills Crosswalk* (Educator/ Student Resource)
- *Tutorial Request Form* (Student Resource)
- *Tutorial Request Form: Research Connections* (Student Resource)
- *Sample Tutorial Request Forms* (Student Resource)
    - Additional sample Tutorial Request Forms can be found on the *AVID Tutorial Guide* webpage on MyAVID.
- *Communicating "The Why" of the Tutorial Request Form* (Student Resource)

Preparation for Instruction

- Become familiar with the concept of academic thinking skills by reviewing *Educator Resource: Academic Thinking Skills in Tutorial*.
- Review the various options related to TRF assessment and determine which option students will use.

Instructional Strategies

- Introduce the concept of academic thinking skills and connect the importance of learning 21st century academic skills with the Tutorial Request Form and overall AVID Tutorial Process. Ask students to brainstorm various ways that they notice the four academic thinking skills being supported through their AVID work, especially in tutorials.
- Distribute a blank copy of *Student Resource: Tutorial Request Form* to each student. Ask them to preview each section of the form.
- Once students have reviewed the form, explain that this form was designed based on research. Each section has its own purpose. In partners or in table groups, ask students to review *Student Resource: Tutorial Request Form: Research Connections*. Encourage students to mark the text by identifying key concepts and writing notes or questions in the margins.
- After students have reviewed the research connections, ask a few of them what they notice about the research and what it tells us about the *why* behind TRFs.

- For additional models of completed TRFs, ask students to choose one of the TRFs from *Student Resource: Sample Tutorial Request Forms* and make connections to *Student Resource: Tutorial Request Form: Research Connections*.
- Then, using *Student Resource: Communicating "The Why" of the Tutorial Request Form* as a guide, ask students to use the templates provided to draft statements articulating the why behind the TRF.
- Ask a few students to share their *why* statements with the whole class and debrief the responses.

Variations

- Jigsaw each section of the TRF and have students create a *why* statement just for that section.
- If students need more support, model the completion of a TRF using a sample initial question posed by a student.
- To solidify the application of the academic thinking skills, distribute *Educator/Student Resource: Costa's, Bloom's, and Academic Thinking Skills Crosswalk* to show how they align to Costa's Levels of Thinking.
- In addition, consider bringing in some other examples of TRFs to walk students through the why, how, and what of each section of the TRF.
- For younger students, consider projecting the graphic organizer from *Student Resource: Communicating "The Why" of the Tutorial Request Form* and conducting a brainstorming session as a whole group. Students can then partner up to draft their why statements, if appropriate.

Extension

- If there is more time, students can extend their *why* statement into a 60-second "elevator speech" to communicate the *why* behind the TRF.

Academic Thinking Skills in Tutorial

Understanding how to plan for 21st century skills begins with determining which skills are critical for students to develop. Academic thinking skills are universal skills used across all content areas, though the language and application of these skills will differ based upon the subject. The four academic thinking skills comprise the foundation of the cognitive processes that students develop while learning: apply, analyze, evaluate, and synthesize. These academic thinking skills were culled by analyzing the Advanced Placement® (AP) History Disciplinary Practices and Reasoning Skills (2018), the Common Core Standards for Mathematical Practice (2018), and the Science and Engineering Practices in the *Next Generation Science Standards* (2014) and identifying the prominent skills that overlap in each discipline.

The academic thinking skills (apply, analyze, evaluate, and synthesize) are used in tutorial as overarching skills to help students with the following tutorial tasks:

- Selecting the initial question
- Guiding student thinking while moving from the initial question to the Tutorial Question
- Guiding group members while crafting questions for the student presenter
- Determining what skill is needed to get from the initial question to the Tutorial Question based on the POC, and then to its solution

1) *Apply: Students Use the Content From Their Learning* – Tutorial students bring a variety of academic tools and prior knowledge to every tutorial. The background information that these experts already know informs the tutorial process and the direction of the questioning.

   Example: Students **apply** concepts from their textbooks, focused notes, classwork, and homework while they prepare for tutorial and during the collaborative inquiry process.

2) *Analyze: Students Examine the Content From Their Learning* – Analysis, at its core, is questioning. Inquiry is the core of tutorials. Students and tutors engaging in questioning throughout the tutorial allows for the student presenter to develop a deeper understanding of the concept. Skillful and direct questioning is at the heart of analysis, and a goal for educators is to develop students' understanding of what analysis looks like in different content areas.

   Example: Students **analyze** information to make sense of relationships between components/parts in response to questions crafted by group members during the collaborative inquiry process.

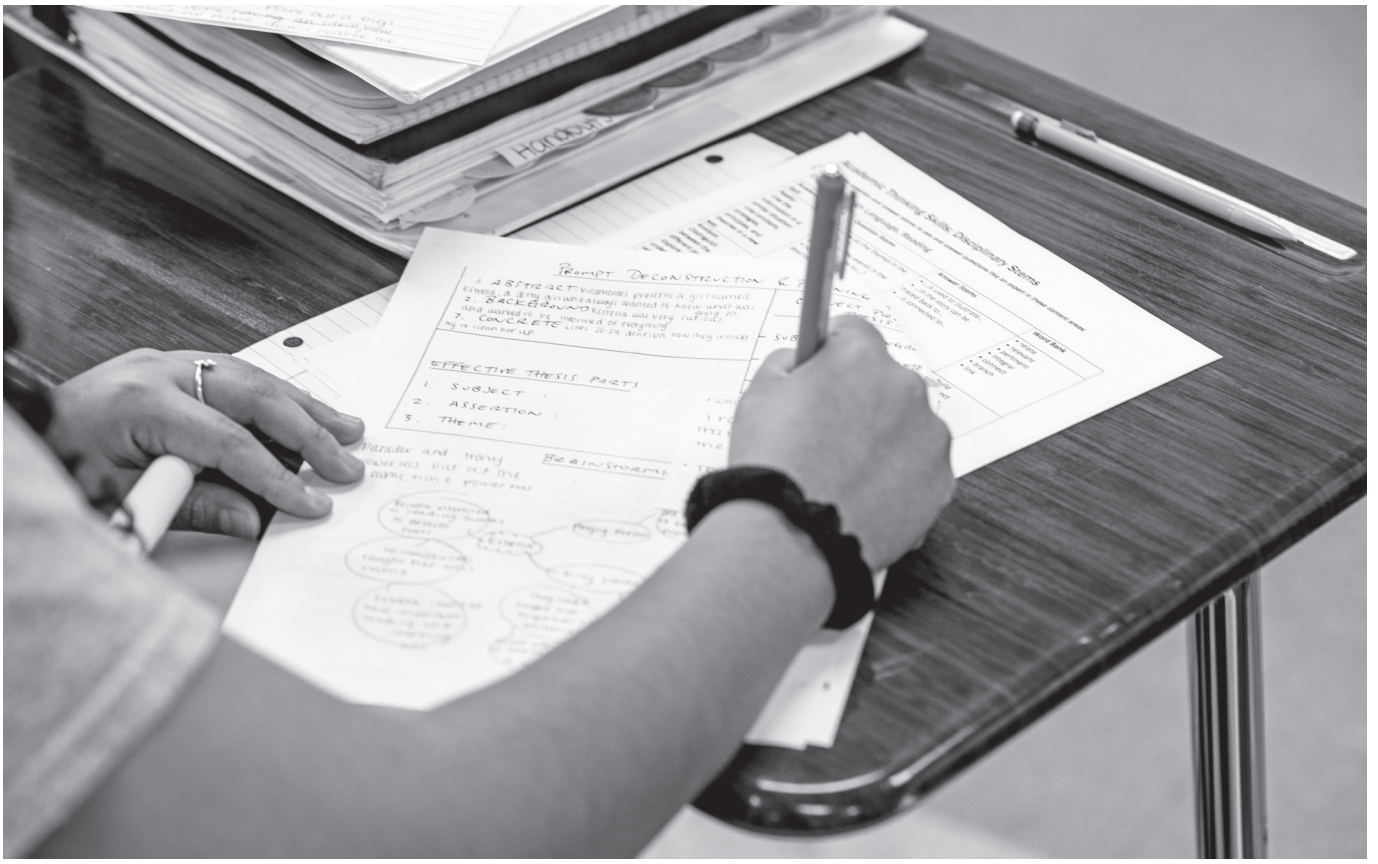
3) *Evaluate: Students Assess the Content From Their Learning* – Building upon application of prior knowledge and analysis of new information, evaluation is where students begin to test and apply their knowledge to their Tutorial Question. When group member questioning is combined with academic thinking skills to assess the validity of arguments and create hypotheses based on new information, students are able to demonstrate their understanding of their Point of Confusion.

   Example: Students **evaluate** their critical thinking process in pursuit of a deeper understanding of the concept addressed in their Point of Confusion.

4) *Synthesize: Students Create New Content From Their Learning* – Synthesis is the most difficult academic thinking skill. As emerging content experts, students need to be exposed to different ideas and the complexities of the discipline. Only then can they predict new outcomes, create new ideas, and engage in rich discourse with the content. The tutorial process provides students with the opportunity to go deeper in their learning of concepts with their peers.

   Example: Students **synthesize** the tutorial group's thinking, information offered from resources, steps taken, and new learning about their Tutorial Question in the 60-Second Synthesis to close the collaborative inquiry process.

Content experts are not just those who know a lot; they are individuals who build upon the works of others to provide new insight into the world. It is important for students to understand that the goal of learning is to prepare them to enter the real world with the ability to change it for the better. Nurturing and refining the academic thinking skills required to create and innovate is what it means to develop college- and career-ready students.



Costa's, Bloom's, and Academic Thinking Skills Crosswalk

This table is a crosswalk of Costa's Levels of Thinking and Bloom's Taxonomy with the four academic thinking skills for 21st century learners.

	Costa's Levels of Thinking	Bloom's Taxonomy	Academic Thinking Skills
Higher-Order Thinking Skills	**Level 3 – 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	 **SYNTHESIZE**
		Evaluating Can the students: • Justify a stand or decision • Judge the value of an idea, item, or technique by creating and applying standards/criteria	 **EVALUATE**
	Level 2 – 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 components/parts • Explore and understand relationships between the components/parts	 **ANALYZE**
		Applying Can the students: • Use the information in a similar situation • Apply learned concepts, strategies, principles, and theories in a new way	 **APPLY**

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

Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Initial Question:

Source: _____ ____ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1.

2.

____ / 4

What I Know About My Question:

1.

2.

____ / 4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

___ / 2

Tutorial Request Form: Research Connections

BEFORE	TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

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- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

COLLABORATION AND INQUIRY

"What a child can do in collaboration today, he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211).

"We were able to convince the students in our orientation that success in college would require them [students] to work with their peers, to create for themselves a community based on shared intellectual interests and common professional aims" (Treisman, 1992, p. 368).

SOCRATIC QUESTIONING

"The art of Socratic questioning is important for the critical thinker because the art of questioning is important to excellence of thought. What the word 'Socratic' adds is 'systematicity,' depth, and a keen interest in assessing the truth or plausibility of things" (Elder & Paul, 1998, p. 298).

"Thinking is not driven by answers but by questions… Moreover, the quality of the questions students ask determines the quality of the thinking they are doing" (Elder & Paul, 1998, p. 297)

NOTE-TAKING

"If you are careful to devise a system…to gather information actively, efficiently, and flexibly, and to pull things together conscientiously at the end of a note-taking session…[that] should put you in a powerful position to master your notes and make them your own" (Pauk & Owens, 2014, p. 278).

"Taking effective notes requires work; it requires time, and it forces you to be actively engaged in what you're reading or listening to. This can be a little daunting… but the benefits you derive will materialize almost immediately when you begin to master the notes that you have taken and make your new knowledge permanent instead of just fleeting" (Pauk & Owens, 2014, p. 279).

COMMUNICATION

"Communication involves speaking so others can understand your message, writing clearly and well so others will comprehend what you have written, and truly listening" (Golinkoff & Hirsh-Pasek, 2016, p. 87).

"A team's learning potential is maximized when all the students actively participate in the group's discussions" (Soller, 2001, p. 43).

CLOSURE: SUMMARY AND REFLECTION

"The results showed that the students who wrote summaries of lectures during class sessions had greater comprehension of material in the post-test than the control group…" (Alharbi, 2014, p. 230).

"The development of reflective skills is an iterative process that may be returned to at any time before, during, and after the experience to support learners to deepen their level and complexity of reflection" (Coulson and Harvey, 2013, p. 405).

Learning is "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

Tutorial Request Form: Research Connections

Topic/Essential Question from Academic Class:

Initial Question:

> "Knowledge to be learned exists at two levels: (a) information and (b) portrayal. Portrayal is specific and limited and refers to a single case or single situation. Information is general and inclusive and refers to many cases or situations"
>
> (Merrill, 2002, p. 48).

Source: _____ ____ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. "…student achievement will increase…when vocabulary instruction focuses on specific words that are important to what students are learning"
2. (Marzano, Pickering, and Pollock, 2001, p. 127).

____ / 4

What I Know About My Question:

1. "Learning is promoted when existing knowledge is activated as a foundation for new knowledge"
2. (Merrill, 2002, pp. 44–45).

"Intelligent human beings learn from experience. When confronted with a new and perplexing problem, they will often draw forth experience from their past. They call upon their store of knowledge and experience as sources of data to support, theories to explain, or processes to solve each new challenge. Furthermore, they are able to abstract meaning from one experience, carry it forth, and apply it in a new and novel situation"

(Costa and Kallick, 2000, p. 38).

____ / 4

Tutorial Request Form: Research Connections

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

> "The key to engaging in critical thinking is to question and not just accept the first "answer" that comes along. Understanding is enriched by asking questions about why things are done the way they are"
> (Golinkoff and Hirsh-Pasek, 2016, p. 173).
>
> "They [critical thinkers] are adept at taking thinking apart, and then assessing the parts when analyzed. In short, they study the mind, and they apply what they learn about the mind to their own thinking in their own lives"
> (Elder and Paul, 2004, "Be Reasonable" section).
>
> "Merrill (1994) cited research that shows that presenting examples is more effective than merely presenting information; presenting examples in addition to practice promotes better learning than practice alone"
> (Merrill, 2002, p. 48).

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

> "…we found that students who explained their steps during problem-solving practice… learned with greater understanding compared to students who did not explain steps… By engaging in explanation, students acquired better-integrated visual and verbal declarative knowledge and acquired less shallow procedural knowledge"
> (Aleven and Koedinger, 2002, p. 147).
>
> "…research in the fields of cognitive psychology and problem solving has revealed that if college students are required to explain why they take the steps they do during problem-solving tasks, they evince higher levels of problem-solving performance - particularly during initial stages of learning and skill development"
> (Ahlum-Heath and DiVesta, 1986, p. 282).

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

> "Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know. Effective questioners are inclined to ask a range of questions"
> (Costa and Kallick, 2000, p. 24).

___ / 2

Name: Tasha Williams

AVID Teacher: Mr. Michaelson AVID Tutor: _____

Date: November 26th AVID Period: 8 Subject: Pre-Algebra

Tutorial Request Form (TRF) – Sample TRF

BEFORE TRF Pre-Work	DURING Collaborative Inquiry	Communication	AFTER Closure	Total
___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Solving for X

Initial Question:

2X + 4 = 6

Source: Worksheet #6, Question 22 ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Variable - Letter that represents a number.

2. Isolate - Use inverse operations to get the variable alone.

___ / 4

What I Know About My Question:

1. I know I have to isolate X.

2. I know I have to do the same thing to both sides.

___ / 4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

Steps

1) Initial question $2X + 4 = 6$
2) Isolate the variable $-4 \quad -4$
3) Divide both sides to get X by itself $\frac{2X}{2} = \frac{2}{2}$
4) Solve! $X = 1$!

Check solution: $2(1) + 4 = 6$ ✓ ☺

$2 + 4 = 6$

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

Since I solved my initial question, my new POC is: What would happen if the 4 had been a -4? How would I subtract a negative number?

$2x + -4 = 6$

___ / 2

Name: Marissa King

AVID Teacher: Mr. Nguyen AVID Tutor: _____

Date: May 3rd AVID Period: 5 Subject: U.S. History

Tutorial Request Form (TRF) – Sample TRF

	TRF Pre-Work	Collaborative Inquiry	Communication	Closure	Total
BEFORE / DURING / AFTER	___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

The founding documents of America – Test Review

Initial Question:

Come up with a theory to explain the "We the representatives of the U.S." and "We the people of the U.S." distinction.

Source: U.S. History textbook, Ch. 3, p. 80 ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Constitution: A written plan for our national government and laws.
2. Declaration of Independence: The document written to declare the American colonies as an independent nation, free from British rule.

___ / 4

What I Know About My Question:

1. The Constitution lists the goals for the new government.
2. The Declaration of Independence listed grievances.

___ / 4

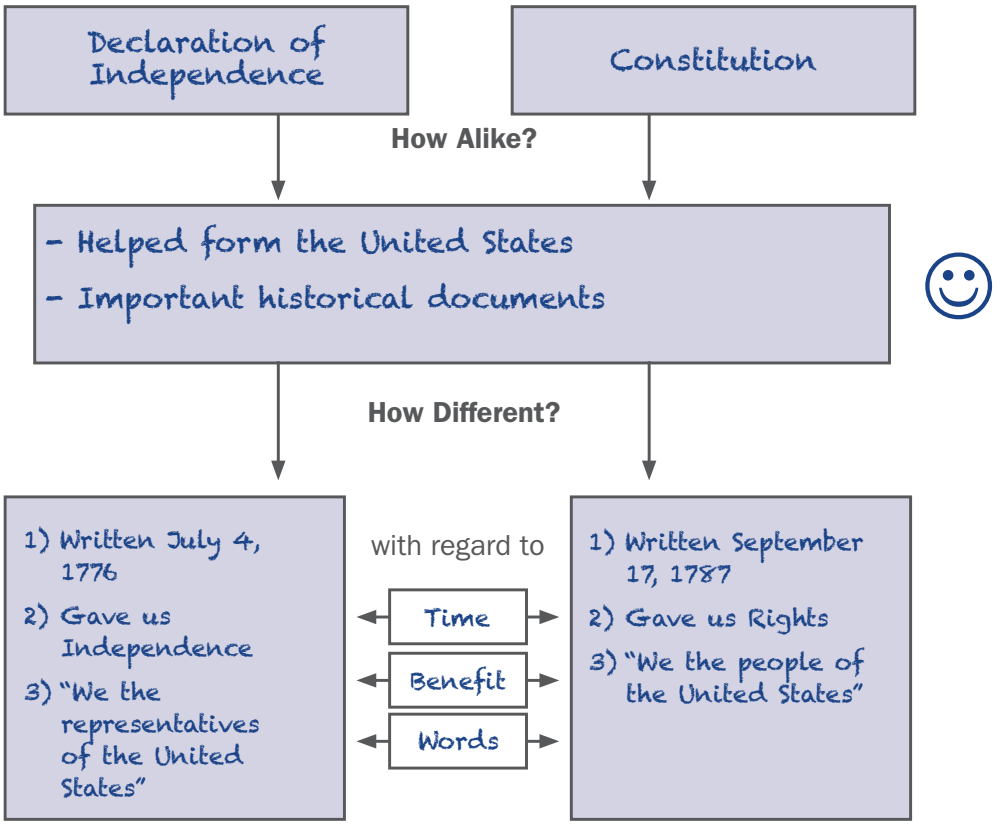
Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4



1) I made a compare/contrast graphic organizer for the Declaration of Independence and the Constitution. 2) For 'alike,' I put down they were both important documents and that they helped form the U.S. For the 'different,' I put down their dates, what they gave, and the phrase they used. ?

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

How do I explain how changing just one word can make it have a different meaning when representatives are also people?

___ / 2

Name: Jacob Little

AVID Teacher: Ms. Howard AVID Tutor: _____

Date: December 10th AVID Period: 7 Subject: 7th Grade English

Tutorial Request Form (TRF) – Sample TRF

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Fairy tales, myths, and legends.

Initial Question:

How do I identify characters from fairy tales as dynamic or static?

Source: Focused notes from class. ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Dynamic character: changes and usually learns something.
2. Static character: does not change during the story no matter what happens to them.

___ / 4

What I Know About My Question:

1. A character is a person or animal that takes part in the action of the story.
2. Must use characters from fairy tales discussed in class: "A Christmas Carol," "Cinderella," "Goldilocks," and "Little Red Riding Hood."

___ / 4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

CHARACTER	DYNAMIC/STATIC?	WHY?
Cinderella	Static	Was kind throughout
Goldilocks	Static	Was hungry and tired
Scrooge	Dynamic	How did he change?
Red Riding Hood	Static	Loved her grandmother

?

1. Listed characters from fairy tales discussed in class.
2. Identified whether or not they were dynamic or static.
3. Explained why for all except one.

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

In the fairy tale "A Christmas Carol," how was Scrooge a dynamic character and how were his attitude, beliefs, or behavior changed?

___ / 2

Communicating "The Why" of the Tutorial Request Form

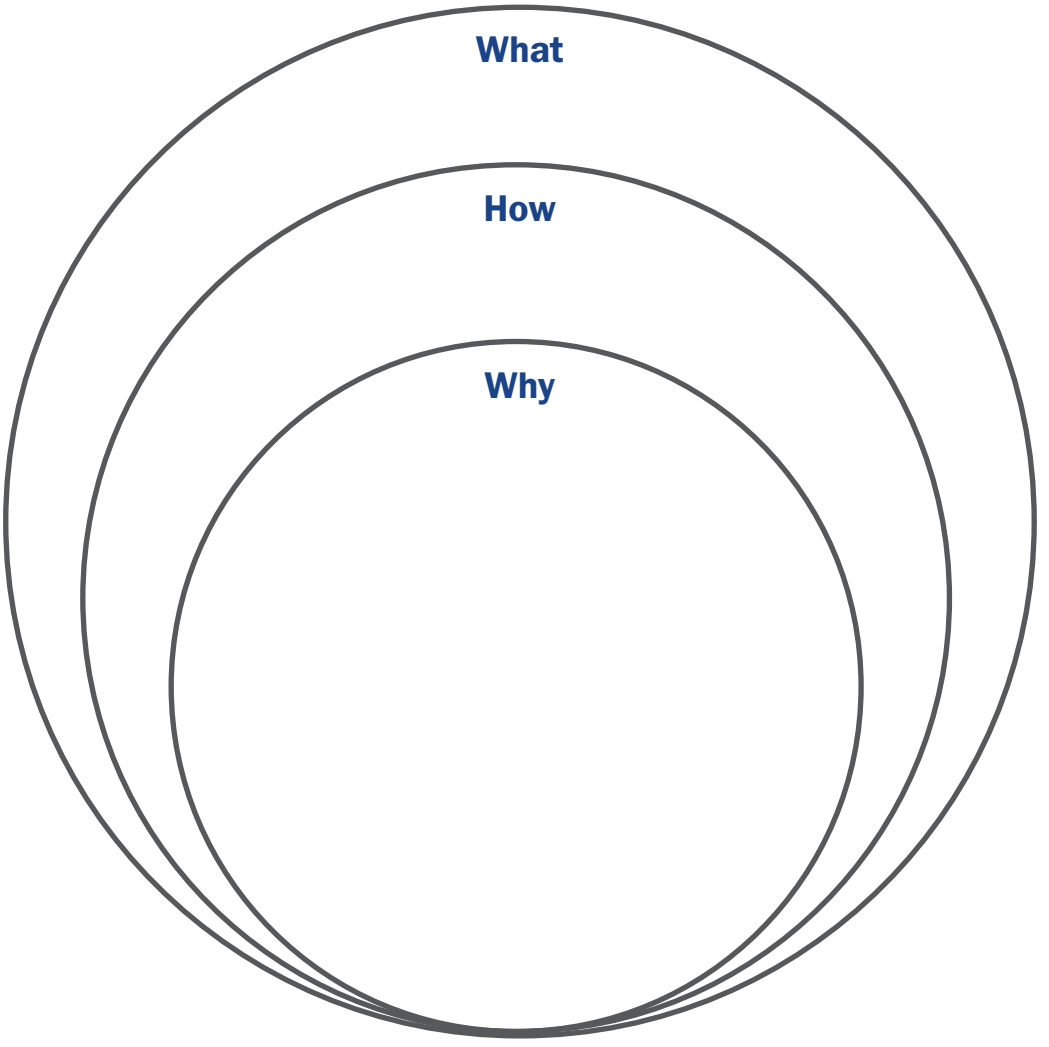
Simon Sinek (2009) emphasizes the concept of starting with "the why" if you want to convince someone to take action, such as purchasing a product or joining a movement. Sinek advises that before you try to communicate "what" you do, you must first communicate "why" you do it. This concept can be valuable when thinking about "the why" behind Tutorial Request Forms.

For this exercise, pretend you have to communicate "the why" behind the TRF to a friend, parent, or another teacher. Use the resources and templates provided to help you draft your why statement.

Why: Start with the *why*. Based on the resources supporting the TRF, *why* do you believe the TRF is important?

How: Then, think about the *how*. Based on the resources supporting the TRF, *how* do you use the TRF to accomplish your *why*?

What: Finally, end with the *what*. What is the TRF?



Why Statement Template:

The TRF is important to my learning because _____. We use the TRF to _____ by _____. The TRF is _____.

INSTRUCTIONAL PRACTICE: **Explaining the Why of the Tutorial Request Form Rubric**

This strategy will help students better understand the *what, how,* and *why* behind the Tutorial Request Form rubric. *Educator/Student Resource: Tutorial Request Form Rubric – What, How, Why Chart* will be used in this instructional practice, along with *Educator Resource: Tutorial Request Form Rubric with AVID Elective Standards*, which will also be explored further in subsequent chapters. Although many AVID teachers will assess Tutorial Request Forms, there are also metacognitive benefits to having students and tutors become more involved with the assessment. Understanding the intent of assessing a TRF will help students be more in tune with those benefits and help prepare them to take more ownership of the process.

Instructional Goals

Students will:

- Articulate the *what, how,* and *why* behind the intent of the TRF rubric.
- ⚓ Continuously reflect and refine strategies to promote learning and academic success.

Resources

- *Tutorial Request Form Rubric – What, How, Why Chart* (Educator/Student Resource)
- *Tutorial Request Form Rubric with AVID Elective Standards* (Educator Resource)

Preparation for Instruction

- *Educator/Student Resource: Tutorial Request Form Rubric – What, How, Why Chart* contains the criteria that exists in the full TRF rubric. For instructions on using the rubric to assess the TRF, refer to Chapter 4.
- Review *Educator Resource: Tutorial Request Form Rubric with AVID Elective Standards* and determine which level of the rubric will serve as "satisfactory" for your students depending on their experience with tutorial. As students become proficient in specific tutorial skills, periodically reassess their placement on the rubric.
- This strategy will work best after students have already engaged in *Instructional Practice: The What, How, and Why of the Tutorial Request Form*, which can be found earlier in this chapter.

Instructional Strategies

- Distribute a copy of *Educator/Student Resource: Tutorial Request Form Rubric – What, How, Why Chart* to every student.
- Remind students about the *Instructional Practice: The What, How, and Why of the Tutorial Request Form* activity where they articulated the *what, how,* and *why* of the TRF. This exercise will be similar, but instead of articulating the *what, how,* and *why* of the TRF, they will be thinking about how and why the TRF is assessed. Consider having students use *Educator Resource: Tutorial Request Form Rubric with AVID Elective Standards* as a guide.

- To begin, ask students to spend 5–7 minutes marking the text of *Educator/Student Resource: Tutorial Request Form Rubric – What, How, Why Chart.* To mark the text, they should use the lens of an "AVID TRF Expert" by:
    - Circling key *actions* (verbs) that should be taken by AVID students when completing the TRF
    - [Bracketing] key *descriptions* of actions (adjectives), such as "satisfactorily" or "actively"
    - Underlining phrases they anticipate may be challenging for them as a TRF creator or assessor
    - Writing questions in the margins
- After students have individually marked the text, choose a pairing strategy to have students select partners to discuss their markings. Use some of the following debrief questions to get the conversations started:
    - *What did you notice in the text?*
    - *What are some of the key actions commonly repeated in the TRF rubric?*
    - *What do the key descriptions tell us about how the actions should be evaluated by an assessor?*
    - *What potential challenges did you identify as a TRF creator? What about challenges as an assessor?*

A **Jigsaw** is a cooperative learning tool that provides the opportunity to break material into parts so that students can master an aspect of the material and teach it to group members.

- After the discussion, the partner pair will **Jigsaw** the sections of the chart. Partner A will work on the pre-work section. Partner B will work on the collaborative inquiry section. Continue until the communication and closure sections have been addressed. In each section, partners will brainstorm reasons for *how* an assessor might use this criteria to determine how well the student performed the task and *why* this section of the TRF is assessed in the way that it is. Overall, students should be thinking, "Why do the TRF assessors think this is an important part of the tutorial process and an important skill to learn?"
- Once students have completed the entire chart, debrief by having a few students share out the results of their chart with other partner pairs or with the whole class.
- Address any questions or confusion points.

Variations

- If needed, this process can be modeled by the teacher in lieu of having students complete the process in partnerships. Students can also complete this task in small groups.
- When working with an eTutor, consider emphasizing the communication expectations. Include talking points around digital communication. Highlight the importance of purposeful collaboration during a videoconference and to practice good digital communication skills, like facing the camera, speaking loudly and clearly, and actively listening.

Extensions

- Ask students to create a one-pager or another synthesis product to extend their understanding of the *what, how,* and *why* behind assessing the TRF.
- Engage in a Socratic Seminar about the questions that students generated as they were writing in the margins.

Tutorial Request Form Rubric – What, How, Why Chart

This chart lists the criteria for each section of the TRF and aligns with the TRF rubric. First, mark this text by:

- Circling key *actions* (verbs) that should be taken when completing the TRF
- [Bracketing] key *descriptions* of actions (adjectives), such as "satisfactorily" or "actively"
- Underlining phrases that you anticipate may be challenging as a TRF creator or assessor
- Writing questions in the margins

Next, with a partner, consider *how* someone assessing your TRF (such as your teacher or tutor) might use the criteria in each section to determine how well you performed each task. Then, consider *why* TRF assessors might think this is an important skill to learn. Record your responses in the columns below. See example.

	Section	Criteria (What?)	How?	Why?
Pre-Work Inquiry	**Initial Question**	The student satisfactorily identified the initial question and the source of the question.	Make sure the question is from an academic class. Check for detailed source information.	Tutorials increase understanding of academic learning. Source information helps you locate the initial question again, if needed.
	Key Academic Vocabulary	The student satisfactorily identified key academic vocabulary and definitions associated with the topic or question.		
	What I Know About My Question	The student satisfactorily identified what they know about the question.		
	Critical Thinking About Initial Question	The student satisfactorily displayed their critical thinking about the initial question. The critical thinking uses words, images, and/or a graphic organizer to provide further clarity to the thinking process surrounding the initial question.		
	General Steps	The student satisfactorily identified the steps they have attempted with the initial question. The steps align with the critical thinking process.		
	Tutorial Question from the Point of Confusion	The student wrote a Tutorial Question that is a *derivative* of the initial question and accurately reflects where in the process the student got "stuck."		

	Section	Criteria (What?)	How?	Why?
Collaborative Inquiry	**Socratic Questioning**	The student chose to participate regularly during the collaborative inquiry process by asking guiding questions of the student presenter rather than telling the student presenter what to do.		
	Resources	The student came prepared and chose to use resources, such as textbooks, focused notes, internet searches, or other resources, to inform the questioning of the student presenter.		
	Focused Note-Taking	The student chose to actively take focused notes during the tutorial process (Phase 1). The student chose to supplement academic class notes on the same topic as the presenter's POC (Phases 2 and 3). The student added their own thinking about the problem to their notes.		
Communication	**Verbal/Nonverbal**	The student clearly communicated verbally and nonverbally.		
	Active Listening	The student listened effectively to decipher meaning.		
	Academic Vocabulary	The student demonstrated command of academic vocabulary.		
	Formal Speech	The student adapted their speech to an academic setting.		
Closure	**Summarizing the Learning**	The student summarized their academic learning and connected the new learning to previous learning, themselves, or the world.		
	Reflecting on the Tutorial Process	The student reflected on how effective the tutorial process was or determined necessary modifications for the next tutorial.		

Tutorial Request Form Rubric with AVID Elective Standards

This rubric is intended to support standards-based grading schools, as well as support alignment of the *Tutorial Request Form Scoring Guide* to the experience level of the AVID student(s). The AVID Anchor Standards in the far-left column are written at the 12th grade level and represent the skills that all AVID students aspire to achieve over time.

While students gain experience in tutorial, they will most likely align to the "Beginning" column of the rubric, representing the 6th/9th grade set of AVID Elective Standards. As students progress through AVID, they will move up to the "Intermediate" column of the rubric, which represents the 7th/10th grade set of AVID Elective Standards. Finally, students will reach the "Advanced" column, which represents the 8th/11th grade set of AVID Elective Standards.

The *Tutorial Request Form Rubric with AVID Elective Standards* may be used holistically or section by section, depending on the needs of the students. It is possible for students to be in the Beginning column on one skill and simultaneously in the Intermediate column on another skill. Selecting focus areas for instruction can help improve individual and class tutorial skills.

	TRF Section/Anchor Standard	**Beginning**	**Intermediate**	**Advanced**
Pre-Work Inquiry	**Initial Question** Anchor Standard: Self-monitor and seek help when necessary.	Initial question is student-generated and not from an actual assignment.	Initial question is from a graded assignment, quiz, or test.	Initial question is from student's focused notes or a not-yet-graded assignment.
	Key Academic Vocabulary Anchor Standard: Examine key academic and content-related vocabulary to deepen comprehension of texts.	Vocabulary terms are listed but the definition does not fit the context.	Vocabulary terms are defined using a dictionary definition.	Vocabulary terms are defined in the student's own words.
	What I Know About My Question Anchor Standard: Apply learning to demonstrate knowledge and achieve success.	Determine key points from learning experiences.	Make connections between key learning points and new contexts.	Employ key learning points to real-world applications.
	Critical Thinking About Initial Question Anchor Standard: Synthesize and organize information effectively, including usage of digital tools.	Initial question is copied, minimal work has been attempted, and no graphic organizer is present.	Initial question has been worked on, but the graphic organizer is not well matched to the task. No Point of Confusion is identified and/or *a-ha!* moments are marked if the POC is resolved.	Information is synthesized and organized effectively, Point of Confusion is clearly marked with a "?" and/or *a-ha!* moments marked with an "!" if the POC is resolved. Other marks might be included.
	General Steps Anchor Standard: Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems.	List the steps that led to the POC.	Describe the steps that led to the POC and pair them to your critical thinking graphic organizer.	Describe generalized steps within a process that could be used to solve similar problems and explain the connection between the steps and your critical thinking graphic organizer.
	Tutorial Question from the Point of Confusion Anchor Standard: Identify specific questions based on a misunderstood concept or problem.	Tutorial Question is the same as the initial question.	Tutorial Question identifies the POC but does not use key academic vocabulary and/or is not authentic.	Tutorial Question is derived from the POC, uses key academic vocabulary, and is an authentic, higher-level question.

	TRF Section/Anchor Standard	Beginning	Intermediate	Advanced
Collaborative Inquiry	**Socratic Questioning** Anchor Standard: Use questioning techniques to engage in discussions and think critically about content and concepts.	Ask questions based on Costa's Levels of Thinking, only using language scripts and/or question stems.	Develop inquiry skills through focused observations and analyses, using language scripts and/or question stems as needed.	Use questioning techniques to think critically about content and concepts, rarely needing language scripts and/or question stems.
	Resources Anchor Standard: Evaluate the validity and reliability of both digital and print sources.	Locate sources that are relevant to the topic and support the purpose of the research assignment. Distinguish between primary and secondary sources.	Determine the relevance, validity, and reliability of information found within sources.	Determine the perspective, validity, and reliability of information found within multiple sources (e.g., books, articles, and websites).
	Focused Note-Taking Anchor Standard: Take notes to meet the note-taking objective.	Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question. Take notes with an emphasis on setting up notes, including all required components.	Take notes with an emphasis on recording main ideas and important information. Take notes with an emphasis on condensing information by using abbreviations, symbols, or paraphrasing.	Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective. Take notes with an emphasis on using strategies to organize notes (e.g., bullets, indentation, skipping lines, color-coding).
Communication	**Verbal/Nonverbal** Anchor Standard: Clearly communicate verbally and nonverbally, including appropriate usage of technology.	Apply a basic understanding of effective public speaking. Incorporate visual aids and/or technology, when appropriate.	Distinguish between effective and ineffective language during interactions. Refine usage of nonverbal communication when speaking, including body language and eye contact.	Adjust ineffective verbal and nonverbal communication into effective communication.
	Active Listening Anchor Standard: Listen effectively to decipher meaning.	Describe the characteristics of effective listening, such as eye contact and mirroring.	Demonstrate active listening skills during academic conversations.	Demonstrate active listening by asking clarifying questions.
	Academic Vocabulary Anchor Standard: Demonstrate command of language and grammar usage when communicating.	Monitor word choice when speaking.	Utilize academic vocabulary when communicating.	Demonstrate command of grammar when communicating.
	Formal Speech Anchor Standard: Adapt speech to a variety of contexts and communicative tasks.	Identify formal and informal language registers.	Speak effectively before small groups of peers.	Speak effectively in various group settings.
Closure	**Summarizing the Learning** Anchor Standard: Summarize and reflect to synthesize learning and identify next steps.	Summarize new academic learning.	Summarize academic learning to make connections between new learning and previous experiences.	Summarize academic learning to make connections between new learning and the broader world.
	Reflecting on the Tutorial Process Anchor Standard: Reflect and modify actions related to successful utilization of a process.	Identify processes that are utilized. Reflect on a process that was utilized and if that process was effective.	Reflect on a process that was utilized, if that process was effective, and how the methods could be adjusted in the future.	Reflect throughout a process on progress and continually adjust actions.

Supporting Completion of the Tutorial Request Form

Completing the Tutorial Request Form Pre-Work

In order to complete the TRF pre-work, students should identify a question, concept, or problem in their classwork or homework that is causing them confusion to bring to tutorials. Once students have identified a specific question based on a concept or problem that they do not understand, they complete the pre-work inquiry on the TRF. This pre-work includes the initial question, key vocabulary, prior knowledge, critical thinking about the initial question, steps used to identify the Point of Confusion, and the Tutorial Question.

It cannot be stressed enough that the *quality of the pre-work* determines the *quality of the tutorial*. If students put in minimal effort or use a question they already know how to solve, the tutorial itself is compromised. Spending time on the pre-work pays off in the tutorial!

The following are some strategies that students may use for completing the pre-work section of the TRF:

- Complete homework from academic classes first, and then select an initial question when stuck.
- Review class texts, materials, and focused notes.
- Study and prepare for quizzes and tests.
- Review missed items on previous quizzes and tests or past homework assignments.
- Identify material that needs further clarification or a problem where help is needed to solve.
- Develop a backwards mapping approach to projects or long writing assignments.
- Build out sections of a project or long writing assignment.
- Identify areas for improvement from past test, quiz, or assignment scores.
- Study old PSAT® /SAT® questions.
- Obtain questions from content teachers.
- Review questions from district benchmark testing.

The remaining sections of the TRF are covered in other chapters and include the following components: Collaborative Inquiry (e.g., Socratic questioning, using resources, and focused note-taking), Communication (e.g., active listening), and Closure (e.g., summary and reflection). These tasks allow for students to be engaged participants and to process what they have learned.

The sections that concern students' active participation during tutorial—Collaborative Inquiry and Communication—are discussed in Chapter 3. Closure and the assessment of the TRF are discussed in Chapter 4.

INSTRUCTIONAL PRACTICE: **Step 2: Completing the Tutorial Request Form**

This instructional practice will provide in-depth supports to scaffold the TRF pre-work process for students. The pre-work consists of the sections of the TRF that students complete before the tutorial begins, often as homework. Students new to the tutorial process need significant scaffolding while learning to complete the TRF. Even experienced students need a refresher on completing the TRF to keep the process from becoming rote. Plan to use this instructional practice several times throughout the year as needed. For more information on completing a digital version of the TRF, please visit the *AVID Tutorial Guide* curriculum webpage on MyAVID.

This instructional practice uses non-math TRFs as examples. The TRF process lends itself to math questions, therefore students need additional support in order to ask questions from other content areas where they also need help. In addition, students will use the "Know, Show, Tell" version of the TRF for this lesson. Consider using this version for tutorials until students understand those sections of the TRF.

Instructional Goals

Students will:

- Identify a specific question based on a concept or problem they do not understand and complete the pre-work inquiry on the TRF.
- Practice developing TRF pre-work for non-math related initial questions.
- ⚓ Identify specific questions based on a misunderstood concept or problem.

Resources

- *Completing the Tutorial Request Form* (Educator Resource)
- *Tutorial Request Form – Know, Show, Tell* (Student Resource)
- *Tutorial Request Form – Think-Aloud* (Student Resource)
- *20 Non-Math Sample Initial Questions* (Student Resource)
- *Non-Math Tutorial Request Form Samples* (Student Resource)
    - Additional samples are available on the *AVID Tutorial Guide* webpage on MyAVID.
- *Academic Thinking Skills Graphic Organizers* (Student Resource)
    - Additional graphic organizers are available on the *AVID Tutorial Guide* webpage on MyAVID, including some fillable, digital versions.
- *Literacies Within the Disciplines* (Educator/Student Resource)

Students should not feel limited to these graphic organizers; they may use any that help to visually organize and explain their thinking.

Preparation for Instruction

- Review *Educator Resource: Completing the Tutorial Request Form* to reflect on the different ways that students can come up with the initial question for their pre-work.
- Choose one or two *Student Resource: Non-Math Tutorial Request Form Samples* to model *Student Resource: Tutorial Request Form – Think-Aloud* or select a non-math TRF sample from one of your own students.

Instructional Strategies

- Provide students with a copy of *Student Resource: Tutorial Request Form – Know, Show, Tell*. Remind students that completing the pre-work is a critical preparation step for tutorials because students need to first determine where they are confused within an initial question so that their peers can better help them during the tutorial process. Emphasize to students that putting time into the pre-work results in a successful tutorial. Explain that the TRF is a way for students to express what they already know about a topic or their initial question, show what they have tried so far, and tell their peers about the steps that led to their Point of Confusion (POC) and then to their Tutorial Question. Through this process, they will be more successful in resolving their POC and answering their Tutorial Question.
- Ask students to review *Student Resource: Tutorial Request Form – Know, Show, Tell* and reflect on how the overlay can help direct them as they complete the sections of the TRF, as well as prepare their 60-Second Speech.
- Provide students with a copy of *Student Resource: Tutorial Request Form – Think-Aloud*. Using a sample TRF from *Student Resource: Non-Math Tutorial Request Form Samples*, model asking questions from the Think-Aloud. Talk about the connections between the Think-Aloud questions and what the student writes in each field of the TRF. Tell students that they can reference *Student Resource: Tutorial Request Form – Think-Aloud* if they are ever stuck writing their own TRF pre-work. It is a reference they should keep available in their organizational toolbox.
- Provide students with access to *Student Resource: 20 Non-Math Sample Initial Questions*, the rest of *Student Resource: Non-Math Tutorial Request Form Samples*, and *Student Resource: Academic Thinking Skills Graphic Organizers*.
- In partners or in small groups, ask students to review *Student Resource: 20 Non-Math Sample Initial Questions* and select one non-math question.
- Have students practice creating a TRF for a non-math question, since students often struggle the most with non-math TRFs. Inform students that the graphic organizers provided will help them with the Show section of the TRF. They may want to select graphic organizers based on the type of academic thinking skill (apply, analyze, evaluate, synthesize) embedded in the initial question.
- Then, using *Student Resource: Non-Math Tutorial Request Form Samples* and *Student Resource: Academic Thinking Skills Graphic Organizers*, challenge students to collaborate to create a non-math TRF based on their chosen initial question.
- After about 15 minutes, check on student progress. Address any questions or struggles.
- Offer *Educator/Student Resource: Literacies Within the Disciplines* as a thinking sheet to students if they are unable to address the TRF like a content expert.
- After student groups have completed their TRFs, ask a few groups to display their TRF and walk through the *Know, Show,* and *Tell* sections with the class, including their Tutorial Question based on their Point of Confusion. Allow class members to provide positive and constructive feedback on the TRF.
- Debrief by asking students to reflect on what they learned about creating TRFs, especially non-math TRFs, during this process.

Variations

- Repeat this process multiple times if students are still struggling with the concept of creating the TRF pre-work. Teachers exercise their agency to determine how often to repeat this instructional practice based on student need.
- Ask AVID tutors to create and model sample TRFs from their college course work or a professional setting.
- Post TRF exemplars in the classroom for students to reference.
- Consider having Site Team teachers help AVID students with TRFs in their academic classes. If they are using Collaborative Study Groups (CSGs), they could show the whole class how to fill out the CSG pre-work used in CSGs.
- eTutors will be able to best facilitate the tutorial process and support students in the group if they can see students' TRFs and provide feedback on them. The easiest way to share the TRF is to do so digitally. For tips on how to edit and share digital TRFs, including embedding digital graphic organizers, visit the *AVID Tutorial Guide* webpage on MyAVID.

Extension

- Have students create a bank of their own graphic organizers for the academic thinking skills.

Completing the Tutorial Request Form

As part of the preparation for tutorials, students should identify a specific question based on a concept or problem they do not understand and complete the pre-work inquiry on the TRF. The pre-work includes the initial question, key vocabulary, prior knowledge, critical thinking about the initial question, steps used to identify the Point of Confusion, and the creation of a Tutorial Question.

In order to complete the pre-work section of the TRF, students may do any of the following:

- Complete homework from academic classes first.
- Review class texts, materials, and focused notes.
- Study and prepare for quizzes and tests.
- Review missed items on previous quizzes and tests or past homework assignments.
- Identify material that needs further clarification or a problem where help is needed to solve.
- Develop a backwards mapping approach to projects or long writing assignments.
- Build out sections of a project or long writing assignment.
- Identify areas for improvement from past test, quiz, or assignment scores.
- Study old PSAT® /SAT® questions.
- Obtain questions from content teachers.
- Review questions from district benchmark testing.

If a student arrives to the tutorial session without the pre-work completed, the teacher determines the next steps for the student. These might include the following:

- Receiving no credit for pre-work
- Observing a group and recording feedback on the corresponding *Roles and Responsibilities* form
- Joining a group after completing the pre-work in class
- Other options as determined by the teacher

If a pattern emerges for certain students, or the class in general, teachers should exercise their agency to address the issue of completing the TRF pre-work in advance of tutorial. Some suggestions might include the following:

- Reserving time in class the day before for completion of the TRF until students are proficient enough to complete it for homework
- Having students work with study buddies from particular academic classes to complete TRFs together
- Working with AVID Site Team teachers to offer TRF support before or after school

Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF) – Know, Show, Tell

BEFORE	DURING		AFTER	
TRF Pre-Work	Collaborative Inquiry	Communication	Closure	Total
___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Initial Question:

Source: _____ ____ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1.

2.

____ / 4

What I Know About My Question:

1.

2.

KNOW

____ / 4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

SHOW & TELL

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

___ / 2

Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF) – Think-Aloud

BEFORE	TRF Pre-Work			
	___ / 20			
DURING	Collaborative Inquiry	Communication		
	___ / 12	___ / 8		
AFTER	Closure			
	___ / 10			
	Total			
	___ / 50			

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

- What topic are we studying that is related to my initial question?
- Is there an Essential Question from my academic class related to my initial question?

Initial Question:

- As I review my resources (e.g., focused notes, textbook, workbooks, quizzes or tests), what is something that I don't understand?
- How can I simplify and explain this question in my own words?
- How much information do I need to put about the source of my initial question in order to return to it again if needed?

Source: _____ ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. What are the key academic vocabulary words I need to understand about this topic or my initial question?
   What are the definitions from my book or notes?
2. Can I define them in my own words? ___ / 4

What I Know About My Question:

1. What do I know about my initial question?
   What concept does this remind me of?
   How can I organize the information?
2. Can I make a prediction about a reasonable answer?
   Can I connect this concept to prior knowledge from this content area or another subject? ___ / 4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

Critical Thinking about Initial Question:

- What can I show about my question? Which graphic organizer would best show my thinking?
- What do the textbook or my 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?
- Can I break down the question into smaller parts, and if so, what would they be?
- Can I contact someone from my class to assist me?
- Is there a reliable website that can support me in my learning?

Identifying General Steps:

- Have I worked on a similar question and what steps did I take to solve it?
- What are the steps to what I know?
- What can I list that I can apply to a similar problem?
- How will keeping my steps general, instead of specific to this problem, help me solve similar problems in the future?
- How does the process of writing down steps mirror the process of writing steps at the board?

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

- Now that I know where I'm stuck, how can I write a question using academic vocabulary that is based on my Point of Confusion?
- Is my Tutorial Question different from my initial question? Is it an authentic question that is derived from my Point of Confusion?
- Is my question written at a higher level? If not, how can I raise it up?

___ / 2

20 Non-Math Sample Initial Questions

1. Evaluate the effect that online shopping has had on traditional “brick and mortar” stores.
2. Choose a character in a story or novel of your choice. Analyze how culture influences the character’s morality.
3. Humans have created poetry for centuries. Create a poem, using metaphor and other poetic devices, examining why humans are so inclined to write poetry.
4. Analyze three current climate issues that will impact the local and national economies in the next decade. Determine which one should receive the most immediate attention and explain why.
5. Evaluate three recent pieces of legislation passed by your local state government or the federal government. Based on the language of the legislation, who do you think influenced the final legislation more, public interests or private interests?
6. Many of the most common over-the-counter medicines, such as aspirin, suggest that the medicine should be stored in a dry and cool place. Using your understanding of chemistry across multiple sources, evaluate why you would agree or disagree with this recommendation.
7. Since the world’s political and economic culture is becoming more global, why is it more important to learn another language in this century, compared to the previous century?
8. Compare and contrast the Cold War foreign policies of two different Cold War leaders. Then, synthesize an argument explaining which policy was better suited for ending the Cold War.
9. Are the current term limits for the president of the United States still relevant in the 21st century? Why or why not?
10. Compare animal cells and plant cells and evaluate how the cell structure of each contributes to the sustainability of life over time.
11. Using multiple credible sources to back your claims, explain the existing theory of an expanding universe and how the theory has evolved over time.
12. Identify two human activities in your own neighborhood that positively affect the local and global environment. Explain how each activity has a positive effect by analyzing the positive environmental impact of those activities.
13. Evaluate the shifting forms and purposes of media throughout human history.
14. Christina is planning to apply to college but has not yet decided where she will apply. Using your knowledge of how to research various colleges, describe a process that Christina could use to narrow her choices down to three.
15. When the U.S. economy is experiencing a depression, how can the tools of the Federal Reserve be applied to help the economic situation.
16. Evaluate the effect more than two political parties might have on the Electoral College system.
17. Communication in another language is more than just verbal. Evaluate the impact of nonverbal cues when communicating in a second language.
18. Develop a position on the extent to which government should be involved in the private lives of citizens.
19. Analyze how a character from a novel or play changes or doesn’t change as a result of a major conflict.
20. Using your knowledge of chemistry, explain how oxygen speeds up the rate at which food will spoil.

Name: Jonathan Brown

AVID Teacher: Ms. Ramirez AVID Tutor: _____

Date: January 15th AVID Period: 4 Subject: English I Honors

Tutorial Request Form (TRF) – Sample TRF

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Shakespeare: Romeo and Juliet

Initial Question:

What are Romeo's most salient characteristics and how does he change throughout the play?

Source: English essay assignment (Google classroom, 10/24) ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. rash – acting without thinking about possible consequences
2. fickle – changes mind and loyalties frequently

___ / 4

What I Know About My Question:

1. I know that salient characteristics are the ones that stand out the most and have the most evidence.
2. In my notes, it says that Romeo changes from a "fickle youth" to a "self-confident youth" during the play.

___ / 4

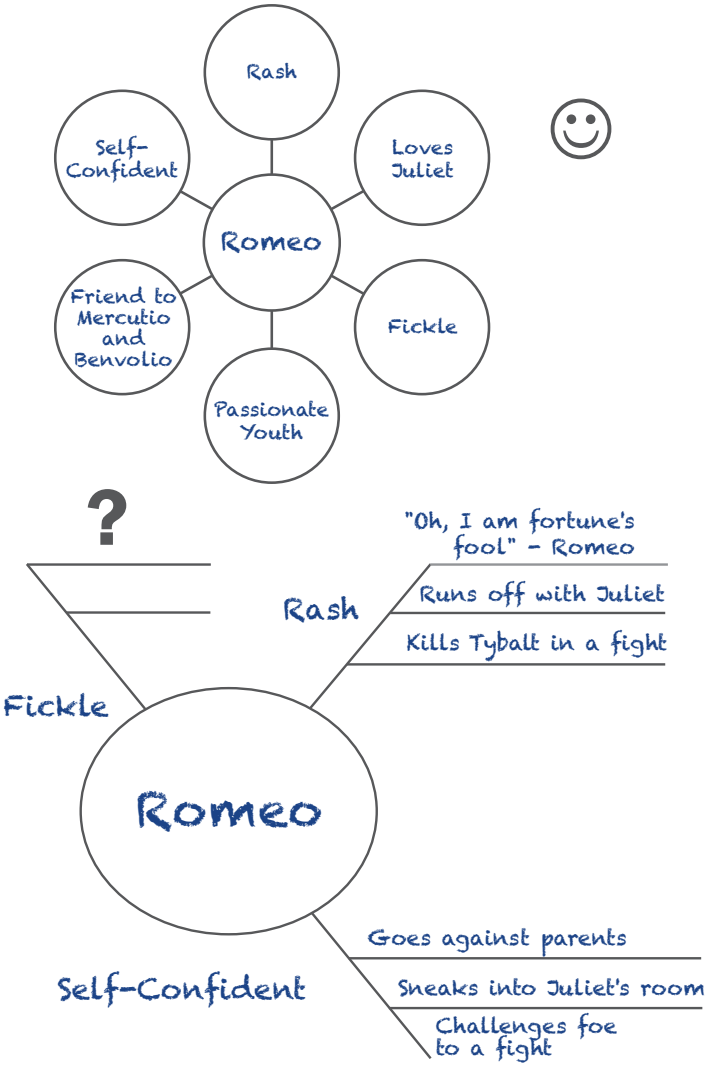
Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4



MY STEPS

1. First, I chose a description graphic organizer and filled in all of Romeo's characteristics in order to figure out which ones would best answer the prompt.

2. Then I chose three characteristics: rash, self-confident, and fickle.

3. I created an elaboration chart to show supporting details for the three characteristics.

4. I couldn't find any evidence for fickle.

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

What evidence can I use to show that Romeo is fickle and complete my outline?

___ / 2

Name: Jessica Jimenez

AVID Teacher: Mr. Lee AVID Tutor: _____

Date: February 12th AVID Period: 2 Subject: Chemistry

Tutorial Request Form (TRF) – Sample TRF

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

VSEPR Theory

Initial Question:

VSEPR Theory is used to help determine the shapes of molecules. The shapes are determined by the number of unpaired electrons. How do you determine the shape of a molecule starting from its chemical formula?

Source: Chemistry Course Notes ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. trigonal planar – molecular geometry model with one atom at the center and three atoms at the corners of an equilateral triangle, called peripheral atoms, all in one plane.
2. trigonal pyramidal – is a molecular shape that results when there are three bonds and one lone pair on the central atom in the molecule.

___ / 4

What I Know About My Question:

1. VSEPR Theory stands for Valence Shell Electron Pair Repulsion Theory.
2. VSEPR Theory is a model used to predict the geometry of molecules based on minimizing the electrostatic repulsion of a molecule's valence electrons around a central atom.

___ / 4

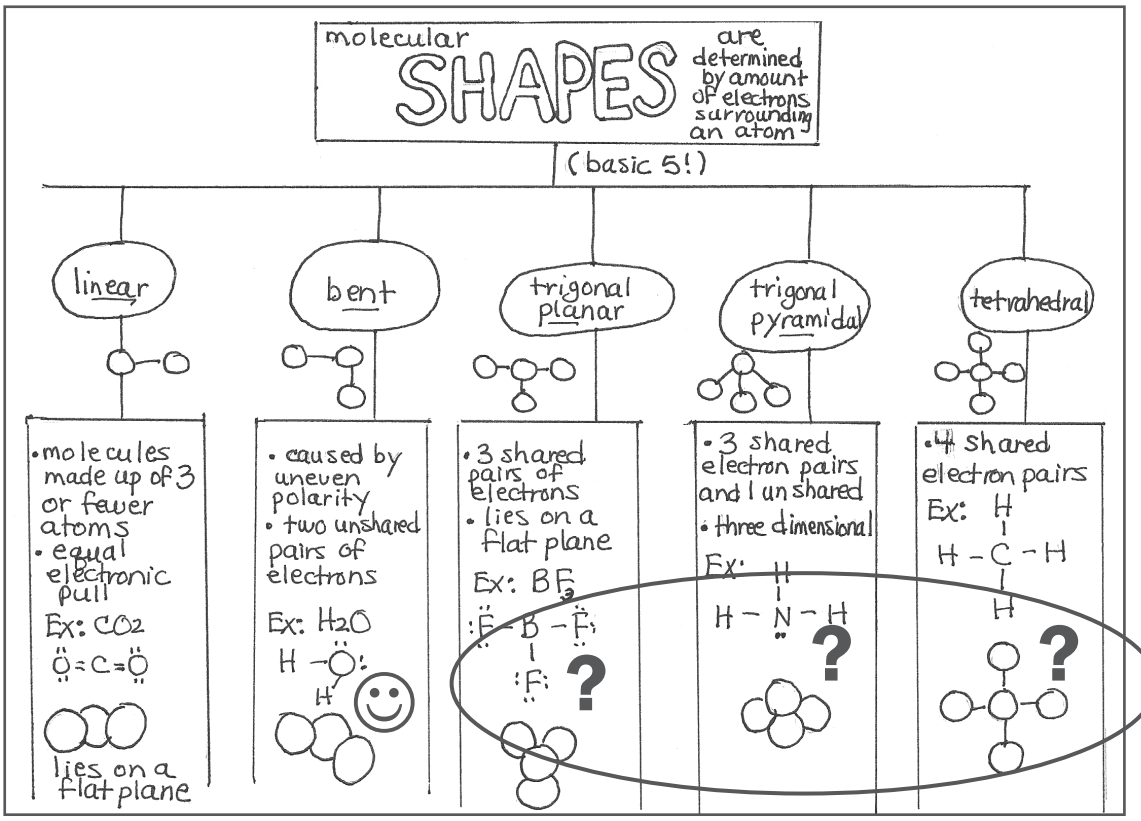
Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4



1. I worked with my table group to fill in the classification organizer.
2. The linear and bent shapes make sense to me based upon the chemical formula provided (CO_2 & H_2O), but I don't understand the trigonal planar, trigonal pyramidal, and tetrahedral shapes.

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

How do you use the chemical formula BF_3 to draw the trigonal planar, NH_3 to draw a trigonal pyramidal, and CH_4 to draw a tetrahedral?

___ / 2

Name: Amanda Martinez

AVID Teacher: Ms. Wade AVID Tutor: _____

Date: March 1st AVID Period: 6 Subject: Social Studies

Tutorial Request Form (TRF) – Sample TRF

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Amy Biehl, The Amy Foundation Cape Town, South Africa

Initial Question:

How can a negative event in history impact people and make positive change?

Source: Newspaper article: "Telling Amy Biehl's Story" ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. apartheid – a system of segregation imposed by the government of South Africa until the 1990s. Apartheid means "separateness" in Afrikaans.
2. foundation – an organization that supports a cause through action.

___ / 4

What I Know About My Question:

1. Amy Biehl died in 1993 in South Africa while working against apartheid. Her parents started a foundation there to honor her work.
2. The foundation "seeks peace through justice" (mission statement).

___ / 4

Critical Thinking About Initial Question with Corresponding Steps:

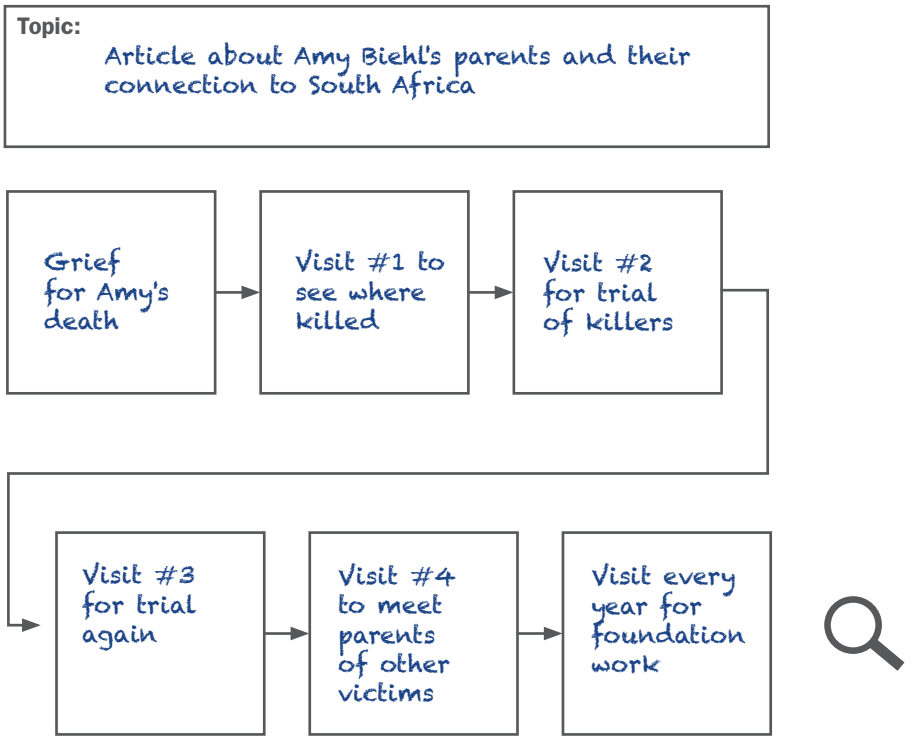
Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

Chronological



Steps:

1. Selected events from the newspaper article on Amy Biehl.
2. Filled in the timeline with events.
3. Need to do some more research on what the foundation does besides offer after-school activities and scholarships for students.

? 4. Not sure how parents get over their grief by doing foundation work?

Tutorial Question (from Point of Confusion):

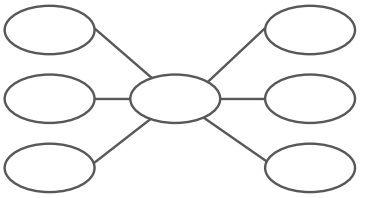
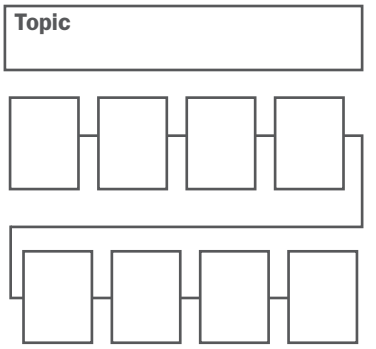
Write an authentic question about your Point of Confusion that is different from your initial question.

How can I describe the connection between grief and positive action?

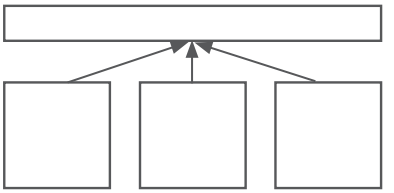
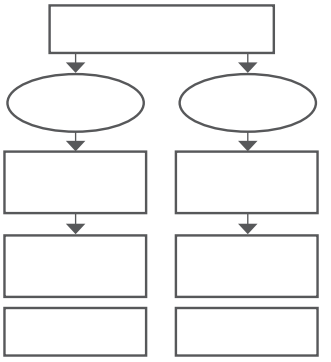
___ / 2

Academic Thinking Skills Graphic Organizers

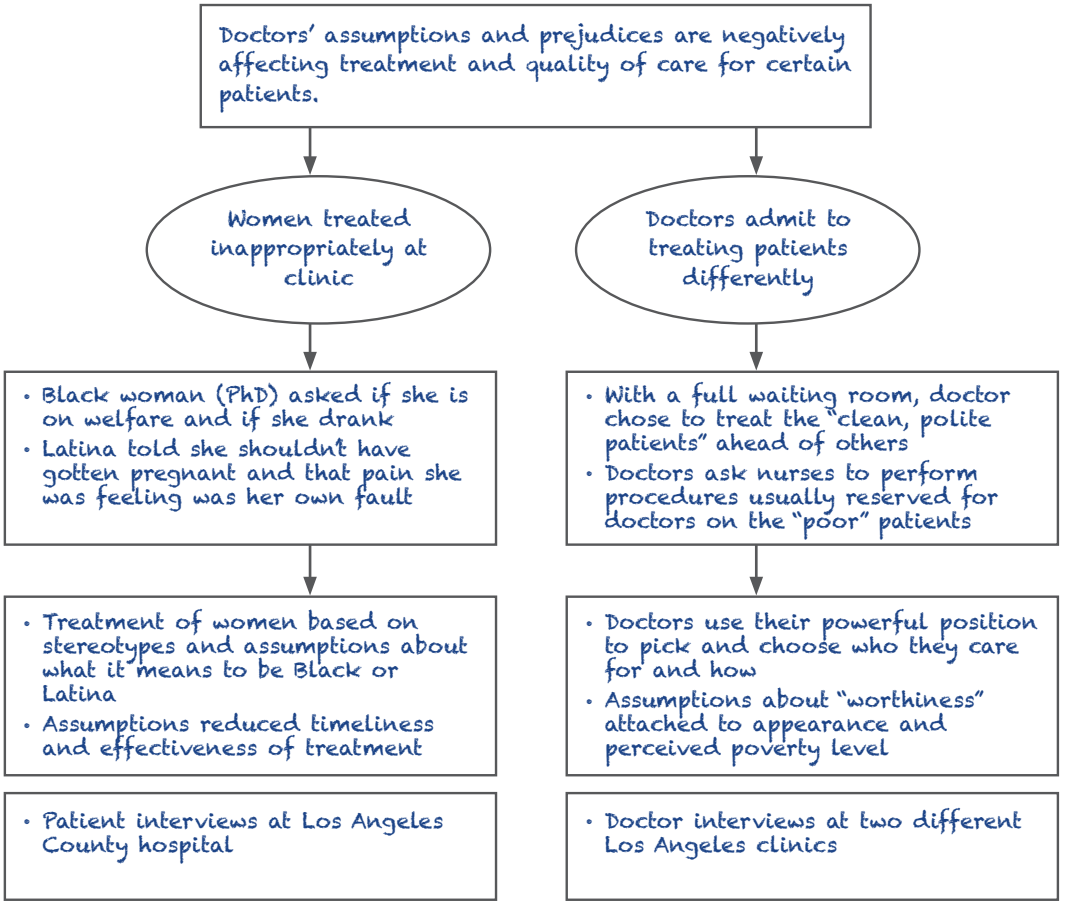
Note to Students: This is only a selected sample of graphic organizers. You may use any graphic organizer that helps you to visually organize and explain your thinking.

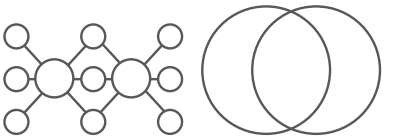
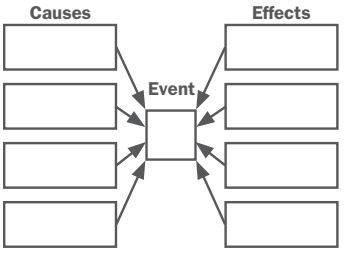
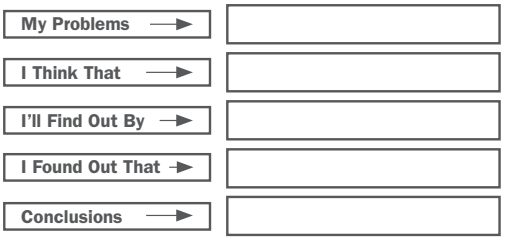
Academic Thinking Skills	Guiding Questions	Graphic Organizer Ideas
Apply (Utilize) • Contextualize the broader ideas, themes, historical, or geographical significance of a text. • Apply concepts from a text to implement an action or create a product.	• What other concepts help contextualize the main event or idea? • What steps need to be involved to implement _____? • What details should be included for each step? • What is being described in the sequence?	**Descriptive Bubble**  **Chronological** 

Descriptive Bubble Student Sample

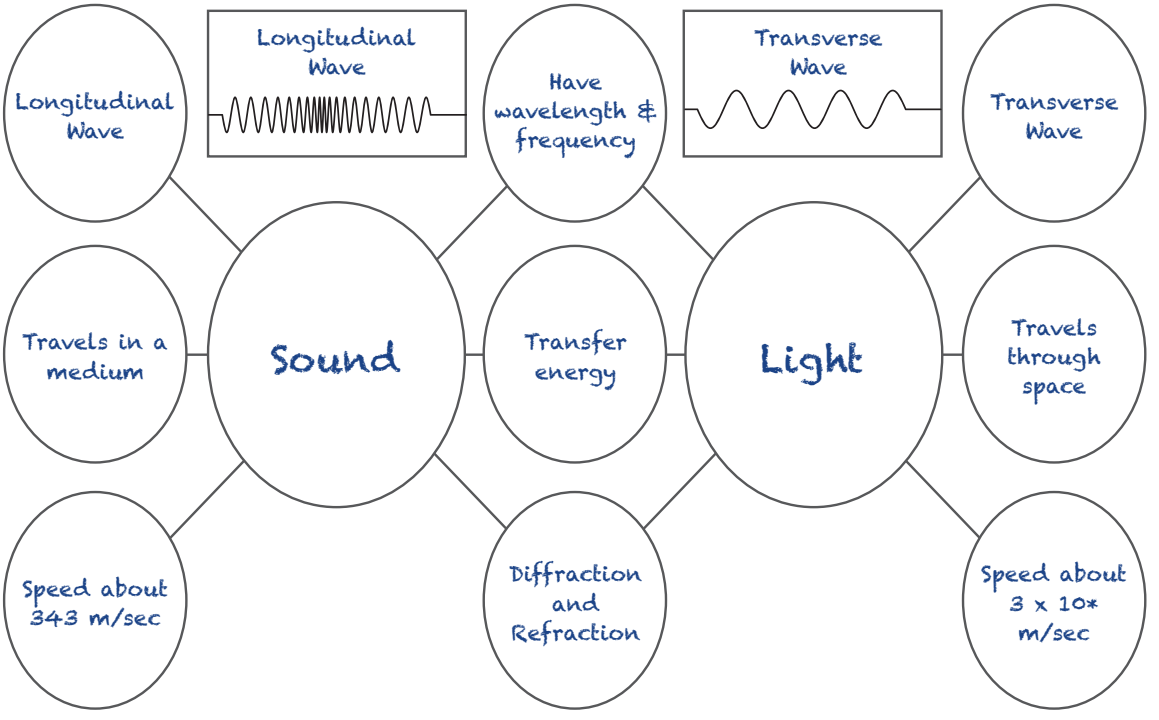
Academic Thinking Skills	Guiding Questions	Graphic Organizer Ideas
Analyze (Examine) • Analyze the use of evidence in a text, or critique reasoning. • Analyze the structure of a text and/or how an author's choices create a central theme, idea, or other meaning in a text. • Identify patterns of continuity or changes in a text. • Analyze errors in a text or a process.	• What were the main ideas in support of the claim/ reasoning? • How did the author structure the claim/ idea? • How did _____ change over time? • Where are the errors or misapplication of logic?	**Main Idea/Details**  **Claim and Evidence** 

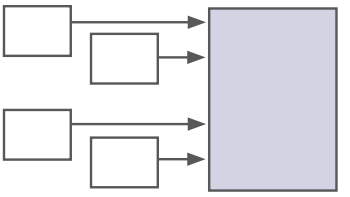
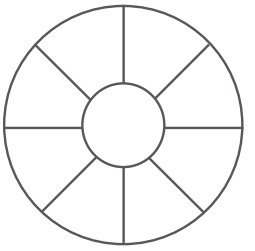
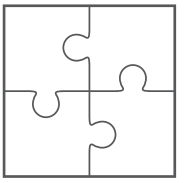
Claim and Evidence Student Sample



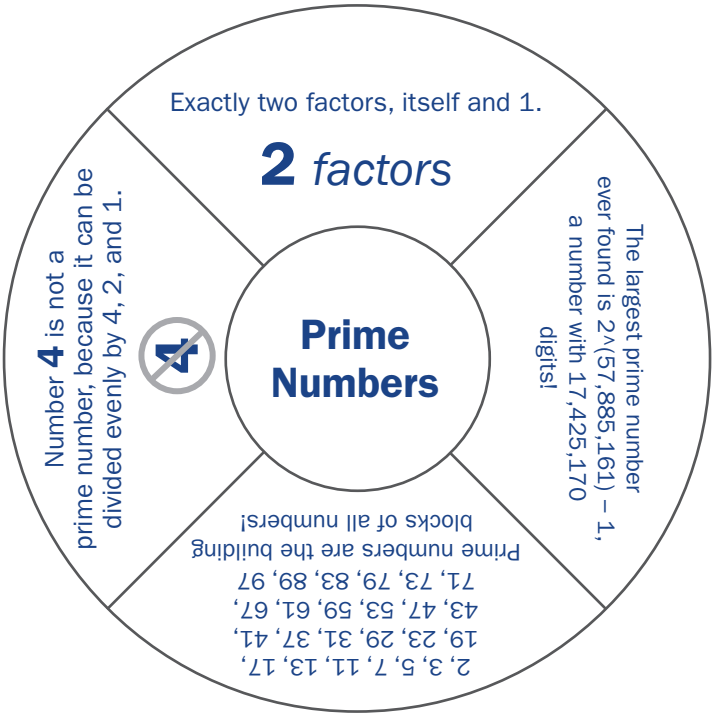
Academic Thinking Skills	Guiding Questions	Graphic Organizer Ideas
Evaluate (Access) • Assess cause and effect relationships within a text. • Compare ideas or perspectives found in a text. • Assess the validity of an argument in a text. • Justify reasoning in a text. • Make a judgement based on information in the text. • Categorize ideas, events, themes, and data by relevant characteristics.	• What is being compared and contrasted? • What categories of characteristics or attributes are used to compare and contrast these concepts? • What are the important elements or factors that cause this effect? • What is the claim/ proposition and the evidence presented? • What reasoning is given using the evidence?	**Compare and Contrast Bubble**  **Cause and Effect**  **Deciding** 

Compare and Contrast Student Sample



Academic Thinking Skills	Guiding Questions	Graphic Organizer Ideas
Synthesize (Combine/ Condense) • Synthesize ideas across multiple texts to create new insights, predict future outcomes, draw informed conclusions, generalize from facts, or argue new ideas.	• What conclusions or new insights can be made from the details provided? • What are the main ideas or topics being described across the sources? • What are the qualities of these events, topics, or people contributing to the overall concept? • How do the pieces connect?	**Drawing Conclusions**  **Concept Wheel/Mandela**  **Puzzle Piece Organizer** 

Mandela Student Sample



Literacies Within the Disciplines

What are literacies within the disciplines? The following lists for each of the major content areas can help students learn how to read, write, and think as a content expert. Use this resource to guide your approach to reading your focused notes, writing your TRF, and thinking during the academic conversation in tutorial.

	Read	Write	Think
Science	*When scientists read, they...* • Ask "Why?" more than "What?" • Interpret data, charts, and illustrations. • Seek to understand concepts and words. • Determine validity of sources and quality of evidence. • Pay attention to details.	*When scientists write, they...* • Use precise vocabulary. • Compose in phrases, bullets, graphs, or sketches. • Use passive voice. • Favor exactness over craft or elaboration. • Communicate in a systematic form.	*When scientists think, they...* • Tap into curiosity to create questions. • Rely on prior knowledge or research. • Consider new hypotheses or evidence. • Propose explanations. • Create solutions.
History	*When historians read, they...* • Interpret primary and secondary sources. • Identify bias. • Think sequentially. • Compare and contrast events, accounts, documents, and visuals. • Determine meaning of words within context.	*When historians write, they...* • Create timelines with accompanying narratives. • Synthesize information/ evidence from multiple sources. • Emphasize coherent organization of ideas. • Grapple with multiple ideas and large quantities of information. • Create essays based on argumentative principles.	*When historians think, they...* • Create narratives. • Rely on valid primary and secondary sources to guide their thinking. • Compare and contrast or ponder causes and effects. • Consider big ideas or inquiries across long periods of time. • Recognize bias.
Math	*When mathematicians read, they...* • Use information to piece together a solution. • Look for patterns and relationships. • Decipher symbols and abstract ideas. • Ask questions. • Apply mathematical reasoning.	*When mathematicians write, they...* • Explain, justify, describe, estimate, or analyze. • Favor calculations over words. • Use precise vocabulary. • Include reasons and examples. • Utilize real-world situations.	*When mathematicians think, they...* • Consider patterns. • Utilize previous understandings. • Find connections. • Estimate, generalize, and find exceptions. • Employ mathematical principles.
English Language Arts	*When students of English read, they...* • Understand how figurative language works. • Find underlying messages that evolve as a theme. • Assume a skeptical stance. • Pay attention to new vocabulary or words used in new ways. • Summarize and synthesize.	*When students of English write, they...* • Engage in a process that includes drafting, revising, and editing. • Use mentor texts to aid their writing craft. • Pay attention to organization, details, elaboration, and voice. • Rely on the feedback of others. • Avoid formulaic writing.	*When students of English think, they...* • Reflect on multiple texts. • Ask questions of the author. • Consider research or others' ideas. • Discuss ideas and themes. • Argue both sides of a point.

Coaching "Before the Tutorial"

Coaching the TRF Pre-Work

It is important to model for students how to fill out the TRF pre-work and share examples of correctly completed pre-work. Elective teachers can remind students to begin homework assignments and then, when they become "stuck" or "confused," complete the TRF pre-work. Students may complete sample TRF pre-work to practice writing out the process. In addition, teachers and tutors may also choose to coach students during the tutorial by providing feedback on one or two areas of the pre-work. The following indicates some talking points for teachers and tutors to use while coaching students on each area of the pre-work:

Initial Question: Students should write verbatim from source material (e.g., textbook, test, quiz, homework, notes) to ensure that the question is accurate. Any instructions should be included in the initial question along with the specific place from which the question came.

Key Academic Vocabulary: Academic vocabulary should be words currently used in the content class. Academic vocabulary can be in the initial question or implied by the initial question, and the definitions should be paraphrased.

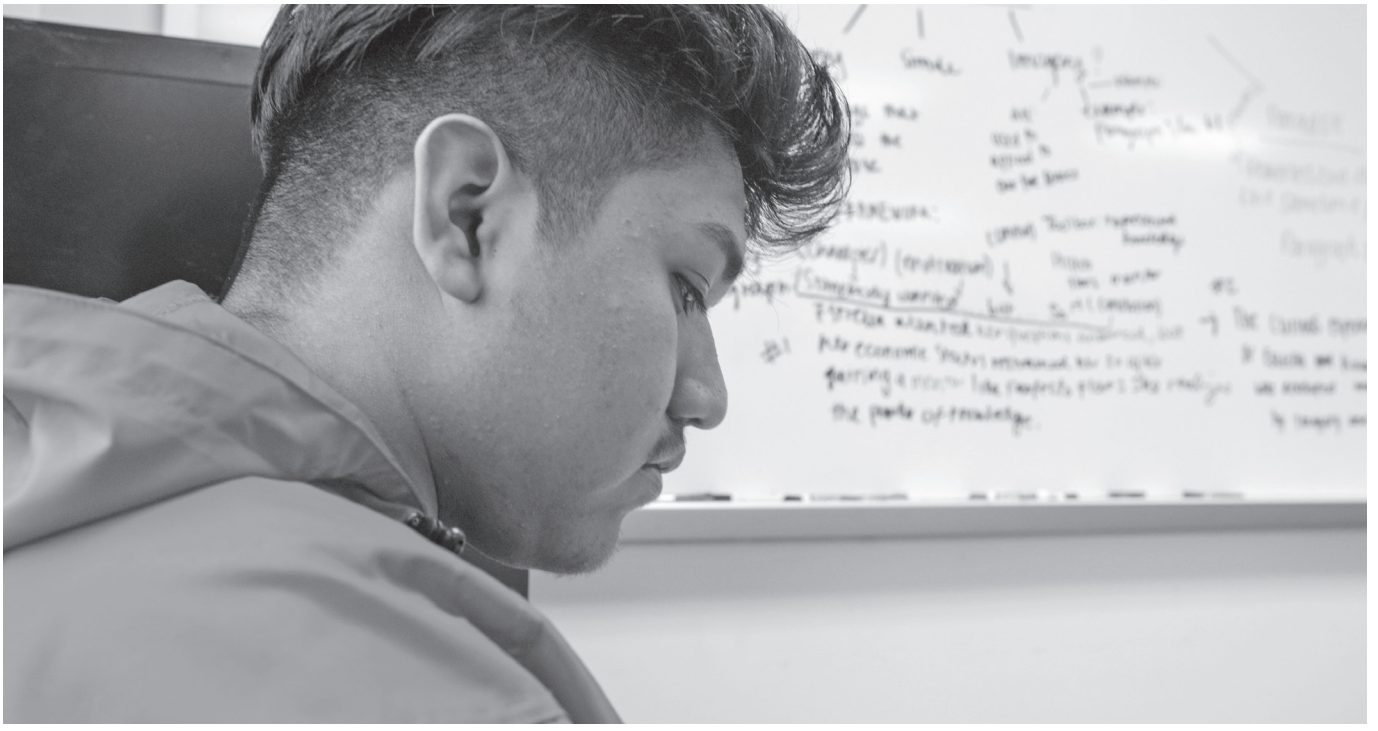
What I Know About My Question: Students' prior knowledge should be written in complete sentences. This area can include a third vocabulary word, a formula, or a fact for the concept studied.

Critical Thinking: This section is for students to show what they know about their initial question. They use this space to work out the actual problem or question as much as possible. They may use graphic organizers, bullet points, T-charts, thinking maps, an outline, or any other method to show their thinking. Once they are stuck or have reached a Point of Confusion (POC), the student may stop, place a question mark ("?"), and write their Tutorial Question based on their POC. In addition, students may use these other symbols to represent their thinking:

- An "!" represents an *a-ha!* moment or a breakthrough in understanding.
- A ☺ represents an area that the student is confident about or something the student understands thoroughly.
- A 🔍 represents a topic or element that requires further research.

Identify General Steps: This section of the TRF applies to the Critical Thinking section. It provides students with the opportunity to practice metacognition—thinking about their thinking. What were students thinking about when they completed their critical thinking as they attempted to solve their initial question? This section should be written using action words and verbs. These steps should be general enough to be applied to similar problems or questions.

Tutorial Question from the Point of Confusion: The question from the POC is the specific question the student brings to the tutorial. This question is refined from the initial question. This question should contain appropriate academic vocabulary and reflect where the student is stuck, as outlined in the Critical Thinking section of the TRF. Teachers and tutors can coach students in creating a Tutorial Question that adheres to the above criteria. During tutorials, teachers can walk around from group to group and provide feedback on students' Tutorial Questions. Tutors may have students review each student presenter's Tutorial Question on the whiteboard to ensure that it meets the criteria, and if not, group members may assist the student presenter in rewriting the Tutorial Question on the whiteboard. If the Tutorial Question is clear to the student presenter and group members, then the tutorial will be more effective with appropriate questioning that leads to resolving the Tutorial Question.



INSTRUCTIONAL PRACTICE:
Refining the Tutorial Request Form

This instructional practice should be used when students need help refining their TRF pre-work. Often, the TRF pre-work may lack an authentic application of the pre-work process. Students will need help overcoming their struggles with the TRF pre-work, especially when it comes to developing an acceptable Tutorial Question.

Instructional Goals

Students will:

- Identify their own struggles with TRF pre-work and use the TRF pre-work process to strategize.
- Analyze and evaluate sample TRF pre-work and their own TRF pre-work to refine their preparation for tutorials.
- ⚓ Continuously reflect and refine strategies to promote learning and academic success.
- ⚓ Reflect upon and modify actions related to successful utilization of a process.

Resources

- *Tutorial Request Form – "No Questions"* (Educator Resource)
- *Tutorial Question Analysis* (Student Resource)
- *Tutorial Question Evaluation Criteria* (Educator/Student Resource)
- *Low- and High-Level Tutorial Questions* (Student Resource)
- *Low- and High-Level Tutorial Questions Answer Key* (Educator Resource)
- *Suggestions for When Students Do Not Complete a Tutorial Request Form* (Educator Resource)
- 10 sample student TRFs from your class
    - Samples can also be found on the *AVID Tutorial Guide* webpage on MyAVID.

Preparation for Instruction

- Before engaging in this instructional practice, students should have some experience creating TRFs.
- This instructional practice is divided into two parts. Each part should take about one class period to complete. Please plan accordingly.
- To make this activity more relevant, you may want to gather sample TRFs from your own students rather than using the samples that can be found on the *AVID Tutorial Guide* webpage on MyAVID. In total, 10 TRFs are needed for this activity.
- Review *Educator Resource: Suggestions for When Students Do Not Complete a Tutorial Request Form* to prepare to assist students during this lesson.

Instructional Strategies

Part 1

- In small groups, ask students to brainstorm a list of struggles they have when completing the TRF. Students might come up with ideas such as:
    - "I don't need help in any of my classes."
    - "I don't know what to do when I'm absent."
    - "I don't have time to do this for homework."
    - "It's a lot of work."
- Ask the groups to share out their lists of TRF struggles and chart the answers on a whiteboard or poster paper.
- Then, ask students to notice any common struggles they are facing in comparison to their peers. Are there any that were repeated several times?
- As a class, identify one TRF struggle and create a question about this topic. For example, "How do I complete a TRF when I don't need help in any of my classes?" This struggle will turn into the initial question for a TRF. See *Educator Resource: Tutorial Request Form – "No Questions"* for an example of how to complete this TRF.
- Give each table a blank TRF and ask them to write the determined initial question on the TRF.
- Then, ask students to review *Student Resource: Tutorial Question Analysis*, focusing special attention to the steps at the top of the handout.
- Ask student groups to follow the steps on *Student Resource: Tutorial Question Analysis* and use their prior knowledge of TRFs to complete a full TRF and Tutorial Question for their initial tutorial struggle question.
- After students have drafted their tutorial struggle TRFs, including a Tutorial Question, introduce them to *Educator/Student Resource: Tutorial Question Evaluation Criteria.*
- Using *Educator/Student Resource: Tutorial Question Evaluation Criteria*, ask groups to complete a "self-evaluation" of their Tutorial Question.
- Debrief by asking students to share the Tutorial Questions they generated and some reflections on what they learned from using *Educator/Student Resource: Tutorial Question Evaluation Criteria* to evaluate their Tutorial Questions.

Part 2

- Start by having students locate *Educator/Student Resource: Tutorial Question Evaluation Criteria*.
- Inform students that they are learning about concepts that will help them refine their TRF pre-work process. Remind them that one of the most common errors in this process is an inauthentic Tutorial Question. This next exercise will help students continue to practice refining Tutorial Questions.
- Distribute *Student Resource: Low- and High-Level Tutorial Questions*. As a table group, ask students to discuss the Tutorial Questions and select the option—high level or low level—they think applies to each Tutorial Question. They should also record their reasoning.

- Afterwards, debrief by having some student groups share their evaluations of the Tutorial Questions and their reasoning. Using *Educator Resource: Low- and High-Level Tutorial Questions Answer Key*, help students make corrections where necessary.
- Provide students with 10 sample TRFs (which can be found on the *AVID Tutorial Guide* webpage on MyAVID) or 10 samples of TRFs you pre-selected from your own class.
- Ask students to work with a shoulder partner to evaluate each TRF's Tutorial Question. They can reference *Educator/Student Resource: Tutorial Question Evaluation Criteria* as needed. Students should determine whether the Tutorial Question is acceptable or needs refining.
- After pairs have had a chance to evaluate the Tutorial Questions on the provided samples, ask students to pair up with another partnership in a Think–Pair–Share[2] and compare results.
- Conclude by asking student groups to reflect on what lessons they will take from this activity to help them further refine their TRF pre-work process.

Variations

- Post the 10 TRFs around the room and have students complete a Gallery Walk to evaluate the TRF pre-work.
- Consider using *Educator Resource: Suggestions for When Students Do Not Complete a Tutorial Request Form* to discuss as a class how you might approach students who do not complete the TRF.

Extension

- Use the tutorial struggle TRFs to conduct actual tutorial sessions where students can collaboratively solve their TRF struggles.

Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF) – "No Questions"

BEFORE TRF Pre-Work	DURING Collaborative Inquiry	Communication	AFTER Closure	Total
___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and nonverbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

How do I refine the TRF pre-work process so that I can be more successful at tutorials?

Initial Question:

What do I do if I don't need help in my classes, but I still need to create a TRF for AVID?

Source: _____ ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Tutorial Request Form (TRF): A form created with metacognitive, critical thinking, and problem-solving skills in mind. The form guides students as they prepare for, receive support for, and reflect on a
2. Point of Confusion in their academic coursework.
   AVID (Advancement Via Individual Determination): The class that supports us in our academic courses, provides college and career opportunities, and prepares us to advocate for ourselves. ___ / 4

What I Know About My Question:

1. I know that I have to create a TRF two times per week before I arrive at my AVID Elective class.
2. I know that sometimes I struggle to find a question for my TRF because I am doing well in my other classes. ___ / 4

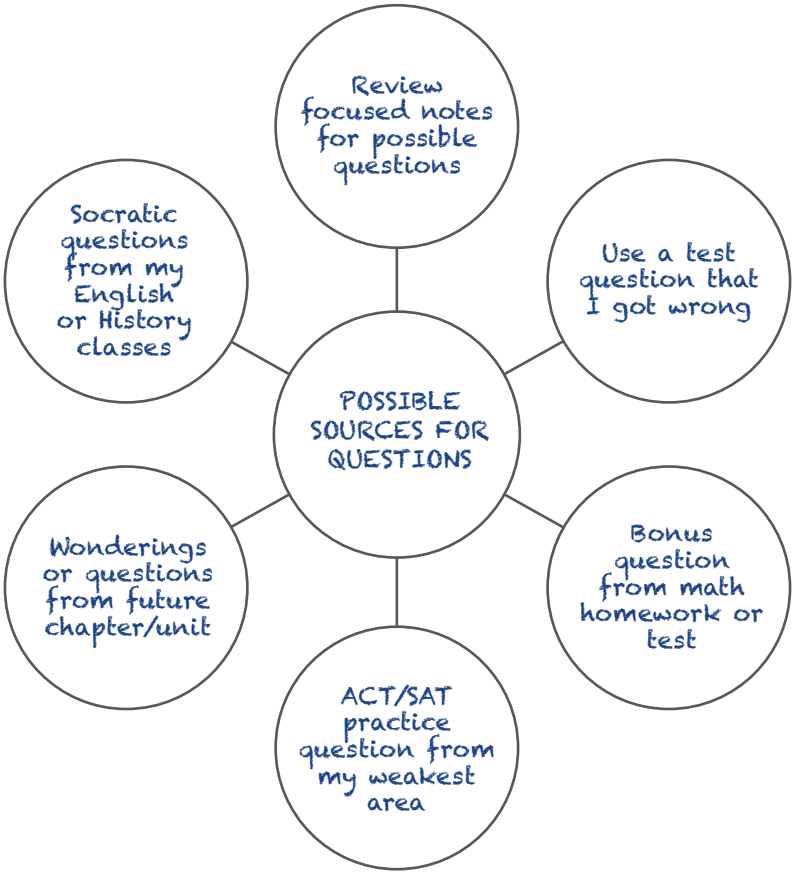
Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4



STEPS

1. First I asked questions about what types of questions I can bring to tutorials.
2. Next, I selected a graphic organizer to best represent my thinking.
3. Then, I brainstormed some possible question sources.
4. ? POC

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

After brainstorming possible question sources for my TRF pre-work, how do I select a source that is going to provide me with the most value during tutorial?

___ / 2

Tutorial Question Analysis

Creating a Tutorial Question From the Point of Confusion

1. Identify an academic class in which you are struggling and select a question from the class.
2. Using this question, write down specific academic vocabulary and definitions.
3. Record any prior knowledge that you have about the question.
4. Start solving the question and complete as much as you know how to do on your own.
5. Identify the Point of Confusion where you are no longer able to move forward toward an answer and create a specific question from this Point of Confusion.

   Note: During tutorials, your group members will ask you specific questions about your Point of Confusion rather than addressing your initial question.

Examples

See the examples below of the progression from an initial question to a more detailed Tutorial Question from the Point of Confusion.

Example 1

- **Your initial question:** How do I solve $x^2 - 3x - 4 = 0$?
- **Identify what you know and can do:** I know that if the discriminant is positive, the equation has two solutions; if negative, no real solution; if 0, one solution.
- **New Tutorial Question from the Point of Confusion:** How do I find the value of the solution to determine how many solutions the equation has (2, 1, or no real)?

Example 2

- **Your initial question:** Explain Weber's "Least Cost" theory.
- **Identify what you know and can do:** I know Weber's Theory is a locational theory. I know it is somehow related to Hotelling's model and has some similar characteristics.
- **New Tutorial Question from the Point of Confusion:** How is Weber's "Least Cost" theory different than Hotelling's theory?

Example 3

- **Your initial question:** Use logical reasoning in Figure 2 to determine whether crows recognize individual human faces.
- **Identify what you know and can do:** I need to make a bar graph from the data that is provided. I need to use evidence and logic to support my reasoning.
- **New Tutorial Question from the Point of Confusion:** After I use the data to create a bar graph, how do I make a conclusion since there are two different types of data?

Tutorial Question Evaluation Criteria

Use this evaluation criteria to quickly check the quality of Tutorial Questions. To do this, you will have to notice the connections between the initial question and the Tutorial Question. If you can't check all of these boxes, then the Tutorial Question likely needs some revision.

- ☐ There is a difference between the initial question and the Tutorial Question.
- ☐ The Tutorial Question is a derivative of the initial question and not just a rewording of it.
- ☐ The Tutorial Question clearly expresses the Point of Confusion.
- ☐ The Tutorial Question is not a vague question, such as, "How do I solve X?" or "Where do I begin?"
- ☐ The Tutorial Question uses prepositions to indicate a place in a process where the confusion was found (e.g., during, after, before).
- ☐ There are clear connections between the Tutorial Question and the "Critical Thinking About Initial Question with Corresponding Steps" box of the TRF.
- ☐ The Tutorial Question is an open-ended question. Avoid closed-ended questions, such as, "Did I get that right?" or "What is my next step?"
- ☐ If the Tutorial Question is answered correctly, the Point of Confusion will be resolved.

Refining the Tutorial Question

Group members can help student presenters who bring a lower-level Tutorial Question revise it to be more effective. Group members can use the following questions after the student presenter gives their 60-Second Speech.

- What is the difference between your initial question and your Tutorial Question?
- Your Tutorial Question seems a bit vague. Which specific step of this question gives you the most trouble?
- How can you reword your Tutorial Question to more clearly point to the step you are most confused about?
- Is your confusion before a particular step or after a particular step?
- How is your Tutorial Question tied to the corresponding steps you have listed in the "Critical Thinking About Initial Question with Corresponding Steps" box of the TRF?
- How can you make this Tutorial Question more open-ended?
- Consider using a sentence frame, such as "After I…, what/how do I…?"

Low- and High-Level Tutorial Questions

Initial Question and Tutorial Question	Low/High Level	Why?
Initial Question: How do I write an expository essay? **Tutorial Question:** What should I include in my introductory paragraph in an effective expository essay?	☐ Low ☐ High	
Initial Question: 124 hours is what percent of 154 hours? **Tutorial Question:** After I set up the fractions, how do I cross multiply?	☐ Low ☐ High	
Initial Question: How do I find out if a liquid, H_20, is contaminated? **Tutorial Question:** How do I find out if H_20 is contaminated?	☐ Low ☐ High	
Initial Question: Is it better to buy a used car or a new car? **Tutorial Question:** How do I know which car to buy?	☐ Low ☐ High	
Initial Question: Why is it important to learn another language? **Tutorial Question:** Where do I begin?	☐ Low ☐ High	
Initial Question: Illustrate the importance of a new technological development in the late 19th century. **Tutorial Question:** After identifying the telephone as the important technological development, how do I choose the format for my illustration?	☐ Low ☐ High	
Initial Question: $x/3 = (2x + 3)/7$ **Tutorial Question:** How do I solve?	☐ Low ☐ High	
Initial Question: Is Atticus Finch a flat character or a round character and why? Cite evidence from the text. **Tutorial Question:** How do I cite evidence from a text after determining that Atticus Finch is a round character?	☐ Low ☐ High	
What patterns do you notice in "low-level" Tutorial Questions vs. "high-level" Tutorial Questions? How can this information help you write better Tutorial Questions during your TRF pre-work?		

Low- and High-Level Tutorial Questions Answer Key

Initial Question and Tutorial Question	Low/High Level	Why?
Initial Question: How do I write an expository essay? **Tutorial Question:** What should I include in my introductory paragraph in an effective expository essay?	• Low (circled) • High	This is a low-level question because it is easily answered by looking up the information in a student's resource material (i.e., class notes).
Initial Question: 124 hours is what percent of 154 hours? **Tutorial Question:** After I set up the fractions, how do I cross multiply?	• Low (circled) • High	This is a low-level question because it is easily answered by looking up the information in a student's resource material (i.e., class notes).
Initial Question: How do I find out if a liquid, H_20, is contaminated? **Tutorial Question:** How do I find out if H_20 is contaminated?	• Low (circled) • High	These are essentially the same question and show that the student did not work through any critical thinking.
Initial Question: Is it better to buy a used car or a new car? **Tutorial Question:** How do I know which car to buy?	• Low • High (circled)	This Tutorial Question requires incorporation of prior knowledge and will require critical thinking and discussion to reach an informed decision.
Initial Question: Why is it important to learn another language? **Tutorial Question:** Where do I begin?	• Low • High (circled)	This initial question requires incorporation of prior knowledge and will require critical thinking and discussion to reach an informed decision. The Tutorial Question should be more specific, as the critical thinking process should lead to a more informed question.
Initial Question: Illustrate the importance of a new technological development in the late 19th century. **Tutorial Question:** After identifying the telephone as the important technological development, how do I choose the format for my illustration?	• Low • High (circled)	This student obviously worked through the critical thinking process to identity the telephone and is now seeking input from their tutorial group as to how to choose the format for their picture.
Initial Question: $x/3 = (2x + 3)/7$ **Tutorial Question:** How do I solve?	• Low • High (circled)	This initial question requires incorporation of prior knowledge and will require critical thinking and discussion to reach an informed decision. The Tutorial Question should be more specific, as the critical thinking process should lead to a more informed question.
Initial Question: Is Atticus Finch a flat character or a round character and why? Cite evidence from the text. **Tutorial Question:** How do I cite evidence from a text after determining that Atticus Finch is a round character?	• Low (circled) • High	At first glance, it seems like this would be a high-level question, but the Tutorial Question could likely be answered by consulting their resources.

Suggestions for When Students Do Not Complete a Tutorial Request Form

1. Locate questions that students may find confusing from a bank of released state accountability tests.
2. Partner with various campus departments to create a bank of pertinent, challenging questions that are relevant to what students are learning.
3. For campuses with ready access to technology, utilize a website, such as www.quizziz.com, to have students test their knowledge about current lessons. Any question answered incorrectly could be used as a TRF question.
4. Have students keep a page in their binder of self-compiled questions they have gotten wrong on tests, quizzes, classwork, or homework that they did not already use for a TRF. Even if the class has moved on to a new unit, the content still needs to be mastered.

From the AVID Educators Facebook page:

5. When students need to make up a tutorial session, ask them to complete a TRF and work through the tutorial with their core teacher. After completing the tutorial, ask students to write a reflection about the process. The reflection can be handwritten or emailed.
6. As an option for a make-up tutorial, have students complete a tutorial with their core teacher within a week of the missed date. Require the core teacher to sign off on the student's completed TRF, as well as their notes and reflection. In class on the day the student was supposed to do their tutorial, require them to participate in their peers' tutorials, including completing the notes and reflection. In all, students will have to complete two additional components for the same grade. The extra work and time required deters students from missing tutorials.

Step 3: Students Divide Into Groups With One Tutor and Prepare for Tutorial

This step is included in the "Before the Tutorial" phase to emphasize that the pre-work is essential to a successful tutorial. Teachers determine how to hold students accountable for successful completion of the TRF pre-work. The most common method is by collecting and quickly reviewing the TRF as students enter the classroom on a tutorial day. Digital submission and collection of TRFs is an option for schools that incorporate technology into AVID. Teachers should address any blank sections of the TRF with individual students.

Once TRFs are turned in, tutorial groups are formed with seven students to one tutor. Tutorial groups can be determined in a number of ways. One way is to divide students into groups based on the subject of their TRFs (e.g., a science group, a math group, a humanities group). Another way to group students for tutorial is by determining the student composition of the group, taking into consideration student strengths and areas of growth. A more specialized course, like AP® Physics or Spanish II, may be best addressed in its own tutorial group with a tutor skilled in that discipline. The *Tutorials and Grades Analysis* process (see Chapter 5), performed once a grading period, is another way to group students for tutorial. Forming tutorial groups takes some experimenting, and the grouping method may be altered each week, month, or grading period to meet the needs of students.

As students get settled into their assigned groups, they prepare for the tutorial. They will need resources like their AVID binders (or electronic devices for eBinders), focused notes from their academic classes, textbooks, interactive notebooks, and their tutorial-specific materials, such as name tents and question stems. Once students are fully prepared, the tutor signals the start of the "During the Tutorial" phase.

Post-Reading Reflection Questions

- How will I explain the metacognitive skills developed by using the TRF?
- How will I help students apply the four academic thinking skills—apply, analyze, evaluate, synthesize—to the academic content of the TRF?
- How will I implement my protocol for assessing the TRF?
- How will I convey the assessment protocol to students?
- How will I address challenges related to completing the TRF on an authentic Tutorial Question?
- How will I scaffold students' competency in completing the TRF?

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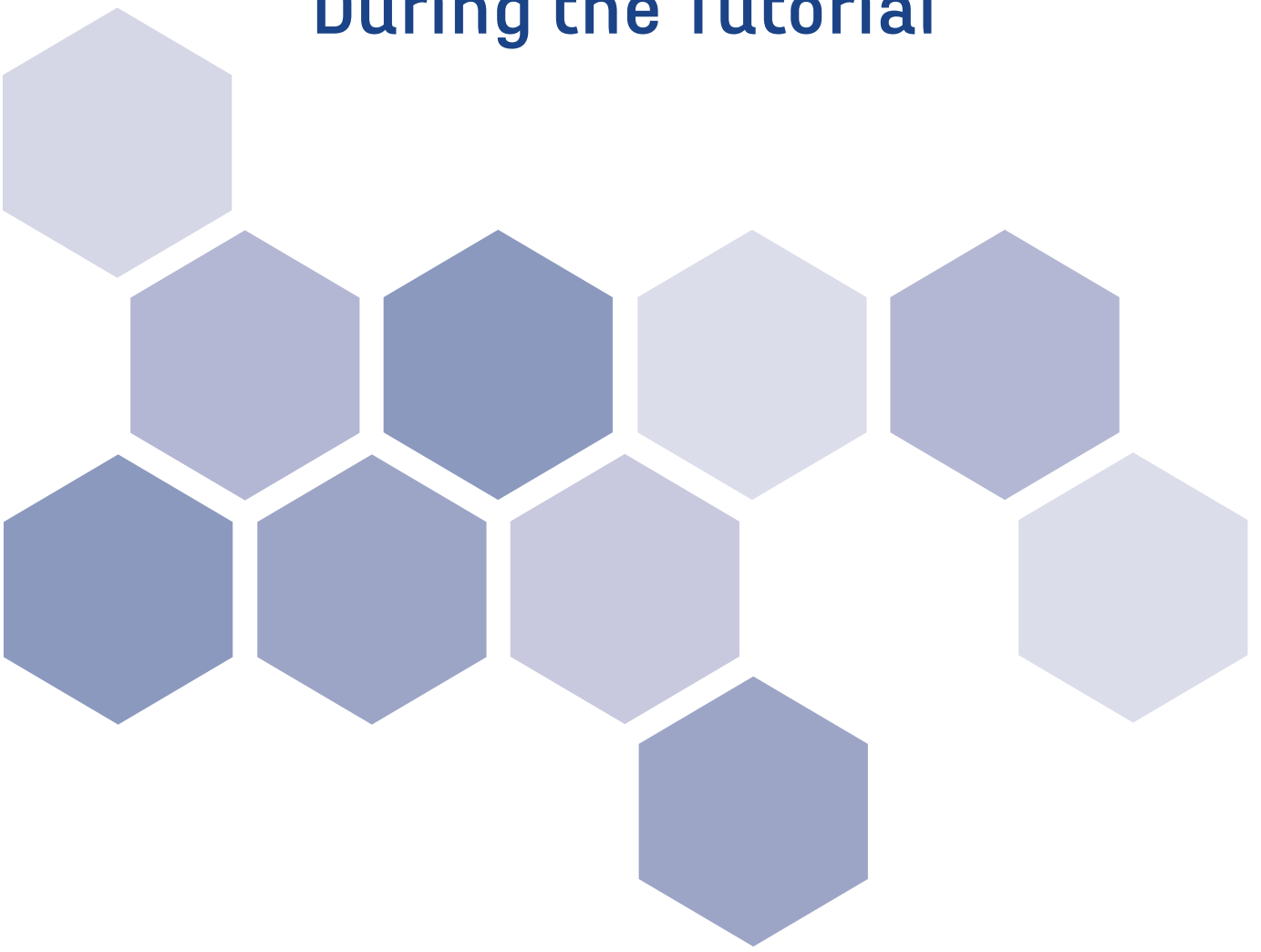
CHAPTER THREE

During the Tutorial



Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

After students prepare for tutorials by completing the individual inquiry process through the Tutorial Request Form (TRF), they are ready to engage in the collaborative inquiry process of tutorials. This chapter outlines what should happen "During the Tutorial" (Steps 4–8) and provides resources for promoting rigorous academic tutorials as students engage in the tutorial process.

The "Why" of the Tutorial Process

The power of the AVID tutorial provides students with the opportunity to practice and strengthen 21st century skills, such as critical thinking, collaboration, and communication with rigorous content. These skills help students become the future thinkers of tomorrow. As suggested by Golinkoff and Hirsh-Pasek (2016), there are six Cs—content, collaboration, communication, critical thinking, creativity, and confidence—which represent skills that all students need to develop into critical thinkers and problem solvers. The skills outlined in the six Cs also help students become contributing members of their communities. As students engage in the tutorial process, they experience, practice, and refine these skills.

In addition, the AVID tutorials support the social and emotional learning (SEL) of students. AVID defines SEL as "the purposeful development of skills for self-understanding, self-advocacy, building and maintaining relationships, and responsible decision-making." The brain is able to focus on higher-level thinking when in a positive environment but will not connect in a threatening one (Hammond, 2015). Being vulnerable as a learner and taking risks in a supportive environment allows for greater academic and emotional learning to occur. Tutorials help develop skills such as persistence, self-advocacy, generating and maintaining relationships, and responsible decision-making, as well as social awareness. These SEL skills developed in the AVID Elective class can transfer over to core classes and other real-life situations once students become more proficient in these areas.

Further, the purpose of tutorials is for students to utilize inquiry, collaboration, communication, and critical thinking, and to clarify areas of confusion from academic content. Engaging in the process of collaborative inquiry and problem-solving allows for students to build resilience and confidence. AVID tutorials are similar to what successful college students do in their pursuit to acquire knowledge. Based on Treisman's (1992) study, college students who studied together outperformed students who worked alone because working with peers created communities of learners based on common

interests and aims. AVID tutorials can provide similar advantages for students while in a secondary setting, and later on in a postsecondary setting.

In this chapter, students, tutors, and AVID Elective teachers will be supported through the following steps.

Setting the Stage for Tutorials

Relational capacity refers to the degree of trust and level of safety among members of a group.

Setting the stage for the work that students will participate in is important so that students will understand the "why" of tutorials. By participating in **relational capacity** activities before starting tutorials, students will begin to build the trust necessary to be vulnerable learners. In addition, students will learn the process for conducting inquiry-based, collaborative tutorials by learning the roles and responsibilities of each tutorial member.

The Collaborative Inquiry Process

The collaborative inquiry process is what distinguishes AVID tutorials from other forms of collaborative work. During this process, students and tutors engage is an academic conversation that begins with an opening speech presenting the Point of Confusion, includes pertinent content vocabulary, incorporates varying levels of questioning and thinking, and concludes with repeatable steps and a synthesis of the work. The collaborative inquiry process aligns with research that suggests that knowing how to ask questions helps students become effective problem solvers, especially when they target their questions to fill in gaps in their knowledge (Costa & Kallick, 2000).

Refining "During the Tutorial"

Tutorials will always be a work in progress. As part of this process, students, educators, and tutors will take part in activities that refine their work during the tutorial. This includes coaching the tutorial, providing and receiving feedback, and goal-setting.

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Facilitate tutor and group members in establishing norms and developing relational capacity with shared leadership.
- Cultivate students' use of questioning techniques to engage in academic conversations where they think critically about content and concepts.
- Coach tutor and group members to deepen their competency in all components of the inquiry process.

Pre-Reading Reflection Questions

- How do I intentionally develop a safe learning environment?
- How do I establish an understanding of, and provide accountability for, tutorial roles?
- How do I provide opportunities to practice the tutorial process?
- How do I support academic language development?
- How do I monitor and coach the components of the academic conversation (e.g., using formal register)?
- What do I look for to ensure that students are engaged during tutorials?
- How do I assist students in exercising their agency around engagement during tutorial?
- How do I conduct formal observations using forms and tools?
- How do I actively coach (as opposed to observe) tutors and students during tutorial?

Guiding Principles

- Students will increase metacognitive skills when they are in a safe learning environment.
- Educators should be actively involved during tutorial, by actively coaching or observing.
- Tutorials should be academic conversations, increasingly embodying the characteristics of college study groups.
- Collaborative inquiry through the Socratic method elicits students' critical thinking and improves academic skills.
- Receiving supportive and informative feedback is critical to students and tutors as they refine the collaborative inquiry process.

Setting the Stage for Tutorials

This section provides strategies for setting the stage for successful tutorials so that quality collaborative inquiry can occur. Instructional practices within this section focus on building relational capacity, shared leadership, establishing roles and responsibilities for each member of the tutorial process, and academic conversations.

Collaborative Inquiry

The AVID Tutorial Process is based on a *collaborative inquiry* model. First, students must learn to be skilled collaborators through building relational capacity and shared leadership. Then, they must learn to take ownership of the inquiry process. As Marzano and Toth (2014) stated, "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways" (p. 15). AVID tutorials offer a supportive and structured environment for this productive struggle.

Building Relational Capacity and Shared Leadership

For tutorials to be successful, it is necessary to build a safe and supportive community in the AVID Elective classroom, so students can increase their self-efficacy in taking academic risks during the tutorial process. Hammond (2015) advocated, "Our challenge as culturally responsive teachers is knowing how to create an environment that the brain perceives as safe and nurturing so it can relax, let go of any stress, and turn its attention to learning" (p. 50). A strong community with high relational capacity is essential to students reaping the full benefits of collaborative activities, such as tutorials. The ideas presented within this section are grounded in the work of Bruce Tuckman (1965), who conducted research on group dynamics. The model, Four Stages of Building Relational Capacity, will assist teachers and/or tutors in developing the relational conditions necessary for tutorial success.

The Inquiry Process

The inquiry method, or the "I" in WICOR, is the second component emphasized in AVID's tutorial model. Inquiry-based instruction is not a new concept to most educators (Bruner, 1961; Dewey, 1916; Piaget, 1985; Vygotsky, 1978), but it is one that AVID has emphasized as essential in teaching students to think critically. AVID's commitment to these aspects of the tutorial model are supported by the notion that critical thinking is not driven by answers, but by questions.

This inquiry method has been credited to Socrates (Overholser, 1993) and his widely known method of instruction using dialogue and skilled questioning. AVID's instructional practices utilize the Socratic method along with Costa's Level's of Thinking and Questioning (2001) and Bloom's Taxonomy (1956).

Group Member Roles

Setting the stage for successful tutorials involves creating norms, setting expectations, and understanding the expected outcomes of tutorials. Establishing roles and responsibilities sets the expectation for each tutorial member about what needs to be accomplished during tutorials. The role of each tutorial member is as follows:

Teacher: Observes or coaches tutors and students during tutorials in order to continuously improve student academic performance and foster student agency.

Tutor: Facilitates the collaborative inquiry process of a tutorial group in order to assist students in developing inquiry, problem-solving, and metacognitive skills that they will use in their academic courses, in college, and later in their careers.

Student Presenter: Presents an authentic question from their Point of Confusion (POC) to the tutorial group, acts on higher-level questions from the group, and pursues a resolution to the Tutorial Question, noting the steps of the problem-solving process along the way.

Group Members: Assist the student presenter in the exploration of the Point of Confusion by using the collaborative inquiry process. Members research topics related to the student presenter's POC, ask high-level questions, and record focused notes as needed.

INSTRUCTIONAL PRACTICE: Building Relational Capacity

Relational capacity, the degree of trust and level of safety between members of a group, is a main ingredient in successful tutorials. The Four Stages of Building Relational Capacity assists teachers and tutors in developing a caring, supportive community between students, as well as between students and tutors. The teacher or tutor must assess and attune to the needs of the students and, in any given moment, be ready to apply a variety of strategies to guide the class through the stages toward group actualization (Stage 4). Ultimately, the group hardly requires a leader.

The Four Stages of Building Relational Capacity:

- **Stage 1: Safe Shaping** – Stage 1 is the early stage of any community where individuals with varying experiences, motivations, backgrounds, and skill levels are thrown together. Priorities during Stage 1 are developing a safe environment, learning names and making connections, and initiating student ownership of the tutorial process.
- **Stage 2: Controlled Chaos** – Stage 2 is a period of developing relational capacity often characterized by conflict and frustration with tutorial requirements. Educators can support students in and through Stage 2 by creating a safe space for conflict, teaching conflict management, and maintaining a positive tutorial environment.
- **Stage 3: Scope and Sovereignty** – During this stage, students begin having shared leadership and collaborative problem-solving around issues that arose in Stage 2. The major focal points of Stage 3 are creating and adhering to a shared vision of success and the creation of novel ideas and solutions.
- **Stage 4: Group Actualization** – The ultimate goal of tutorials that are high in relational capacity is that students become self-directing, self-advocating, and self-monitoring—thereby actualizing their full potential. Stage 4 is characterized by students understanding the value of multiple perspectives, embracing high performance expectations, and elevating trust and honesty.

Instructional Goals

Students will:

- ⚓ Manage and resolve conflict with others.
- ⚓ Work productively and effectively in diverse teams with diverse perspectives.
- ⚓ Establish and maintain relational capacity with others.
- ⚓ Respect individual contributions.

Resources

- *Assessment of Relational Capacity* (Educator Resource)
- *Relational Capacity Debrief Prompts for Tutorial Connections* (Educator Resource)

Preparation for Instruction

- Use *Educator Resource: Assessment of Relational Capacity*, or another similar resource, to assess the level of relational capacity:
    - Between students
    - Between the class and tutors as a whole
    - Between individual groups and their assigned tutor
- Determine activities or strategies that can be implemented to guide tutorial participants to the next level of relational capacity.

Instructional Strategies

- Describe the Four Stages of Relational Capacity. Discuss the importance of relational capacity, especially as it relates to success during tutorials.
- Create a shared vision of success for tutorials, such as a group mission statement or social contract related to tutorials.
- Based on the level of relational capacity between students, and between students and tutors, choose activities and strategies from the list below. Also, determine the most appropriate and impactful time to implement.
    - Stage 1: Safe Shaping
        - Safe Shaping – Name Tents (located later in this chapter)
        - Mingle Bingo Game
    - Stage 2: Controlled Chaos
        - Practicing the Tutorial Process (located later in this chapter)
        - Beach Ball Questions
    - Stage 3: Scope and Sovereignty
        - Maze
        - Fishbowl Speeches
    - Stage 4: Group Actualization
        - We Wear the Mask
- Upon completion of the activity, utilize prompts from *Educator Resource: Relational Capacity Debrief Prompts for Tutorial Connections* (customized from *AVID Critical Thinking and Engagement: A Schoolwide Approach* for tutorials), which correspond to the stage, to facilitate a reflective debrief of the activity. Strive to make connections between the activity and how it connects with, and contributes to, success in tutorials.

Variations

- **Peer Tutors variation** – Consider having peer tutors play a leadership role during the building of relational capacity activities. During the debrief time, make connections between the activity and the unique dynamics involved in peer tutoring. Consider amending the social contract with elements specific to peer tutoring dynamics.
- **eTutor variation** – Relational capacity is of the utmost importance during tutorials. Students should be at Stage 3 or 4 of relational capacity in order to function at the level of shared leadership and collaborative problem-solving required for tutorials to be successful when a tutor is present on a computer only. Additionally, extra effort should be made to develop relational capacity between students and eTutors. Consider having eTutors physically visit the classroom at least once to participate in building relational capacity activities, if possible. Continue to monitor the level of relational capacity between students and eTutors throughout the year and revisit the shared vision of success, expectations, and activities as often as necessary.

Extensions

- Have students or tutors assess the relational capacity of the class or tutorial group, and then select activities or interventions to foster growth.
- Have students reflect on their personal contribution to the overall relational capacity stage of the class and what they can individually do to support growth.

Assessment of Relational Capacity

The following self-evaluation questions may be utilized to identify the current stage of relational capacity as it pertains to tutorials of a class. Consider the relational capacity between students, between the whole class and tutors, and between individual groups and their assigned tutors when completing this assessment.

Use this resource at the start of each year, and then periodically throughout the year, to determine the stage of activities that can be implemented to guide tutorial participants to the next level of relational capacity.

Stage 1: Safe Shaping	No	Somewhat	Yes
Do students understand the tutorial expectations, protocols, and procedures?			
Do students feel as though they will be encouraged to be themselves, without pressure to assimilate?			
Do students independently interact with other students and know the names of all their group members and tutors?			
Are students occasionally able to work independently without specific guidance from the tutor/teacher?			

If all questions can generally be answered "yes," the class has progressed through Stage 1. If not, consider facilitating Stage 1 Relational Capacity activities and debriefs.

Note: Add your explanation or reflection on ratings and next steps for Stage 1 here to track progress:

_____

_____

_____

Stage 2: Controlled Chaos	No	Somewhat	Yes
Have students begun to focus on and support the success of all group members?			
Do students view conflict as an opportunity to grow as an individual and as a class?			
Do students have the skills to successfully manage conflict in tutorials?			
Does the general class morale related to tutorials feel high?			

If all questions can generally be answered "yes," the class has progressed through Stage 2. If not, consider facilitating Stage 2 Relational Capacity activities and debriefs.

Note: Add your explanation or reflection on ratings and next steps for Stage 2 here to track progress:

_____

_____

_____

Assessment of Relational Capacity

Stage 3: Scope and Sovereignty	No	Somewhat	Yes
Do students independently praise other students without the teacher's prompting?			
Do students create a shared vision for accomplishing tasks?			
Do students self-regulate behaviors during tutorials?			
Do students feel comfortable enough to share novel ideas with classmates in order to help solve complex questions?			

If all questions can generally be answered "yes," the class has progressed through Stage 3. If not, consider facilitating Stage 3 Relational Capacity activities and debriefs.

Note: Add your explanation or reflection on ratings and next steps for Stage 3 here to track progress:

Stage 4: Group Actualization	No	Somewhat	Yes
Do students have a default "we" mentality when accomplishing tasks?			
Are students open and honest with each other? Are students comfortable with confrontation if it means addressing the greater good?			
Do students show a high level of respect, trust, and empathy for their classmates?			
Are students able to engage in intellectual discourse about topics and issues during tutorials in a respectful manner?			

If all questions can generally be answered "yes," the class has progressed to Stage 4. To support continued growth, consider facilitating Stage 4 Relational Capacity activities and debriefs.

Note: Add your explanation or reflection on ratings and next steps for Stage 4 here to track progress:

Relational Capacity Debrief Prompts for Tutorial Connections

Stage 1 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 1 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity?
- How do the skills that we built or reinforced connect to tutorials?

Developing a Safe Environment

- During this activity, how safe did you feel in sharing with other students? (This may be completed as a written reflection or as a Fist-to-Five activity—five fingers held up meaning, "I felt totally safe," and a fist (i.e., zero fingers) representing, "I did not feel safe at all." How can we increase the physical, social, and/or emotional safety of our class?
- Why is a safe environment important during tutorials?

Learning Names and Making Connections

- How did this activity help you learn your classmates' names? Which classmates do you still not know? What can you do to make sure that you know all of your classmates' names?
- How did this activity help you make connections with your classmates? From this activity, what similarities did you find that you share with other students?
- Why is it important to know names during tutorials?

Initiating Student Ownership of the Classroom

- What was your role in ensuring that this activity was successful? In what ways do you feel more confident as a result of this activity? What can you do differently next time to ensure that similar activities are even more successful and beneficial?
- What is your role in helping tutorials be successful and beneficial?

Troubleshooting

- Encourage students who are more reserved to participate.
- When doing any pairing activity where students need to partner with others randomly (e.g., Mingle Bingo), instruct students to automatically partner with anyone nearby if eye contact is made. In other words, make sure that students never walk by someone who is looking for a partner.
- Coach students to say each other's names when speaking to the other student or about them.

Stage 2 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 2 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity?
- How do the skills that we built or reinforced connect to tutorials?

Relational Capacity Debrief Prompts for Tutorial Connections

Creating a Safe Space for Conflict

- How did this activity make you feel? Describe a moment during this activity when you or another student used an aggressive statement. What was the statement? How did this statement impact group performance? How could this statement be rephrased in the future?
- Is it okay to have conflict during tutorials? Why or why not?

Managing Conflict and Teaching Conflict Management

- Describe a conflict that arose during this activity in as much detail as possible. Was the conflict managed well or poorly? What conflict management skills were used or should have been used?
- When might we need to use conflict management skills during tutorials?

Maintaining a Positive Environment

- Did anyone make it challenging for your team to accomplish this activity's goal? Explain how a teammate impeded the success of the group. What could you do in the future if this happens again?
- How might we redirect a classmate during tutorials that is impeding the success of the group?

Troubleshooting

- This is a key stage where a teacher's skill in assessing group and individual needs and adjusting instruction accordingly is critical. Stage 2 can be an uncomfortable time for a number of students and teachers, as conflict must be embraced as a sign of student autonomy and ownership.
- Students should be taught conflict management strategies early in the year and, as emerging leaders, coached on how to manage conflicts within small-group projects and activities.
- Students who appear to push against or reject group norms should be individually consulted with through informal discussion or written reflection to find out why they feel this way. Depending upon their responses, instruction should be adjusted accordingly. This may require revisiting the common mission statement and social contract or incorporating Stage 1 activities.

Stage 3 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 3 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity?
- How do the skills that we built or reinforced connect to tutorials?

Adherence to a Shared Vision

- Whose vision did you use to help complete the activity? Why? Was it one person's vision or a shared vision among multiple people? Were you self-monitoring? How?
- How would you describe our shared vision of success in tutorials?

Creation of Novel Ideas and Solutions

- What novel ideas were generated for this activity? Who generated those ideas? How many hypotheses did you test before finding one that worked? Were there other novel ideas or solutions that were formed that could have also worked? How could you have pursued those ideas more fully?
- Describe a time when someone came up with a novel idea or solution related to tutorials.

Relational Capacity Debrief Prompts for Tutorial Connections

Troubleshooting

- Stage 3 requires trust on the part of the teacher that students can begin working through problems on their own. Even though there will be a fair amount of struggling, teachers must be willing to allow extended periods of failure.
- Teachers must have a keen eye for when students begin to disengage due to multiple failed attempts. When this occurs, teachers must be able to immediately correct this behavior in students.

Stage 4 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 4 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity?
- How do the skills that we built or reinforced connect to tutorials?

Understanding the Value of Multiple Perspectives

- Was there equal distribution of work and effort in this activity by all group members? How did you gauge that? Did you value multiple perspectives from all group members? Were you effective in synthesizing multiple perspectives into one shared vision?
- What strategies might we use during tutorials to make sure that all perspectives are heard and valued?

Embracing High Performance Expectations

- Did you set your expectations in this activity at the highest level of your abilities? Did your performance meet your level of expectations? If you did this activity again, how could your level of performance be even higher?
- How might we continue to raise the performance expectations we have during tutorials?

Elevating Trust and Honesty

- Were you able to communicate honestly with a high level of trust? Did you feel respect between all members of the community at all times? Would you have held the same level of trust and honesty even without a teacher present?
- Why are trust and honesty important during tutorials, especially in preparation for college study groups?

Troubleshooting

- Stage 4 is the most difficult stage for students and will be filled with challenges as groups begin to develop trust and define their own identity.
- Allow groups to run with their ideas for personalizing or extending the activities, even if they weren't part of the original intent behind the assignment.
- As natural leaders in the group emerge, remind them to continue valuing and respecting the voices and perspectives of all the group members. This might be a good indicator that they are ready to be a peer tutor!
- Even if groups accomplish a designated task, encourage them to think through how they could come up with other solutions or resolutions that are more efficient or complex.

INSTRUCTIONAL PRACTICE: **Name Tents**

Name tents are an example of building Stage 1 relational capacity. Name tents allow the students and tutors to learn a little bit about each other, as well as demonstrate individual creativity by creating a physical name card that stands up on each desk. In tutorial, the name tents have printed resources on the side facing the student to facilitate the academic conversation. This strategy should be used throughout the year to assist group members in using names and resources.

Instructional Goals

- Students and tutors will use their name tents to support academic conversations during tutorials.
- ⚓ Students will establish and maintain relational capacity with others.

Resources

- *Name Tent Template Examples* (Student Resource)
- *Costa's Levels of Thinking* (inside of tent template option)

Preparation for Instruction

- Print one of the name tent template examples on cardstock or light-colored construction paper. On the back (inside of the tent), print a tutorial support resource, such as Costa's Levels of Thinking. If multiple sections are taught, consider assigning each class a different-colored name tent. If only copy paper is available, consider using two pieces and taping or stapling them together for more stability.
- Gather markers or colored pencils.

Instructional Strategies

- Create and display a table tent for yourself ahead of time for students to view as an example.
- Have students fold the paper in half lengthwise (horizontally).
- Students open the paper slightly and stand it up on the table to see how it will be oriented.
- Instruct students to write their first name in large print in the middle of the blank side.
- On the same side, have students write a different fact in each of the four corners. Examples of potential facts include:
    - The elementary or middle school that the student attended
    - The student's favorite school subject
    - The student's favorite food
    - The best thing that the student did over the summer
    - The superpower that the student would like to have
    - The one thing that the student is most excited about this year
    - The college the student is hoping to attend
    - The career the student is hoping to have
    - The student's greatest, or most recent, accomplishment

- Finally, students should open the name tent wide enough to stand it on their desk for every tutorial. Replace name tents periodically, as needed, putting a new student resource on the inside each time.
- At times, student names can be challenging to pronounce. To help build relational capacity, teachers can work with tutors before the tutorial to practice pronouncing student names correctly, or it can be an opening activity in which students and tutors can engage. Using names within the tutorial builds a culture of respect and a safe environment, and the same goes for the students practicing tutor names!

Variations

- Periodically change the inside resource support document to coincide with the instructional focus for that quarter/semester.
- Consider switching up the four-corner questions each time or asking students for new suggestions.

Extensions

- To increase scaffolding, try the following suggestions:
    - Use name tents daily and encourage students to say each other's name each time they speak to one another.
    - In small groups, have students use their name tent to formally introduce themselves.
    - Collect the name tents each day and shuffle them randomly to reseat students next to new peers, encouraging them to learn about a new student each day.
    - Use name tents to support all academic conversations, including Socratic Seminar.
    - Using the WICOR version of the name tent, assign WICOR partners and have students write another student's name on their tent on each of the five lines. When students need to be paired up on curriculum days, they can meet with their "W" partner or their "O" partner, etc. Students can also select WICOR partners on their own; they just need to be sure that they both write each other's names in the correct spot on their name tents so that they match up (i.e., R with R).

Name Tent Template Examples

Visit the *AVID Tutorial Guide* webpage on MyAVID for printable versions of name tents.

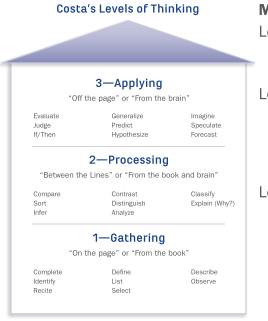
Name Tent with Costa's Levels of Questions Stems

ELA/Social Studies Questions

Level 1: What is the origin of the word?
What events led to…?
What information is provided?

Level 2: What other ways could _____ be interpreted?
What evidence can you find in the text to support your claim?
What is the text's main idea/theme or what is the author's claim?

Level 3: Write a new ending.
If you were there would you…?
What do you think will happen to _____? Why?



Math/Science Questions

Level 1: What is the formula used for…?
Give an example of …
What are you being asked to find?

Level 2: How can you put your data into graphic form?
Explain how you calculate…
What equation can you write to solve the word problem?

Level 3: How can you tell if your answer is reasonable?
Using a math principle, how can we find…?
Predict what will happen to _____ as _____ is changed.
(more questions inside tent)
Do you feel _____ is ethical?
(more questions inside tent)

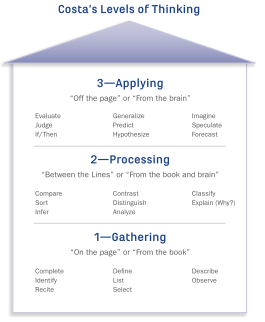
Name Tent with Costa's Task Verbs

Costa's Level 1

Name	Locate	Record
Memorize	Cluster	
Label	State	Recall

Costa's Level 2

Chart	Show	Speculate
Summarize	Describe	
Translate	Restate	
Report	Demonstrate	
Organize	Map	
Model	Utilize	
Imitate	Characterize	



Costa's Level 3

Propose	Argue	Plan	Test
Persuade	Recommend	Make	
Evaluate	Convince	Check	
Compose	Critique	Value	
Assess	Give an Opinion		
Appraise	Produce	Write	
Construct	Build	Defend	
Design	Create	Detect	
Formulate	Develop	Devise	

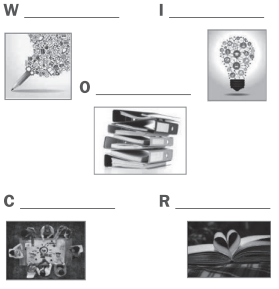
Name Tent with WICOR Language Scripts

Expressing an Opinion

- I think/believe/predict/imagine that. . . .
- In my opinion. . . .
- It seems to me that. . . .
- Not everyone will agree with me, but. . . .

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: . . . ?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you give us another example?
- So, do you mean. . . ?



Building on What Others Say

- I agree with what _____ said because. . . .
- You bring up an interesting point, and I also think. . . .
- That's an interesting idea. I wonder,. . .? I think. . . . Do you think. . .?
- I thought about that also, and I'm wondering why that is?
- I hadn't thought of that before. You make me wonder if. . . ? Do you think. . .?
- _____ said that. . . . I agree and also think. . . .
- Based on the ideas from _____, _____, and _____, it seems like we all think that. . . ."
- That's an excellent point, and I would add. . . .

Costa's Levels of Thinking

Costa's Level	Cognitive Functions	Sample Questions
Level 3: **Applying Information** Demonstrate mastery of knowledge learned (OUTPUT)	• Apply • Create • Evaluate • Generate • Hypothesize • Imagine • Judge • Modify • Predict • Speculate	• What would happen to _____ if _____? • What would it be like to live …? • Pretend you are a character in the story and… • What do you think will happen to _____? Why? • Could this story have really happened? Why or why not? • How would you solve this problem in your life? • How does the author's claim hold up under these circumstances: ____? • What if the situation changed to ___; how would that impact the outcome?
Level 2: **Processing Information** Practice knowledge learned (PROCESS)	• Analyze • Categorize • Compare • Contrast • Demonstrate • Develop • Group • Infer • Organize • Relate • Sequence • Synthesize	• Would you have done the same thing as…? • How are ____ and ___ alike and different? • What was important about…? • What other ways could ____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What does ____ mean? • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove?
Level 1: **Gathering Information** Introduction of knowledge (INPUT)	• Define • Describe • Find • Identify • List • Locate • Name • Observe • Recite • Report	• What information is given? • Where does ____ happen? • When did the event take place? • What are…? • Where did…? • What is…? • Who was/were…? • What part of the story shows…? • What is the origin of the word _____? • What events led to _____?


AUTHORS.
LEADERS.
SCHOLARS.
HISTORIANS.
EXPLORERS.
DETECTIVES.
CREATORS.
THINKERS.
IMPORTANT
Our Social Contract
AVID
I WILL SUCCEED THROUGH COLLABORATION
AND HIGH EXPECTATIONS OF MYSELF.
I WILL STAY ORGANIZED
AND BE A LEADER ON AND OFF OF CAMPUS.
I WILL ACHIEVE MY PERSONAL GOALS
AND RESPECT MYSELF AND OTHERS.

INSTRUCTIONAL PRACTICE:
Roles and Responsibilities During Tutorials

Ensuring successful tutorials involves building norms, setting expectations, and understanding the goals for that tutorial session. The more expectations that are intentionally set for student participation and behavior, the more collaborative the inquiry will be.

Instructional Goals

- Educators will support collaboration among students to ensure understanding of the responsibilities of each tutorial role.
- ⚓ Students will share responsibility among group members.

Resources

- *Roles and Responsibilities – Group Member* (Educator/Tutor/Student Resource)
- *Roles and Responsibilities – Student Presenter* (Educator/Tutor/Student Resource)
- *Roles and Responsibilities – Teacher as Coach* (Educator/Tutor/Student Resource)
- *Roles and Responsibilities – Teacher as Observer* (Educator/Tutor/Student Resource)
- *Roles and Responsibilities – Tutor* (Educator/Tutor/Student Resource)
- *Tutorial Roles and Responsibilities at a Glance* (Educator/Tutor/Student Resource)
- *Tutorial Student Jobs* (Educator/Student Resource)
- *Reading for the Gist Template* (Student Resource)
- *30-Second Expert* (Educator Resource)

Preparation for Instruction

- Determine which pre-reading strategy to use to activate prior knowledge (see Chapter 4 of *AVID Reading for Disciplinary Literacy* for examples).
- Determine which format students will use to take focused notes on the four tutorial roles or allow students to exercise their agency and select a note-taking format.

Instructional Strategies

Note: This lesson may take more than one class period to complete.

- Provide students with a copy of *Educator/Tutor/Student Resource: Roles and Responsibilities* for all tutorial roles: Teacher as Coach/Observer, Tutor, Group Member, and Student Presenter.
    - For younger students, *Educator/Tutor/Student Resource: Tutorial Roles and Responsibilities at a Glance* may be a more appropriate document for this exercise.
- Number students off 1 to 4. Assign each number to one role.
- Engage in a selected pre-reading strategy to activate students' prior knowledge about AVID tutorials through the lens of their assigned role. If this is their first experience with AVID tutorials, have them think about each role more generally.

- Walk students through *Student Resource: Reading for the Gist Template* and explain that after they read their resource independently, they will be asked to record what they recall about the 5 Ws (who, what, where, when, why) and the H (how). Emphasize that remembering everything is not the goal. Getting the gist is about understanding the "big picture" of the reading.
- Allow students time to conduct a first read of their role on their *Roles and Responsibilities* resource, and then have them attempt to complete *Student Resource: Reading for the Gist Template*.
- Direct students where to meet in their numbered groups (1s meet with 1s, 2s meet with 2s, etc.) to collaboratively complete *Student Resource: Reading for the Gist Template* while rereading their documents as necessary. If groups are large, pair students or have them work in trios.
- Ask students to review what they recorded and write a sentence or two that sums up the gist of that role. Determine if students should write the sentences individually or collaboratively.
- Explain the 30-Second Expert protocol to the class, using *Educator Resource: 30-Second Expert* as a guide. Here, the protocol will be modified to include groups of four instead of partners.
- Have students meet in groups of four, ensuring that all roles are represented. Each student will have 30 seconds to read their 1–2 sentences that capture the gist of their assigned roles, while the other three take focused notes on what they hear. They may confer with each other after the 30 seconds to see if there are any gaps in their notes.
- Repeat the process until each expert has presented.
- Finally, have students compare their focused notes to the other *Roles and Responsibilities* resources to ensure that they have a clear understanding of each role.

Variations

- To provide additional scaffolding for group members, some teachers have added specific jobs for students while in the role of group member in addition to participating in the inquiry process. Examples may include timekeeper, scribe, and coach. Brainstorming and defining these jobs with your class may increase student engagement and accountability. To learn more about possible jobs for group members, see *Educator/Student Resource: Tutorial Student Jobs*.
- **eTutor variation** – When integrating eTutors, it is recommended that each group member take on a specific role to ensure the success of the tutorial when the tutor is online. These roles include the following: scribe, ambassador, tech expert, and coach. To learn more about the specific jobs of each role, review *Student Resource: Tutorials with eTutors – Student Roles* in Chapter 6.

Extension

- Debrief this Jigsaw process with the class. Create a plus/delta chart to record students' reflections about what they found meaningful, what helped them learn, and what they could do differently next time.

Roles and Responsibilities – Group Member

Groups members are responsible for helping the student presenter understand their Tutorial Question in greater depth using collaborative inquiry and academic conversation, as well as pushing the thinking of all group members.

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Before: Preparation			
Taking Focused Notes	Learns the Five Phases of the Focused Note-Taking Process and takes notes in all classes.	I have focused notes from all my classes. I will use them to select a topic for my TRF.	
Completing the Tutorial Request Form (TRF)	Works on the initial question until encountering a Point of Confusion (POC), then writes an authentic Tutorial Question.	I'm really stuck on this English essay. Let me see if I can pinpoint my confusion on my TRF for tutorial tomorrow.	
Turning in the TRF	Turns in completed TRF with an authentic Tutorial Question upon entering the classroom.	I put my TRF on your desk. My whole group has their TRFs in on time today!	
Materials	Brings notes, binder, textbooks, pen, and name tent to tutorial.	Do I have everything I need for tutorial today?	
During: Collaborative Inquiry Process			
Positioning	Chooses a seat in a "U" shape around the presentation space.	I'm not sitting next to my friend today because I need to focus.	
60-Second Speech	Listens to the student presenter's Tutorial Question and assesses their own knowledge on the topic.	What do I know about this Point of Confusion? What does the student presenter not understand?	
Refining the Tutorial Question (TQ)	Gives possible feedback and coaching to the student presenter about the authenticity of their Tutorial Question.	How is your TQ different from your initial question? Looking at Costa's Levels of Thinking, how could you raise your question up a level?	

Roles and Responsibilities – Group Member

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Academic Conversation The academic conversation takes place between the 60-Second Speech and the 60-Second Synthesis.	During this phase of tutorial, the group members and tutor support the student presenter by engaging in rigorous academic conversation using language supports and communication norms.	I have a question. When you said _____, what did you mean by _____? Is there a graphic organizer you could set up so that we can see your thinking about this POC?	(See *Academic Conversation Protocol – Students* later in this chapter for detailed steps.)
Check for Understanding	Assists in checking student presenter's understanding of the POC, process, and solution.	Can you give an example to illustrate your new understanding?	
Generalized Steps	Assists student presenter in creating generalized steps.	First, we looked up _____. After that, you _____. Finally, we realized _____.	
60-Second Synthesis	Listens to the student presenter's synthesis and assesses their own learning on the topic.	What do I now know about their Point of Confusion? What does the student presenter now understand?	
After: Closure			
Summarizing the Learning: Verbal or Written	Summarizes their academic *learning* about their own POC or a student presenter's POC if they did not present today (e.g., inside their focused notes or on an exit ticket).	How did I clarify my Point of Confusion today? Since I didn't present today, how did I increase my own understanding of the presenter's Point of Confusion?	
Reflecting on the Process: Verbal or Written	Reflects with the group on their *collaborative inquiry process* verbally or in writing (e.g., on the board using a plus/delta chart).	What I found meaningful about today's tutorial session was… I think we did _____ well. We can improve on _____.	
Turning in TRFs	Turns in TRF to tutor for assessment.	Here is my TRF, _____. Thanks, and see you next time!	

Roles and Responsibilities – Student Presenter

The student 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.

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Before: Preparation			
Taking Focused Notes	Learns the Five Phases of the Focused Note-Taking Process and takes notes in all classes.	I have focused notes from all my classes. I will use them to select a topic for my TRF.	
Completing the Tutorial Request Form (TRF)	Learns to complete all sections of the TRF. Works on the initial question until encountering a Point of Confusion (POC), then writes an authentic Tutorial Question.	I'm really stuck on this English essay. Let me see if I can pinpoint my confusion on my TRF for tutorial tomorrow.	
Turning in the TRF	Turns in completed TRF with an authentic Tutorial Question upon entering the classroom.	I turned in my electronic TRF to the classroom inbox.	
Materials	Brings notes, binder, textbooks, pen, and name tent to tutorial.	Do I have everything I need for tutorial today?	
During: Collaborative Inquiry Process			
Positioning	Leaves their seat in the tutorial group and sets up a presentation space with three columns that includes the headings: TQ, Notes, and Steps.	Let me just get my Tutorial Question up and then I'll start my 60-Second Speech.	
60-Second Speech (see all components of the 60-Second Speech on the next page)	Presents pre-work and Point of Confusion to the group in 60 seconds.	My name is _____, and my Point of Confusion is… My Tutorial Question is…	

Roles and Responsibilities – Student Presenter

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
What I Know	Shares what they know about their question.	What I know about my question is...	
Two Academic Vocabulary Terms	Defines academic vocabulary.	The academic vocabulary we need to know in order to resolve my POC is...	
Pre-Work: Show and Tell	Shares their pre-work. Shows what they've done so far and describes the steps they took.	Last night, I was able to complete... This is as far as I was able to get on my own...	
Tutorial Question from the POC	Reads the Tutorial Question they generated from their POC.	Here is my Tutorial Question from my Point of Confusion...	
Refining the Tutorial Question	Accepts possible feedback and coaching from the group about the authenticity of the Tutorial Question.	Okay, so what if I change it to...? That's what I really need to understand. Does that change make it Level 2 or Level 3?	
Academic Conversation The academic conversation takes place between the 60-Second Speech and the 60-Second Synthesis.	During this phase of tutorial, the student presenter asks the group members and tutor to engage in rigorous academic conversation using language supports and communication norms.	What questions do you have to assist me in resolving my Point of Confusion? Who has the first question for me today?	(See *Academic Conversation Protocol – Students* later in this chapter for detailed steps.)
Checking for Understanding	Demonstrates to the group that they understand their POC.	Here's another example... I can solve it two ways now...	
Generalized Steps	Writes steps that led to the resolution of the POC that are general enough to apply to other similar problems. Gets assistance from group members.	If I use these same steps on my next essay, I will be able to form a claim statement to answer the prompt.	
60-Second Synthesis (see all components of the 60-Second Synthesis on the next page)	Presents synthesis and shares resolution of the POC to the group in 60 seconds. Returns to seat. Tutor stands up.	My Tutorial Question from my POC was... My Tutorial Question from my pre-work was...	

Roles and Responsibilities – Student Presenter

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Reviewing Notes	Synthesizes their learning about their POC by walking the group through the notes and matching the steps to the work on the board.	What we did first to answer my question was... The first step in the solution was to...	
Reviewing Conversation	Reviews the academic conversation.	I had an *"a-ha!"* moment when... What helped me understand was when _____ asked...	
Clarifying POC	Clarifies their Point of Confusion.	What I now understand is... I'll remember this in the future because...	
Showing Appreciation	Shows appreciation for their group members and tutor.	Thank you, _____, for asking the question about... I really appreciated it when...	
After: Closure			
Summarizing the Learning: Verbal or Written	Summarizes their academic *learning* about their own POC either verbally or in writing (e.g., inside their focused notes or on an exit ticket).	What I learned today about my POC was... I gained a greater understanding of my POC when...	
Reflecting on the Process: Verbal or Written	Reflects with the group on their *collaborative inquiry process* verbally or in writing (e.g., on the board using a plus/delta chart).	What I found meaningful about today's tutorial session was... I think we did _____ well. We can improve on _____.	
Turning in TRFs	Turns in TRF to tutor.	I've submitted my electronic TRF. Thanks, and see you next time!	

Roles and Responsibilities – Teacher as Coach

The teacher is responsible for coaching tutors and students for continuous improvement.

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Before: Preparation			
Taking Focused Notes	Teaches the Five Phases of the Focused Note-Taking Process from the Weeks at a Glance lesson plans.	Remember that your focused notes are your understanding of the content in your academic classes.	
Completing the TRF	Teaches students to complete the TRF from the Weeks at a Glance lesson plans.	Use your focused notes, texts, and other resources to complete all the pre-work on the TRF.	
Turning in the TRF	Ensures that all students have a completed TRF with an authentic Tutorial Question.	Please turn in your completed TRFs as you enter the classroom. I'm checking now for electronic TRFs.	
Sorting and Grouping	Groups students and assigns tutors, or has the tutors sort the TRFs to group students.	Today, the History group will be with _____. Please listen for your name to be called.	
Materials	Ensures that all groups have the necessary materials (e.g., name tents, highlighters, textbooks).	Please bring all necessary materials to your tutorial stations.	
During: Collaborative Inquiry Process			
Positioning	Rotates to all groups during the period.	This group is doing well. Let's see what is happening over here with this group.	

Roles and Responsibilities – Teacher as Coach

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
60-Second Speech	Ensures that student presenters are using the 60-Second Speech to introduce their pre-work, including the POC and Tutorial Question.	Tutors, remember that student presenters are to use the 60-Second Speech after they write their Tutorial Questions on the board.	
Refining the Tutorial Question	Ensures that the Tutorial Question is authentic and derived from the POC. If not, encourages refinement to level up.	Group members, please make sure that all Tutorial Questions are related to the POC. Check for relevant academic vocabulary, as well.	
Academic Conversation The academic conversation takes place between the 60-Second Speech and the 60-Second Synthesis.	During this phase of tutorial, teachers listen for the use of academic language and formal register and offer coaching as needed.	Once the student presenter has given their 60-Second Speech, please engage in your academic conversations.	(See *Academic Conversation Protocol – Tutors and Teachers* later in this chapter for detailed steps.)
Checking for Understanding	Confirms that the group has checked the presenter's understanding.	Could you give us an example? How could we check on that?	
Generalized Steps	Ensures that the written steps are general enough to apply to other similar problems.	How can you use your academic vocabulary to write that step? For example, instead of "subtract 5," if you write, "isolate the variable," how does that help you solve a similar problem?	
60-Second Synthesis	Ensures that the student presenter is delivering their 60-Second Synthesis.	Now that you understand your Point of Confusion, would you explain how the steps connect to the notes while giving your 60-Second Synthesis?	

Roles and Responsibilities – Teacher as Coach

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
After: Closure			
Summarizing the Academic Learning: Verbal or Written	Ensures that students summarize their academic *learning*.	Today, please take the next _____ minutes to individually write a summary of your learning.	
Reflecting on the Process: Verbal or Written	Ensures that groups reflect on their *collaborative inquiry process* verbally or on the board using a plus/delta format. Debriefs with tutors after students have left, if possible.	Please take the next ___ minutes to reflect as a group on your process today. How did your group do addressing _____ today?	
Turning in TRFs	Collects all TRFs from tutors.	Please submit your TRFs to the virtual inbox now.	
Assessing TRFs	Assesses and/or assists tutors in assessing participation and pre-work.	Please assess each student's participation and pre-work.	
Returning and Storing TRFs	Returns TRFs to students in a timely manner. Ensures that they review comments and keep for reference.	Please review your TRFs and put them into the TRF section of your binder. Sort your TRFs by date; don't delete them, please!	

Roles and Responsibilities – Teacher as Observer

The teacher is responsible for formally observing tutors and students in order to provide feedback for continuous improvement.

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
During: Collaborative Inquiry Process			
Scripting	Determines purpose or focus area (e.g., questioning, academic vocabulary, note-taking).	Today, I will be scripting tutorials for the purpose of refinement and improvement.	
Format	Selects format for recording tutorial: video, audio, typed, or handwritten.	I will be recording today's tutorial by…	
Observation	Uses role-specific forms to observe tutors, group members, and/or student presenters.	Today, I am observing _____ (e.g., 60-Second Speeches, relational capacity, tutors, resource use).	
Feedback Tool	Prepares feedback for the group or class using the scripts or observation forms.	I am preparing feedback based on my scripting or observations.	
Delivering Feedback	Uses feedback tool to debrief with the observed group during the next tutorial.	The intent of feedback is to help us refine and improve tutorials.	
Reflection	Asks observed group to reflect on the feedback either verbally or in writing.	What is your reaction to this feedback?	
Next Steps	If appropriate, has group review the *Roles and Responsibilities* resources to create an action plan to improve.	How can you incorporate this feedback into tutorials?	
Focus Area Monitoring	Continues to monitor focus areas or returns to them periodically.	I am still observing the 60-Second Synthesis this week.	
Resources	Finds additional tutorial resources on the *AVID Tutorial Guide* webpage on MyAVID.	I'm using a standard form from AVID to make observations.	

Roles and Responsibilities – Tutor

The tutor is responsible for facilitating the collaborative inquiry process of one group each tutorial in order to assist students in developing metacognitive skills.

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Before: Preparation			
Sorting and Grouping	Sorts TRFs and selects a group to work with based on content expertise. Works with a group of students as assigned by the teacher.	Today, the History group will be with me. Please listen for your names to be called. With me today are…	
During: Collaborative Inquiry Process			
Positioning	Sits with the tutorial group away from the student presenter or sits in the student presenter's seat in order to not dominate the academic conversation.	As you go up to the whiteboard, please hand me your paper, and I will sit in your seat and take focused notes for you.	
60-Second Speech	Coaches the student presenter on delivering their 60-Second Speech.	Please share your 60-Second Speech with us based on the pre-work on your TRF.	
Refining the Tutorial Question Based on the POC	Coaches the group members to support the student presenter in rewriting their Tutorial Question, if necessary.	What do the group members think of this Tutorial Question? Could it be refined or leveled up?	
Academic Conversation The academic conversation takes place between the 60-Second Speech and the 60-Second Synthesis.	During this phase of tutorial, the tutor facilitates whole-group conversations and ensures the use of language supports and communication norms.	Who can start off or add to our academic conversation? Who is in the same class as _____ and can create a question based on content knowledge?	(See *Academic Conversation Protocol – Tutors and Teachers* later in this chapter for detailed steps.)
Checking for Understanding	Checks the student presenter's and group members' understanding of the Tutorial Question and the POC.	Could a group member or two check the student presenter's understanding, please?	

Roles and Responsibilities – Tutor

STEPS	RESPONSIBILITIES	MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Generalized Steps	Supports the group members and student presenter in recording steps taken to resolve the POC. Steps must be general enough to apply to other similar problems.	Now let's make sure we have recorded all our steps. Who can help name the steps? Are these steps generalized?	
60-Second Synthesis	Assists the student presenter in delivering their 60-Second Synthesis.	Now that you understand your Point of Confusion, would you explain how the steps connect to the notes while giving your 60-Second Synthesis?	
After: Closure and Assessment			
Summarizing the Academic Learning: Verbal or Written	Assists students in summarizing the key points of academic *learning* verbally or in writing (e.g., in student's focused notes or on an exit ticket).	Please summarize what you learned today from your own or the student presenter's POC.	
Reflecting on the Process: Verbal or Written	Facilitates reflection on the students' *collaborative inquiry process* verbally or in writing (e.g., on the board using a plus/delta chart).	Who would like to lead us in reflecting on our collaborative inquiry process? What went well? What can we improve on next time?	
Turning in TRFs	Collects all TRFs from students.	Please make sure to give me your TRF. See you next time!	
Assessing TRFs	Assesses participation and/or pre-work per the teacher's instructions.	I'll be using a scoring guide to assess your TRFs.	
Returning and Storing TRFs	Reminds students to review recent TRFs to set their intention for the next tutorial. Asks if students have any questions about how the TRFs were marked.	This POC is similar to last week, so check your past TRFs before presenting on the same topic. If you have a question about your TRF grade, please ask me.	

Tutorial Roles and Responsibilities at a Glance

Role	Resource	Implementation
Student Presenter	• *Roles and Responsibilities – Student Presenter* gives detailed information on the tasks performed by the student presenter during tutorial. • *Academic Conversation Protocol – Students* explains the refined academic language expectations for students during tutorial.	• Student presenter delivers the 60-Second Speech at the start of the tutorial. • Student presenter uses the TRF pre-work when delivering the 60-Second Speech. • Student presenter should use their focused notes about the POC topic and the textbook throughout the tutorial. • Student presenter delivers the 60-Second Synthesis at the close of the tutorial.
Group Member	• *Roles and Responsibilities – Group Member* provides group members with an outline of the steps they should follow throughout the tutorial process to assist the student presenter. • *Academic Conversation Protocol – Students* explains the refined academic language expectations for students during tutorial.	• 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, they use their notes during the tutorial in order to create higher-level questions for the student presenter. • Group members use their resources to investigate the student presenter's POC.
Tutor	• *Roles and Responsibilities – Tutor* provides tutors with step-by-step guidelines of their role throughout the tutorial process. • *Academic Conversation Protocol – Tutors and Teachers* explains how the tutor can support the refinement of academic language for students during tutorial.	• Tutors assist the student presenter in delivering their 60-Second Speech and clarifying their Point of Confusion through inquiry and facilitation. • Tutors assist group members in engaging in the inquiry process to assist the student presenter in clarifying their Point of Confusion. • Tutors also assist in providing the student presenter with opportunities to check their understanding of the solution/process, as well as the opportunity to process new knowledge.
Teacher	• *Roles and Responsibilities – Teacher as Coach* and *Roles and Responsibilities – Teacher as Observer* provide teachers with recommendations for creating systems in the classroom to ensure rigorous, inquiry-based tutorials. • *Academic Conversation Protocol – Tutors and Teachers* explains how the teacher can support the refinement of academic language for students during tutorial.	• Teachers determine how students will be grouped and how to select the first student presenter. • Teachers rotate from group to group to coach and validate student inquiry, modeling high-level questioning. • Teachers provide all students with ample time at the end of tutorials for the opportunity to summarize new learning and reflect on the tutorial process. • Teachers should debrief with tutors informally and formally to ensure the refinement of tutorials.

Tutorial Student Jobs

These jobs can be assigned to students to help scaffold the tutorial process. These are suggestions that can be modified or added to, as needed.

Super Scribe

- Takes notes for the student presenter.
- Makes sure that the group is taking their own notes, adding to their academic class notes, or engaging in tutorial.
- Makes sure that the student presenter is following the tutorial steps.

You Might Say:

- _____, let's make sure that we're all engaged in tutorial today.
- _____, you may have missed a step in the 60-Second Speech. Can you go back and try again and include _____?

Materials Manager

- Sets up the space for the group.
- Ensures that everyone has the materials they need to begin.
- Ensures the group limits off-task behavior and helps transition between student presenters.
- Watches the time and alerts the tutor when there are 10–15 minutes left, so there is time to debrief the process.

You Might Say:

- What are we missing? I'll go grab _____.
- _____, could you help me get the tables together?
- Let's get back on track.

Inquiry Initiator

- Ensures that group members are using appropriate questioning strategies to help the student presenter.
- Actively gets group members involved in the inquiry process by asking questions or prompting group members to ask questions.

You Might Say:

- _____, do you agree with _____?
- _____, we haven't heard from you in a while. What question do you have for _____?
- Wait, we're telling the student presenter what to do. _____, how can we ask a question to help the presenter?

Board Buddy

- Serves as a support system for the student presenter.
- Provides encouragement and prompts the student presenter when needed.
- May help the scribe on the board and serve as a language support for English language learners.

You Might Say:

- Let me help you record that thought on the whiteboard, _____.
- Nice work presenting, _____.
- We did a really good job as a group doing _____ today!

POC Pro

- Ensures that everyone in the group has a clear and appropriate Tutorial Question from their POC.
- Helps group members refine their Tutorial Question from their POC to make the tutorial more meaningful.

You Might Say:

- _____, it looks like your Tutorial Question from your POC is the same as your initial question. What part of that question are you most confused about?
- _____, how could _____ refine their Tutorial Question from their POC to make it more useful for the tutorial process?

Synthesis Sleuth

- Ensures that the student presenter understands their POC by checking their understanding at the end of the session before the 60-Second Synthesis.

You Might Say:

- _____, let's make sure that you understand your POC now. Can you go back and explain the steps we took here?
- _____, what were your *a-ha!* moments for this particular problem?

Reading for the Gist Template

Name: _____ **Date:** _____

Author(s): _____

Title: _____

1. **Active reading:** Think about the 5 Ws (who, what, where, when, why) and the H (how) while reading through the text.
2. **Recording findings:** Determine the content of the text.

Who:

What:

Where:

When:

Why:

How:

3. **Summarizing:** Sum up the text in a sentence or two, including at least two of the above elements.

30-Second Expert

To complete this activity, take a few minutes to fill in the left column: "What do I know about this topic?" Once you have written all that you know about the topic, follow the steps below.

Step 1: Stand and find a partner. Stay standing.

Step 2: One person shares their thoughts while the other listens. You have 30 seconds to share. Begin by saying, "I am an expert on this topic because I know…"

Step 3: The listener will summarize what they have heard. Begin your summary with, "According to (insert name)" and summarize what you heard. After your summary, ask, "Did I get that right?"

Step 4: Reverse roles. The speaker becomes the listener, and the listener now speaks.

Step 5: Be sure to thank your partner when you are finished.

Step 6: Record any new knowledge in the right column.

Topic or prompt: _____

Partner's name: _____

What do I know about this topic?	What new knowledge or understanding have I gained from listening to my partner?

INSTRUCTIONAL PRACTICE: Practicing the Tutorial Process

Before tutors arrive, and the first few times that tutors are present for tutorials, students need to practice the tutorial process in order to understand all the elements that make up collaborative inquiry. Using a non-academic Tutorial Request Form (TRF) can help students focus on the process and not the content the first few times they engage in tutorial. This is also true for tutor training. See ideas for non-academic TRFs in Chapter 6.

In addition, tutorials twice a week for seven years can feel a bit routine. In the Variation section of this instructional practice, some other types of TRFs are considered to use with students to change up the ordinary from time to time.

Instructional Goals

Students will:

- Practice the tutorial process with non-academic Tutorial Request Forms in order to concentrate on the process without concern about the content.
- ⚓ Generate and maintain a network of support for current and future success.
- ⚓ Work productively and effectively in diverse teams with diverse perspectives.

Resources

- *Scaffolding and Differentiation* (Educator Resource)
- *Strategies for Scaffolding* (Educator Resource)
- *Brain Teasers* (Student Resource)
- *Brain Teaser Solutions* (Student Resource)

Preparation for Instruction

- Familiarize yourself with *Educator Resource: Scaffolding and Differentiation* and *Educator Resource: Strategies for Scaffolding.*
- Familiarize yourself with the tutorial videos and support materials on the *AVID Tutorial Guide* webpage on MyAVID.
- Collect prepared Tutorial Request Forms on one of the variety of topics listed on *Student Resource: Tutorial Request Form Topic Variations* in Chapter 6.
- Alternatively, print out the corresponding TRFs for one of these AVID tutorial videos located on the *AVID Tutorial Guide* webpage on MyAVID: 6th grade math, 8th grade science, 10th grade AP® World History, or 12th grade AP® Literature. Choose the TRF and video that best fits the student grade level.

Instructional Strategies

- Teach students the steps of tutorial using the appropriate videos from the *AVID Tutorial Guide* webpage on MyAVID.
- Use the Gradual Release of Responsibility (GRR) Model, as described in Chapter 1, to release this strategy from the whole class to small groups as they show that they are ready to progress to the next stage of independence.
    - Watch the selected tutorial video as a whole class. Pause during each phase of the tutorial for students to take focused notes on what each role is doing—teacher, tutor, student presenter, and group members.
    - Next, ask for a risk-taker who is willing to play the role of the student presenter. Have that student present at the board, and the whole class will act as group members. Alternatively, use a **Fish Bowl** and all but six members of the class will serve as observers. The teacher can act as the tutor, or a student can try out the role. Repeat a few times, pausing to debrief and compare to the video.
    - During this modeling of the tutorial process session, use *Student Resource: Brain Teasers* instead of a formal TRF. The student presenter will select a brain teaser and present it as the TRF pre-work, concluding with the brain teaser question. Using *Student Resource: Brain Teaser Solutions*, the tutorial group members will practice only asking questions to assist the student presenter in solving it.
    - Following this session, form students into tutorial groups of seven (or eight, if one will act as the tutor) and allow them to practice on their own—first by using the remaining brain teasers and then by using a TRF. Rotate among the groups. Emphasize that the focus is the process (i.e., the 60-Second Speech, Socratic questioning, Checking for Understanding, Writing General Steps, and the 60-Second Synthesis) and not the content of the TRF itself.
    - When tutors arrive, maintain this format of focusing on the tutorial process for a few sessions (as needed) before students begin to bring their own content TRFs.

During the **Fish Bowl** strategy, students in the center of the circle model how something is done, while those in the outer circle observe.

Variation

- Consider using other types of initial questions from *Student Resource: Tutor Request Form Topic Variations* in Chapter 6 to continue practicing the tutorial process, or use them once in a while for variety.

Scaffolding and Differentiation

In order to meet the needs of the diverse learners in each classroom, educators must incorporate strategies for both scaffolding and differentiation. It is through these strategies, and by knowing each student, meeting them where they are, and providing them with the instruction to move them forward from that point, that educators provide students with an equitable education. It is important for educators to know the difference between scaffolding and differentiation and when to use each with students.

Scaffolding is about adding *support* when needed. "Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler" (Benson, 1997). As the student gains proficiency, the teacher begins to withdraw support.

Differentiation is about providing equity and excellence by *changing* the content, process, product, or environment based on students' varying background knowledge and experiences, readiness, language, culture, learning styles, and interests. Educators must continually assess to determine what students know and be intentional in planning for differentiation to ensure students take the path that they need to achieve understanding. Pre-assessment, flexible grouping arrangements, and a classroom environment that promotes a community of learners are all key for differentiation to work. Differentiation is not about *what* educators teach; it is about how educators teach.

Successful scaffolding and differentiation both rely on meeting students where they are.

Knowing the zone of proximal development (ZPD) of your learners is essential. Introduced by Vygotsky (1978), the idea of ZPD is still valid today and can be described as the area between what a learner can do by themselves and that which can be attained with the assistance of a teacher or peer. The ZPD is always changing as the student gains knowledge, so scaffolded and differentiated instruction must constantly be monitored to address the changing ZPD of each student. It is important to remember that what worked in one situation may not work in another; therefore, it is important to have a toolbox of strategies to use for successful scaffolding and differentiation.

Scaffolding = Support

Differentiation = Change

Strategies for Scaffolding

The following strategies are some of the most widely used when providing scaffolding for students; however, this list is not all-inclusive. There are many other strategies that can be used to provide support for success. Be sure to add your own ideas to the list.

1. **Show and Tell:** Model exactly what you expect students to do. Some methods include the following:

    a. **Fish Bowl:** Students in the center of the circle model how something is done, while those in the outer circle observe.

    b. **Think-Aloud:** Model your thought process as you read a text, solve a problem, or design a project. Share the critical thinking processes going on in your head with students.

    c. **Show the Outcome:** Provide a model of the outcome, along with a rubric or checklist outlining the criteria before students begin the task.

2. **Connecting to Prior Knowledge:** Provide time for students to share what they know about a topic through such structures as quickwrites, Think–Pair–Share, or KWL.

3. **Talk Time:** Structured talk times, such as Think–Pair–Share, Turn and Talk, or Triads, give students time to process new ideas and articulate their learning with peers engaged in the same experience.

4. **Frontloading Vocabulary:** Don't start with a long list of words and the dictionary. Introduce words in the context of what students already know. Use pictures, symbols, graphic organizers, and discussion time for students to develop their own meanings, which can then be compared to the dictionary definition.

5. **Visual Aids:** Graphic organizers help guide and shape thinking into an organized format. Pictures and charts are tools that help students visualize what they are learning.

6. **Think Time:** Have students read a portion of text, and then pause and think about what they read. Next, ask a question that is carefully crafted ahead of time, give time for processing, and then allow students to answer the question. If students are not able to answer the question, allow time for them to discuss it with another student.

7. **Chunking:** Some students need work broken into smaller steps, or chunks, with directions for each step. This can be accomplished by assigning small parts of the task, one at a time, or by providing a step-by-step process that lays out each step for the student. Chunking can also be applied to lengthy reading selections to help students stay connected to the text. They can read it in smaller chunks and gradually build an understanding of what they are reading.

Brain Teasers

1. **Lion and Unicorn**

   Alice came across a lion and a unicorn in a forest of forgetfulness. Those two are strange beings. The lion lies every Monday, Tuesday, and Wednesday, and the other days he speaks the truth. The unicorn lies on Thursdays, Fridays, and Saturdays, but on the other days of the week, he speaks the truth.

   Lion: Yesterday, I was lying.

   Unicorn: So was I.

   Which day did they say that?

2. **The Castle**

   A square medieval castle on a square island is under siege. All around the castle there is a square moat 10 meters wide. Due to a regrettable miscalculation, the raiders have brought footbridges, which are only 9.5 meters long. The invaders cannot abandon their campaign and return empty-handed.

   How can the assailants resolve their predicament?

3. **Birthday – Number Puzzle**

   The day before yesterday I was 25, and the next year, I will be 28. This is true only one day in a year. What day is my birthday?

4. **Equation**

   Rectify the following equality 101 - 102 = 1 by moving just one digit.

5. **Pouring Water**

   If you had a 5-liter bowl and a 3-liter bowl, and unlimited access to water, how would you measure exactly 4 liters?

6. **Hourglass – Sandglass, Sandglass**

   Having 2 sandglasses, one 7-minute and the second one 4-minute, how can you correctly time 9 minutes?

Brain Teaser Solutions

1. **Lion and Unicorn**

   ANSWER: As there is no day when both of the beings would be lying, at least one of them must have spoken the truth. They both speak the truth only on Sunday. However, the Lion would then be lying in his statement, so it couldn't be said on Sunday. So exactly one of them lied.

   If the Unicorn was honest, then it would have to be Sunday—but previously, we proved this wrong. Thus, only the Lion spoke the truth when he met Alice on Thursday and spoke with the Unicorn about Wednesday.

2. **The Castle**

   ANSWER: You can put one footbridge over one corner (creating a triangle). Then, from the middle of this footbridge, lay another footbridge to the edge of the castle. You can make a few easy equations confirming that this is enough.

3. **Birthday – Number Puzzle**

   ANSWER: He was born on December 31 and spoke about it on January 1.

   If today is January 1, and if my birthday is on December 31, then it is possible. The day before yesterday is December 30, and I was 25 years old. Yesterday, December 31, I became 26. On this year's December 31, I will become 27, and on next year's December 31, I will be 28.

4. **Equation**

   ANSWER: Move the numeral 2 half a line up to achieve $101 - 10^2 = 1$.

5. **Pouring Water**

   ANSWER: Fill the 5-liter bowl and pour water into the 3-liter bowl, which you empty afterwards. From the 5-liter bowl pour the 2 remaining liters to the 3-liter bowl. Refill the 5-liter bowl and fill in the 3-liter bowl (with 1 liter), so the 4 required liters stay in the 5-liter bowl.

6. **Hourglass – Sandglass, Sandglass**

   ANSWER: Turn both sandglasses. After 4 minutes, turn upside down the 4-minute sandglass. When the 7 minute sandglass spills the last grain, turn the 7-minute sandglass upside down. Then, you have 1 minute in the 4-minute sandglass left and, after spilling everything, in the 7-minute sandglass, there will be 1 minute of sand down (already spilt). Turn the 7-minute sandglass upside down and let the 1 minute go back. And that's it: $4 + 3 + 1 + 1 = 9$.

The Collaborative Inquiry Process

Inquiry is the foundation for the tutorial process. The collaborative inquiry process provides students with the opportunity to become independent thinkers through the practice of asking and responding to higher-level questions. The goal in tutorials is for students to use inquiry by asking higher-level questions of each other while trying to resolve the student presenter's Point of Confusion. The student presenter engages with inquiry generated by group members to gain a deeper understanding of the academic content.

The collaborative inquiry process for tutorials consists of several instructional practices covered in this section:

Step 4 – The 60-Second Speech: Once a student has completed the pre-work on the Tutorial Request Form (TRF), identified a Point of Confusion (POC), and developed a Tutorial Question for the tutorial group, it is important that they share their understanding and lack of understanding in a 60-Second Speech. Students should refer to the pre-work completed on the TRF when making their speech. It ends with the reading of the Tutorial Question from the Point of Confusion. Scardamalia and Bereiter (1992) call this the planning or strategy question, in which students contemplate what to do or where to go next. After the 60-Second Speech, the academic conversation begins.

Step 5 – Expectations for the Academic Conversation: In order to foster more in-depth content knowledge, tutorials should involve academic language within the academic conversation that frames the process. Knight (2014) supported the notion that for culturally and linguistically diverse students, participation in academic discussion is critical to language and content development because it provides opportunities to hear authentic language modeled in varied academic contexts, which gives exposure to a range of discipline-specific language. It also affords students opportunities to produce purposeful language while practicing form (i.e., grammar, vocabulary) and function (i.e., clarify, explain, argue, justify) to communicate and shape ideas. The ability to hold rich academic conversations is crucial to success not only in school—as evidenced by increasing focus on the context, depth, and breadth of classroom conversations in state standards—but also in career settings. In order to prepare students appropriately, teachers must provide intentional opportunities for academic conversations, where students will learn to collaboratively solve problems and express complex ideas (Zwiers & Crawford, 2011). The tutorial provides an environment for students to practice these academic conversations in order to increase their content knowledge and ease with formal speech in the academic register.

Socratic Questioning: Higher-level questions are at the heart of the tutorial because they prompt student thinking and allow students to master their own learning. The questioning process for each student presenter should begin with Level 1 questions to create a foundation of prior knowledge, then transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. This inquiry process provides group members and the student presenter with the opportunity to dive deeper into the concepts and the Point of Confusion.

Resources: Students utilize their resources during tutorial to investigate the student presenter's POC. They practice their research skills by locating reliable sources, gathering information, and offering it to the group. Students refer to templates to support general and subject-specific Socratic questioning and application of academic thinking skills.

Focused Note-Taking During Tutorials: Phase 1 of the focused note-taking process during tutorials can provide students with the opportunity to subsequently use their notes as a resource and a learning tool to help demonstrate what they have learned. Students can also supplement academic class notes by conducting Phases 2–3 (Processing and Connecting Thinking) while in tutorial. If students engage in tutorial through focused note-taking, they will leave the tutorial with notes that they can later refer to when completing homework, finishing classwork, or studying for exams. Alternatively, if pre-occupation with note-taking interferes with the academic conversation, students can demonstrate engagement in tutorial by using Socratic questioning and investigating the student presenter's POC through the use of resources.

Note-Taking on the Board: The board is a place for the student presenter to document their confusion and eventual understanding, as well as process their learning and make connections. It is a visual anchor to keep group members engaged in the process and allow group members and the tutor to verify the learning of the student presenter.

Academic Vocabulary: The use of academic vocabulary of the discipline throughout the tutorial assists students in reinforcing terminology being used in their content classes. According to Dutro and Helman (2009), a student proficient in academic language can build understanding from oral and written language, make connections between complex thoughts and factual details, and select appropriate linguistic strategies needed to effectively communicate. The more familiar that students are with their content vocabulary, the deeper understanding they will have of the concepts discussed in their academic classes.

Step 6 – Checking for Understanding: Group members and tutors check the student presenter's understanding as they review the work and articulate the steps used to clarify the Point of Confusion. Checking for understanding should also occur throughout the tutorial process to ensure that the student presenter is making progress toward reaching a resolution of their Point of Confusion.

Generalized Steps: Having students recount the steps for resolving their Point of Confusion allows students to take part in metacognition. Keeping the steps general affords students the opportunity to reuse the steps to solve a similar Point of Confusion in the future, and for other students to apply the same steps to their own Points of Confusion. Students must review their thinking process to generate steps. When doing this, students create connections for themselves.

Step 7 – The 60-Second Synthesis: This wrap-up speech allows students to synthesize their learning by verbally combining their Tutorial Question, the POC, the collaborative inquiry process, their notes, and the generalized steps together. It helps the presenter solidify their new understanding of their POC. Students can make connections to their learning and apply their new knowledge back in their academic classes.

Step 8 – Repeat Steps 4–7: The 60-Second Speech (Step 4) and the 60-Second Synthesis (Step 7) serve as bookends to the tutorial process, with the academic conversation (Step 5) and checking for understanding (Step 6) in between. Repeating these steps for each subsequent student presenter is an important part of the tutorial routine. Student presenters will continue to go up to the board until it is time for closure.

The active participation of all students in the collaborative inquiry process allows for students to practice the skill of critical thinking. Critical thinking is essential if we are to get to the root of our problems and develop reasonable solutions. After all, the quality of everything we do is determined by the quality of our thinking. Whereas society commonly promotes values laden with superficial, immediate "benefits," critical thinking cultivates substance and true intellectual discipline. It entails rigorous self-reflection and open-mindedness—the keys to significant changes.

INSTRUCTIONAL PRACTICE: **Step 4: Student Presenter Gives a 60-Second Speech**

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 Tutorial Question from their Point of Confusion for the tutorial group, it is important that they initiate a discussion through a 60-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry, and critical thinking among group members.

Students should refer to the pre-work completed on the Tutorial Request Form (TRF) and give the 60-Second Speech to the tutorial group before the group members begin the academic conversation.

Instructional Goals

Students will:

- ⚓ Identify specific questions based on a misunderstood concept or problem.
- ⚓ Adapt speech to a variety of contexts and communicative tasks.

Resources

- *Roles and Responsibilities – Student Presenter* (Educator/Tutor/Student Resource), located earlier in this chapter

Preparation for Instruction

- Review the components of the TRF pre-work.
- Review *Educator/Tutor/Student Resource: Roles and Responsibilities – Student Presenter.*

Instructional Strategies

- Refer students to their TRF pre-work.
- Distribute *Educator/Tutor/Student Resource: Roles and Responsibilities – Student Presenter* to each student.
- Discuss the purpose of the 60-Second Speech and how it aligns with the components of the TRF.
- Based on students' familiarity with the 60-Second Speech, instructors may choose to do the following:
    - Model a 60-Second Speech for the class based on a sample TRF.
    - Have students practice a 60-Second Speech with a partner or small group.
- Remind students to utilize positive public speaking skills as they present their 60-Second Speech.
- As students implement 60-Second Speeches during tutorials, utilize the "Observational Feedback" column of the *Roles and Responsibilities – Student Presenter* form to provide coaching feedback.

- For ideas on how to continue developing student proficiency in 60-Second Speeches, see the "Coaching During the Tutorial" section later in this chapter.

Variation

- Have students record a video of their 60-Second Speech for practice and to identify areas of improvement.

Extension

- Have more experienced students share recordings of their 60-Second Speeches with newer AVID students at the same school, in the same district, or with a partner AVID school in another area.

INSTRUCTIONAL PRACTICE: **Step 5: Students Engage in Academic Conversation**

Formal register is the style of speaking most often used to communicate in academic and other "official" contexts/settings. When speaking in the formal register, one uses full sentences and chooses precise words. Body language, posture, and gestures express a less familiar relationship, and interruptions are not considered appropriate. It is the language of schools, textbooks, tests, and job interviews.

Why do we engage in structured listening and speaking routines? The ability to hold rich academic conversations is crucial to success not only in school—as evidenced by increasing focus on the context, depth, and breadth of classroom conversations in state standards—but also in career settings.

Tutorials, much like Socratic Seminar, are structured to help students grapple with difficult concepts in their content areas. In order to support their growth, they must use and feel comfortable with the content language, as well as with the **formal register** of academic settings.

The academic conversation takes place in between the 60-Second Speech and the 60-Second Synthesis.

Instructional Goals

Educators will:

- Create norms that support the use of academic language and vocabulary during the tutorial process.
- Support students in processing their learning and vocalizing it to the group members and tutor using formal register.
- Support students in developing active listening skills during academic conversations.
- Encourage students to listen to and view each other as sources of learning.

Students will:

- ⚓ Clearly communicate verbally and nonverbally, including appropriate usage of technology.
- ⚓ Listen effectively to decipher meaning.
- ⚓ Demonstrate command of language and grammar usage when communicating.
- ⚓ Adapt speech to a variety of contexts and communicative tasks.

Resources

- *Supporting the Academic Conversation* (Educator/Tutor Resource)
- *Academic Language Scripts* (Student Resource)
- *Using Tutorial Question Stems* (Student Resource)
- *SLANT* (Student Resource)
- *Academic Conversation Protocol – Students* (Student Resource)
- *Academic Conversation Protocol – Tutors and Teachers* (Educator/Tutor Resource)

Preparation for Instruction

- Review *Educator/Tutor Resource: Supporting the Academic Conversation*. Consider how and when to incorporate elements of this resource into tutorial.
- Review the SLANT active listening protocol to encourage active listening throughout.

Marking the text is a strategy for reading a text closely for the purpose of identifying and isolating key information. The "marks" should be aligned with the reading purpose or academic task for the text (e.g., if reading to identify cause and effect, anything that is "cause" would be underlined, and an "effect" would be circled).

Instructional Strategies

- Distribute *Student Resource: Academic Conversation Protocol – Students*. Use the **marking the text** strategy to allow students to process the different parts of the academic conversation.
- Distribute *Student Resource: Academic Language Scripts, Student Resource: Using Tutorial Question Stems*, and *Student Resource: SLANT*. In pairs, have students match up the resources to the corresponding parts of the academic conversation. Remind students that they also have useful resources inside their name tents.
- As you are establishing academic norms for tutorial, use these resources to enhance the quality of the academic conversations. Group members will practice using academic language, academic vocabulary, formal register, and active listening. Consider having students use *Student Resource: SLANT* as a log for several tutorials, making tally marks for how often they do each part of SLANT until they internalize the behavior.
- As you begin having academic conversations during tutorial, place the teacher and the tutors in the role of student presenter in order to model how to present the Tutorial Question in a formal academic register, including using academic vocabulary. It could also be helpful to use TRFs that are accessible to all students' levels of understanding at first.
- Make sure that students understand the roles of their tutor and teacher during the academic conversation by sharing *Educator/Tutor Resource: Academic Conversation Protocol – Tutors and Teachers* with them as appropriate.
- Revisit these strategies and resources whenever necessary to raise the level of the academic conversations.

Variation

- To help students gain comfort in academic conversations, consider using *Educator/Student Resource: Tutorial Student Jobs* from earlier in this chapter with middle school students or *Student Resource: Tutorials with eTutors – Student Roles* from Chapter 6.

Extension

- Continue the practice of using the formal register and active listening with guest speakers, on college visits, and during other academic conversations, such as Socratic Seminar and Philosophical Chairs.

Supporting the Academic Conversation

Using Language Registers

A language register is a style of speaking, encompassing aspects like word choice, body language, and other conversational norms, that is appropriate for a specific social context. Through systematic instruction about language registers and through structured practice, students will be able to recognize, choose, and use appropriate language registers (including the vocabulary associated with the register) in given social contexts.

- **Informal register** is the conversational style of communication used with friends, family, and other familiar people with whom there is likely a close relationship. When speaking in an informal register, one may include slang, incomplete sentences, and partial thoughts. Body language may be more casual and relaxed, and interruptions are sometimes acceptable.
- **Formal register** is the style of speaking most often used to communicate in academic and other "official" contexts/settings. When speaking in the formal register, one uses full sentences and chooses precise words. Body language, posture, and gestures express a less familiar relationship, and interruptions are not considered appropriate. It is the language of schools, textbooks, tests, and job interviews.

Remind students that with academic conversations in tutorial they are expected to speak in a formal register.

Active Listening

Active listening is a fundamental component of academic communication that drives the development of personal awareness and positive interactions. Learning how to be an active listener fosters empathy, autonomy, personal responsibility, collaboration, and inquiry.

To support students in developing this skill, consider these coaching strategies for tutorial:

- Model nonverbal communication behaviors that students can use during the academic conversation to demonstrate that they are actively listening, such as:
    - Making eye contact
    - Using an active posture (leaning forward)
    - Nonverbal signaling (nodding head, smiling)
- Discuss counterexamples, which are common things that people do during conversations that imply they are not listening, such as:
    - Not looking at the speaker
    - Slouching in the chair
    - Having side conversations
    - Reading or writing about another topic
- Encourage the use of the academic language scripts and question stems to show active listening.
- Act as a language coach and guide students through discussions by providing encouragement, correction, probing, and pushing, while students engage in listening or speaking. Coach, as necessary, to increase the level of confidence and sophistication of the conversations.

Academic Language Scripts

Use the following academic language scripts during tutorial to support the academic conversation and your focused note-taking. Try using them in your content classes with your teachers and classmates to assist with better communication.

Asking for Clarification	• Could you repeat that? • Could you give me an example of that? • I have a question about that. • Could you please explain what _____ means? • Would you mind repeating that? • I'm not sure I understood that. Could you please give us another example? • Would you mind going over the instructions for us again? • So, do you mean...?
Requesting Assistance	• Could you please help me understand...? • I'm having trouble with this. Would you mind helping me...? • Could you please show me how to do this/write this/draw this/pronounce this/solve this?
Interrupting	• Excuse me, but I don't understand the part about... • Sorry for interrupting, but I missed what you said about... • May I interrupt for a moment? • May I add something here?
Expressing an Opinion	• I think/believe/predict/imagine that... • In my opinion... • It seems to me that... • Not everyone will agree with me, but...
Responding	• I agree with what _____ said because... • You're right about that. • That's an interesting idea. • I thought about that also. • I hadn't thought of that before.

Using Tutorial Question Stems

Use these stems throughout the tutorial process to assist in working through the levels of inquiry.

1. How are _____ and _____ similar?
2. What is the difference between _____ and _____?
3. How could _____ be used to _____?
4. What do you think would happen if _____?
5. How does _____ connect to what we've learned before?
6. What is a new example of _____?
7. What are the strengths and weaknesses of _____?
8. In your own words, what is _____?
9. Why is _____ important?
10. How would you explain _____?
11. What is another way to explain why _____?
12. How do you think _____?
13. How does _____ compare to _____?
14. How are _____ and _____ different?
15. Imagine that _____ ; how would you react?
16. What will happen to _____ if _____?
17. What speculation can we make about _____?
18. Considering _____, what conclusion can be made about _____?
19. How would you summarize _____ in your own words?
20. What are the real-life applications of _____?

SLANT

Name: _____ **Date:** _____

Using SLANT helps to develop communication skills in tutorial. Use this form to track how often you practice each skill and/or to reflect on any improvements you see in your tutorials over time.

Sit with proper posture.

_____

_____

_____

Lean forward and listen.

_____

_____

_____

Ask pertinent questions.

_____

_____

_____

Nod your head "yes" or "no."

_____

_____

_____

Talk with your teachers.

_____

_____

_____

Academic Conversation Protocol – Students

The academic conversation happens between the 60-Second Speech and the 60-Second Synthesis. It requires attention to academic language and literacy.

	STEPS	RESPONSIBILITIES	GROUP MEMBERS MIGHT SOUND LIKE...	STUDENT PRESENTER MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
	During: Collaborative Inquiry Process				
Collaborative Inquiry	Academic Conversation	During this phase of tutorial, the group members and tutor support the student presenter by engaging in rigorous academic conversation using language supports and communication norms.	I have a question. When you said _____, what did you mean by _____? Is there a graphic organizer you could set up to see your thinking about this POC?	What questions do you have to assist me in resolving my Point of Confusion? Who has the first question for me today?	
	Socratic Questioning	Takes responsibility for pushing the thinking of the group using inquiry; promotes shared leadership.	What would happen if you...? Can you look at this from another perspective?	I didn't think of that approach. Let me try it.	
	Evaluation	Evaluates the student presenter's pre-work by questioning: • Assumptions • Concepts/ content • Ideas • Points of view • Accuracy	Why do you think...? Can you explain why you...? What do your notes say about...? How can you prove...?	Oh, I made a mistake in my pre-work. Let me fix that first, then I can look at my Tutorial Question again. The point of view is the main character's because...	
	Costa's Levels of Thinking	Asks leveled questions to assist the student presenter in working toward a solution.	I have a Level 2 question from my notes. What would happen if you compared...?	You said, "predict." That's a Level 3 verb, right?	

Academic Conversation Protocol – Students

	STEPS	RESPONSIBILITIES	GROUP MEMBERS MIGHT SOUND LIKE…	STUDENT PRESENTER MIGHT SOUND LIKE…	OBSERVATIONAL FEEDBACK
Collaborative Inquiry	Clearing up Misconceptions	Recognizes an error in thinking and asks questions to clear it up and return to the POC.	Let's take a step back and use our resources to check that.	Can someone check this for me?	
	Resources	Uses resources during tutorials to ask the student presenter questions about their POC.	I'm out of ideas. Let me use my question stems.	I'm pretty sure that's in our class resources…	
	Research	Uses available resources to research topics related to the student presenter's POC.	I have that in my notes… Let me check the textbook… I'll use a reliable website to see what I can find out…	Thanks for looking that up for me. I'll record the source of that information in the notes on the whiteboard.	
	Academic Thinking Skills	Uses academic thinking skills question and answer stems.	I think the student presenter needs to analyze this prompt. What "analyze" question stem can I use?	I think you're saying I should evaluate this finding. What "evaluate" answer stem can I use?	
	Focused Note-Taking	Records student presenter's POC using focused note-taking or adding to class notes. Exercises their agency to take new notes (Phase 1) or supplement existing class notes (Phases 2–3).	Since I'm in this content class too, I will make sure to take focused notes or add to my class notes on this topic.	Thank you for taking my notes for me while I present.	

Academic Conversation Protocol – Students

	STEPS	RESPONSIBILITIES	GROUP MEMBERS MIGHT SOUND LIKE...	STUDENT PRESENTER MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Collaborative Inquiry	Note-Taking on the Board	Supports student presenter as they take notes on the whiteboard, capturing the group's and their own thinking. Reminds student presenter to use symbols to mark the notes: • POC is marked with a "**?**" • "*A-ha!*" moments are marked with an "!" • Steps or information you are confident about are marked with a ☺ • Research results are marked with a 🔍	I'll read it again, so you can get the gist of it in the notes. Don't forget your exclamation point! You know that part really well, so add a smiley face to show your confidence. I can research that for you. I'll look in the textbook.	Let me take a minute to make sure we have everything recorded on the whiteboard. Hang on, I need to add an exclamation mark there for my "*a-ha!*" moment. I know that formula by heart—let me mark it with a smiley face. Thanks for looking that up. I'll mark it with a magnifying glass.	
Communication	Positive and Productive Communication	Uses positive and productive communication, including verbal (speech) and nonverbal (body language/facial expressions) messages that are respectful and focused on the task or goal.	We all know how tough it can be to present at the whiteboard. If we give _____ our best, they will give us their best when it's our turn up there.	This problem had so many steps. Thanks for hanging in there with me, everyone! Wait, is this what you mean? I think I just had an "*a-ha!*" moment. I get it now!	
	Active Listening	Engages in SLANT. Uses devices for academic support only.	I'll fact-check that statement for the group…	If someone can look that up, I'll add it to the notes.	
	Academic Vocabulary	Uses academic vocabulary during tutorials, especially words associated with the student presenter's POC.	What does that word mean in your Tutorial Question?	The right side of the triangle is called the hypotenuse.	

Academic Conversation Protocol – Students

	STEPS	RESPONSIBILITIES	GROUP MEMBERS MIGHT SOUND LIKE...	STUDENT PRESENTER MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Communication	Formal Register	Uses formal language register since tutorial is an academic setting.	In MLA format, you call the bibliography a works cited page.	Is this correct? We must use MLA format to cite our sources for this essay.	
Relational Capacity	Relational Capacity	Upholds culture of mutual support with high levels of trust and safety among students.	You got this! Just think about what he said in class today. Here, look at my notes.	I still don't understand. Can you ask me that again in a different way please?	
	Leadership of Others	Shows leadership by asking everyone to share responsibility for monitoring their own/each other's behavior. Group members encourage everyone to contribute.	Let's focus on _____'s question. I need this help, too. I'm looking something up for the student presenter, then I'll put my phone away. _____, you have notes?	I have a test tomorrow, so I really appreciate your focus today. Thanks for putting your phone away. I could really use your help! Does anyone have notes?	
	Focused Conversations	Focuses on whole-group conversations. No one engages in side conversations that distract from the learning.	Did you figure something out that might help the student presenter? Let's talk about that later.	Did you figure something out that might help me? Please tell the whole group.	
	Validation of Participation	Validates students who ask higher-level questions.	That's a good question. Nice work!	Thank you for prompting me to analyze the graph, _____. It helped me get to my "*a-ha!*" moment!	

Academic Conversation Protocol – Tutors and Teachers 

The academic conversation happens between the 60-Second Speech and the 60-Second Synthesis. It requires attention to academic language and literacy.

	STEPS	RESPONSIBILITIES	TUTORS MIGHT SOUND LIKE...	TEACHERS MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
	During: Collaborative Inquiry Process				
Collaborative Inquiry	Academic Conversation	Facilitates whole-group conversations. During this phase of tutorial, the group members engage in rigorous academic conversation using language supports and communication norms.	Who can start off or add to our academic conversation? Who is in the same class as _____ and can create a question based on content knowledge?	Once the student presenter has given their 60-Second Speech, please engage in your academic conversation.	
	Socratic Questioning	Encourages students to challenge each other's thinking.	Does everyone have their resources? Use what's inside your name tent.	Let's use your resources to rephrase that question.	
	Evaluation	Encourages questioning of: • Assumptions • Concepts/ content • Ideas • Points of view • Accuracy	What do you think about the student presenter's solution? Does the answer seem reasonable?	How else could you approach this question? Did you check your solution against a reliable resource? Have you asked your group their thoughts?	
	Costa's Levels of Thinking	Encourages higher-level thinking with Costa's Levels 2 and 3 questions.	Using your notes, what level question can you ask to help the presenter?	Check the back of your name tent for your resources.	

Academic Conversation Protocol – Tutors and Teachers

	STEPS	RESPONSIBILITIES	TUTORS MIGHT SOUND LIKE...	TEACHERS MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Collaborative Inquiry	Clearing up Misconceptions	Coaches students around a misconception, or reteaches a concept if necessary, in order to return to the POC.	I think we have a misconception. Let's take a step back and use a resource to clear this up before we return to the POC.	Once you clear up this misconception, let's focus back on the student presenter's POC.	
	Resources	Assists students in using resources to support the inquiry process.	Please make sure you engage in the tutorial process by using resources today.	Using language scripts and question stems will help to support your academic conversations.	
	Research	Facilitates the research needed to resolve the student presenter's POC.	Who is looking up the formula we need? Who can find that citation?	Practicing your research skills in tutorial helps you in your academic classes.	
	Academic Thinking Skills	Encourages the use of academic thinking skills question and answer stems.	Does anyone see another way to approach this question?	What academic thinking skill is needed to move the POC toward a resolution?	
	Focused Note-Taking	Encourages students to take (Phase 1) or process and connect (Phases 2–3) focused notes for engagement.	Remember that focused note-taking may help you process your learning and engage in tutorials today!	If you chose to take notes today, please make sure to complete all the steps in that Phase—Phase 1 or Phases 2 and 3.	

Academic Conversation Protocol – Tutors and Teachers

	STEPS	RESPONSIBILITIES	TUTORS MIGHT SOUND LIKE...	TEACHERS MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Collaborative Inquiry	Note-Taking on the Board	Supports the student presenter in taking three-column notes on the whiteboard. Ensures that notes are marked with the proper symbols. • POC is marked with a "**?**" • "*A-ha!*" moments are marked with an "!" • Steps or information you are confident about are marked with a ☺ • Research results are marked with a 🔍	Let's stop and take a minute to make sure we have everything recorded on the whiteboard. Remember to add symbols to the notes as you go. Make sure to mark that thesis statement with a smiley face.	Did you check to make sure you have the group's thinking recorded on the whiteboard? Look at all those "*a-ha!*" moments! You are clearing up your POC. I can tell your group really supported you today because of all the magnifying glasses.	
Communication	Positive and Productive Communication	Encourages positive and productive communication, including verbal (speech) and nonverbal (body language/facial expressions) messages that are respectful and focused on the task or goal.	Nice job supporting _____ with higher-level questions! Can you state that in a different way? Making eye contact is a great way to show you're paying attention.	I like how you are all supporting _____ with questions! I see group members using SLANT to support the student presenter. Please be aware of your tone of voice when communicating with group members.	
	Active Listening	Encourage students to SLANT and to only use devices for academic support.	If you sit up more in your chairs, you will give more energy to the student presenter.	Remember that electronic devices serve an academic purpose during tutorial.	

Academic Conversation Protocol – Tutors and Teachers

	STEPS	RESPONSIBILITIES	TUTORS MIGHT SOUND LIKE...	TEACHERS MIGHT SOUND LIKE...	OBSERVATIONAL FEEDBACK
Communication	Academic Vocabulary	Encourages use of academic vocabulary in the Tutorial Question as well as in discussion around the POC.	Who knows the academic word for ____? Okay, let's use that word in this discussion.	What is the academic term for that? Is it in your Tutorial Question? Is it on your TRF?	
	Formal Register	Encourages use of formal language register since tutorial is an academic setting.	Let's try using the formal register because it improves your writing and test-taking skills.	Let's use the formal register, please. How we speak affects how we write and think.	
	Relational Capacity	Reinforces a culture of mutual support with high levels of trust and safety among students.	Your group members know what it's like to be at the board. You can trust them.	You can rely on your group for support. They won't let you down.	
	Shared Leadership	Coaches students/tutors to share responsibility for monitoring their own/each other's behavior. If necessary, the teacher, not the tutor, should enforce rules.	Let's show our leadership skills by supporting the student presenter. _____, you have our full support.	Please check that you are supporting the student presenter. _____, please put your phone on my desk since it is distracting you today.	
	Focused Conversations	Steers conversations back to the whole group.	Please bring your side conversation to the group.	Please ensure that your conversations are helping everyone to learn.	
	Validation of Participation	Validates students who ask higher-level questions. Encourages each group member to ask at least one question of each student presenter.	Thanks for that question, ____. Who's next? I'd like to see you all ask at least one question of the student presenter.	Thank you for asking a Level 2 question, _____. It helped your group get to a resolution of the POC!	

INSTRUCTIONAL PRACTICE: Socratic Questioning 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. 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 in the resources.

Instructional Goals

Students will:

- Use Costa's Levels of Thinking to engage in targeted questioning designed to help the student presenter resolve their Point of Confusion.
- Reveal what is known (Level 1), what information needs to be processed (Level 2), and then how to apply the acquired knowledge (Level 3), through multi-level questioning.
- ⚓ Use questioning techniques to engage in discussions and think critically about content and concepts.

Resources

- *Costa's Levels of Thinking* (Student Resource)
- *Costa's and Bloom's Levels of Thinking: Comparison Chart* (Educator Resource)
- *Costa's Levels of Thinking and Questioning* (Student Resource)
- *Levels of the Inquiry Process* (Student Resource)

Preparation for Instruction

- Familiarize yourself with Costa's Levels and how they compare to Bloom's Taxonomy.
- An assortment of questioning resources should be available to students while in tutorial (for examples, see Instructional Practice: Name Tents earlier in this chapter).

Instructional Strategies

- After the student presenter's 60-Second Speech, group members begin the academic conversation through multi-level questioning.
- As much as possible, group members should ask specific questions about the Point of Confusion.
- If group members are stuck, they can refer to their questioning resources to ask more general questions to keep the academic conversation going.
- Group members refrain from giving instructions or answers to the student presenter. Instead, they guide the student presenter to clarity through their questions, much like a teacher would.
- It might feel frustrating at first as group members learn to only ask questions instead of explaining what they know. Over time, they will understand the value of allowing the student presenter to have their own *a-ha!* moment of clarity around the POC.

Variation

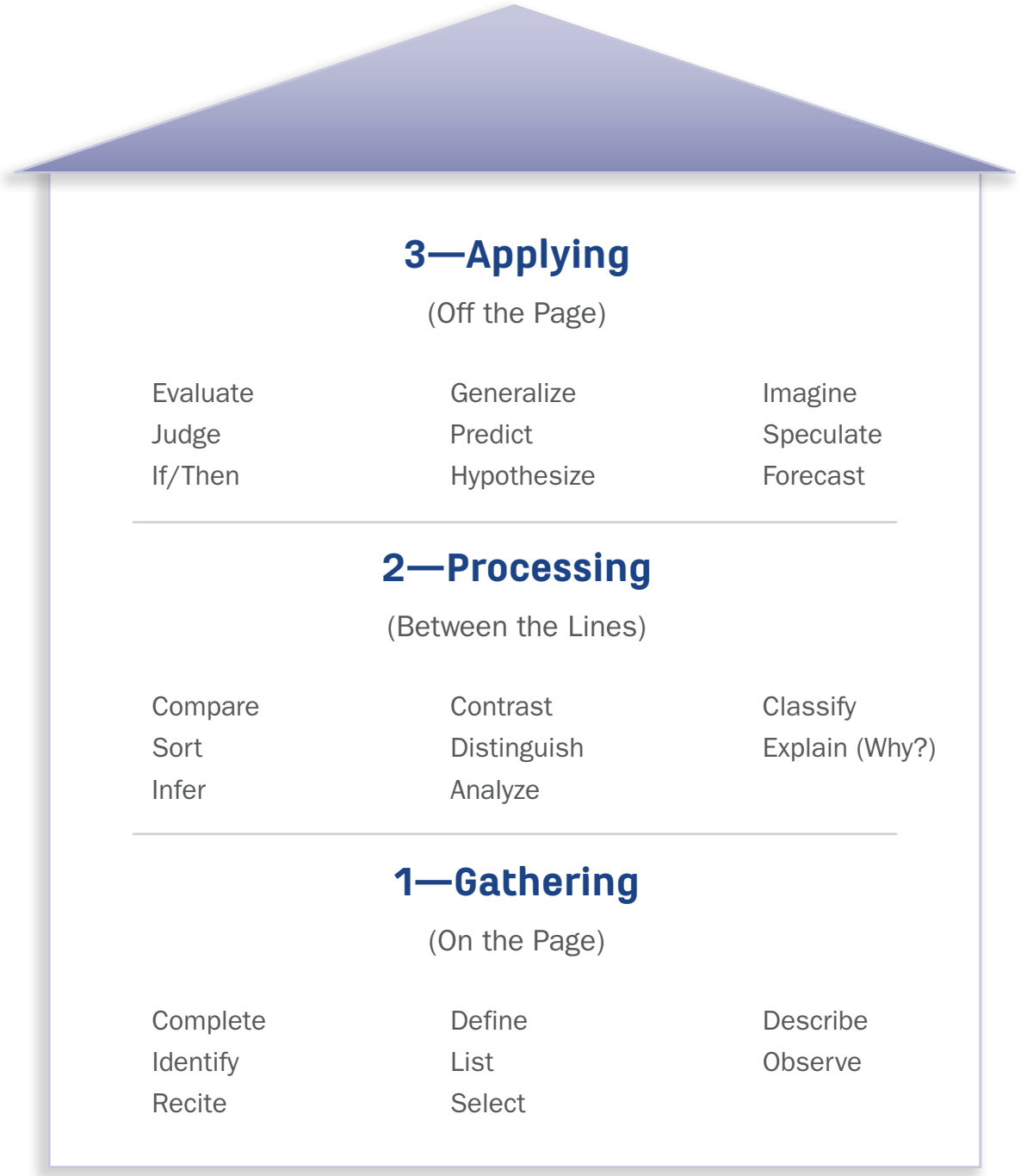
- For English language learners, concepts are sometimes difficult to understand in English, but more readily understood in their first language. It is normal for students to switch into their more fluent language to clarify a point. In that case, the tutor should ask students to translate the question and conversation back out into English, so everyone can benefit from the learning and so that the students practice discussing the topic using the academic vocabulary in English.

Extension

- Have students work with their content-area teachers to develop a list of task verbs common to the subject area. Then, ask students to place them onto *Student Resource: Costa's Levels of Thinking and Questioning* by content area and sort them into the correct levels. Have students consult with the content teacher for accuracy. Students will then be able to formulate questions for the student presenter using those content-specific verbs.

Costa's Levels of Thinking

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.



3—Applying

(Off the Page)

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

(Between the Lines)

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1—Gathering

(On the Page)

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Costa's Levels of Thinking

	Level	Descriptions	Vocabulary Words for the Levels of Thinking		
Higher-Order Thinking Skills HOTS	APPLYING INFORMATION	**(OUTPUT)** Applying and evaluating actions, solutions, and connections made in order to predict	assemble build construct create design	develop devise formulate imagine invent	make plan produce write
			appraise argue check critique defend detect	forecast generalize hypothesize if/then judge predict	select speculate support test valuate value
	PROCESSING INFORMATION	**(PROCESSING)** Making sense out of information; processing the information gathered by making connections and creating relationships	attribute classify compare contrast criticize deconstruct differentiate	discriminate distinguish examine experiment explain why infer	integrate organize outline question sort structure
			carry out choose demonstrate do dramatize	employ execute illustrate implement interpret	operate schedule sketch solve using
Lower-Order Thinking Skills LOTS	GATHERING INFORMATION	**(INPUT)** Identifying and recalling information	classify complete describe discuss	explain identify locate paraphrase	recognize report select translate
			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/roverbau/Bloom/blooms_taxonomy.htm

Educator Resource

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

LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS LEVELS OF THINKING		
Higher-Order Thinking Skills HOTS	**(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

Costa's Levels of Thinking and Questioning: English, World Languages

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • Locate in the text where… • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were…? • Illustrate the part of the text that… • Make a map of… • What is the origin of the word _____? • What events led to…?	• What would happen to you if…? • Would you have done the same thing as…? • What occurs when…? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the text? • What information supports your explanation? • What was the message in this piece? • Give an example of… • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____ ? • What is the author trying to prove? • What evidence do they present?	• Design a _____ to show… • Write a new ending to the text. • Describe the events that might occur if… • Add something new of your own that was not in the text. • Pretend you are… • What would the world be like if…? • Pretend you are a character in the text. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this text have really happened? Why or why not? • If you were there, would you…? • How would you solve this problem in your life?

Costa's Levels of Thinking and Questioning: History, Social Sciences, Humanities

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were…? • Make a map of…	• What would happen to you if…? • Would you have done the same thing as…? • What occurs when…? • If you were there, would you…? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to…? • What is the main idea in this piece? • What information supports your explanation? • What was the message in this piece? • Explain the concept of… • Give an example of…	• Design a _____ to show… • Predict what will happen to _____ as _____ changes. • What would it be like to live…? • Write a new ending to the event. • Describe the events that might occur if… • Pretend you are… • What would the world be like if…? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • Of what significance is this event in a global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

Costa's Levels of Thinking and Questioning: Mathematics

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Explain the concept of… • Describe in your own words what _____ means. • What mathematical concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____ works.	• What additional information is needed to solve this problem? • How can you put your data in graphic form? • What occurs when…? • Does it make sense to…? • Compare and contrast _____ to _____. • Give an example of… • What was important about…? • What prior research/ formulas support your conclusions? • How else could you account for…? • Explain how you calculate… • What equation can you write to solve the word problem?	• Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find…? • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • How can you tell if your answer is reasonable? • What would happen to _____ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • Of what significance is this formula to the subject you're learning? • What type of evidence is most compelling to you? Justify your answer.

Costa's Levels of Thinking and Questioning: Science, Technology, Engineering

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for…? • List the… • Name the… • Where did…? • What is…? • When did…? • Describe in your own words what _____ means. • What scientific concepts does this problem connect to? • Draw a diagram of… • Illustrate how _____ works.	• What additional information is needed to solve this problem? • How can you put your data into the form of a graphic? • How would you change your procedures to get better results? • What method would you use to…? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/ formulas support your conclusions? • How else could you account for…? • Explain the concept of… • Give an example of…	• Design a lab to show… • Predict what will happen to _____ as _____ is changed. • Using a scientific principle, how can we find…? • Describe the events that might occur if… • Design a scenario for… • Pretend you are… • What would the world be like if…? • What would happen to _____ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • Of what significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Levels of the Inquiry Process

The inquiry process in tutorial allows you to practice asking and responding to different levels of questions. This practice helps you to become an independent thinker as you internalize the process by asking yourself all levels of questions to resolve a Point of Confusion. To help each student presenter become an independent thinker, the group members should begin with Level 1 questions to create a foundation of 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 the student knows about the question and to help them 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 the 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 the student apply the knowledge acquired and the connections they have 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?

INSTRUCTIONAL PRACTICE: **Academic Thinking Skills: Asking Questions Like an Expert**

For students to feel empowered to use academic thinking skills, they need practice applying them in different content areas. The following instructional practice is designed for students to practice creating questions and answers corresponding to specific academic thinking skills in order to better develop their use of the vocabulary and ability to speak like a content expert.

Instructional Goals

Students will:

- Ask and answer questions about a Point of Confusion (POC) using the vocabulary of a content expert in that academic subject.
- Ask and answer questions about a POC to demonstrate understanding of each academic thinking skill as it is applied to that academic subject.
- ⚓ Use questioning techniques to engage in discussions and think critically about content and concepts.
- ⚓ Identify specific questions based on a misunderstood concept or problem.

Resources

- *Academic Thinking Skills – Disciplinary Stems* (Educator/Student Resource)

Preparation for Instruction

- Select a few Tutorial Request Form samples that are moderately challenging (see Chapter 2 or the *AVID Tutorial Guide* webpage on MyAVID for samples).
- If students are not already familiar with the four academic thinking skills, determine how to introduce them in relation to tutorial.
- Predetermine student groups, if desired.

Instructional Strategies

Note: This lesson should be conducted on two consecutive days. Part I should be the day before tutorial, and Part II should be done on a tutorial day.

Part I

- Have students set up focused notes for this activity. Determine which format will be most beneficial given the lesson objectives.
- Explain to students that they will be creating questions they would ask the student presenter based on the POC on the sample TRF. The questions will correspond to the academic subject of the TRF and use the academic thinking skills question stems for that content area.
- Place students in groups. Before the groups begin writing their questions, model for the class what a question would look like for that sample TRF.
- Have each group write one question in their notes. After each group has written their question, have a student from each group stand and share their question with the class, checking to see that each group has understood how to use the stems.

- Before releasing students to write their remaining questions (1–2 per sample TRF), instruct them not to use the specific academic-thinking-skill words (i.e., apply, analyze, evaluate, synthesize) but to instead create questions that apply the meaning of those words. Encourage them to write questions from within the different academic thinking skills.
- If students are struggling to write questions correctly, refer them to the academic thinking skills word bank or question stems to prompt original ideas.
- After students have completed their TRF questions, have groups exchange their questions with another group.

Part II

- On the next tutorial day, have students use the sample TRFs instead of their own TRFs.
- Once the group has informed the tutor of the exercise, have one student volunteer to be the student presenter. The student presenter will give their 60-Second Speech using their sample TRF.
- Group members will use their focused notes with the questions corresponding to that TRF to conduct the academic conversation with the student presenter.
- Instead of answering based on their own words, the student presenter will utilize the academic thinking skills disciplinary stems when answering the group members' questions. Using the stems will help the presenter sound like an expert while practicing their verbal responses. Student presenters can also ask questions using the stems.
- Remind students that the stems are there to help them speak like content experts. The goal is that they will eventually not need the stems as they acquire more content expertise.
- Repeat the process until the end of tutorial.
- Reflect on both the academic learning and the process of using the stems.
- Add the stems to the suite of student tutorial resources provided to students. Consider using them inside the student name tents during the next assessment period.

Variations

- If introducing the academic thinking skills for the first time, start with just one skill (e.g., apply) and build up to all four over time.
- Instead of using sample TRFs, use student examples of moderately challenging TRFs.

Extension

- Share *Educator/Student Resource: Academic Thinking Skills – Disciplinary Stems* with colleagues to use during content-specific Collaborative Study Groups.

Academic Thinking Skills – Disciplinary Stems

English, World Languages

Academic Thinking Skill	Question Stems	Answer Stems	Word Bank
Apply	• How do the themes in the story…? • How do the events in the story contribute to…? • How does the author use description to…?	• …is used to illustrate… • …in the story can be traced back to… • …is connected to…	• relate • relevant • pertinent • integral • connect • branch • link
Analyze	• How does the author support…? • What reasons are given for…? • Why does the author…? • How does the author create a case for…?	• The author uses… to create… • …are examples of… • Through description of…, the author…	• build • connect • develop • associate • change • alter • adapt • modify • refine • transform
Evaluate	• Does the author support…? • Do I have enough… to form a conclusion? • Does this fit with other…? • Did the author justify…?	• …can be compared to… • The is a… correlation/ relationship between… and… • …strengthens the argument. • …makes me question the author's credibility. • …is similar to… • …supports the previous work by…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
Synthesize	• What are the commonalities between… and…? • What can be taken from… and combined with… to form a stronger argument? • How can… and… be combined to…? • How could… and… inform future research/policy/ actions?	• Based on… from… and… from…, I conclude… • After reading… and…, it can be determined that…	• compare • contrast • interpret • conclude • combine • compound • create

Academic Thinking Skills – Disciplinary Stems

History, Social Sciences, Humanities

Academic Thinking Skill	Question Stems	Answer Stems	Word Bank
Apply	• How does the event fit into the…? • How is this individual a product of their…? • Why can we understand this idea as a part of…? • Where does this argument fit into…?	• …is integral to understanding… because… • This idea connects/ branches/links to…	• relate • relevant • pertinent • integral • connect • branch • link
Analyze	• How does this idea build upon…? • Why has… changed over time? • How does… affect the historical development of…? • How does the… of the author affect…? • Why does the author choose…?	• This… builds/connects/ rejects… because… • …has changed/evolved/ adapted by… • The author's bias/ background/philosophy is evident because…	• build • connect • develop • associate • change • alter • adapt • modify • refine • transform
Evaluate	• What is the relationship between… and…? • How did… lead to…? • How can… define the time period? • Why did… cause…? • What can be concluded from…?	• An effect/consequence/ outcome of… was… • A result/impact/ consequence of… was… • The text implies/suggests/ insinuates…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
Synthesize	• How does this argument compare to…? • What connections can be made between… and…? • What conclusions can be drawn from…? • How would… react to…?	• The similarities between … and…suggest/indicate/ reveal… • The differences between … and…suggest/indicate/ reveal… • Comparing … and …, we can conclude/predict/ interpret… • Between … and …, it is evident/clear/indicative…	• compare • contrast • interpret • conclude • combine • compound • create

Academic Thinking Skills – Disciplinary Stems

Mathematics

Academic Thinking Skill	Question Stems	Answer Stems	Word Bank
Apply	• What are the ways that I can represent…? • How does this relate to…? • What is an example of…? • Does it make sense to…? • What is…?	• The method I used to solve this problem is… • My solution is reasonable because…	• relate • relevant • pertinent • integral • connect • branch • link
Analyze	• What if I had started with… instead of…? • What if I could only use…? • What does… mean? • Is it right that…? • Why is…?	• The patterns of mistakes that I see are… • The mistakes are being made by… • A common way to avoid this error is… • The reason I used this method is because…	• build • connect • develop • associate • change • alter • adapt • modify • refine • transform
Evaluate	• What would happen to… if… was increased or decreased? • How would you describe the sequence of…?	• My solution is reasonable because… • The formula/data I chose to use was significant because… • My results are/are not reliable because…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
Synthesize	• What do you predict will happen to… as… is changed? • Using a principle of math, how can we find…? • What would the world be like if…?	• The events that may occur are… • I created… based on my results.	• compare • contrast • interpret • conclude • combine • compound • create

Academic Thinking Skills – Disciplinary Stems

Science, Technology, Engineering

Academic Thinking Skill	Question Stems	Answer Stems	Word Bank
Apply	• Can you recall…? • When did… happen? • What is…? • Can you select…? • How would you describe…? • Who discovered…? • How does the development of… affect…?	• …is important because… • One idea I notice is… because…	• relate • relevant • pertinent • integral • connect • branch • link
Analyze	• Can you explain how… affected…? • How would you compare/ contrast…? • How would you classify…? • What steps are needed to edit or refine…? • How would you estimate…?	• This suggests… • This describes how… affects…	• build • connect • develop • associate • change • alter • adapt • modify • refine • transform
Evaluate	• How is… related to…? • What conclusions can you draw from…? • How would you test…? • Can you elaborate on the reason for…? • What would happen if…? • How would you test…? • Do you feel the… experiment is ethical?	• I agree/disagree with the results because… • My data was affected by…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
Synthesize	• What information can you gather to support your idea about…? • What conclusions can be drawn from…? • How can I design an experiment to show…?	• My conclusions lead me to believe… • I prioritize my findings by…	• compare • contrast • interpret • conclude • combine • compound • create

INSTRUCTIONAL PRACTICE:
Focused Note-Taking During Tutorials

One method of supporting student engagement during tutorials is having students take focused notes. The AVID Focused Note-Taking Process has five phases: 1) Taking Notes, 2) Processing Notes, 3) Connecting Thinking, 4) Summarizing and Reflecting on Learning, and 5) Applying Learning. Each of these phases can be applied to the process of note-taking during tutorials (Phases 1–3), after tutorial (Phase 4), and subsequent application of the notes as a resource and a learning tool to help students demonstrate what they have learned (Phase 5). Note-taking during tutorial is one way that students can engage in the inquiry process.

Instructional Goals

Students will:

- Demonstrate and utilize focused note-taking as a process for deepening understanding of content using learning-through-writing strategies.
- ⚓ Take notes to meet the note-taking objective.
- ⚓ Make connections between new learning and previous learning, their experiences, themselves, and/or their world.

Resources

- *Focused Note-Taking in Tutorials* (Educator/Student Resource)

Preparation for Instruction

- Students should have prior knowledge related to the steps, mechanics, and options related to focused note-taking.
- If students have not yet learned the Five Phases of Focused Note-Taking, introduce that topic before implementing it in tutorial. See the Focused Note-Taking unit in Weeks at a Glance or the Focused Note-Taking Core Strategy webpage on MyAVID for resources.

Instructional Strategies

- Students should have an authentic reason for taking notes during tutorials, such as the following:
    - They are developing specific skills related to improving their note-taking.
    - They have an authentic need for the notes and will use them in their classes.
- If students don't have an authentic reason for taking notes, consider having them engage in tutorials in other ways, such as asking questions and utilizing resources.

Option 1: Students take new notes (Phase 1).

- Students will set up their paper to take focused notes. Typically, notes during tutorials are formatted as three-column notes (e.g., Tutorial Questions, Notes, Steps).
- As the student presenter presents information, group members record the Tutorial Question in the first column. Within the second column, notes

can be taken in the format most appropriate to the content (e.g., tables/charts, mind maps, graphic organizers).

- As the student presenter completes their steps, the group will support them in identifying the general steps that were used. This information should be recorded in the third column of the notes. If possible, the steps should be in line with the corresponding notes and numbered for ease of reference.
- While transitioning to the next student presenter, students can take a few moments to process their notes by underlining, highlighting, circling, chunking, questioning, adding, or deleting to identify, select, sort, organize, and classify main ideas and details.
- At the conclusion of each tutorial session, students can connect the thinking in their notes by asking questions and adding original ideas through the creation of a summary reflection of their notes (see Instructional Practice: Writing a Summary Reflection in Focused Notes in Chapter 4 for more information).
- Periodically take time as a class or with individual students to provide feedback on their focused notes taken during tutorials. Encourage students to continually refine their note-taking style to support their academic success.

Option 2: Students supplement existing notes on the topic (Phases 2–3).

- Rather than having students take notes on a new page for tutorials, consider having them utilize or supplement existing notes that they already have on the topic of the student presenter's POC.
- As the student presenter presents information, students can process their notes by underlining, highlighting, circling, chunking, questioning, adding, or deleting to identify, select, sort, organize, and classify main ideas and details. They can add any new learning or understanding to their notes, preferably in a different color of ink.
- At the conclusion of each tutorial session, students can connect the thinking in their notes by asking questions and adding original ideas to their notes through creating a summary reflection.
- Periodically take time as a class or with individual students to provide feedback on their focused notes taken during tutorials. Encourage students to continually refine their note-taking style to support their academic success.

Extensions

- Provide time for students to connect their thinking through layering their notes. Layers may include additions, clarifications, identifying main ideas, adding concepts or examples, or adding wonderings and questions. Layering can be done individually or in small groups.
- While note-taking is important during tutorials, it is only one of the methods of engagement. Students often use note-taking as a crutch so it looks like they're busy, when in reality, it's just allowing them to not have to mentally and verbally engage in tutorials. Consider requiring some "pencils down" time during tutorials and being very clear about expectations and evaluation around collaborative inquiry. Also, it may be helpful to utilize some of the ideas found in Instructional Practice: Step 5: Students Engage in Academic Conversation from earlier in this chapter.

Focused Note-Taking in Tutorials

Focused Note-Taking Phase	Description	In Tutorials – Taking New Notes	In Tutorials – Supplementing Existing Academic Class Notes
1. Taking Notes 	Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (e.g., lecture, book, website, article, video). Select, paraphrase, and arrange information in a way that meets your note-taking objective.	The note-taking format most commonly used in tutorials, is three-column notes: Tutorial Questions | Notes | Steps Within the "Notes" column, students are encouraged to take notes in their preferred format (e.g., text, graphic organizer).	Students should access existing notes they took in their academic classes on the same topic as the presenter's POC and supplement their notes as the student presenter presents information.
2. Processing Notes 	Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.	Students can process their notes during transitions between presenters.	Students can process their existing notes as the student presenter presents information or during transitions between presenters.
3. Connecting Thinking 	Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.	After each tutorial session, students should connect their thinking by asking questions and adding their own thinking to create greater understanding.	
4. Summarizing and Reflecting on Learning 	Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.	After each tutorial session, students should summarize their notes and reflect on the tutorial process and their learning.	
5. Applying Learning 	Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.	Notes taken during tutorials should be used for the note-taking purpose, such as preparation for an upcoming assessment or other demonstration of learning.	

See the Focused Note-Taking Core Strategy webpage on MyAVID for more information.

INSTRUCTIONAL PRACTICE: **What Goes on the Board?**

During tutorials, the board serves multiple functions. It is a place for the student presenter to document their confusion and eventual understanding, as well as process their learning and make connections. It serves as a visual anchor to keep group members engaged in the process and allows group members and the tutor to verify the learning of the student presenter. Each of these functions can only happen when the right elements go on the board in an organized, cohesive manner.

Instructional Goals

Students will:

- ⚓ Take notes to meet the note-taking objective.
- ⚓ Synthesize and organize information effectively, including usage of digital tools.
- ⚓ Utilize technology as a tool for collaboration, both synchronously and asynchronously.
- ⚓ Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems.

Preparation for Instruction

- Prepare the classroom with needed supplies such as a common whiteboard space, dry erase markers, and erasers.
- Ensure that all tutorial members have access to a shared digital collaborative space when using a virtual whiteboard.

Instructional Strategies

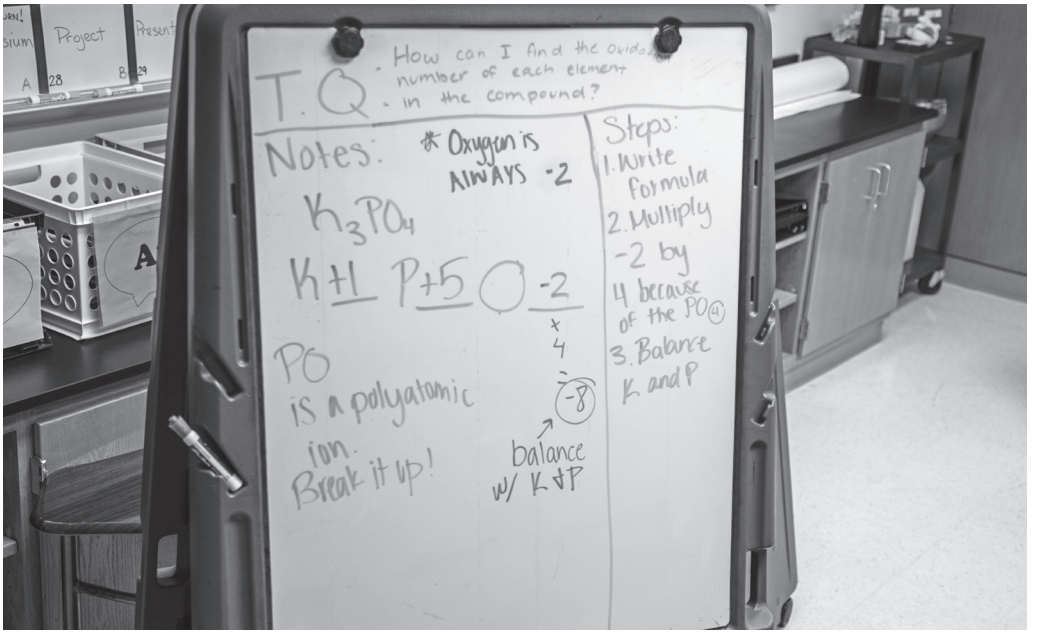
- Students should have prepared their TRFs and joined their groups, and a student presenter should have given their 60-Second Speech.
- Set up the board for three-column notes, with the headings: TQ, Notes, and Steps. See the example of how to set up a vertical board on the next page.
- Have the student presenter write their Tutorial Question on the board in the TQ column.
- Through collaborative inquiry with the group, have the student presenter add to the Notes column.
- Finally, have the student presenter write the general steps that were utilized to solve the problem. The steps should be in-line with the corresponding notes and should be numbered.
- The tutor and group members should check the steps to ensure they are:
    - Accurate
    - Paired with the notes
    - General enough to be repeatable
    - Meaningful
        - (example: “used a graphic organizer to layout essay paragraphs”; non-example: “solved the problem”)
    - See Instructional Practice: Plan, DO, Study, Act: Tutorial Boot Camps in Chapter 5 for more information on coaching the writing of the general steps and process.

Variations

- Permanently set up the board in the desired format using tape, paint, labels, or another method.
- If using an easel, write the Tutorial Question horizontally across the top of the page to preserve space for notes and steps in the two columns below. See example below.
- For complex, multi-step questions, have another group member (i.e., a board buddy) simultaneously record steps on the board as the student presenter writes notes.
- For classrooms using technology during tutorials, a common board space should be established that is accessible by all group members and the tutor.

Extensions

- Assign colors and icons to align with different elements of the notes, such as: black for original work, blue for new learning, red to mark the POC, and green to mark the *a-ha!* moments.
- Erase the Tutorial Question and notes, and leave the general steps. Write another similar TQ and see if the same general steps can be used to solve the new problem. Supplement or modify the steps, as necessary, to work for the new problem.
- Encourage students to identify a note-taking format that is appropriate to the content and their personal learning preferences with a goal of helping them develop skills around organizing their thinking. Consider providing scaffolds, such as lines on the board, graphic organizers, or opportunities to reflect around the effectiveness of how they organized the information on the board. Encourage students with highly developed spatial awareness and thinking skills to model how they create notes and steps, narrating their process in a Think-Aloud activity so that others can learn from them.



INSTRUCTIONAL PRACTICE: **Step 6: Students Check Presenter's Understanding**

In this step, the tutorial group members and tutors check the student presenter's understanding, as the student presenter reviews the work and articulates the steps used to clarify their Point of Confusion.

Instructional Goals

Students will:

- ⚓ Support group members in clarifying confusion and checking for understanding.
- ⚓ Use questioning techniques to engage in discussions and think critically about content and concepts.
- ⚓ Apply learning to demonstrate knowledge and achieve success.

Resources

- *Checking for Understanding* (Student Resource)

Instructional Strategies

- Before moving on to the 60-Second Synthesis, the tutorial group checks for understanding by doing one of the following items:
  - Student presenter explains to the group the solution and their understanding of the Tutorial Question.
  - Group members or tutor check the student presenter's understanding of the Tutorial Question by asking clarifying questions.
  - Group members collaborate to generate a list of steps necessary to solve the Tutorial Question and connect the steps to the work done at the board.
  - Student completes a similar question using the steps identified in the Tutorial Question from their Point of Confusion.
- Group members utilize the critical thinking questions found on *Student Resource: Checking for Understanding* throughout the tutorial process to ensure that the student presenter is thinking deeply about their question and is mastering the content.

Variation

- The student presenter and/or the whole tutorial group can create a one-pager that clarifies the concept or Point of Confusion. The one-pager can incorporate the notes on the whiteboard along with the steps. The students can record some of the inquiry used in the tutorial to check for understanding on the one-pager. A summary reflection should also be written on the one-pager. The student presenter can take this one-pager to the content class to share their learning.

Extension

- The tutorial group may create an instructional video teaching or clarifying the concept or POC, similar to what they would find on Khan Academy. This video can be added to the teacher's website. Inquiry should be utilized throughout the instructional video.

Checking for Understanding

Group members should utilize these critical thinking questions throughout the tutorial process to ensure that the student presenter is thinking deeply about their 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?

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INSTRUCTIONAL PRACTICE: **Step 7: Student Presenter Gives 60-Second Synthesis**

Once the academic conversation and collaborative inquiry process have come to a close for each student presenter, a 60-Second Synthesis summarizing the inquiry and critical thinking of the group members is given. This is a recap of the Tutorial Question, the Point of Confusion, the notes that captured the critical thinking of the group, and the steps taken to come to a solution.

Presenters should refer to the work completed on the whiteboard and give the 60-Second Synthesis to the tutorial group.

Instructional Goals

Students will:

- Synthesize their learning and articulate their new understanding of their Point of Confusion.
- ⚓ Clearly communicate verbally and nonverbally, including appropriate usage of technology.
- ⚓ Demonstrate command of language and grammar usage when communicating.

Resources

- *Roles and Responsibilities – Student Presenter* (Educator/Tutor/Student Resource), located earlier in this chapter

Preparation for Instruction

- Review *Educator/Tutor/Student Resource: Roles and Responsibilities – Student Presenter.*

Instructional Strategies

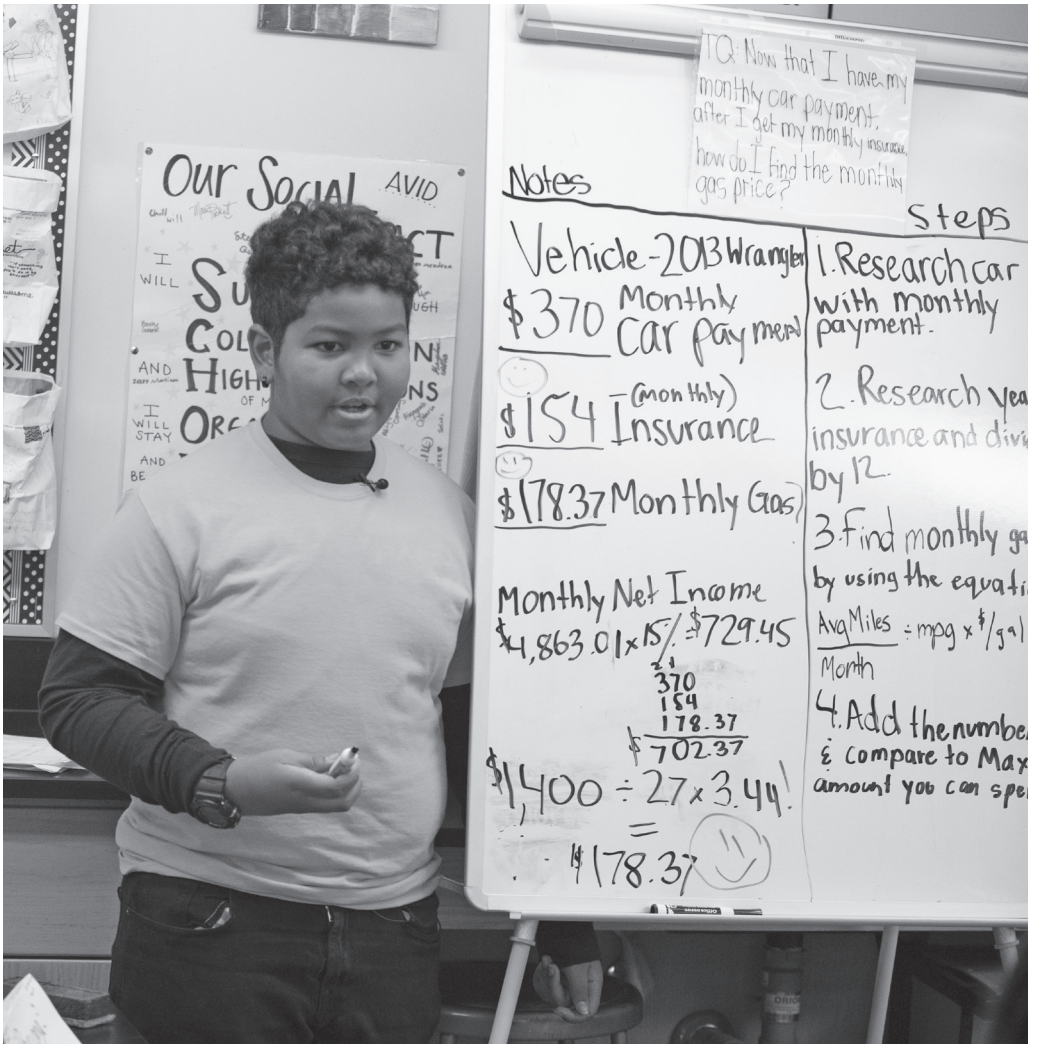
- Based on students' familiarity with the 60-Second Synthesis, instructors may choose to do the following:
  - Model a 60-Second Synthesis for the class around a sample TRF.
  - Have students practice a 60-Second Synthesis with a partner or small group.
- Remind students to utilize positive public speaking skills as they present their 60-Second Synthesis. Remind the student presenter of these steps.
  - Student presenter rereads their Tutorial Question or states their Point of Confusion.
  - Student presenter connects their generalized steps that they took to answer their Point of Confusion to the notes on the whiteboard.
  - Student presenter explains the solution and any new understanding gained about the Point of Confusion.
  - Student presenter shows appreciation to the group for their assistance with the POC.
- As students implement the 60-Second Synthesis during tutorials, utilize the "Observational Feedback" column of the *Roles and Responsibilities – Student Presenter* resource to provide coaching feedback.
- For ideas on how to continue developing student proficiency in a 60-Second Synthesis, see the "Coaching During the Tutorial" section later in this chapter.

Variation

- Have students record a video of their 60-Second Synthesis for practice and to identify areas of improvement.

Extension

- Have more experienced students share recordings of their 60-Second Syntheses with newer AVID students at the same school, in the same district, or with a partner AVID school in another area.



Step 8: Students Repeat Steps 4–7 with the Next Presenter

As one student presenter wraps up their 60-Second Synthesis, the next student presenter prepares to go to the whiteboard. One idea to reduce the chance for excess time between presenters is for the order of presenters to be established at the start of each tutorial. Another idea is to have the next student presenter's Tutorial Question written on the whiteboard as the previous student presenter is going over their steps. Making a smooth transition between presenters enables more student presenters to get help during the tutorial.

The 60-Second Speech (Step 4) and the 60-Second Synthesis (Step 7) serve as bookends to the tutorial process, with the academic conversation (Step 5) and checking for understanding (Step 6) in between. Repeating each of these steps for each subsequent student presenter is an important part of the tutorial routine. Each step involves skills that, when practiced regularly, benefit students in a myriad of ways, including preparing them to participate in study groups in college. Spending time focusing on one step for continuous improvement can help elevate the overall tutorial process, but care must be taken so as not to simultaneously diminish the other steps.

Coaching During the Tutorial

According to Carol Dweck (2006), "The growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience" (p. 7). AVID subscribes to this philosophy that all students who put in effort may improve in their abilities. The tutorial process gives students the opportunity to routinely problem-solve, thus proving over and over again that they can learn new and complex material. This ongoing process teaches students to work hard, maintain a growth mindset, and accomplish their goals throughout the year.

In this section, tutorial refinement and coaching ideas will be shared to continually improve the tutorial process.

Coaching and providing feedback to tutors and students is necessary in order for them to continually grow and learn. Coaching tutors and students using inquiry and effective questioning techniques models inquiry for both the tutors and students to be replicated during the tutorial. The inquiry helps both tutors and students reflect upon their practices in order to refine their work. The teacher's role during tutorial essentially mirrors that of the tutor and group members—using inquiry to address an area in need of improvement. *Educator/Tutor/Student Resource: Roles and Responsibilities* can be used as a guide for discussion, a resource for specific coaching questions for each tutorial member, and a tool for setting goals for next steps.

Scripting is another strategy that can be used to refine and coach tutorials. Scripting is based on a detailed observation of one group at a time. Scripting allows us to document specific areas where the student presenter, group members, and tutor may need additional support. By tracking the academic conversation, a pattern of who is doing the talking emerges allowing for any needed correction to balance the voices heard during a tutorial. A teacher, tutor, or student can record information on the group member inquiry used throughout tutorial, such as the use of academic vocabulary and checking for understanding.

Formal observations of tutorials should take place regularly. Observations can be conducted by the AVID Elective teacher, AVID District Director, and other support staff, such as instructional coaches and assistant principals. Using a non-evaluative form can help to provide the feedback needed to move tutorials to the collaborative model and to coach or debrief the key areas of the tutorial process.

INSTRUCTIONAL PRACTICE: **Scripting Tutorials**

Scripting, like observation, can reveal much about a group's tutorial competency. Unlike typical observation, scripting is based on a detailed observation of one group at a time. Scripting allows us to document specific areas where the student presenter, group members, and tutor may need additional support. This practice should be done frequently.

Instructional Goals

Educators will:

- Offer coaching feedback to students on their participation in tutorials.
- Offer coaching feedback to tutors on their facilitation in tutorials.

Students will:

- ⚓ Reflect upon and modify actions related to successful utilization of a process.

Resources

- *Tutorial Scripting Form* (Educator Resource)
- *Roles and Responsibilities – Teacher, Tutor, Group Members, Student Presenter* (Educator/Student/Tutor Resource), located earlier in this chapter

Preparation for Instruction

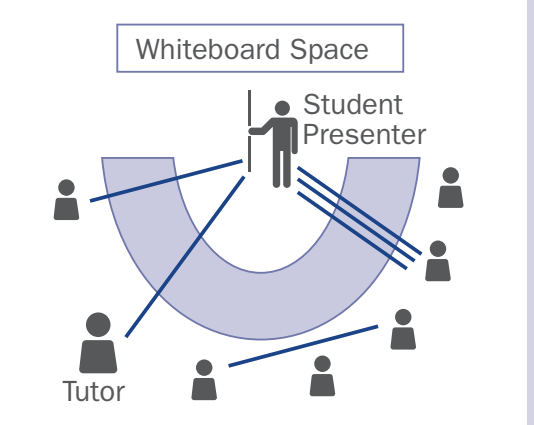
- Identify the purpose for which the tutorial will be scripted, such as active participation, level of discussion, use of academic vocabulary, tutor involvement, inclusion of all tutorial components, or Socratic questioning versus offering commentary.
- Choose one person to conduct the scripting. This can be a teacher, tutor, or student.

Instructional Strategies

- Identify one tutorial group to observe and script.
- Using *Educator Resource: Tutorial Scripting Form*, document activity in the tutorial related to the selected purpose.
    - Note: No active coaching happens during a scripting session.
- Analyze the *Tutorial Scripting Form*, related to the selected purpose. Identify areas that went well and areas that need coaching feedback.
- Repeat the above steps, as necessary, with the same group or different groups.
- Present findings to the selected audience (e.g., tutors, group members, student presenters) via a verbal debrief and reflection.
- Have students and tutors reread their roles on the related *Educator/Tutor/Student Resource: Roles and Responsibilities* to see where they might improve. Consider setting goals around the area of improvement.

Variations

- Charting the Academic Conversation: Draw a horseshoe shape on the second page of *Educator Resource: Tutorial Scripting Form*. Make marks to represent each group member, the tutor, and the student presenter. As each member talks, draw a line from that group member to the student presenter, tutor, or another group member. Continue drawing one line for each question or comment from the speaker to the listener. Review your results with the group after the student presenter gives the 60-Second Synthesis. Discuss the pattern on the paper—were the lines distributed evenly? Were there some group members who did not speak at all? Was there a conversation between just the tutor and the student presenter? How can the whole group take responsibility for the academic conversation? Note: You can also put a student in the role of observer. This is a good exercise for a student who comes late to class or does not have a completed TRF.



- Tracking the Levels of Questions: Use a list of leveled verbs to track which levels of questions are being asked during tutorial. Put a tally mark each time you hear a Level 1, 2, or 3 question being asked. Review your results with the group after the student presenter gives the 60-Second Synthesis. Discuss ways to raise the level of academic discourse in tutorial.
- Tutorial Scripting Form with Video/Audio Recording (Technology Integration): Utilizing technology can enhance the scripting process. Recording the tutorial allows annotation of the video using a variety of available programs. Record the video/audio and take notes simultaneously to pair the notes to the timing of the video. Label each speaker in your notes in order to track the conversation. Review your findings with the group after the student presenter gives the 60-Second Synthesis or conduct formal analysis of the recording and then share it with the same group during a subsequent tutorial.

Extension

- Try assigning point values to the scripting activity. Each positive tally mark would earn points for that group. To make it a competition among groups, assign a prize or recognition to the group with the most points at the end of the week or month.

Tutorial Scripting Form

Teacher/Grade Level:	Date:
Site/District:	Tutor:
Focus Area for Scripting:	

Scripting Key:

- G: group member
- P: student presenter
- T: tutor
- ?: question
- !: *a-ha!* moment
- ☺: confidence
- S: statement
- X: explanation
- R: resources used (e.g., focused notes from content classes, textbook, tests/quizzes)

Scripting:

Tutorial Seating Map:

Academic Vocabulary:

Tutorial Scripting Form

Scripting:	
Tutorial Refining Goal:	Refinement Action Plan:

Note: *Tutorial Scripting Form* is adapted from the 2011 AVID National Conference and AVID Center National Demo Validation teams.

INSTRUCTIONAL PRACTICE: **Observing Tutorials**

In order to refine and improve the tutorial process, tutorials should regularly be observed by the AVID Elective teacher, AVID District Director, and other support staff, such as instructional coaches and assistant principals. Using a standardized form can help provide the feedback needed to move tutorials to the collaborative model. This non-evaluative observation tool can also be used to coach and debrief the key areas of the tutorial process.

Instructional Goal

- Educators will regularly observe tutors and students during tutorial, including specific sections of the collaborative inquiry process, such as the 60-Second Speech, checking for understanding, and the 60-Second Synthesis.

Resources

- *Tutorial Observation and Feedback Tool* (Educator Resource)
- *Tutorial Process Observation Debrief* (Educator Resource)
- *Reflection – Tutorial Process Observation* (Tutor/Student Resource)

Preparation for Instruction

- Familiarize yourself with *Educator Resource: Tutorial Observation and Feedback Tool* to distinguish between different levels of implementation.
- Gather all necessary forms before class begins.

Instructional Strategies

- Perform teacher functions for getting tutorial started.
- Choose a **focus area** for the observation based on apparent needs.
- Select a tutorial group to observe.
- Position yourself outside the group, but close enough that you are able to hear the group and see the whiteboard.
- Passively make and record observations. Do not actively coach during an observation.
- Try not to make judgments while observing. Instead make informative notes, such as, "Tutor and student presenter speak directly to each other. Group members are quiet, taking notes." This neutral language will help when delivering feedback to the group.
- After the observation, analyze the results to determine what the focus of coaching will be for the next tutorials. Consider waiting until the next session to offer feedback to the group or to the class along with the new focus.
- After a standardized observation, complete *Educator Resource: Tutorial Process Observation Debrief* with the tutorial group that was observed. Then, have students and tutors reflect on their process using *Tutor/Student Resource: Reflection – Tutorial Process Observation*. They may identify areas that need to be addressed on their own.
- Repeat the process with other focus areas, other groups, or other tutors.

A **focus area** is a step or element of the tutorial process (e.g., 60-Second Synthesis) where a group or the whole class is focused for continuous improvement. The focus area will be observed, scripted, and reflected upon until improvement goals are met.

Variations

- Invite a fellow AVID Elective teacher to observe your tutorials from start to finish so that you can receive feedback on your preparation before, coaching during, and closure after tutorial.
- Invite a student to conduct an observation from start to finish using *Educator Resource: Tutorial Observation and Feedback Tool*.

Extensions

- Invite a fellow teacher to observe your tutorials alongside you, and then compare your forms to help calibrate your use of the rubric.
- Invite a small team of students to conduct an observation. The team could be from another class or grade level. This might help younger students to calibrate their tutorials against more experienced students.

Tutorial Observation and Feedback Tool

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 videos and are familiar with the tutorial process. ☐ Students have access to academic resources, such as content-class materials, to use as a resource during tutorials.
Tutorial Process/Use of Tutorial Request Form (TRF)	**Grouping:** ☐ Students receive tutorial support twice a week. Circle days: M T W Th F ☐ Students are grouped by: • subject • area of need as identified by *Tutorials and Grades Analysis* (TAG) • teacher selection • other
	Tutorial Request Form: ☐ Students use a Tutorial Request Form. ☐ Students turn in TRFs before tutorial. TRF includes the following areas: • initial question • academic vocabulary • background information on a topic • critical thinking and marked POC • corresponding steps • Tutorial Question ☐ Students complete the *Tutorials and Grades Analysis* routinely each grading period. ☐ Tutorial members have reviewed the *Roles and Responsibilities* document.
	Resources: ☐ Students have and use focused notes/resources that support their question during tutorials.
	Closure: ☐ Tutorial session ends by summarizing the academic learning and reflecting on the process.
Elective Teacher/Tutor Information	Total number of tutors: _____ ☐ college tutors: _____ ☐ peer tutors: _____ ☐ absent tutors: _____ ☐ cross-age tutors: _____ ☐ adult tutors: _____ ☐ trained tutors: _____ • # of returning tutors: _____ • # of tutorial groups: _____ ☐ Elective teacher attended Summer Institute or Path to Schoolwide Tutorology strand. ☐ How many tutors were serving as eTutors? _____ ☐ Student-to-tutor ratio meets the suggested ratio of 7:1, or 5:1 for eTutors.

Tutorial Observation and Feedback Tool

During the Tutorial:

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher The teacher is responsible for ***coaching or formally observing*** the tutors and students to provide feedback for continuous improvement.	☐ 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	☐ Monitors 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	☐ Observes tutorials using resources ☐ 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 or observes students and tutors using resources; aligned to continuous improvement plan ☐ 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 collaborative inquiry process of one group each tutorial to assist students in developing metacognitive skills.	☐ 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 engagement during tutorials ☐ Insufficient number of trained tutors for each group to have one ☐ No tutors	☐ Works with more than one group 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 engage in the process ☐ Uses an unequal voice	☐ Works with one group in a period ☐ Works with the student presenter; 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 understanding of the Point of Confusion ☐ Monitors and encourages engagement of all group members through Socratic questioning, using resources, and/or taking focused notes ☐ Encourages use of communication skills ☐ Uses a more equal voice	☐ Coaches 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 to push their thinking to a higher level through inquiry ☐ Encourages group members to check student presenter's and their own understanding of the Point of Confusion ☐ Takes focused notes for the student presenter to model strategies for the group members ☐ Encourages all students to engage through Socratic questioning, using resources, and/or taking focused notes ☐ Encourages use of all communication skills, verbal and nonverbal ☐ Uses an equal voice

Tutorial Observation and Feedback Tool

During the Tutorial:

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Student Presenter(s) The student 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.	☐ Works in an individual space not accessible to the group. ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on their 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 their question	☐ Works in a collaborative space one-on-one with tutor/peer as group listens ☐ Some students present authentic questions from core subject areas ☐ Sits with the group as the tutor teaches the solution ☐ Academic conversation may lack group participation ☐ Records tutor-driven notes ☐ Has resources to support their Tutorial Question ☐ Writes specific steps without input from group	☐ Works in a collaborative space presenting their own pre-work to the group ☐ Many students present authentic questions from their core subject areas ☐ Listens and records notes while group members engage in academic conversation ☐ Records group thinking ☐ Many utilize their resources for questions during tutorials ☐ Writes specific steps with input from the group	☐ Works in a collaborative space presenting their own pre-work to the group as the tutor takes focused notes for the student presenter ☐ Most students present authentic questions based on classroom performance in core subject areas ☐ Engages in academic conversation with the group; uses group member questions to work toward a resolution of the POC ☐ Records own and group thinking ☐ Utilizes their resources during tutorials for their questions and for group member questions ☐ Generates generalized steps with group, then synthesizes learning
Group Members The group members are responsible for helping the presenter to understand their tutorial question in ***greater depth using collaborative inquiry and academic conversation, 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 ☐ Does not actively listen ☐ Does not engage in the discussion ☐ Does not check student presenter's understanding of the process and/or solution	☐ Focus on academic conversation between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable a few students to collaborate and communicate. ☐ Some engage in focused note-taking or utilize resources with tutor/teacher prompting ☐ Some assist in checking the student presenter's understanding of the resolution.	☐ Most engage in academic conversation around the Point of Confusion ☐ Seating arrangements promote collaboration and communication between some group members ☐ Most engage by taking focused notes (Phase 1), supplementing class notes (Phases 2–3), or utilizing resources ☐ Most assist in checking student presenter's understanding of the POC ☐ Some help generate steps	☐ All engage in academic conversation around 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 communication among all members ☐ All engage by taking focused notes/ supplementing and summarizing class notes and/or utilizing resources to research the POC ☐ All check student presenter's understanding of the resolution ☐ Help the student presenter generate steps

Tutorial Observation and Feedback Tool

Reflection/Debrief
Highlights:
Next Steps:

Tutorial Observation and Feedback Tool

Overview	Debrief	Next Steps
☐ Twice weekly ☐ Student-centered/ collaborative		
☐ Tutor training		
☐ Student/tutor ratio		
☐ Monitor and coach use of Tutorial Request Form (TRF)		
☐ Tutor recruitment ☐ Tutor retention		
☐ Elective teacher training/ use of coaching and observation resources		

Tutorial Process Observation Debrief

Tutor's Name: _____

Date: _____ Subject of Tutorial: _____

1. Based on the *Tutorial Observation and Feedback Tool*, how are the following best described overall? Please check.

a. Tutor:	☐ Not AVID	☐ Tutor-Centered	☐ Student-Centered	☐ Collaborative
b. Student Presenter:	☐ Not AVID	☐ Tutor-Centered	☐ Student-Centered	☐ Collaborative
c. Group Members:	☐ Not AVID	☐ Tutor-Centered	☐ Student-Centered	☐ Collaborative

2. What specific strategies, actions or changes can be implemented to move each of the following to the next level?

a. Tutor: _____

_____

b. Student Presenter: _____

_____

_____

c. Group Members: _____

_____

3. Based on this observation, what are some of your strengths and areas of growth?

Areas of Strength: _____

_____

_____

_____

_____

Areas of Growth: _____

_____

_____

_____

_____

Reflection – Tutorial Process Observation

1. Check the description that best represents you as a student presenter based on the observation done on you.

☐ Not AVID ☐ Tutor-Centered ☐ Student-Centered ☐ Collaborative

What specifically can you do to be a collaborative student presenter?

- _____

_____

- _____

_____

- _____

_____

- _____

_____

2. Check the description that best represents your group based on the observation you completed.

☐ Not AVID ☐ Tutor-Centered ☐ Student-Centered ☐ Collaborative

What specifically can you do to be a collaborative group member?

- _____

_____

- _____

_____

- _____

_____

- _____

_____

INSTRUCTIONAL PRACTICE:
Overcoming Common Tutorial Challenges

In even the strongest AVID classrooms, tutorials don't go perfectly every day. The goal of tutorials is not perfection, but rather the ongoing refinement of the process and skill development of students. This activity describes some of the most common tutorial challenges and provides an opportunity to discuss and work through them.

Instructional Goals

Students will:

- Demonstrate persistence, flexibility, and adaptability as they identify and overcome common tutorial challenges.
- ⚓ Demonstrate self-awareness strategies and skills.

Resources

- *Overcoming Common Tutorial Challenges* (Tutor/Student Resource)

Preparation for Instruction

- Prior to distributing to the tutor and students, review *Tutor/Student Resource: Overcoming Common Tutorial Challenges* and identify tutorial challenges that are relevant to students.
- Observe tutorials and identify other tutorial challenges that students are facing.
- Determine how students will interact with the common tutorial challenges.

Instructional Strategies

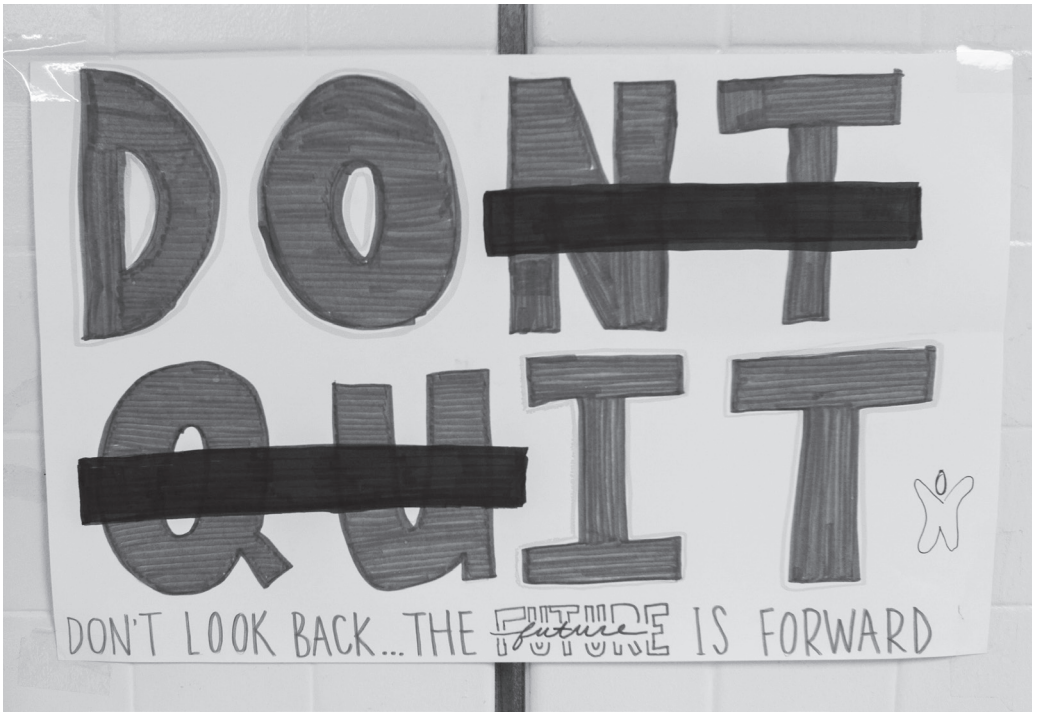
- Explain to students that the refinement of tutorials is an ongoing process, and they need to continue to approach tutorials with a growth mindset.
- Encourage students by focusing on some elements of tutorials that are currently going well. Then, let students know of a few opportunities for growth currently present in tutorials.
- Describe to students how to interact with the common tutorial challenges that have been selected. Options include, but are not limited to, the following:
    - Individually choose one or more of the scenarios, compose a written response, and then share it with a partner or group.
    - As a group, choose one or more of the scenarios to discuss, and then present responses to the class.
    - Conduct a Carousel Brainstorm about the selected scenarios, and then do a Gallery Walk of the responses.
- Have students engage in the activity.
- Finally, debrief the activity, learning points, and goals or next steps for tutorials going forward.

Variation

- Utilize this activity with tutors, especially related to present tutorial challenges.

Extension

- Set up a mock tutorial group and have students act out the situations. Consider having them enact a version of the proper actions of all group members, as well as a counterexample.



Overcoming Common Tutorial Challenges

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Scenarios of Common Tutorial Challenges

Off-task behavior – When a student is presenting a question, some group members are easily distracted and get off task. What should be done to help these students refocus?

Poor questioning – Group members are asking few higher-level questions of the student presenter. Knowing how important effective questions are to the critical thinking process, how might the inquiry process be improved?

Not checking for understanding – After a student's *"a-ha!"* moment, they quickly go through the remaining steps of the tutorial process and then sit down. You are worried that they don't fully understand the concept. What might it look like to support their learning by providing a check of their understanding?

Unequal participation – After scripting tutorials one day, it becomes obvious that the discussion in one group is dominated by the tutor, and another group is dominated by one particular student. What could be done in these situations to support a balance of participation from all group members?

Incorrect answers – A student walks into tutorials and is visibly upset. They say, "Yesterday in tutorials, my group helped me get all the way through the POC I brought. And then I went to class, and my teacher told me we did it wrong!" How might this situation be addressed?

Poor pacing – During class, one group consistently gets through every student presenter's TRF and still has 15 minutes left in class, leading to wasted time. Another group consistently only gets to one or two student presenters, leaving the other group members frustrated that they didn't get to go. How might groups more effectively pace themselves to address these situations?

Getting stuck – Groups are often getting stuck in the middle of the process and not knowing how to proceed to work toward the right answer. Group members become frustrated and off task, and the tutorial session grinds to a halt. How might a group or group members productively respond when they get stuck?

INSTRUCTIONAL PRACTICE: **Coaching and Providing Feedback to Tutors and Students**

Teachers are very good at identifying mistakes, but we are a lot like our AVID students in that we want to fix the problem by simply "telling" them how to do so. As a result, we must make an effort to remember to put on our coaching hats and ask effective questions in order to help troubleshoot problematic areas inside of our AVID tutorials.

Teaching and coaching go together because both give knowledge. However, coaching is an ongoing process that starts with knowledge and observes the use of the knowledge. Coaching allows a person to problem-solve areas for improvement, as opposed to someone telling them what to do. Therefore, the teacher's role during tutorial essentially mirrors that of the group member—use inquiry to address an area in need of improvement.

Instructional Goals

- Educators will model the role of tutorial coach in order for students to develop patterns and routines for problem-solving and managing rigorous content.
- Tutors and students will refine and improve the collaborative inquiry process, as well as their overall tutorial skills, by incorporating feedback from regular observation.

Resources

- *Tutorial Coaching Questions* (Educator Resource)
- *How Do You COACH for Success?* (Educator Resource)
- *Monthly Group Goal-Setting Sheet* (Tutor/Student Resource)
- *Goals for AVID Tutorials* (Tutor/Student Resource)
- *Tutorial Action Plan* (Educator/Tutor/Student Resource)

Preparation for Instruction

- Identify areas of the tutorial process that need coaching. Review *Educator Resource: Tutorial Coaching Questions*.
- Review *Educator Resource: How Do You COACH for Success?*
- Choose the appropriate forms for each occasion. Resources can be used during active coaching or a debrief after an observation.

Instructional Strategies

- Use inquiry when coaching AVID tutors, student presenters, and group members. When observing an area that needs improvement, develop a matching question.
    - Example of improvement area:
        - "Tutors should have no more than one equal voice in the tutorial."
    - Example question:
        - "How can we ensure that the tutor, students, and student presenter have an equal voice in tutorials?"

- When coaching, differentiate between teaching and coaching. During tutorial, coaching is the teacher's role.
    - Example of teaching qualities:
        - Providing information
        - Seeking specific answers
    - Example of coaching qualities:
        - Motivating and refining
        - Applying information
- Present the question to the tutorial group.
    - See if the group can resolve the issue independently. Praise the effort.
    - If needed, ask a follow-up question to guide the group toward a resolution.
- After coaching and performing standardized observations, help tutors and students—either in groups or as a whole class—set goals to improve their tutorials. *(The goal should focus on student outcomes and the actions that the teacher, tutor, and students would need to take to support the students in achieving the goal.)*
    - Use *Tutor/Student Resource: Monthly Group Goal-Setting Sheet* for static groups.
    - Use *Tutor/Student Resource: Goals for AVID Tutorials* for individual goal-setting.
    - Use *Educator/Tutor/Student Resource: Tutorial Action Plan* to address a specific section of tutorial.
- Conduct a follow-up observation to keep the focus on improvement. Developing rigorous tutorials is a process that takes time and needs to be consistently assessed.

Variation

- Use a more general SMART goals format instead of *Tutor/Student Resource: Monthly Group Goal-Setting Sheet*, which is specific to tutorials.

Extensions

- In a classroom where there are regular college or peer tutors, consider using a "chain of command" to empower tutors to become coaches, as well. As the educator, you coach the tutor, and then it is the tutor's role to coach the group members and student presenters.
- When tutors or group members need more support than casual coaching, consider using a "fish bowl" observation model, where the entire group observes and debriefs one model tutorial. During this process, educators can prompt participants to provide their own suggestions for coaching, thus enhancing their own coaching skills and helping them develop their coaching "lens."

Tutorial Coaching Questions

Tutors	Group Members
• How are students' content class notes/focused notes utilized during tutorials? • What opportunities do tutors and students receive to practice questioning skills? • In what ways do tutors extend students' critical thinking skills throughout the tutorial process? • How do tutors ensure total group participation by all students? • How can tutors provide input in the tutorial process? • How do tutors bring tutorials to a close? • What strategies do tutors use to engage students? • How do tutors push students' thinking beyond just homework problems? • Is there a strategy in place to address "stop-gap" training until the tutors can be fully trained? • How do tutors check for understanding throughout the tutorial?	• How can students provide input in the tutorial process? • How can students review what they have learned? • How are students held accountable for bringing authentic questions? • How can you encourage others to ask the presenter questions to help create understanding? • What are some ways that students can prepare for tutorials? • How do students practice collaboration outside of tutorials? • How is the quality of students' closure (summary and reflection) evaluated? • What do students do if they finish tutorials early? • How do you prepare group members to ask questions of student presenters?
Student Presenters	**Teachers**
• How can showing appreciation for group members help the student presenter set a positive tone in tutorial? • How can student presenters use the 60-Second Speech and 60-Second Synthesis to improve their summation skills? • Who is responsible for evaluating the TRF pre-work brought to tutorials? How is the TRF assessment normed? • What strategy is in place to ensure that students are bringing and using their content-class focused notes as they pertain to their tutorial question? • How do you ensure that the questions students bring in are authentic? • How can students incorporate questions from released college entrance exams into tutorials? • How does the 60-Second Speech assist the student presenter in focusing on the Point of Confusion and communicating it to the group?	• How do you have tutors and students utilize Bloom's or Costa's Levels of Thinking in tutorials? • What would you have to see to know tutors are valuing students' ideas and comments? • What challenges in tutorials have been overcome so far? • What successes have your students experienced so far? • How would the modeling of higher-level thinking and questioning by the teacher help tutors and students? • How are the levels of inquiry reviewed on a regular basis? • How has the teaching of Bloom's or Costa's impacted the quality of thinking in tutorials? • What system is in place to receive input from tutors and address the progress of tutorials on a regular basis? • How do tutors receive ongoing coaching and training?

How Do You COACH for Success?

Use this acronym to support your coaching efforts with tutors and students.

Clarify expectations.

Observe and script.

Ask questions.

CHeck for understanding

C – Clarify expectations

- What processes and protocols are in place for your students to follow?
- Have you defined what you expect from students during each step of the tutorial process?
- Have you taken time to justify the "why" of each step of the tutorial process?

O – Observe and script

- How do you communicate what you have observed back to students and tutors?
- When you observe and script the use of protocols and processes, are you fully engaged?
- What are you looking for when you observe?

A – Ask questions

- How can you use Socratic questioning as a coaching tool the way tutorial members do?
- How can you use Costa's Levels of Thinking to help students identify areas of improvement?

CH – CHeck for understanding

- How do you know if your coaching was effective?
- What strategies/activities do you design for reteaching elements of the tutorial process?
- What other opportunities are being utilized to address areas of improvement?

Monthly Group Goal-Setting Sheet

Group Members

- _____
- _____
- _____
- _____
- _____

	Goal	Reflection
Week 1 Date: _____		
Week 2 Date: _____		
Week 3 Date: _____		
Week 4 Date: _____		

Goals for AVID Tutorials

Set at least two personal goals that align with recent observational feedback.

Sample Tutorial Goal:	**My Tutorial Goal:**	**My Tutorial Goal:**
Student: I want to ask each student presenter at least one higher-level question during the tutorial session. *Tutor:* I want to make sure that all students are actively engaged during tutorials.		
Sample Action Needed to Accomplish This Goal: *Student:* I will use *Student Resource: Using Tutorial Question Stems* and keep a tally of how many questions I ask. *Tutor:* I will take three-column notes for the student presenter while they are at the whiteboard. During this time, I will also monitor the engagement of group members.		

Tutorial Action Plan

Key Tutorial Elements	Teacher Responsibility	Tutor Responsibility	Student Presenter Responsibility	Group Member Responsibility
1. Pre-Work: How do we ensure that each student is preparing (i.e., completing TRF and identifying a POC) for tutorials?				
2. 60-Second Speech: How do we support students to share their pre-work and prior knowledge at the start of the tutorial?				
3. Academic Conversation: What are ways to encourage group member inquiry and use of academic vocabulary and formal register throughout the tutorial process?				
4. Use of Resources: How do the student presenters and group members use their resources to support each other?				
5. Checking for Understanding: How do tutors and group members check for understanding?				
6. 60-Second Synthesis: How do we support students to synthesize the work of the group, including new learning, at the close of the tutorial?				
7. Closure – Summary: How do we promote ample time and opportunities to summarize the academic learning to increase achievement in the content class?				
8. Closure – Reflection: How do we promote ample time and opportunities to reflect on the tutorial process to continuously improve implementation?				

Post-Reading Reflection Questions

- How will I intentionally develop a safe learning environment?
- How will I establish an understanding of, and provide accountability for, tutorial roles?
- How will I provide opportunities to practice the tutorial process?
- How will I support academic language development?
- How will I monitor and coach the components of the academic conversation (e.g., using formal register)?
- What will I look for to ensure that students are engaged during tutorials?
- How will I assist students in exercising their agency around engagement during tutorial?
- When will I conduct formal observations using forms and tools?
- How will I actively coach—as opposed to observe—tutors and students during tutorial?

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CHAPTER FOUR

After the Tutorial

Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

This chapter supports strategies to help students close the tutorial process and apply their learning. During this phase, students utilize structured routines to reflect on the tutorial process, identify next steps for continuous improvement, synthesize their learning, and apply their learning back in their classes.

According to Marzano, Pickering, and Pollock (2001), summarizing is one of the most effective teaching strategies we can use in the classroom. Encouraging students to regularly summarize and reflect after the tutorial process will allow students to process the learning that took place during the tutorial. Routine summary and reflection leads to better comprehension and retention (Wormeli, 2005) and also provides students with the opportunity to think metacognitively about their learning.

Summary and reflection occur during tutorial closure. The act of summarizing their academic learning is critical to students capturing the content knowledge presented during tutorial. As students analyze the resolution to a tutorial question, they articulate what they now know and understand either verbally or in writing. Students can summarize learning about their own or another's Point of Confusion—both are beneficial.

Reflecting on the tutorial provides space for teachers, students, and tutors to refine the overall process. It is another opportunity for metacognition and reflection, as students identify strengths and opportunities for growth noted by the student, tutor, or teacher. Reflecting on the tutorial process can happen verbally or in writing as part of the closure of the tutorial session.

Students validate their learning by applying their new knowledge, as well as their tutorial skills, back in their academic classes. This may look like a student using their tutorial learning in an upcoming assignment or collaborative activity in that class, or utilizing their skills of collaboration, communication, and critical thinking. Students should also be able to articulate how they can apply these skills in their current academic setting, as well as in future educational opportunities and the workplace.

Upon completion of the tutorial process, educators and tutors collaborate to assess Tutorial Request Forms (TRFs) and provide written feedback to students. Based on the unique context of the school or district, educators will need to determine the procedures for assessing student TRFs in alignment with relevant assessment policies. For example, college, cross-age, and peer tutors might not be included in the assessment of student work, including TRFs. However, college, cross-age, and peer tutors might provide feedback to the student for areas of improvement. Teachers can assess the

TRFs based on points, rubrics, standards, or other methods. This chapter explores options for assessing and providing student feedback on the TRF.

Based on the assessed TRFs, additional coaching for continuous improvement can occur. For tutorials to continue to strengthen, it is important for each tutorial member (teacher, tutors, group members, and student presenters) to receive feedback and coaching pertinent to their tutorial role during the tutorial process and after the conclusion of the tutorial. This is important so that each individual can continue to set goals for themselves. Goal-setting is an important aspect of coaching and providing feedback (Marzano, Pickering, & Pollock, 2001).

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Support students and tutors in continuously reflecting and refining strategies to promote learning and academic success.
- Coach students to summarize and apply what they have learned in tutorials to their academic courses.
- Coach students to reflect on the tutorial process and to think metacognitively about the skills they have developed throughout the tutorial process.

Pre-Reading Reflection Questions

- How do I currently support refinement and continuous improvement in tutorials?
- How do I articulate the connection between tutorials and success in academic classes?
- How can I exercise my agency to keep the reflection process from becoming rote or mundane?

Guiding Principles

- Students should summarize their learning and reflect on the tutorial process every time they have tutorials.
- Tutorials support students' immediate academic success, as well as their ability to be college- and career-ready.
- Summarization and reflection processes are a key lever for supporting continuous improvement in students' learning and the implementation of the tutorial process.
- By providing variety in how students reflect on their learning and the tutorial process, educators can support full and authentic engagement.
- Assessment of tutorials should be viewed through a lens of coaching, feedback, and formative assessment, rather than as a punitive measure.

Summarizing the Academic Learning and Reflecting on the Tutorial Process

For years, AVID has emphasized practicing both metacognitive knowledge and metacognitive regulation as crucial components of the processes for tutorials, Scholar Groups, and Collaborative Study Groups. Instrumental work by Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) provides an outline of the metacognitive process that is important for both educators and students and validates why the metacognition taught during AVID tutorials, Scholar Groups, and Collaborative Study Groups is essential to learning.

During the closure of every tutorial, students practice metacognition in the form of summarization and reflection. This section suggests ideas for how students can summarize their academic learning and reflect on the tutorial process as a whole. Collaboration is an essential support structure for the rigorous work of reflection (Chittooran, 2015); therefore, options are offered for verbal, as well as written, reflection. Teachers are encouraged to exercise their agency when choosing how students are to summarize and reflect and should consider the results and feedback from recent observations.

Summarizing the Academic Learning

Competent learners link prior knowledge to the new information they obtain (Fisher & Frey, 2013). The art of summarization allows students time to form connections about their learning. After the tutorial, it is important that students complete a summary of the learning that occurred from clarifying their Point of Confusion. If a student did not have the opportunity to present, they can summarize their learning based on another student's Point of Confusion. This is the time that students analyze, evaluate, and summarize their learning and apply it to future scenarios.

Reflecting on the Tutorial Process

Reflecting on the tutorial process as a whole provides students with a chance to engage in metacognition. This affords them time to think about and process what they just experienced in the tutorial. In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 4). One of these nine categories is "setting goals and providing feedback." Reflecting on the tutorial process allows students, tutors, and educators to set goals for continuous improvement as they deepen their competency in all components of the inquiry process. Studies have shown that when instructors identify weak component skills and then support growth through targeted practice, students' performance on the overall task can improve significantly (Ambrose et al., 2010). See Chapter 5 for further instruction on improving tutorials.

Both of these skills—summarizing the academic learning and reflecting on the tutorial process—require explicit teaching and modeling. Educators should strive to *gradually release responsibility*, as well as provide variety in how students reflect. Options discussed within this chapter include whole-class, tutorial-group, partner, and individual reflections, as well as options for verbal and written reflections.

Summary Reflection

If students supplemented their focused notes from an academic class during the tutorial (Phases 2 and 3), they should compose a summary reflection of their notes to complete Phase 4 of the AVID Focused Note-Taking Process. The summary reflection is where students pull together the most important aspects of their notes and their thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps to meet the note-taking objective.

INSTRUCTIONAL PRACTICE: **Step 9: Summarizing the Academic Learning and Reflecting on the Tutorial Process**

At the closure of the tutorial process, it is critical for students to summarize the new academic learning that occurred from clarifying their Point of Confusion and to reflect on the tutorial process as a whole. Summarizing and reflecting can happen in verbal or written form, or a combination of the two, depending on the intent of the teacher. Summarizing and reflecting verbally after a tutorial session is a collaborative endeavor. Summarizing and reflecting in writing is an important individual metacognitive process that also aligns with Phase 4 of the AVID Focused Note-Taking Process. Either path supports students as they hone their summarizing and reflecting skills and ask themselves, "What have I learned?" "How will it be useful?" and "How can I continue to improve?" Summary and reflection should happen after each tutorial session.

Instructional Goals

- Students will summarize their academic learning and reflect on the process after tutorials.
- Students, tutors, and educators will reflect and modify actions related to successful utilization of the tutorial process.
- Students, tutors, and educators will continuously reflect and refine strategies to promote learning and academic success.
- ⚓ Students will summarize and reflect to synthesize learning and identify next steps.

Resources

- *Summarizing and Reflecting Decision Matrix* (Educator Resource)
- *Tutorial Questions and Sentence Stems for Summarizing the Academic Learning* (Student Resource)
- *Reflection Topics and Guiding Questions* (Educator Resource)
- *Plus/Delta Chart* (Student Resource)

Preparation for Instruction

- Review *Educator Resource: Summarizing and Reflecting Decision Matrix*. Consider how students will summarize their learning and reflect on the tutorial process each week to become proficient in each skill. Summaries and reflections can be spoken and may be done with a partner, in a tutorial group, or as a whole class. Summaries and reflections can also be written (e.g., exit ticket, tutorial journal, learning log).
- Determine if you want students to keep track of tutorial growth areas during tutorials. If so, as students engage in tutorials, ask them to complete *Student Resource: Plus/Delta Chart* by noticing "pluses" (areas of strength) and "deltas" (opportunities for growth). They can draw chunking lines on this form to separate different tutorial dates and use it for a period of time. Explain to students that delta (Δ) is a Greek symbol representing "change."

Instructional Strategies

- With about 10 minutes left in class, tell students it is time for closure.
- Remind students that summary and reflection are important parts of the learning process.
- Assign a prompt from *Educator Resource: Reflection Topics and Guiding Questions*. The prompt selected may match up to a skill that students are currently working on or a focus area for continuous improvement.
- Guide students through the tasks below:

Summarizing the Academic Learning

- Pass out *Student Resource: Tutorial Questions and Sentence Stems for Summarizing the Academic Learning* for use in the steps below.
- Ask students to identify the important components of their academic learning, especially those related to their POC.
- Have students summarize the main ideas and essential details to create a big picture of their learning, including how this academic learning will be useful or what future steps should be taken concerning this learning and/or the academic class.

Reflecting on the Tutorial Process

- Either as a tutorial group led by the tutor or as a whole class led by the teacher, ask students to refer to their copy of *Student Resource: Plus/Delta Chart*, where they have been noting tutorial strengths and opportunities for growth.
- Create a plus/delta chart on the whiteboard to track the group's feedback.
- Ask students to first review their "pluses" about today's tutorial session. Chart their responses.
- Celebrate the "pluses" by incorporating an AVID celebration.
- Remind students that it is important to have a growth mindset and always be looking for opportunities to grow.
- Ask students to review their "deltas" about today's tutorial session, focusing on the *process*, not the *people*. Continue to chart their responses.
- Review the charted responses and ask students to think about one "delta" they would like to set as a goal for improvement during the next tutorial session.
- Remind students that, if they took focused notes, they can incorporate a written summary reflection on the tutorial process into their notes.

Variation

- Teachers may choose to have students write their summary reflections as homework. In that case, the verbal summary and reflection would count as part of the TRF, and their written summary reflection would be assessed on an upcoming check of their focused notes.

Extensions

- Use *Student Resource: Tutorial Questions and Sentence Stems for Summarizing the Academic Learning* to have students conduct reflective interviews of other group members.
- Consider ways that the learning from tutorials can be revisited in future days, such as a bell work assignment or a quickwrite.
- At the end of a grading period, spend an entire class reflecting on multiple tutorial sessions. Look for areas of improvement and set goals for the next grading period.
- Meet with tutors outside of class to debrief the tutorials, as they may need to share information that they don't wish to share in front of students.
- Support student agency by having them use *Educator Resource: Reflection Topics and Guiding Questions* to conduct reflective interviews of other group members.
- Consider ways that today's reflections and goals can be revisited in future tutorial sessions, such as a quick reminder at the beginning of subsequent tutorial sessions.

Summarizing and Reflecting Decision Matrix

This decision matrix is designed to help you determine whether or not students and tutors would benefit from verbal or written summaries and reflections. In some cases, you might choose verbal or written options, and in other cases, students might benefit from combining both options. Gradually release this decision to tutors and eventually to students.

	Academic Learning	Tutorial Process
Verbal • Collaborative • Happens right after tutorial • Takes less time than writing • Allows for practice of verbal presentation skills	**Summarize** • Students use question and sentence stems for verbal summary. • Students summarize with a partner, in a tutorial group, or as a whole class.	**Reflect** • Students use reflection topics and guiding questions for verbal reflection. • Students use the Plus/Delta Chart for verbal reflection. • Students reflect with a partner, in a tutorial group, or as a whole class.
Written • Individual • Takes more time than verbal • Aligns with Phase 4 of the AVID Focused Note-Taking Process • Provides a written record for goal monitoring	**Summarize** • Students use a summary/reflection resource to craft a written summary of learning in their focused notes. • Students complete this individually after tutorials. • Students share their summary with a partner, in a tutorial group, or as a whole class.	**Reflect** • Students use a summary/reflection resource to craft a written reflection of learning in their focused notes. • Students complete this individually after tutorials. • Students share their reflection with a partner, in a tutorial group, or as a whole class.

Tutorial Questions and Sentence Stems for Summarizing the Academic Learning

Questions to Ask Before Summarizing the Academic Learning:

- What did I do today in tutorials? Why was that important?
- How would I explain to someone else how to do what I learned to do today?
- Which academic vocabulary is essential for understanding this concept/content?
- What is the big picture of my problem-solving steps?
- How does this academic concept compare to other academic concepts I have learned?
- How would I describe my generalized steps to a younger student?
- What did I learn during tutorials today? How did I learn it?
- What was especially interesting about tutorials today?
- What do I want to learn more about?
- What questions do I have now about this topic?
- What questions that I had were answered today?
- What surprised me about the material?
- How does the material connect to ideas or information I already know?
- How will this learning help me be a successful student?

Sentence Frames for Summarizing Learning:

- In tutorials today, I learned _____.
- What I learned today in tutorials was _____. It is important because _____.
- The big ideas from tutorials today were _____.
- My greatest *"a-ha!"* moment today was _____. This is useful because _____.
- The most important generalized steps to remember are _____.
- Some of the key academic vocabulary to remember are _____.
- The concept I learned about my Point of Confusion is _____.
- For example, the concept of _____ relates to _____ because _____.
- Today's tutorial was _____ because _____. It affected my learning by _____.
- Something I'm still confused about is _____ because _____.
- One thing I'd like to know (or think) more about is _____ because _____.
- I can relate what I learned today to what I learned in another class by _____.
- What I learned today will help me because _____.
- The most important idea I got from our tutorial discussion was _____, and I will use it to _____.
- This concept is important because _____.

Reflection Topics and Guiding Questions

Use these suggested topics and guiding questions to reflect on the tutorial process with tutors and/or students. Use the blank space to add your own topic and guiding questions resulting from student "pluses" and "deltas." Refer to *Educator/Tutor/Student Resource: Roles and Responsibilities* and *Student Resource: Academic Conversations Protocol – Students* in Chapter 3 to align expectations to the guiding questions below.

Suggested Topics	Guiding Questions
The 60-Second Speech	How well did our student presenters do with their 60-Second Speeches today? What are some good qualities of 60-Second Speeches you saw today? What are some qualities of 60-Second Speeches we should think about improving next time?
Group Member Participation During Academic Conversation	How well did our group members stay engaged while the student presenter was at the board? What were some struggles you faced today as a group member? How can we address those struggles during the next tutorial?
Tutorial Questions	How did we help our student presenters ensure they had a quality Tutorial Question before beginning the tutorial process? What advice would you give our student presenters about their Tutorial Questions based on their Points of Confusion before the next tutorials take place?
Using Resources	How did the group do when using resources to help the student presenters with their Tutorial Questions? Were there resources that we needed but didn't have? If so, how can we get those resources for next time?
Using Inquiry During the Academic Conversation	Were tutors and group members using questioning techniques instead of "telling" the student presenters what to do? What were some of the struggles you had while trying to ask questions of the student presenters? What strategies can we try during the next tutorial to address these struggles?
The 60-Second Synthesis	How well did our student presenters do with their 60-Second Syntheses today? What are some good qualities of 60-Second Syntheses you saw today? What are some qualities of 60-Second Syntheses we should think about improving for next time?

Plus/Delta Chart

Name: _____ Date: _____

Use this worksheet or create a plus/delta chart in your notes. As you participate in tutorials, notice the pluses (areas of strength) and deltas (opportunities for growth) during the tutorial process. This will be used as a tool during the tutorial reflection. Draw a chunking line in between tutorial dates to use this sheet for more than one tutorial session.

As you complete this chart, remember to focus on the *process* and not the *people*.

+	Δ

Reflection Sentence Frames

Optional: Use the following sentence frames to reflect on your pluses and deltas.

One "plus" from tutorials today was _____. This was a "plus" because _____.

One "delta" that will be a personal goal for improvement is _____ because _____.

INSTRUCTIONAL PRACTICE: **Writing a Summary Reflection in Focused Notes**

After tutorials, students are expected to summarize their academic learning and reflect on the tutorial process. A way that students can accomplish both is by writing a summary reflection. This method is especially valuable if they took focused notes during the tutorial session, either by completing Phase 1 (taking notes) or Phases 2 and 3 (processing notes and connecting thinking) on existing academic class notes. Since writing a summary reflection is Phase 4 of the AVID Focused Note-Taking Process, they are able to continue practicing this important skill. The summary reflection should be written in the summary section of their notes. Note that this variation of summary reflection is aligned to the tutorial process and varies slightly from the standard summary reflection in Phase 4 of the AVID Focused Note-Taking Process. The tutorial summary reflection focuses on summarizing the *academic learning* and reflecting on the *tutorial process*.

Instructional Goals

Students will:

- ⚓ Reflect to synthesize learning and identify next steps.
- ⚓ Take notes to meet the note-taking objective.

Resources

- *How to Create a Summary Reflection* (Student Resource)
- *Examples of Summary Reflections* (Student Resource)

Preparation for Instruction

- Choose one or two examples from *Student Resource: Examples of Summary Reflections* to share with students as models of "strong" and "weak" summary reflections.

Instructional Strategies

- Using the pre-selected "strong" and "weak" summary reflection samples, ask partners or small groups to analyze the provided examples. Don't tell them yet which is "strong" and which is "weak."
- Ask students to make observations about which summary reflection is better and justify why they think that. Call on a few groups to share their responses.
- Reveal to the whole group which summary reflection example is considered the "strong" one.
- Then, as a whole group, ask students to list some of the features of the chosen summary reflection that made it strong. Record these features on poster paper or the whiteboard.
- Remind students that an important part of the tutorial process is when we summarize and reflect on our learning from the Point of Confusion.
- Either in small groups or individually, ask students to review their focused notes and Tutorial Request Form from today's tutorial session.

- Using *Student Resource: How to Create a Summary Reflection* as a guide, ask students to craft their summary reflection based on the learning from their Point of Confusion.
- Once students have spent some time writing their summary reflections, call on two or three of them to share with the whole group so that others can hear some authentic examples.
- Debrief by discussing how summary and reflection are an important part of our continuous improvement as we focus on having a growth mindset.

Variation

- Provide regular time inside of class for students to complete their summary reflections as part of the AVID Focused Note-Taking Process for their focused notes.

Extensions

- Ask students to trade summary reflections with a partner and critique them by providing two "glows" and two "grows" for their partner.
- Have students create their own examples of "strong" and "weak" summary reflections to share with their classmates.

How to Create a Summary Reflection

Follow these steps to write a summary reflection:

Identify the important ideas:

1. Revisit your focused notes (your Phase 1 notes from tutorial or your Phase 2–3 notes from your academic class) and your TRF, paying attention to all the information you gathered about your Point of Confusion. You may also reflect on a student presenter's Tutorial Question and POC.
2. Focus on the steps in your notes.
    a) What is the big idea of each step?
    b) What vocabulary is essential to your overall understanding of the concept or content? Mark those words or consider making a word bank containing the words you want to use in your summary.
3. Think about how the steps fit together.
    a) What is the big-picture structure of the problem-solving process outlined in your focused notes? How do the steps relate to each other?
    b) What phrases or vocabulary show the relationships between the various steps?
4. Think about what belongs in your summary and what does not.
    a) Your summary should be brief and only cover the most important ideas.

Write your summary:

5. Review the Tutorial Question that guided your note-taking. Your summary should be an answer to that question.
6. Your summary should be written in complete sentences. You will probably have one sentence for each step of your problem-solving process, but that may vary depending on the content and organization of your focused notes.
7. Capture the big ideas and the essential details to create a big picture of the content. Use the most important words and phrases from your notes.
8. Make sure your summary explains the academic content, not just the format of the notes.
9. Your summary might begin with a sentence that communicates the overarching idea of the entire Tutorial Question based on the Point of Confusion.

Add a reflection:

10. Review the purpose of tutorials. Consider why you brought this question to tutorials and how you will need to use what you learned from the process.
11. At the end of your summary, add a reflection that expresses how your new academic learning will be useful to you or what your future steps should be concerning the concepts or content.
12. Remember that the reflection is for *you*. This is your chance to make your learning meaningful, to remind yourself of the thinking you have been doing, to consider how this learning impacts you, and to personalize your learning.
13. Do not merely write that your notes will be useful; explain *how* they will be useful in helping you continuously improve as a learner, particularly in that academic class.
14. Think about how well you performed in tutorials, either as a group member or a student presenter. What are your areas of strength and areas of growth? What are your next steps for improvement?

Examples of Summary Reflections

Strong Summary Reflections

Example 1: The three types of rocks differ in the ways they were formed. Igneous rocks are formed from crystals that developed from the exothermic process of the cooling of magma. Sedimentary rocks are formed as small pieces of broken-off rock (clasts) or organic matter, such as shells and bones, settle in layers and are compacted. Metamorphic rocks change form as the materials that form one kind of rock become unstable and change in an effort to restore equilibrium. Careful examination of the appearance and materials of rocks I observed will help me determine how the rocks were formed, which gives me an idea of the rock's type. I can use this new learning when I have to determine the features of rocks next time I am in the geology lab. In the future, I must carefully look at the small features of each rock and make my best guess from each individual feature. As a tutorial member, I also need to be better at my 60-Second Speech. I will focus on making sure I use the 60-Second Speech protocol each time I present.

Example 2: In classical Greece, performances of tragedies were public events involving all members of the polis. The original Greek tragedies were performed in a competition among playwrights at the Festival of Dionysus. The most important tragic playwrights were Aeschylus, Sophocles, and Euripides. Rules for tragedies were defined by the philosopher Aristotle in the Poetics. Plays begin in medias res (in the middle of things) and observe the unities of time, place, and action. Understanding the contributions of the playwrights and the rules for tragic plays will help me as I compose my own Greek-style tragedies. I learned I need to further study how the Greeks structured their plays before I begin writing my own play. During tutorials, I realized that my Tutorial Question was not quite based on my Point of Confusion. Next time, I will need to make sure I spend more time on my TRF pre-work, so I can arrive at a better Tutorial Question based on my POC.

Example 3: You can't add fractions if the denominator (the number on the bottom) is not the same in all the fractions you are adding. Once you have made a common denominator for all the fractions, you simply add the numerators (the numbers on top) together. At the end, you have to check to see if you need to simplify the fraction. This process is not very difficult as long as I remember the rule about common denominators and don't just add the top and the bottom numbers across. This became apparent when my tutorial team members pointed out my error. I realized that having other group members there to help me think about my problem was a real strength of tutorials. I will try to seek out my classmates for help outside of the AVID Elective next time I am confused. Overall, I will need to remember numerators and denominators when adding fractions on my homework or during a test. This was a good *a-ha!* moment.

Weak Summary Reflections

Example 1: The Mongol Empire of Genghis Khan is important. It is a neat story. It is good to know about the life of Genghis Khan and how he came to power. This was interesting information that will be very useful for me in my life. Tutorials went fine today.

Example 2: Direct democracy and representative democracy both relate to the formation of our voting system. Voting is important. You should vote. I learned that we have a representative democracy and elect representatives and senators to the U.S. Congress. This was very important. I think tutorials could be better. I like my tutor.

Example 3: Cells are fundamental units of life. All living things have cells. Many living things start from a single cell. Determining the parts of cells is important to understanding biology. This is very interesting to me. My teammates didn't come prepared today, so tutorials didn't go well.

Assessing the Tutorial Request Form

This section includes resources for assessing the Tutorial Request Forms to provide students with qualitative and quantitative feedback.

Educators need to determine the procedures for assessing student work in alignment with district and school assessing policies. For example, college, cross-age, and peer tutors might not be included in the assessment of student work, including TRFs. However, college, cross-age, and peer tutors might provide feedback to students for areas of improvement. Teachers can assess the TRFs based on points, rubrics, standards, or other school-approved methods. When assessing, students, tutors, and teachers all have a role. This section explores ways to assess and provide feedback on the TRF to students.

The TRF components that follow are to be assessed after the tutorial. For support assessing the pre-work inquiry components of the TRF, please see the Explaining the Tutorial Request Form section in Chapter 2.

Engagement Through Collaborative Inquiry and Communication: Students are assessed on how well they stay engaged throughout tutorial. There are a few different ways they can demonstrate that engagement while displaying various skills.

Collaborative Inquiry: Through collaborative inquiry, students demonstrate three types of skills: questioning, research skills, and note-taking.

Socratic Questioning: To help the student presenter resolve their Point of Confusion and answer their Tutorial Question, the tutorial group members ask targeted questions. The purpose of asking questions, as opposed to offering advice or information, is: "Questions define tasks, express problems, and delineate issues. Answers, on the other hand, often signal a full stop in thought" (Elder & Paul, 1998, p. 297). Elder and Paul go on to argue that, "If we want to engage students in thinking through content, we must stimulate their thinking with questions that lead them to further questions," which is precisely what happens during this step of the tutorial process (p. 298). Group members craft questions, often with the support of content-specific question stems, to help the presenter unravel their Point of Confusion. The goal is for each student to eventually internalize this questioning process so that they have a structure through which to successfully approach rigorous content.

Resources: Students should have notes, textbooks, and other resources available to use during the tutorial process. The student presenter should have their own notes with them at the whiteboard. Group members in the same content class should also use their notes to generate questions for the student presenter, or the other group members should use a textbook, notes, or other resources to generate questions for the student presenter. Students are practicing their research skills while using their resources.

Focused Note-Taking: Building on Walter Pauk's original work on Cornell notes, AVID's Focused Note-Taking Process allows students to select the appropriate format for their notes in order to best capture information. Group members may take notes during the tutorial to be active learners or process notes from their academic classes if they are on the same topic as the presenter's POC. This allows students to connect their thinking about the topic and fill in gaps with new knowledge from the tutorial.

The tutor should record notes for the student presenter, so the student presenter can concentrate on learning the process at the whiteboard and not worry about copying everything down. A group member can also record notes for the student presenter.

Summary: Students summarize their academic learning at the end of the tutorial to reinforce their new understanding of the material. These notes can be summarized directly on the note paper they may be using for their tutorial (Marzano, Pickering, & Pollock, 2001). Even though students sometimes struggle with writing a summary, according to Pauk (1989), "If you take the time to summarize your notes, your understanding deepens because you have the whole picture instead of an assortment of facts" (p. 150).

Reflection: Reflection is a critical part of the tutorial process where students reflect, verbally or in writing, on the overall tutorial process. Reflection prompts provide students with the opportunity to think critically by providing scaffolding and sentence frames. Time should be allotted at the end of class for students to complete their reflections after summarizing their academic learning. Students may individually complete a written reflection or reflect verbally with a partner, in their tutorial group, or as a whole class.

It is important to provide students with feedback (qualitative and quantitative) about the completion of the TRF and participation in the tutorial. Teachers determine how to assess the TRF (e.g., points, standards, rubric). It is necessary for students to understand the intent behind the tutorial process and Tutorial Request Form. Understanding the intent of assessing the TRF will help students take more ownership in the process.

INSTRUCTIONAL PRACTICE:
Assessing the Tutorial Request Form

In most AVID classes, Tutorial Request Forms are assessed twice a week. As an educator, you will need to determine the procedures that will be in place for assessing student TRFs in alignment with your own district and school assessment policies. When assessing, students, tutors, and teachers can all have a role. The assessor doesn't always have to be the teacher. In fact, there may be many benefits to having students and tutors participate in the assessment process. In this instructional practice, students will practice TRF assessment.

Instructional Goals

- Students, tutors, and educators will assess the Tutorial Request Form using the Tutorial Request Form Rubric.
- ⚓ Students will demonstrate self-awareness strategies and skills.
- ⚓ Students will reflect upon and modify actions related to successful utilization of a process.

Resources

- *Tutorial Request Form Rubric with AVID Elective Standards* (Educator Resource), located in Chapter 2
- *Tutorial Request Form Scoring Guide* (Educator/Student Resource)

Preparation for Instruction

- Determine which assessment tool to use: *Educator Resource: Tutorial Request Form Rubric with AVID Elective Standards* or *Educator/Student Resource: Tutorial Request Form Scoring Guide.*
- Plan for when (during class or at home) students will use the rubric to assess TRFs.
- Determine if students will assess their own TRFs or the TRFs of others.
- Prepare tutors to act as coaches/guides throughout the assessment process.

Instructional Strategies

- Distribute your selected assessment tool to students.
- Ask students to review the criteria of the tool and ask them if any clarification is needed. It might be helpful to review the work they completed in *Educator/Student Resource: Tutorial Request Form Rubric – What, How, Why Chart* from Chapter 2.
- After clarifying any Points of Confusion on the assessment tool, ask students to assess their own TRF or the TRF of a peer using the tool as a guide.
- Finally, encourage students to reflect on their overall performance on the TRF and set a goal for their next TRF. They can share this goal with a partner, record it in their planner, or write it on an exit ticket.

Variation

- Use *Student Resource: Tutorial Request Form Class-Created Rubric* (available on the *AVID Tutorial Guide* webpage on MyAVID) to have students determine their own criteria for assessing Tutorial Request Forms. This option provides students with more agency in determining how their TRFs will be assessed.

Extensions

- Ask students to chart their weekly TRF scores and monitor their own progress. This chart would provide students an opportunity to reflect on trends in their TRF performance at the end of each assessment period.
- For schools that use traditional grading, it may still be helpful to calibrate the *Educator/Student Resource: Tutorial Request Form Scoring Guide* with the TRF Rubric for your particular students. For example, the Scoring Guide could be recalibrated to match up with the "Beginning" column of the Rubric. Exercise your agency to determine what a "perfect score" TRF looks like for your students at different points in the year.

Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF) Scoring Guide

BEFORE TRF Pre-Work ___ / 20	DURING Collaborative Inquiry ___ / 12	Communication ___ / 8	AFTER Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and non-verbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

Initial Question:

1 = Question is not from a student's assignment, quiz, test, or notes.

2 = Question is from a student's assignment, quiz, test, or notes and includes the source.

Source: _____ ____ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. *2 = Vocabulary terms defined using a dictionary definition.*

2. *4 = Vocabulary terms defined in student's own words.*

____ / 4

What I Know About My Question:

1. *2 = Key points from learning experiences present, but unrelated to the question.*

2. *4 = Makes connections between key learning points and relates them to the question.*

____ / 4

Critical Thinking About Initial Question with Corresponding Steps:

1. Show your thinking about your initial question, and identify your Point of Confusion. (See *Student Resource: Tutorial Request Form – Think-Aloud* for examples). ___ / 4

   1 = Initial question copied, but minimal work has been attempted. No graphic organizer is present.

   2 = Initial question has been worked on, but the graphic organizer is not well matched to the task. Point of Confusion (POC) has not been identified with a "?" or an "a-ha!" moment with an "!" if the POC was resolved.

   4 = Information is synthesized and organized effectively, and the POC is clearly marked with a "?" and/or an "a-ha!" moment marked with an "!" if POC was resolved. Work or steps about which the student is confident may be marked with a smiley face ("☺").

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

   1 = Listed the steps that led to the POC.

   2 = Described the steps that led to the POC and paired them to critical thinking graphic organizer.

   4 = Described generalized steps within a process that could be used to solve similar problems. Explained the connection between the steps and thinking in the critical thinking graphic organizer.

Write an authentic question about your Point of Confusion that is different from your initial question.

1 = Question is different from the initial question and related to the POC.

2 = Question is authentically derived from the POC and uses key academic vocabulary. ___ / 2

DURING *and* AFTER *Scoring Guide*

Collaborative Inquiry: Two out of three collaborative strategies are required. ___ / 12

☐ **Socratic Questioning:**	*3 = Ask Costa's Levels of Thinking questions only using language scripts or question stems.*	*6 = Ask targeted questions using language scripts and/or question stems, only as needed.*
☐ **Utilizes Resources:**	*3 = Locate sources that are relevant and support the presenter's POC.*	*6 = Determine the validity and reliability of information found.*
☐ **Focused Note-Taking:** *Students earn points for either Phase 1 or Phases 2–3, not both.*		
• Phase 1	*3 = Student takes minimal notes, no format selected, no organization.*	*6 = Student takes full notes, format matched to purpose, organized.*
• Phases 2–3	*3 = Student minimally supplements class notes, no processing marks.*	*6 = Student fully supplements class notes, thinking and processing symbols added, gaps filled.*

Communication: A mix of communication strategies are required. ___ / 8

☐ SLANT	*1 = SLANT without speaking.*	*2 = SLANT with verbal engagement.*
☐ Active Listening	*1 = Demonstrate active listening.*	*2 = Demonstrate by asking questions.*
☐ Academic Vocabulary	*1 = Use academic vocabulary.*	*2 = Use vocabulary correctly.*
☐ Formal Speech	*1 = Identify formal register.*	*2 = Adapt speech to formal register.*

Closure: Both types of closure required—can be verbal, written, or mixed. ___ / 10

☐ Summarize Learning	*2 = Minimally summarize learning.*	*5 = Connect new learning to old.*
☐ Reflect on Process	*2 = Minimally reflect on process.*	*5 = Identify areas of improvement.*

Coaching After the Tutorial

Both Step 10 of the AVID Tutorial Process and the process of assessing tutorials provide opportunities to coach students toward continuous improvement. In Step 10, students take the knowledge they've gained from tutorials and verify their learning back in their academic classes. This may look like increased success on upcoming assessments or engaging in collaborative discussions with more confidence. Additionally, Step 10 is about students taking the skills they've learned in tutorials and applying them in their academic classes. This may look like a more articulate use of academic language or framing a question to a teacher in a format similar to a 60-Second Speech. Students should also become increasingly aware of how the knowledge and skills they acquire in tutorials not only support their immediate academic success but provide the knowledge and skills they will need in college and in their future careers. Students' reflections on their learning during Step 9 of the AVID Tutorial Process should increasingly make connections to all the collective benefits of tutorials.

Just as Steps 9 and 10 provide opportunities for coaching and ongoing refinement, the process of assessing tutorials provides opportunities to continually raise the rigor and value of tutorials. As a formative assessment, each tutorial provides a snapshot of a student's competency in all the skills that are developed in the tutorial process. Make efforts to view tutorials and tutorial assessment as ways to monitor student learning in order to provide ongoing, diagnostic feedback that can be used by instructors and students to improve their teaching and learning, respectively. The work of Ambrose and others have shown that when instructors identify weak component skills and then support growth through targeted practice, students' performance on the overall task can improve significantly (Ambrose et al., 2010).

INSTRUCTIONAL PRACTICE: **Step 10: Applying Tutorial Skills and Learning in Academic Classes**

Step 10 of the AVID Tutorial Process is about students taking what they have learned about their Tutorial Question based on their Point of Confusion and applying that new learning when they return to their academic classes. This step in the tutorial process is also an opportunity for students to reflect more generally on the skills they have developed through tutorials and how those skills can also help them in their academic courses.

Instructional Goals

- Educators will coach students to apply what they have learned in tutorials to their academic courses.
- Educators will coach students to reflect on the tutorial process and to think metacognitively about the skills they have developed throughout the tutorial process.
- ⚓ Students will apply learning to demonstrate knowledge and achieve success.

Resources

- *Tutorial Coaching Questions for Reflection and Application* (Educator Resource)
- *Reflecting on Applying Tutorial Skills and Learning in Academic Classes* (Student Resource)
- *Habits of Mind Reflection Table* (Student Resource)

Preparation for Instruction

- Determine the best format and time for coaching to occur, as there usually won't be time during a tutorial day. Will you coach one-on-one or use these resources for whole-class coaching? What day of the week is best?
- Determine if you need to coach students on the application of their new learning in academic classes or on the overall skills they have developed during the tutorial process.

Instructional Strategies

- Remind students that regular reflection is a key part of the tutorial process and that sometimes it is valuable to do a deeper reflection.
- Provide students with a copy of the reflection tool most appropriate for the type of reflection you would like students to focus on.
    - *Student Resource: Reflecting on Applying Tutorial Skills and Learning in Academic Classes*
        - The purpose of this resource is to help students reflect on the connection between their tutorial work and their academic class work.

    - *Student Resource: Habits of Mind Reflection Table*
        - The purpose of this resource is to help students reflect on more general skills that they are developing through tutorials and how those skills apply to their lives outside of the AVID Elective.
- Ask students to individually reflect using the provided tool.
- After students have had time to individually reflect, choose a collaborative structure and provide students with time to share their reflections with others in the class.
- Use *Educator Resource: Tutorial Coaching Questions for Reflection and Application* to coach individual students or small groups as students continuously improve tutorial skills.
- The main point of this instructional practice is to ensure that students are completing Step 10 of the AVID Tutorial Process back in their academic classes. Make this reflection a regular part of your classroom tutorial routine.

Variation

- Enlist teachers to guide students through this reflective process in the setting of academic classes, or at least share student reflections with content-area teachers to highlight the efforts that students are making in the AVID Elective.

Extensions

- For other reflective activities, use the full *Tutorials and Grades Analysis* process (parts A, B, and C) from Chapter 5 in this book once a grading period.
- Promote the use of **Collaborative Study Groups** schoolwide. Ask AVID students to take a leadership role as they utilize Collaborative Study Groups, as an opportunity to apply and refine the skills they've learned during AVID tutorials.
- Encourage students to utilize their tutorial skills in their academic classes. For example, encourage students to phrase their questions in class as a 60-Second Speech.

Collaborative Study Groups (CSGs) are a structure by which students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their learning in order to enhance classroom performance.

Tutorial Coaching Questions for Reflection and Application

Use these questions to coach students on how to reflect on and apply their learning in content-area courses after tutorials. Since there is usually not much extra time on tutorial days, you will need to determine the best time and format for coaching students. Will coaching occur in one-on-one settings? Will it occur as a whole group? What day of the week is best for this type of coaching? Make this reflection and application a regular routine to help students complete the full tutorial cycle.

Coaching Reflection Questions

- What went well in the tutorial?
- What could be improved from the tutorial?
- What did you learn during the tutorial?
- What surprised you about what you learned?
- Were there any roadblocks along the way? How do you think you did in dealing with those?
- Using the rubric, how would you score your own work during the tutorial?
- What would others say about your tutorial work?
- Are you achieving what you want to achieve during tutorials? Why or why not?
- How can I help you be more successful?

Coaching Application Questions

- What new learning about your Tutorial Question has happened through the process of tutorials? How has that helped you?
- What are your strategies for taking what you learn in tutorials and applying that new learning to your academic classes?
- Do you give yourself ample time to go back to your focused notes and apply your new academic learning from tutorials?
- What challenges do you foresee in future classwork in your content-area courses? How can you be proactive in using tutorials to help with those challenges?
- Why do you think it is important that you learn about _____ in your content-area course?
- When you go back to your content-area courses, which parts of your assignments are easier now? Which are still a struggle?
- Are you asking your classmates or teacher for help when needed? Why or why not?
- How are you using focused note-taking to help you apply your new learning to your academic courses?
- Are there other resources you can use to help you better understand confusing content in your other classes?
- What other skills have you developed during tutorials that can help you in your academic classes?
- How can I help you be more successful?

Reflecting on Applying Tutorial Skills and Learning in Academic Classes

Name: _____ Date: _____

After you present your Tutorial Question and use the collaborative inquiry process to clarify your Point of Confusion, you are prepared to take what you have learned and apply it when you return to your content-area classes. Use these questions to jumpstart your thinking around how to apply your new learning.

Reflection Questions

1. What did you learn through the process of clarifying your POC by asking your Tutorial Question that could help you be more successful in your content-area class?

2. How did you take what you learned in your tutorial session and apply it to your content-area classwork (e.g., revise your notes, use new strategies on homework or a test, talk to the teacher with further questions)?

3. Did using this new learning help you improve your overall performance in your academic class? Why or why not?

4. What will you do next time after a tutorial session to improve how you apply your new learning to your academic classes?

Habits of Mind Reflection Table

The *Habits of Mind* are a set of 16 problem-solving, life skills. These skills help individuals develop strategies for coping with real-world situations, so they are equipped to address obstacles as they arise. The skills students develop in tutorials often overlap with several of the *Habits of Mind.*

Persisting – *Stick to it!* Persevering in tasks through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	**Managing impulses –** *Take your time!* Thinking before acting; remaining calm, thoughtful, and deliberative.	**Listening with understanding and empathy –** *Understand others!* Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.	**Thinking flexibly –** *Look at it another way!* Being able to change perspectives, generate alternatives, consider options.
Thinking about your thinking – *Know your knowing!* Being aware of your own thoughts, strategies, feelings, and actions and their effects on others.	**Striving for accuracy –** *Check it again!* Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	**Questioning and problem posing –** *How do you know?* Having a questioning attitude; knowing what data are needed, and developing questioning strategies to produce those data. Finding problems to solve.	**Applying past knowledge to new situations –** *Use what you learn!* Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
Thinking and communicating with clarity and precision – *Be clear!* Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions, and exaggerations.	**Gathering data through all senses –** *Use your natural pathways!* Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing, and sight.	**Creating, imagining, and innovating –** *Try a different way!* Generating new and novel ideas, fluency, and originality.	**Responding with wonderment and awe –** *Have fun figuring it out!* Finding the world awesome, mysterious, and being intrigued with phenomena and beauty.
Taking responsible risks – *Venture out!* Being adventuresome; living on the edge of one's competence. Try new things constantly.	**Finding humor –** *Laugh a little!* Finding the whimsical, incongruous, and unexpected. Being able to laugh at one's self.	**Thinking interdependently –** *Work together!* Being able to work with and learn from others in reciprocal situations. Teamwork.	**Remaining open to continuous learning –** *Learn from experiences!* Having humility and pride when admitting we don't know; resisting complacency.

Habits of Mind Reflection Table

Name: _____ Date: _____

1. Think about a recent tutorial.
2. Using a highlighter, identify skills from the 16 problem-solving, life skills in the *Habits of Mind* table that you remember using during the tutorial.
3. Finally, choose three of the skills you identified, list them in the first row of the table below, and reflect on those skills.

	Skill 1:	**Skill 2:**	**Skill 3:**
List the name of the three selected Habits of Mind skills.			
What tutorial behaviors/actions helped you develop each of these skills?			
How did you grow in these skill areas through tutorials?			
How will each of these skills help you be more successful in your academic courses? Give examples.			
How will each of these skills help you be more successful in real-world situations? Give examples.			
How does reflecting on these skills help you understand yourself better as a learner?			

Post-Reading Reflection Questions

- How will I support refinement and continuous improvement in tutorials?
- How will I articulate the connection between tutorials and success in academic classes?
- How will I exercise my agency and use the provided resources to keep the reflection process from becoming rote or mundane?

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CHAPTER FIVE

Coaching for Continuous Improvement

Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

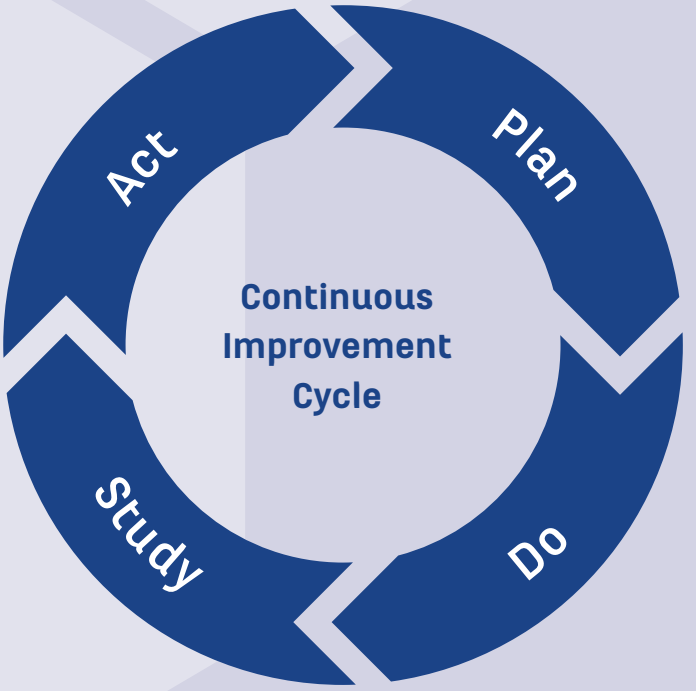
CHAPTER **Introduction**

Tutorials require coaching for continuous improvement. For continuous improvement to occur, it is important for each tutorial member to receive feedback and instruction pertinent to their tutorial role during the process and after the conclusion of the tutorial.

Following the Continuous Improvement Cycle is one way to pursue greater skills in inquiry and collaboration for all. Based in the scientific method of observation, deductive, and inductive reasoning (Moen, 2009), the Plan, Do, Study, Act cycle allows for students, teachers, and tutors to align their goals for tutorial, reflect on their progress, and change course as needed.

The **Act** phase involves making a decision to either revise the action steps and set a timeline for a new study or initiate a new plan.

The **Plan** phase involves setting a goal and creating action steps. Additional components include evidence used to measure progress toward the goal, as well as a timeline and resources.



The **Study** phase involves analyzing the data collected to assess the effectiveness of the plan.

The **Do** phase involves implementing the action steps and administering benchmarks to measure progress.

There are many refinement tools available for each member of the tutorial group to utilize in the Continuous Improvement Cycle. Reflection and improvement tools—such as the *Tutorial Growth Analysis: Causes/Gaps, Tutorials and Grades Analysis* (TAG) process, focus areas, tutorial boot camps, self-reflections, verbal or written reflections, written summaries, and family involvement activities—help students to improve the tutorial process and their learning. These tools provide opportunities for students to step back from the work and explore how their participation and reflection shapes tutorials. It is important for students to understand that tutorials are not static. They intentionally evolve as the members of the tutorial group improve through coaching and self-reflection.

Plan

In the Plan phase, students identify areas that need improvement using feedback from their Tutorial Request Form (TRF) assessments and their grade reports. They analyze the data to look for areas of growth using *Student Resource: Tutorials and Grades Analysis – Parts A and B*, and then they prioritize those areas based on need. The Plan phase consists of looking for growth opportunities, conducting a grades analysis, using academic thinking skills to approach content areas, and selecting and communicating an area of focus to students and tutors.

Do

In the Do phase, classes conduct tutorial boot camps to address the selected focus areas. Boot camps can be run with or without tutors and vary every time, so they can be used several times throughout the school year. Tutorial boot camps give students and tutors the opportunity to determine focus areas, which can increase participation and buy-in.

Study

During the Study phase, all tutorial members reflect on their performance and look for signs of progress. Students begin by completing *Student Resource: Tutorials and Grades Analysis – Part C*. All members self-assess using *Educator/Student Resource: Tutorial Self-Assessment*, and students work on improving the level of their summary reflections. Finally, families get into the act by helping the student look at their practice through fresh eyes, offering support, and gaining understanding of the process.

Act

Finally, in the Act phase, students and teachers determine next steps. Either students celebrate their hard-won academic success, or they regroup and try again. Students who continue to struggle even after using *Student Resource: Student Academic Growth Plan* will need to exit AVID for a semester and try another approach. They may reapply if they show improvement.

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Implement the Plan, Do, Study, and Act phases of the Continuous Improvement Cycle in tutorials.
- Identify steps necessary to accomplish goals and plan accordingly.
- Monitor progress toward goals and revise appropriately.
- Reflect and modify actions related to successful utilization of the tutorial process.

Pre-Reading Reflection Questions

- How would I articulate the connection between tutorials and the Continuous Improvement Cycle?
- How do I currently advise students in selecting topics for their Tutorial Request Forms?
- How do I celebrate student success and support struggling students by upholding the AVID Student Contract?

Guiding Principles

- Tutorials are not static; rather, they are in a constant state of refinement from 6th grade through 12th grade.
- For refinement to occur, teachers and tutors coach students to purposefully connect a focus area in tutorial to their academic needs, thereby increasing their sense of urgency and engagement in the tutorial process.
- In addition, teachers and tutors self-assess for their own continuous improvement.
- Celebrating students' progress and success helps them to maintain motivation and realize their own agency.
- Holding students accountable for lack of progress is equally important to their overall academic success and development of agency.

Plan

Through coaching, tutorial participants develop a plan to improve tutorials and their personal learning process. This mindset of continuous improvement in tutorials is a microcosm of the mindset that students should utilize across all aspects of their life. Activities in this section are provided to support ongoing refinement of tutorials.

Identifying Growth Opportunities

Students, educators, and tutors should always seek opportunities to improve and refine their role in the tutorial process. The need to improve builds on the power of metacognition and the importance of a growth mindset. Tutorial members inventory opportunities for growth and rank their importance in order to set and prioritize goals. Once the need for continuous improvement and refinement is established, and growth areas are identified and ranked, tutorial members can begin the process of analyzing the growth opportunity. Only then can proper goals be set, implemented, and monitored.

Tutorials and Grades Analysis: Parts A and B

The goal of the AVID tutorial is for students to focus their Tutorial Questions on the academic classes in which they need the most support. The *Tutorials and Grades Analysis* resources are designed to help students analyze their grades to determine their weakest academic subject. This information allows students to focus on the content in most need during the tutorial.

In Part A, students review their most current grades along with their last four Tutorial Request Forms (TRFs) to determine if they are selecting questions from the content area in which they need the greatest assistance. This activity can be completed on tutorial days with the tutors or on curriculum days as classwork. In Part B, students set goals for themselves to improve their grades in the selected academic area. Tutorial groups can be based on the students' academic area of need so that students may work with other students in that same content area until another grade check is completed in Part C (usually six weeks later). The TAG activity may be completed at every grading period.

Continuous Improvement Within Content Areas: Academic Thinking Skills

Teachers may want students to use tutorial time to develop specific academic thinking skills (apply, analyze, evaluate, and synthesize) within various content areas. As teachers walk from group to group during the tutorial, they may notice certain skill or knowledge gaps preventing students from achieving their full potential within their content courses. Tutorials may be used to help students develop specific academic thinking skills to become more successful in their academic classrooms.

Focus Area

Selecting a tutorial "focus area" allows a class or individual student to hone a certain skill needed for participating in effective, collaborative, inquiry-based tutorials. Once students have developed a class-level focus area, or students have identified their own focus areas for tutorial growth, it is critical that students are able to clearly articulate the focus area and the key action steps that they will take to improve. This will allow them to refine their skills so that tutorials stay effective for all students.

A teacher may remind students of the selected focus area by writing it on the whiteboard as an Essential Question, such as, "How do we check for understanding throughout the entire tutorial?" or "How are group member resources utilized throughout the tutorials?" The teacher may decide to end the tutorial a few minutes early and have each group share out their best answer to the Essential Question. Focus areas may remain the same for one day to a few weeks, depending on how well the students improve and refine their tutorial skills.

Students may develop their own focus area for refinement within their tutorial groups with the help of their tutor. Students may create the focus area in which they would like to improve and check in with the tutorial group at the end of the session. Communicating their goals with others helps students stay focused on improving and holds them accountable for doing such.

INSTRUCTIONAL PRACTICE: **PLAN**, Do, Study, Act
Identifying Growth Opportunities

This instructional practice will help tutorial participants identify potential tutorial growth areas through metacognition of possible gaps in their current abilities.

Instructional Goals

Students will:

- Use metacognition to identify potential areas of growth as tutorial participants.
- ⚓ Demonstrate self-awareness strategies and skills.

Resources

- *Mind the Gap* (Educator Resource)
- *Tutorial Growth Analysis – Gaps* (Student Resource)

Preparation for Instruction

- Before this activity can be completed, students should have ample meaningful experience as a tutorial participant (at least six to eight tutorial sessions).
- Ensure that students have access to their five most recent Tutorial Request Forms.
- Review *Educator Resource: Mind the Gap* and familiarize yourself with the various reasons why students may not be realizing their full potential during the tutorial process. This will help as you coach them to identify the root causes for some of their potential growth areas. Consider sharing the graphic with students if you think it will help them better understand the concepts.

Instructional Strategies

- Ask students to individually review their last five (or more) Tutorial Request Forms and identify two or three areas that might benefit from some growth. Typically, these might be areas where full points were not awarded on the TRF. Students may also reference their written summaries on learning and reflections on process to give them some ideas for potential areas of growth.
- Then, instruct students to recreate the four-column table on the second page of *Student Resource: Tutorial Growth Analysis – Gaps* in their notes.
- Students should add their two or three areas of growth to the first column of the table they created.
- After students have identified their areas of growth, ask them to pair with a partner and share their identified areas of growth with one another. Partners might suggest revisions based on their work with each other.
- Ask students to individually use the second column of the table to identify the root cause of their growth areas. This column mirrors the language from *Educator Resource: Mind the Gap*.
- Next, ask students to complete the third column of the table to prioritize their growth areas.
- Instruct students to use the fourth column to explain why they chose to prioritize their lists in a certain way.

- Finally, ask a few students to share their potential growth areas with the whole group to provide additional ideas for those who may need them.

Variations

- If students aren't ready to identify individual growth areas, tutorial groups can use this strategy to identify potential growth areas for an entire tutorial group.
- Ask tutors to model this activity for students prior to asking students to complete it.

Extensions

- After students individually complete their table from *Student Resource: Tutorial Growth Analysis – Gaps*, the class can compile their individual data to find the most common shared growth areas. These can become class areas of growth in addition to individual areas of growth.
- Ask students to post their table of potential growth areas for a Gallery Walk. Invite class members to leave encouraging messages on sticky notes and post them to individual tables from *Student Resource: Tutorial Growth Analysis – Gaps*.

Mind the Gap

In order to do something successfully, we need the will to do it, the skills to do it, the knowledge to do it, the capacity to do it, the emotional resilience to do it, and cultural competence. So, when someoneone isn't able to do something…

…Mind the Gap!

ability to take action, to do what we need to do

SKILL
The ability to execute the technical element of a task. Can be the application of knowledge.

KNOWLEDGE
The theoretical or practical understanding of a subject. Can also be information.

CAPACITY
The time and resources to do something. Can also be emotional and physical capacity.

WILL
Desire, intristic motivation, passion, or commitment. Usually has an emotional tone.

CULTURAL COMPETENCE
The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences.

EMOTIONAL INTELLIGENCE
The ability to be aware of, manage, and express one's emotions; the ability to recognize, empathize with, and manage other people's emotions.

Aguilar, E. (2018, February 28). The key to working with adult learners: Mind the gap. Retrieved from https://blogs.edweek.org/teachers/coaching_teachers/2018/02/the_key_to_working_with_adult_.html

Mind the Gap

Whether looking at your own abilities or those of others, remember to "mind" or pay attention to the space between a desired ability and current ability. This framework proposes that we can parse into six groups the things interfering with our ability to do something. This helps us get clear on what we need to learn and offers insight into entry points to start that learning. The prior page graphically depicts this concept, and the table below offers a description of each gap and an example in a school context.

The Gaps Defined

Gap	Description	Examples
Skill	The ability to execute the technical elements of a task. Can be the application of knowledge.	• Frontloading vocabulary • Using discussion structures • Getting the whole class quiet • Breaking down the steps to solving complex equations • Identifying a doable learning target for a lesson
Knowledge	The theoretical or practical understanding of a subject. Can also be information.	• Understanding polynomials • Knowing discussion strategies • Knowing students' names • Knowing how to redirect behavior • Knowing grade-level standards
Capacity	The time and resources to do something. Can also be emotional and physical capacity.	• Having time to call students' parents (may know how, may want to call, may have the skills to call, but may not have the time) • Having books to differentiate learning (may understand the need to differentiate, may know how, may want to, but may not have the material resources) • Having the emotional wherewithal to manage an irate parent • Having the physical energy to attend evening and weekend school functions
Will	Desire, intrinsic motivation, passion, or commitment. Usually has an emotional tone.	• Loving the work • Wanting to serve a community • Feeling a calling to interrupt educational inequities • Holding a commitment to helping kids learn
Cultural Competence	The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences.	• Recognizing assets in students who come from different cultural backgrounds • Understanding that eye contact has different meanings in different cultures • Validating students' background through selection of curriculum • Appreciating the contributions of students from different cultures
Emotional Intelligence	The ability to be aware of, manage, and express one's emotions; the ability to recognize, empathize with, and manage other people's emotions.	• Awareness of feeling anxious when an administrator enters the class • Ability to draw boundaries around requests for help from colleagues • Ability to manage one's irritation with a perpetually difficult student • Ability to connect with a difficult student • Ability to calm a distraught student

Aguilar, E. (2018, February 28). The key to working with adult learners: Mind the gap. Retrieved from https://blogs.edweek.org/teachers/coaching_teachers/2018/02/the_key_to_working_with_adult_.html

Tutorial Growth Analysis – Gaps

Use this resource to help you identify potential areas of growth as a tutorial participant. Even if you feel like you are doing well with tutorials at this point, having a *growth mindset* means that you are always looking for areas where you can continue to grow.

As you think about the gaps in your identified growth areas, refer to the list below, as it may represent various gaps in your current abilities to successfully participate in AVID tutorials.

Potential Gaps In Your Current Abilities

Potential Gap	Definition	Growth Question
Skill	The ability to execute the technical elements of a task. Can be the application of knowledge.	Are there certain skills you need to refine to be more successful in tutorials?
Knowledge	The understanding of a subject or information.	Do you need to gain a deeper understanding of a subject or access more information to help you be more successful in tutorials?
Capacity	The time and resources to do something. Can also be emotional and physical capacity.	Do you need to make more time to help you be successful in tutorials? Do you need additional resources? Are you taking care of your emotional and physical needs so that you can be mentally prepared to succeed in tutorials?
Will	The desire, motivation, passion, or commitment that you possess for a particular venture.	Do you need to revisit your "why" for being in AVID or taking tutorials seriously? Do you need to draw on other sources of motivation, such as your life goals or your peer support group?
Cultural Competence	The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences.	Is there a need for you to gain a deeper understanding of your tutorial group members and/or tutor to help you work more effectively together?
Emotional Intelligence	The ability to be aware of, manage, and express one's emotions; the ability to recognize, empathize with, and manage other people's emotions.	Do you need to put some strategies in place to help you improve your self-image, improve your emotions, or empathize with the emotions of others during tutorials?

Tutorial Growth Analysis – Gaps

Recreate this table on a blank sheet of notebook paper to identify two or three potential areas of growth and the potential gaps in your current abilities. Then, rank your potential areas of growth and explain why you would prioritize each potential area of growth the way you did.

Potential Areas of Growth	Gap (Explain)	Ranked Priority	Why This Ranking?

Student Sample Table

Potential Areas of Growth	Gap (Explain)	Ranked Priority	Why This Ranking?
Asking higher-level questions	Knowledge – I need to remember the difference between the levels of questions.	1	This is number 1 because this will help me and my classmates during tutorials.
Writing an authentic Tutorial Question	Skill – I need more practice with the TRF pre-work, so I can create a better Tutorial Question based on my Point of Confusion.	3	This is number 3 because I know I will continue to practice this skill each tutorial day.
Closure	Will – I don't always want to write my reflections and summaries.	2	This is number 2 because reflecting and summarizing help me learn.

INSTRUCTIONAL PRACTICE: **PLAN**, Do, Study, Act
Tutorials and Grades Analysis – Parts A and B

The goal of the AVID tutorial is for students to focus their Tutorial Questions on the academic classes in which they need the *most* support. The *Tutorials and Grades Analysis*, commonly referred to as TAG, is designed to help students analyze their grades in order to determine their weakest academic area, so they can focus on the content in *most need* during the tutorial.

Instructional Goals

Students will:

- Analyze their grades to determine their tutorial areas of *most* need.
- ⚓ Self-monitor and seek help when necessary.

Resources

- *Tutorials and Grades Analysis – Parts A and B: Student Sample* (Student Resource)
- *Tutorials and Grades Analysis – Parts A and B* (Student Resource)
- *Using TAG Data to Create Tutorial Groups* (Educator Resource)

Preparation for Instruction

- Determine when the TAG will take place. Typically, the TAG process happens at the end of a grading period.
- Note that Parts A and B of the TAG process take place during one time frame, and Part C can happen after a period of six weeks or during the next grading period (see *Instructional Practice: Plan, Do, STUDY, Act: Tutorials and Grades Analysis – Part C* of this chapter for Part C). Consider compiling all forms into one TAG packet, so students have all the forms they need in one place.
- Ensure that students have access to their current grades and their last four Tutorial Request Forms.

Instructional Strategies

- Ask students to spend some time revisiting the purpose of AVID tutorials through a quickwrite, Pair–Share, or another collaborative structure of your choice.
- Ask students to debrief by sharing some of their ideas with the whole group. Remind students that one of the key purposes of tutorials is to support them in their academic classes, especially those where they need the most support.
- Introduce *Student Resource: Tutorials and Grades Analysis – Parts A and B: Student Sample* to students. Explain that this is a sample of the resource that they will use to help them better focus on their academic areas of *most* need.
- Give students time to review each part of *Student Resource: Tutorials and Grades Analysis – Parts A and B: Student Sample* or walk them through each section.

- At the bottom of each page of the student sample, ask students to write a brief statement summarizing the purpose of each of the parts of the TAG. For example, for Part A, a student might write something like, "The purpose of TAG – Part A is to review my current grades and determine which subject areas are a priority for tutorials."
- Debrief by asking students to pose any questions they have about the TAG process.
- Then, ask students to locate the blank *Student Resource: Tutorials and Grades Analysis – Parts A and B* and their most current grades.
    - Part A: Provide time for students to complete Part A of the TAG process using their most current grades.
    - Part B: Ask students to complete Part B of the TAG process using their last four TRFs. It is critical that students reflect on whether or not they are focusing on the subject of *most* need.
- If students aren't focusing on the subject of *most* need, then the reflection questions (Determine, Explain, Plan) should help them realize they may need to change some tutorial behaviors and plan to take specific steps to address this gap.
- Have students copy their Plan responses into their agendas, writing specific steps on specific days, if possible. Consider having students take a photo of their Plan and/or upload it to a digital portfolio.
- Have students turn in their *Student Resource: Tutorials and Grades Analysis – Parts A and B* but keep the student sample for future reference since the TAG activity is intended to be done several times a year.
- Consider implementing static tutorial groups with *Educator Resource: Using TAG Data to Create Tutorial Groups*. This is not required but may help you keep track of students' needs based on their TAG.
- Finally, after six weeks or the next grading period, have students reflect on their progress by using *Student Resource: Tutorials and Grades Analysis – Part C* (see *Instructional Practice: Plan, Do, STUDY, Act: Tutorials and Grades Analysis: Part C* of this chapter for Part C).

Variation

- This activity can be completed jointly by the teacher and students (or tutor and students), by the student individually, or as a whole-class activity.

Extension

- Create a bulletin board or an anchor chart listing the identified areas of *most* need for each student. Ask tutors to cross-reference TRFs with student needs when initially reviewing TRFs prior to tutorials.

Tutorials and Grades Analysis – Part A: Student Sample

Name: Melissa Lopez Date: September 28

Record your current academic grades below. Be sure to indicate the date.

Date	Math	ELA	Science	Social Studies	World Language	AVID	Engineering
Sept. 22	70% C	83% B	85% B	80% B	95% A	91% A	94% A

Determine: Based on your current grades, which subject should be your priority for tutorial questions? Why?

My math class, Algebra I, appears to be the area that should be my priority for tutorial questions. This is the only class where I have a "C," and it is a low "C." I'm at risk of getting a "D" if I don't focus more on Algebra I.

Explain: Based on comments from your teacher, quiz/test results, or other feedback, what areas within this subject should you specifically focus on? Why?

I think I need to focus more on word problems, specifically changing verbal phrases into variable expressions because these are the types of problems I miss the most on quizzes and tests.

I also need to be better at preparing for tests and quizzes because I am not always completing all my assigned homework.

Another area I need to focus on is asking more questions in class when I'm confused. I am usually too shy to ask questions. I need to be better at that.

Plan: What specific actions will you take before you complete the *Tutorials and Grades Analysis – Part C* (for the next six weeks or until the end of the grading period)?

I will write 4–6 TRFs on math word problems.

I will do all of my math assignments, so there are none missing and no zeros in the gradebook.

I will attend the test review session for any upcoming math tests. I will also arrange a time to work with my math study buddy to review for any quizzes and tests.

I will ask 2–4 questions a week in math class. I will try to raise my hand in front of the class, but at the very least, I will ask the teacher a question when I don't understand something.

Tutorials and Grades Analysis – Part B: Student Sample

Using your last four Tutorial Request Forms, fill in this chart by placing an X in the column of the corresponding subject of your TRF and write the overall total in the bottom row.

Tutorials	Subject Area for TRF Questions					
	Math	ELA	Science	Social Studies	World Language	Enginnering
TRF #1	X					
TRF #2		X				
TRF #3		X				
TRF #4			X			
Total	1	2	1	0	0	0

Determine: Based on the above chart, the area my last four tutorials focused on the most was:

ELA

Over the past four tutorials, did your TRF questions focus on the subject that needs the *most* attention (from *Tutorials and Grades Analysis – Part A*)? Circle one.

Yes!

Explain: How/why have you been successful at focusing on your areas of most need?

No

Plan: How will you need to change your TRF habits to begin addressing the area of most need?

Unfortunately, I did not focus on the area I needed to according to Part A. I had two tutorials focused on ELA and one on Science, leaving only one tutorial focused on Math.

To improve, I need to make sure I am focusing more on Algebra I when I am completing my TRFs until my grade improves. Then, I can focus on the next subject that needs attention: Social Studies.

Tutorials and Grades Analysis – Part A

Name: _____ Date: _____

Record your current academic grades below. Be sure to indicate the date.

Date	Math	ELA	Science	Social Studies	World Language	AVID	_____

Determine: Based on your current grades, which subject should be your priority for Tutorial Questions? Why?

Explain: Based on comments from your teacher, quiz/test results, or other feedback, what areas within this subject should you specifically focus on? Why?

Plan: What specific actions will you take before you complete the *Tutorials and Grades Analysis – Part C*?

Tutorials and Grades Analysis – Part B

Using your last four Tutorial Request Forms, fill in this chart by placing an X in the column of the corresponding subject of your TRF and write the overall total in the bottom row.

Tutorials	Subject Area for TRF Questions					
	Math	ELA	Science	Social Studies	World Language	_____
TRF #1						
TRF #2						
TRF #3						
TRF #4						
Total						

Determine: Based on the above chart, the area my last four TRFs focused on the most was:

Over the past four tutorials, did your TRF questions focus on the subject that needs the *most* attention (from *Tutorials and Grades Analysis – Part A*)? Circle one.

Yes!

Explain: How/why have you been successful at focusing on your areas of most need?

No

Plan: How will you need to change your TRF habits to begin addressing the area of most need?

Using TAG Data to Create Tutorials Groups

Consider using this process to create tutorial groups based on the analysis of student grades. Complete this process at the end of each grading period so that students can focus tutorial work on the area of greatest academic need.

1. Collect grade reports	• Collect grade printouts weekly. • Have students complete a learning log/grade reflection around their grades. • Individual class grade reports should be printed for any class with "D"/"F"; teacher signature required. • Require parent/guardian signature weekly on all grade printouts. • Staple student grade printouts in chronological order. • Factor weekly grade printout assignment into student grade. • Track percentages of students with "C" or better and communicate with families and colleagues for students who have "D"/"F" in any class.

2. Complete *"Tutorials and Grades Analysis – Parts A and B"*	• After a few weeks of tutorial or at the end of a grading period, collect progress report/report card.
	• Distribute *Student Resource: Tutorials and Grades Analysis – Parts A and B*, along with the student samples.
	• Complete in class and staple on top of the following items:
	  ◦ Progress report/report card; have students highlight rigorous courses
	  ◦ Last four Tutorial Request Forms
	  ◦ Weekly grade printouts signed by parent/guardian

3. Record tutorial focus area information	• On a sticky note, have students record the following information:
	  ◦ Name
	  ◦ Teacher/period
	  ◦ Academic area of focus
	  ◦ Second area of focus (optional)
	• Have students place individual sticky notes on the whiteboard/poster paper.
	• Make the tutorial grouping process a collaborative effort to increase buy-in and ownership; have students assist by placing their sticky note with other students sharing the same area of focus and teacher.
	• Share final grouping with class and discuss any movements necessary to make the most effective groupings; consider second area of focus, period, distracters, etc.
	• For tutorial grouping evidence, keep poster paper or take a picture of groupings.

4. Collect TAG forms	• Collect TAG forms for all students and make sure that students have recorded their plan of steps to take between now and when they complete *Tutorials and Grades Analysis – Part C.*
5. Run tutorials twice a week	• Keep students in tutorial groups for the entire grading period. • Rotate tutors regularly to ensure that all tutors work with each group. • Create motivation by rewarding students for greatest tutorial group improvement or individual student improvement, highest GPA, etc. • Creating groups in this way provides common focus areas; if a student does not present during a tutorial, they can still reflect on their learning about a POC similar to their own.
6. Complete "Tutorials and Grades Analysis" process	• After six weeks or at the end of the grading period, distribute progress reports/report cards. • Distribute completed TAG forms, Parts A and B, to each student. • Distribute *Tutorials and Grades Analysis – Part C,* along with the student sample. Complete in class. Attach Part C and collect all pages from students.

7. Celebrate and support	• Place into two piles:
	  ◦ Students with all grades at "C" or better
	  ◦ Students with "D"/"F"
	• Students with all "Cs" or better should be recognized and celebrated in some way.
	• Students with "D"/"F" should be placed on a Student Academic Growth Plan for the upcoming grading period so that they can receive the support they need to be successful.

The documentation created can be used as certification evidence on the Coaching and Certification Instrument (CCI).

INSTRUCTIONAL PRACTICE: **PLAN**, Do, Study, Act **Continuous Improvement Within Content Areas**

At times, it might be beneficial for students to use tutorial time to develop specific academic thinking skills within various content areas. As you observe tutorials, you might notice certain skill or knowledge gaps preventing students from realizing their full potential within their content courses. These exercises provide some ideas for how you might use tutorials to help students develop specific academic thinking skills within the content areas to help them realize their full potential.

Instructional Goals

Students will:

- Use tutorial time to identify academic thinking skill gaps within one or more content-area courses, and then use the related resource to help them improve during tutorials.
- ⚓ Demonstrate self-awareness strategies and skills.

Resources

- *Academic Thinking Skills* (Educator Resource), located in Chapter 2
- *Identifying Content-Area Skill Gaps* (Student Resource)
- *My Plan of Action* (Student Resource)
- *Literacies Within the Disciplines* (Educator/Student Resource), located in Chapter 2
- *Academic Thinking Skills – Disciplinary Stems* (Student Resource), located in Chapter 3

Preparation for Instruction

- Review *Educator Resource: Academic Thinking Skills* in Chapter 2 to remind yourself of the interdisciplinary skills that students should be developing across all content areas.
- If students are not familiar with academic thinking skills, you may want to give them a brief overview through a collaborative structure, such as Four Corners, Jigsaw, or Novel Ideas.
- It is a good idea to have students complete *Student Resource: Tutorials and Grades Analysis* prior to this activity, so they already have a content-area focus in mind.
- See the *AVID Tutorial Guide* webpage on MyAVID for additional content-area supports for tutorials.

Visit the *Collaborative Structures Core Strategy* webpage on MyAVID for more information about different types of collaborative structures.

Instructional Strategies

- Ask students to access *Student Resource: Identifying Content-Area Skill Gaps* and *Student Resource: My Plan of Action* and individually follow the steps outlined in the directions.
- After students have spent ample time completing the first two tables and drafting an action plan, ask them to pair up with a partner. Ask students to trade papers with their partner for review.

- The students should then review their partner's "plan of action" through the lenses of a "Content-Area Expert" and a "Tutorial Expert" to provide written or verbal suggestions about how the plan can be further refined.
- Ask students to return the "plan of action" to the original owner. Provide time for the original owner to revise their plan.
- Debrief by asking a few students to share their plans with the whole group or conduct a Stand–Share–Sit or Whip-Around at each table, allowing all students to share.

Variations

- Depending on the level of self-awareness and self-monitoring skills of your students, you may want to assign content focus areas based on course grades, recent progress reports, or your own observations.
- Students can also brainstorm an additional list of skills or content that they already know they are struggling with, in addition to the areas within the academic thinking skills resources.

Extensions

- Have students share their plan of action with the related content-area teacher and ask the teacher for additional support resources.
- Invite content-area teachers to come to tutorials during their prep periods to help facilitate tutorial groups where students are working on specific academic thinking skills within each content area.

Identifying Content-Area Skill Gaps

Name: _____ Date: _____

Use this resource as a tool to help you identify any content-area skill or knowledge gaps that may be causing you to struggle with course content in science, history, math, and English language arts.

1. If you haven't completed *Student Resource: Tutorials and Grades Analysis – Parts A and B*, you may want to go back and complete this first to help you identify a priority focus content area.

2. Review *Educator/Student Resource: Literacies Within the Disciplines*. As you review this resource, locate your content area of focus and circle skills (literacies) that represent your strengths. Highlight or underline skills (literacies) that represent areas in need of growth. Record the results in the table below:

Content-Area Focus	Strengths	Areas in Need of Growth

3. After you have identified areas in need of growth, locate *Student Resource: Academic Thinking Skills – Disciplinary Stems*. Locate the content area of focus page and circle the key skills and question stems that most closely represent the types of thinking you struggle with in this content area. Then, using the table below, tally up the number of items you circled in each of the academic thinking skills areas. Afterwards, determine which academic thinking skills area represents the one in which you need the most support and complete the sentence frame below the table.

Content-Area Focus	# of Items Circled in *Apply*	# of Items Circled in *Analyze*	# of Items Circled in *Evaluate*	# of Items Circled in *Synthesize*

Based on the number of items I circled within the content area of _____, it appears to me that the academic thinking skill I need to work on the most within this content area is _____.

4. Now that you have identified a content area, areas of growth, and the academic thinking skills related to your struggles, complete *Student Resource: My Plan of Action* to help you create a plan of action.

My Plan of Action

Name: _____ Date: _____

Content-Area Focus	
Areas in Need of Growth	
Academic Thinking Skill of Focus	
What specific areas of this academic thinking skill do you need to address the most?	
Which resources can be used to practice these skills?	
What is your plan for focusing on these skills during your upcoming tutorials?	
Who are you going to ask to support you with this plan as an accountability partner? Why?	

INSTRUCTIONAL PRACTICE: **PLAN**, Do, Study, Act
Communicating a Focus Area

Once students have developed a class-level focus area or identified their own individual focus areas for tutorial growth, it is critical that they are able to clearly articulate the focus area and the key action steps they will take as they concentrate on improvement.

Instructional Goals

Students will:

- Clearly define their tutorial focus area of growth and identify key action steps within the focus area.
- ⚓ Self-monitor and seek help when necessary.
- ⚓ Demonstrate self-awareness strategies and skills.

Resources

- *Tutorial Focus Area Plan of Action* (Student Resource)
- *Tutorial Focus Area Plan of Action – Student Sample* (Student Resource)

Preparation for Instruction

- At this point, the students or teacher should have completed one or more instructional practices to identify a tutorial focus area for growth: Identifying Growth Opportunities, Tutorials and Grades Analysis, Continuous Improvement Within Content Areas, or Scripting Tutorials from Chapter 3.
- Determine whether it is best for the whole class to focus on one goal or for students to focus on individual goals.

Instructional Strategies

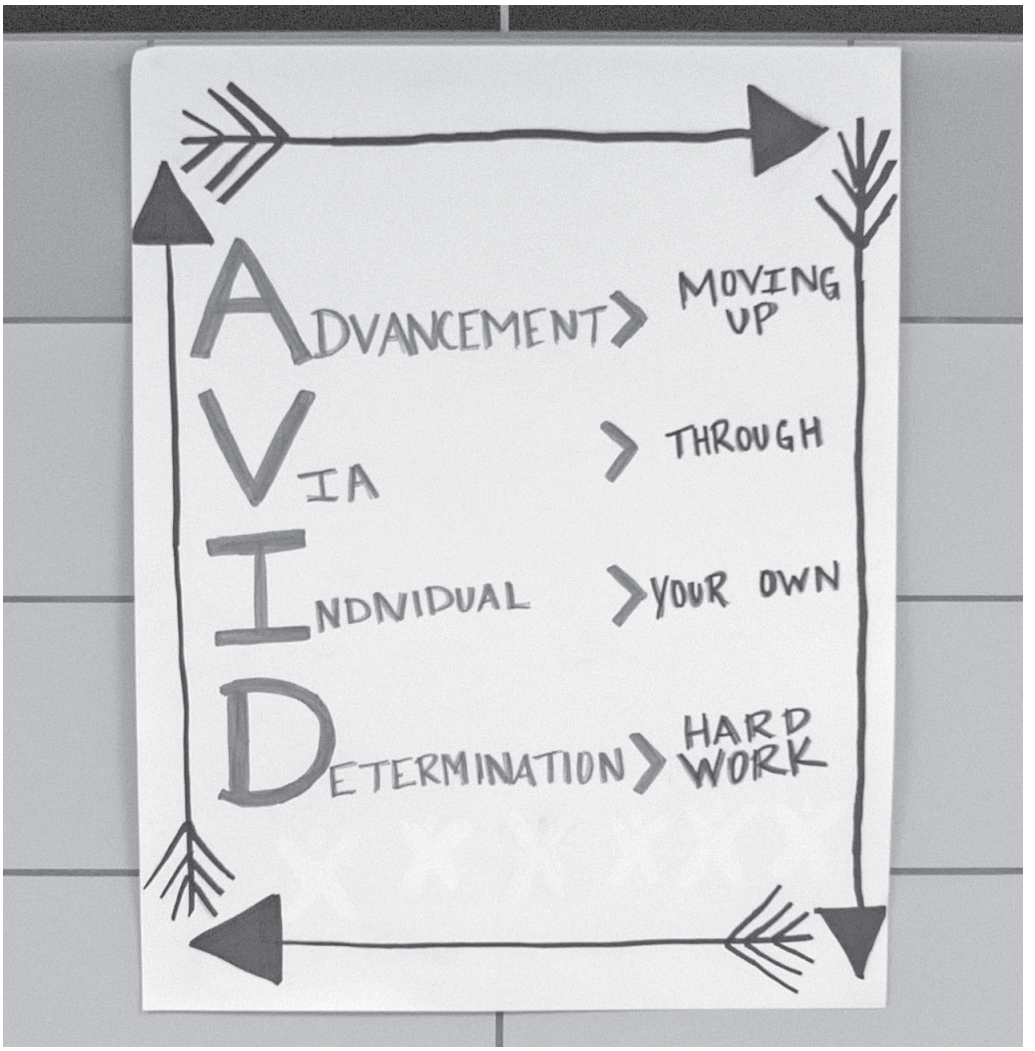
- Provide students with access to both student resources listed above.
- Remind students that they have been engaging in activities to help them identify potential areas of growth. With a growth mindset, we are always looking for ways to be better at what we do. Everyone can grow.
- If students are focusing on one area of growth as a class, then model and talk through the completion of the form through a whole-class discussion. If students are focusing on individual areas of growth, then ask students to identify a priority growth area and to communicate their focus area using the form.
- After *Student Resource: Tutorial Focus Area Plan of Action* is complete, display it in a public place as a daily reminder for students. If the focus area for growth is a class goal, you might consider creating an anchor chart with the information from the form. If the focus area for growth is an individual goal, you might want to have students post their goals in a visible place next to their tutorial tables.
- Remind students to look at their focus areas daily so that they can keep it in the forefront of their minds as they engage in tutorials. Students should be so laser-focused that if anyone were to ask, “What are you all working on right now?” they would be able to clearly articulate their goal.
- Remember to celebrate when students are successfully following their action steps toward their focus area of growth. Be explicit in calling out the positive growth behaviors you notice.

Variations

- Students can set goals as a tutorial group instead of class goals or individual goals.
- Teachers and tutors can also participate in this process and model *Student Resource: Tutorial Focus Area Plan of Action* for how they plan to improve as teachers/tutors.

Extension

- If you want to increase the rigor with this activity, you could have students set SMART goals for their areas of growth. SMART goals will be more specific and may lead to deeper articulation of an action plan.



Tutorial Focus Area Plan of Action

Name: _____ Date: _____

Use the form below to complete your tutorial focus area plan of action.

Focus Area for Growth	Use the space below to describe your **specific focus area for growth.**
	What is your focus area?
	How did you decide that this focus area is a priority for you?
	Why is this focus area important to your success in tutorials?

Action Steps	Use this space below to list the specific **actions** you will focus on during the tutorial process. ***Examples:*** *Ask questions rather than telling the presenter what to do, check for understanding before the presenter finishes the tutorial, take better focused notes, use my focused notes to look for potential initial questions.*

Tutorial Focus Area Plan of Action – Student Sample

Name: Tyler Johnson Date: October 28

Use the form below to complete your tutorial focus area plan of action.

Focus Area for Growth	Use the space below to describe your **specific focus area for growth.**
	What is your focus area? My focus area is writing quality Tutorial Questions.
	How did you decide that this focus area is a priority for you? I identified that this was an area I needed to work on after someone scripted my tutorial session and gave us feedback.
	Why is this focus area important to your success in tutorials? Without quality Tutorial Questions, our time in tutorials isn't being used the most efficiently. We will be better at helping each other more efficiently if we all take the time to write better Tutorial Questions from our POCs before tutorials.

Action Steps	Use this space below to list the specific **actions** you will focus on during the tutorial process. ***Examples:*** *Ask questions rather than telling the presenter what to do, check for understanding before the presenter finishes the tutorial, take better focused notes, use my focused notes to look for potential initial questions.*
	Take excellent focused notes in each of my academic classes.
	Keep all of my quizzes, tests, and papers organized in my binder.
	Before a tutorial day, use my focused notes, quizzes, tests, and papers to identify areas where I am experiencing confusion.
	Once I have identified where I am confused, I will use my resources to complete my tutorial pre-work before EVERY tutorial day.
	Once I have a Tutorial Question, I am going to ask a friend to review it and provide feedback before I go to my AVID class.

Do

A focus on continuous improvement is necessary to keep tutorials fresh for students and to continually refine their skills for problem-solving, collaboration, critical thinking, and communication. One way of accomplishing this improvement is by participating in a tutorial boot camp structure.

Tutorial Boot Camps

A tutorial boot camp structure provides students with the opportunity to discuss their potential tutorial growth areas and set goals for their next tutorial. Students can ask themselves, "What actions can I take to grow my tutorial skills, so I can better be part of a collaborative team?" Students answer this question through the tutorial boot camp structure and focus their attention on improving their tutorial participation. Students can focus on improving their writing of the Tutorial Question based on their POC, 60-Second Speech, questioning, checking for understanding, use of academic vocabulary, use of resources, and their 60-Second Synthesis. The tutorial boot camp structure assists students in formalizing the improvement process and going in-depth in refining their skills in the various components of the tutorial.

INSTRUCTIONAL PRACTICE: Plan, **DO**, Study, Act
Tutorial Boot Camps

This instructional practice outlines a general process that can be used to help students discuss their potential tutorial growth areas and set goals for future tutorial success within a boot camp structure.

Instructional Goals

Students will:

- Reflect on their tutorial performance and develop goals around various growth areas.
- ⚓ Demonstrate self-awareness strategies and skills.
- ⚓ Reflect and modify actions related to successful utilization of a process.
- ⚓ Share responsibility among group members.

Resources

- *Developing Tutorial Boot Camp Topics* (Educator Resource)
- *Tutorial Boot Camp Instructions* (Student Resource)

Preparation for Instruction

- Use *Educator Resource: Developing Tutorial Boot Camp Topics* to develop topics and questions prior to the boot camp activity.
- If possible, ask tutors to review the topics and to share additional thoughts and observations from tutorials.
- Using desks or tables, set up five stations around the room.

Instructional Strategies

- Pass out *Student Resource: Tutorial Boot Camp Instructions.* This resource will allow for a gradual release of responsibility as students become more familiar with this process.
- Ask students to get out at least one completed Tutorial Request Form from a previous tutorial for reference.
- Then, ask students to set up a blank page of focused notes. This is where they will process their thinking about the Essential Question as they participate in the boot camp.

  Essential Question: What actions can I take to grow my tutorial skills so I can better be part of a collaborative team?
- Divide students into even groups and assign them a starting station. At each station, place the corresponding page of facilitation questions for each topic.
- Each group will stay at their station for 8–10 minutes while they work through the facilitation questions for each topic and add to their focused notes.
- Afterwards, ask students to review and add to their notes. Ask students to share their notes with a note-checking partner.
- Finally, ask students to write a summary reflection addressing the Essential Question and describing how this process has helped them enhance their tutorial skills.
- Repeat the tutorial boot camp process as needed—at least once a quarter.

Variations

- Encourage students and tutors to keep a running log of potential tutorial growth areas during tutorial sessions. Then, allow students or tutors to exercise their agency and select the areas for a particular boot camp session.
- Ask content-area teachers for a list of skills that AVID students need to work on and use the boot camp for that purpose. For example, a math teacher might identify that most 9th graders need to work on identifying the steps of a process. You can make these suggestions the topic of tutorial boot camps.
- If tutors aren't available to lead each boot camp table, assign student leaders to facilitate each table.

Extension

- Culminate this activity with an extended reflective writing assignment or a verbal presentation focused on the topic that students learned.

Developing Tutorial Boot Camp Topics

This resource will help teachers and/or tutors reflect on student tutorial performance and develop possible tutorial boot camp topics and facilitation questions. For the tutorial boot camp to include relevant coaching for continuous improvement experiences for students, it is important to take the time to create the topics and questions that will be used to facilitate each boot camp group.

How to Identify Potential Growth Areas

Earlier in this resource, there were several activities that might lead to the identification and definition of student tutorial growth areas. These activities include:

- Scripting Tutorials (Chapter 3)
- Identifying Growth Opportunities
- Tutorials and Grades Analysis
- Communicating a Focus Area

Although you are not limited to these activities as sources of potential growth areas, each of these activities likely led to ideas of areas where students have the most need for growth.

It is recommended that you review the student-based results of these activities to generate a list of priorities for potential growth. As you review, list the most commonly identified areas below:

1.

2.

3.

4.

5.

You may also want to consider these commonly encountered growth areas to add to your list.

Students who:

- Struggle to come to class with adequate tutorial pre-work
- Struggle with presenting their Tutorial Question (60-Second Speech)
- Bring TRFs with *already* known material (inauthentic TRFs)
- Allow the tutor to do all the "work" of tutorials (tutor-centered vs. student-centered)
- Struggle to participate in the collaborative inquiry process
- "Tell" presenters what to do rather than using the inquiry process
- Lack the key content knowledge to be able to help
- Lack resources for tutorial success
- Struggle to use inquiry to check for understanding prior to the end of each session
- Struggle to make authentic connections to the outside world and their content learning
- Struggle to complete their note-taking about other group members' questions

Developing Tutorial Boot Camp Topics

How to Develop Questions to Facilitate Boot Camp Groups

Once you have generated a list of tutorial boot camp topics, you will want to develop specific questions that will be used to facilitate each boot camp group. At each tutorial boot camp table, these questions should be available to students as they facilitate the tutorial boot camps.

There are two approaches you might consider taking. **Option A** gives you three "universal" question stems that can be asked about each topic. These questions are general enough to be applied to any rigorous inquiry process. **Option B** asks you to work with tutors to identify questions related to each topic. Either way, *exercise your agency* by determining what is best for your students.

Option A

Use these three question stems to facilitate each tutorial boot camp discussion:

What do you notice about _____ during our tutorials? (Level 1)

Why do you believe _____ was identified as a potential growth area for our tutorials? Explain. (Level 2)

If we _____, so that tutorial members can _____, then our tutorials will be better because _____. (Level 3)

Option B

Work with your tutors, if possible, to generate a list of facilitation questions unique to each topic. This is your chance to make each tutorial boot camp discussion authentic and relevant to the culture of your classroom.

As you develop your questions, keep in mind that it is a best practice to encourage rigorous inquiry by posing questions at progressively deeper levels of Costa's Levels of Thinking and Questioning.

Sample Questions

Topic: Students who struggle with presenting their Tutorial Question (60-Second Speech)

Level 1: Can you list some reasons that students might be struggling with presenting their Tutorial Questions?

Level 2: What are some examples and non-examples of a quality 60-Second Speech? Make a T-chart to compare the two.

Level 3: How do you predict incorporating academic vocabulary into your Tutorial Question will help you articulate your POC?

Tutorial Boot Camp Instructions

Name: _____ Date: _____

During a tutorial boot camp, each tutorial station will be assigned a specific topic to address. Each topic represents a growth area identified by your teachers and/or tutors based on the overall tutorial performance of the class. Write the topics below as you move through each station.

Review these instructional steps before beginning tutorial boot camp station rotations:

1. Retrieve a Tutorial Request Form you used during a recent tutorial session. This will be used as a reference during the tutorial boot camp.
2. Set up a page of focused notes with the following Essential Question:
   - *What actions can I take to grow my tutorial skills so I can better be part of a collaborative team?*
3. Begin with the group you were assigned.
4. At each station, a tutor or a peer leader will use the facilitation questions to lead a discussion about the boot camp topic at each station.
5. After time is called, you will rotate to the next station and repeat the same procedure.
6. Throughout this whole process, create and add to your focused notes. You will rotate through the stations, following the instructions listed at each stop.
7. Once you have rotated through each station, you will review your focused notes and write a summary reflection that accomplishes both of the following:
   - Addresses the Essential Question
   - Describes how this process has helped you enhance your tutorial skills

Group Boot Camp Topics:

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

Study

During the Study phase, tutorial progress is assessed. Students complete the *Tutorials and Grades Analysis* (TAG) process while all tutorial members engage in self-assessment. Students refine their summary reflections as part of their continuous improvement. Engaging families in the tutorial structure and the expectations for AVID students provides students with the support needed to be successful at school and home.

Tutorials and Grades Analysis – Part C

In Part C of the *Tutorials and Grades Analysis*, students study their progress by comparing their new grade report to their initial grades. They reflect on whether focusing on the tutorial area of most need was successful or not, and if so, why. This reflection allows them to see the impact that tutorials can have on their academic performance. Students who were not successful must act by completing *Student Resource: Student Academic Growth Plan*.

Tutorial Process Self-Reflection

As part of the Study phase, self-reflection by the teacher, tutor, and student provides important data for continuous improvement. In the related instructional practice, all tutorial members reflect on their performance with an eye toward improvement.

Higher-Level Summary Reflections

Teachers may choose to have students create summary reflections, as identified in Phase 4 of the AVID Focused Note-Taking Process. Students can think about their learning as a whole while pulling together the most important aspects of their tutorial notes. Students can craft a summary that captures the importance of the content and reflects on learning from the tutorial.

Developing a higher-level summary reflection will allow students to summarize their content learning and reflect upon their role in the tutorial process. Using academic vocabulary within this summary reflection will reinforce the content information that students are learning in their content classes.

Family Involvement

Working collaboratively with AVID students' families allows the AVID students to be supported and prepared for the rigors of their challenging curriculum. Collaborating with families by sharing AVID strategies and procedures, such as the tutorial process, and other resources empowers students to be supported at home. When students are supported at home, they are better able to be successful in school. Sharing with families the tutorial structure, expectations, and process will allow parents/guardians to understand what their students are experiencing, so they can support them with the components of the Tutorial Request Form. Families will better understand the role that tutorials serve for the AVID students and the benefits they gain from the experience.

INSTRUCTIONAL PRACTICE: Plan, Do, **STUDY**, Act
Tutorials and Grades Analysis – Part C

The goal of the AVID tutorial is for students to focus their Tutorial Questions on the academic classes in which they need the *most* support. The *Tutorials and Grades Analysis*, commonly referred to as TAG, is designed to help students analyze their grades in order to determine their weakest academic area, so they can focus on the content in *most* need during the tutorial.

Instructional Goals

Students will:

- Reflect on their performance to see if actions resulted in improvement.
- ⚓ Continuously reflect and refine strategies to promote learning and academic success.
- ⚓ Reflect upon and modify actions related to successful utilization of a process.

Resources

- *Tutorials and Grades Analysis – Part C: Student Sample* (Student Resource)
- *Tutorials and Grades Analysis – Part C* (Student Resource)
- *Tutorials and Grades Analysis Evidence* (Educator Resource)
- *Student Academic Growth Plan* (Student Resource), located later in this chapter

Preparation for Instruction

- Determine how long to wait to do Part C based on when Parts A and B were completed. Typically, it is at least six weeks later.
- Gather *Student Resource: Tutorials and Grades Analysis – Parts A and B* for each student.
- Ensure that students have access to their current grades or grade report.

Instructional Strategies

- Ask students to review *Student Resource: Tutorials and Grades Analysis – Parts A and B* that they completed weeks earlier.
- Introduce *Student Resource: Tutorials and Grades Analysis – Part C: Student Sample* to students. Explain that this is a sample of the resource that they will use to help them reflect.
- Give students time to review each part of the resource or walk them through each section.
- Debrief by asking students to pose any questions they have about Part C.
- Ask students to locate the blank *Student Resource: Tutorials and Grades Analysis – Part C* and their most current grades.
- Using their most current grades, have students begin working on Part C.
- Then, instruct students to complete the remainder of *Student Resource: Tutorials and Grades Analysis – Part C* by reflecting on their progress.
- Collect *Student Resource: Tutorials and Grades Analysis – Part C.* To those students who have a "D"/"F" listed for a current grade in the second row, distribute *Student Resource: Student Academic Growth Plan.*

- Review each part of *Student Resource: Student Academic Growth Plan* to ensure that students understand what is expected of them in order to remain in AVID. Refer them back to the AVID Student Contract for emphasis, if necessary.
- Collect signed *Student Academic Growth Plans* weekly for the next six weeks as indicated. Keep on file in the event the student must exit AVID the following semester. They may always reapply if their grades improve.
- At the end of each TAG process, complete *Educator Resource: Tutorials and Grades Analysis Evidence* and give it to your AVID Site Coordinator as part of yearly CCI evidence collection.

Variations

- This activity can be completed jointly by the teacher and students (or tutor and students), the student individually, or as a whole-class activity.
- Consider distributing *Student Resource: Student Academic Growth Plan* during the upcoming parent–teacher conference instead, to ensure that both parents/guardians and students understand the expectations for remaining in AVID.

Extensions

- Create a celebration bulletin board for the students who have all "Cs" or better for the grading period. Being recognized for their hard work and dedication is important for maintaining motivation.
- Consider inviting qualified students to a fun celebration at lunch to further recognize their success.
- Create a bulletin board or an anchor chart listing the identified areas of *most* need for each student. Ask tutors to cross-reference TRFs with student needs when initially reviewing TRFs prior to tutorials.

Tutorials and Grades Analysis – Part C: Student Sample

Name: Melissa Lopez Date: November 9

Complete this form roughly six weeks after you last completed *Tutorials and Grades Analysis – Parts A and B.* Record your original grades from Part A in row one. Record your current grades in row two.

	Math	ELA	Science	Social Studies	World Language	AVID	Engineering
Grades from Part A	70% C	83% B	80% B	80% B	95% A	91% A	94% A
Current Grades	78% C	88% B	92% A	82% B	97% A	93% A	95% A

Determine: Did you improve in your area of *most* need according to your original Parts A and B analysis?

Yes!

Explain: What specifically contributed to your improvement or lack of improvement?

My grade in Algebra I went up 8% because I spent more time focusing on Algebra I in my tutorial sessions. I also was able to use my notes from tutorials to better study for quizzes and tests because I had my focused notes from tutorials as an additional resource. Finally, I focused on asking more questions about Algebra I while in class and in tutorials.

Plan: Based on your current grades, how will you continue to use the AVID Tutorial Process and the TAG process to help you be successful in your academic courses?

I think I will continue to use Parts A and B after each grading period, so I can make sure I am focusing on the subject area where I need the most help. I will no longer bring TRFs for classes where I am doing well, unless I really need help in that area.

Reflect: What did you learn about the importance of monitoring the progress of your goals from this reflective activity?

I learned that it is important to monitor whether I am focusing my TRFs on the areas of most need. When I began to focus on the areas of most need, I actually made improvement. I also learned that if you have goals, you need to reflect on whether you are getting the results you want. If not, you may need to change some of your behaviors.

Tutorials and Grades Analysis – Part C

Name: _____ Date: _____

Complete this form roughly six weeks after you last completed *Tutorials and Grades Analysis – Parts A and B.* Record your original grades from Part A in row one. Record your current grades in row two.

	Math	ELA	Science	Social Studies	World Language	AVID	_____
Grades from Part A							
Current Grades							

Determine: Did you improve in your area of *most* need according to your original Parts A and B analysis?

Explain: What specifically contributed to your improvement or lack of improvement?

Plan: Based on your current grades, how will you continue to use the AVID Tutorial Process and the TAG process to help you be successful in your academic courses?

Reflect: What did you learn about the importance of monitoring the progress of your goals from this reflective activity?

Tutorials and Grades Analysis Evidence

Date: _____

Teacher: Grade Level:	# of Students Enrolled:	Grading Period: (Circle.) Sem. 1: GP: 1, 2, 3 Sem. 2: GP: 1, 2, 3
1. Weekly Monitoring of Student Grades: *(List dates.)*		
2. Progress Report and Semester Grades:	Students With "C" or Better: #: _____ %: _____	Students With "D" or "F": #: _____ %: _____
3. Student Contract and Probation:	Name and Subject: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Contract Results: 1. Parent cont. Grade imp. Exited 2. Parent cont. Grade imp. Exited 3. Parent cont. Grade imp. Exited 4. Parent cont. Grade imp. Exited 5. Parent cont. Grade imp. Exited

4. Communication With Core Teachers: *(List date, student names, and type of communication.)*		
5. Communication With Parents/ Guardians: *(List date, student names, and type of communication.)*		
6. Motivators for Student Achievement: *(Include date.)*		

INSTRUCTIONAL PRACTICE: Plan, Do, **STUDY**, Act
Tutorial Process Self-Reflection

Regular self-reflection on the part of educators, tutors, and students is critical in supporting the continued growth of students within tutorials. These resources will help educators reflect on their own practices and will help tutors and students reflect on their growth areas within the tutorial process.

Instructional Goals

- Students, tutors, and educators will reflect on their growth within the overall tutorial process.
- ⚓ Students will continuously reflect upon and refine strategies to promote learning and academic success.

Resources

- *Reflecting on Coaching Your Students* (Educator Resource)
- *Tutorial Self-Assessment* (Educator/Student Resource)
- *Reflection Organizer* (Student Resource)

Preparation for Instruction

- First, use *Educator Resource: Reflecting on Coaching Your Students* to reflect on your current tutorial coaching practices as an AVID educator. Use this tool to help you develop your own coaching goals. Consider having tutors use this resource as a reflection tool for their own growth.
- Prior to reflection, all tutorial members—students, tutors, and educators—should have several meaningful experiences with tutorial sessions.

Instructional Strategies

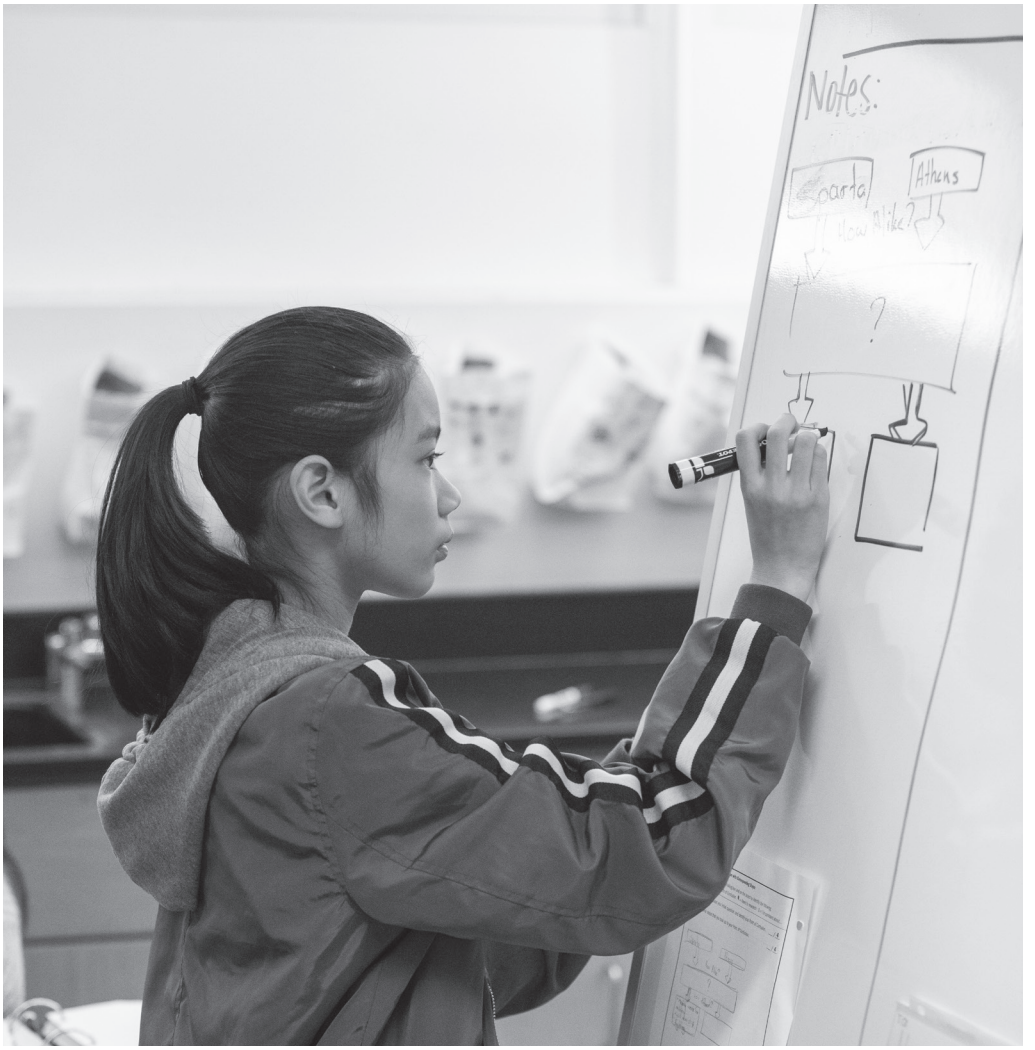
- All tutorial members should review *Educator/Student Resource: Tutorial Self-Assessment* and, using the first three columns of the tool, mark each component in relation to where they think their most recent tutorials have been.
- Then, based on the ratings, ask them to mark the fourth column, "Selected as Focus Area," that matches any of their own personal growth areas.
- After reviewing the overall ratings for the entire tutorial process across each role, ask students to use *Student Resource: Reflection Organizer* to continue their reflection. The goal of this tool is to encourage students to think about whether they have chosen appropriate focus areas for growth in relation to their assessment of tutorial performance on *Educator/Student Resource: Tutorial Self-Assessment*. Tutors can assist students or conduct their own reflection on either *Educator/Student Resource: Tutorial Self-Assessment* or *Educator Resource: Reflecting on Coaching Your Students.*
- Debrief by asking students to share some of their reflection results.

Variations

- Tutors can lead this activity within tutorial groups, if appropriate.
- Exercise your agency and create an alternate version of *Educator/Student Resource: Tutorial Self-Assessment* that more closely reflects your class' tutorial focus areas.

Extension

- Have students create personal rubrics based on their identified focus areas. These might be used as they are self-monitoring during tutorials.



Reflecting on Coaching Your Students

To create classroom environments that foster effective, collaborative tutorials, it is essential to use specific strategies and techniques as you coach students through the tutorial process. To reflect on coaching your students, use the following template.

Question	Response	How Can You Improve?
How do you help students continually reflect on the value of tutorials in relation to their overall success?		
How do you address students who don't adequately prepare for tutorials?		
How do you keep students motivated and on task when they engage in the tutorial process?		
How do you identify the individual needs within each tutorial group and respond to those needs?		
How do you use questioning techniques to actively coach tutors and students during tutorials?		
How do you ensure students have access to the appropriate resources and materials that they need for tutorials?		
How do you encourage students to create meaningful summaries about their learning after each tutorial session?		
How do you help students regularly reflect on their performance and set tutorial goals for growth?		
How do you stay up to date on the most current practices within the tutorial model?		

Tutorial Self-Assessment

Name: _____ Date: _____

Directions: Each tutorial member should read through their section and place a check mark in the column most appropriate to their current tutorial scenario. Note that students should reflect on both their roles. Select two or three to work on as focus areas.	Evident	Partially Evident	Not Evident	Selected as Focus Area
General:				
1. Tutorials begin with the first month of school, with or without college tutors, and should take the entire class period.	☐	☐	☐	☐
2. The physical formation of the tutorial group is crucial. Students form a semicircle/"U" shape/ horseshoe formation around a large whiteboard. Avoid having students sitting in rows behind other students or out of earshot of the tutorial group.	☐	☐	☐	☐
3. Tutorial Request Forms (TRFs) are completed as homework the night prior to the tutorial to provide students with the opportunity to individually participate in the critical thinking process first (pre-work inquiry). TRFs include a genuine Point of Confusion (POC), show critical thinking, and have a Tutorial Question from the POC that is different from the initial question from classwork, tests, focused notes, textbooks, or worksheets.	☐	☐	☐	☐
Teachers:				
4. Teachers use the tutorial videos and other resources as instructional tools in the first month of school and revisit those resources as needed to refocus the students and/or tutors.	☐	☐	☐	☐
5. Teachers either coach or observe during every tutorial. Active coaching of students and tutors will help in making minor corrections on the spot. By consistently using standardized observation tools, teachers can track progress over time.	☐	☐	☐	☐
6. Teachers work with tutors to determine apt verbal/ written reflection prompts and modes for continued improvement. Closure is a necessary step in tutorial. Allow at least 8–10 minutes for closure at the end of the tutorial.	☐	☐	☐	☐
Tutors:				
7. Tutors rotate to the student presenter's seat and encourage active student engagement through focused note-taking, questioning the student presenter, and using resources.	☐	☐	☐	☐

Tutorial Self-Assessment

	Evident	Partially Evident	Not Evident	Selected as Focus Area
8. Tutors have no more than one equal voice in the tutorial. In other words, a tutor encourages all group members to question the student presenter, so they are not doing the majority of the speaking. A visitor walking into the classroom should not be able to easily identify the tutors from the students.	☐	☐	☐	☐
9. The training of tutors is important in the effectiveness of tutorials. It is essential to have an initial tutor meeting prior to the start of tutorials to establish policies, procedures, and management of expectations. Have debriefing meetings with the tutors for ongoing coaching.	☐	☐	☐	☐
Student Presenter:				
10. Student presenters come to the tutorial prepared. Students have attempted their questions (completed pre-work inquiry) and are able to articulate their POC by delivering a 60-Second Speech. Students come with resources to use during the tutorial (e.g., focused notes, page number of a similar problem, test/quizzes). These materials are used during the tutorial.	☐	☐	☐	☐
11. Student presenters engage in an academic conversation with group members, recording their collaborative work as notes in a shared visual space (e.g., whiteboard) and adding icons to the notes as appropriate (e.g., exclamation points for *a-ha!* moments). Student presenters demonstrate their knowledge by using academic vocabulary associated with their POC.	☐	☐	☐	☐
12. Student presenters synthesize the learning by incorporating the POC, tutorial notes, academic conversation, generalized steps, and resolution of the POC into a 60-Second Synthesis. Student presenters then show appreciation for their group members' efforts of asking questions, conducting research with resources, and assisting with generalized steps.	☐	☐	☐	☐
Group Members:				
13. Group members show engagement in tutorials by taking focused notes, asking questions, or using resources to research solutions. Group members also show engagement using communication skills, including active listening, eye contact, body language, volume, and appropriate academic language.	☐	☐	☐	☐
14. Group members participate in an academic conversation with the student presenter, using question stems, language scripts, and other supports, as needed. Group members use inquiry to guide the student presenter in resolving their Tutorial Question from the POC; they do not offer solutions or tell the presenter what to do next.	☐	☐	☐	☐
15. Group members check the student presenter's understanding of the POC resolution. In addition, group members help the student presenter to create the generalized steps used to answer the Tutorial Question from the POC. These steps can be used for similar future questions.	☐	☐	☐	☐

Reflection Organizer

Name: _____ Date: _____

What tutorial growth areas have been your primary focus as a group? Why?	***Based on your ratings of your tutorial performance on the Tutorial Self-Assessment, are you concentrating on the areas that your group has identified as focus areas? If not, list the additional areas that might need to become focus areas for growth.***
How can you help each other focus on all your identified growth areas during tutorials? What action steps will you commit to as a group?	***When and how will you and your teacher know that you have improved in your growth area?***

INSTRUCTIONAL PRACTICE: Plan, Do, **STUDY**, Act
Higher-Level Summary Reflections

As students are learning to write summary reflections after a tutorial, they may need some additional practice with writing a higher-level summary reflection. Use this activity to help students develop higher-level summary reflections.

Instructional Goals

Students will:

- Practice writing higher-level summary reflections as part of their continuous improvement within the tutorial process.
- ⚓ Summarize and reflect to synthesize learning and identify next steps.

Resources

- *How to Create a Summary Reflection* (Student Resource), located in Chapter 4
- *Higher-Level Summary Reflections* (Student Resource)

Preparation for Instruction

- Students should have access to at least one of their most recent Tutorial Request Forms, including the written summary reflection from the tutorial session.

Instructional Strategies

- In tutorial groups, ask students to review *Student Resource: How to Create a Summary Reflection*, originally from the *AVID Writing for Disciplinary Literacy* book. Explain to students that this resource was written for summary reflections on focused notes, but many of the concepts can also apply to tutorials.
- As students review the resource, ask them to read the text through the lens of a "tutorial expert" and mark the text by circling key words and underlining phrases that can also apply to summary reflections. Invite students to draw images, write questions, or make personal connections in the margins.
- Then, ask students to access *Student Resource: Higher-Level Summary Reflections*.
- Have students look at the table at the top of that resource and discuss the differences they notice between Costa's Level One verbs (left side of the table) and Costa's Level Two and Three verbs (right side of the table).
- Ask students to discuss how they would imagine tutorial summary reflections if they remained "lower-level" vs. "higher-level." Inquire, "Why do we want our summary reflections to be higher-level?" and allow students more time to discuss.
- Instruct groups to review the sample "Lower-Level Reflection" and "Higher-Level Reflection" found near the bottom of *Student Resource: Higher-Level Summary Reflections*. Ask them to debrief with their group about some of the key differences that they notice within each example and record their ideas in the margins of the text.

- Finally, ask students to return to a recent tutorial summary reflection and use what they have learned to revise their initial summary reflection to a higher-level summary reflection.
- If time allows, ask a few students to share their higher-level summary reflection and why they believe it is at a higher level than their original.

Variation

- This same process can be used to help students revise recent summary reflections from their focused notes.

Extension

- Add the step of having students peer review their revised higher-level summary reflections and provide additional feedback.

Higher-Level Summary Reflections

Students may apply Costa's Levels of Thinking to write authentic, higher-level summary reflections.

Costa's Levels of Thinking

Lower-Level Thinking		Higher-Level Thinking	
• classify	• identify	• analyze	• hypothesize
• complete	• list	• compare	• if/then
• define	• observe	• contrast	• imagine
• describe	• paraphrase	• demonstrate	• infer
• discuss	• recall	• distinguish	• judge
• duplicate	• recite	• forecast	• predict
• explain	• repeat	• generalize	• sort
	• select		• speculate

Student Samples

Lower-Level Summary Reflection

Today I learned that the perimeter of a polygon is the sum of the lengths of all its sides. A polygon is a figure with many sides. An n-gon is a polygon with n sides. The inside of a polygon is called the body. Since a rectangle has 4 sides, and the opposite sides of a rectangle have the same length, a rectangle with sides 5 cm and 8 cm would have a perimeter of 26 cm. I was able to get this answer by adding all the lengths together (5+5+8+8). Tony asked me to look at my notes to see if I had done a similar problem. Lucia asked me to draw a picture of the rectangle and record the lengths of all the sides. Since I had, I was able to review what we did in class to figure out that I needed to add all the sides together. When I write my answer to a perimeter problem, I need to remember to indicate the specific units I'm using. The units for this perimeter problem were centimeters. *(Describe)*

Higher-Level Summary Reflection

The Point of Confusion was that I didn't understand the difference between perimeter and area. **What I learned about the Point of Confusion is** that the perimeter of a polygon is the sum of the lengths of all its sides while the area of a figure measures the size of the enclosed region of the figure. **I gained a greater understanding of the Point of Confusion when** Lucia expressed area as square units and perimeter as just units and showed me a visual. She asked me to look at my focused notes from Mr. Fox's class again that had an example. The example showed a picture where the perimeter of a figure would be centimeters while the area would be described as square centimeters. So I'm thinking that if a polygon has sides that measure 5 cm and 8 cm, the perimeter (5+5+8+8) would be 26 cm while the area of the polygon (5 x 8) would be 40 square cm. **This learning is important because** in my own life, I needed to know the perimeter of my poster paper for my science project when I was making a special border for it last week. Also, my father asked me to help him calculate the area of our kitchen floor at home when he needed to find out how many tiles to buy. **What I found meaningful about my tutorial session today was** realizing that a lot of times I take notes, and I don't always record a visual to help me remember and understand what I learned. Visuals really help me, so I need to include diagrams or pictures in my focused notes. *(Evaluate/Generalize)*

INSTRUCTIONAL PRACTICE: Plan, Do, **STUDY**, Act
Family Involvement

The purpose of this activity is to engage families in discussions about the tutorial process, so they can determine strategies for supporting tutorials from home.

Instructional Goals

Students will:

- Engage their families in discussions about tutorials and how families can support the tutorial process.
- ⚓ Generate and maintain a network of support for current and future success.

Resources

- *10 Family Involvement Ideas* (Educator Resource)
- *Tutorial Talk for Families* (Student Resource)

Preparation for Instruction

- Review *Educator Resource: 10 Family Involvement Ideas* and make plans to implement one or more of the ideas to engage families.
- As you get to know your students and their families, ask them about their preferred method of communication, so you can ensure that your messages get to families.

Instructional Strategies

- Select one or more of the family involvement ideas from *Educator Resource: 10 Family Involvement Ideas*.
- Create an outline of your plan to involve families with tutorials and ask your students for their input on your ideas.
- Based on student input, come to a final decision on which family involvement ideas you will utilize to engage families.
- Based on the chosen idea, prepare students and resources accordingly.

Variation

- Think about the role that tutors can play when engaging families and utilize them as appropriate.

Extension

- Have students create detailed plans for how they will involve families, based on *Educator Resource: 10 Family Involvement Ideas*, and assign each student a job/role in the process.

10 Family Involvement Ideas

It is important that family members understand the tutorial process and are aware of student roles and responsibilities, so they can support their student in this process. The following activities are ideas for how to further promote family involvement:

- Organize a family workshop that is run as a tutorial. Have students demonstrate the tutorial process and explain the "why" behind tutorials. Then, ask families to engage in a tutorial based on a topic of your choice.
- Invite families to attend a tutorial showcase day, where they will be invited to observe tutorials as a guest during their student's AVID class.
- Invite families to sign off on graded Tutorial Request Forms, indicating that they have reviewed the TRF with students. This would be an opportunity for students to use *Student Resource: Tutorial Talk for Families* to guide conversations.
- Invite families to student-led conferences where students talk about the progress they have made in their academic classes due to tutorials.
- Ask students to go home and work with family members to create a TRF about a Point of Confusion from the family member's work or home life.
- If permissible, allow students to record a tutorial session before showing family members what they did in tutorials that day. Allow family members to ask questions using *Student Resource: Tutorial Talk for Families*.
- Send a communication home to families asking them to send text messages or notes of encouragement for students during tutorial days. *Example: "I'm thinking of you. Good luck in tutorials today! I know you can do it!"*
- Ask families to regularly review student grades and suggest tutorial content areas and topics for their students.
- Ask families to reach out to content-area teachers with a quick communication about how they see tutorials helping their student be more successful.
- Periodically send home a "Tutorial Update," explaining to families what the current focus of tutorials is and how they can support at home.

Tutorial Talk for Families

Name: _____ Date: _____

Review these questions with members of your family regarding a recent Tutorial Request Form, paying particular attention to the question you presented during the tutorial. Allow your family members to ask the following questions and then pose additional questions about your TRF and the tutorial process. Record their additional questions and your responses in the provided space below.

Question	Response
How did you end up choosing this Tutorial Question from your Point of Confusion?	
Is it an authentic question? Why or why not?	
How did your tutorial group help you with your question?	
Based on your tutorial, what did you learn that you can take back and apply in your academic class?	
If I had been at your tutorial today, what would I have seen you doing?	
What is your strongest academic area right now? Why?	
What is your weakest academic area right now? Why?	
Are you focusing on the area where you need the most help? Why or why not?	
How can I better support you in your learning and preparation for tutorials?	
Family members should add their own questions below.	*Add your responses to the additional questions from your family members below.*

Act

The last phase of the Continuous Improvement Cycle is the Act phase. This phase involves revisiting the plan to determine if the action steps need revising in order to begin a new Study phase, or if a new plan is needed. Based on their *Tutorials and Grades Analysis* results, students either begin a new Study phase or need a new plan in the form of the *Student Academic Growth Plan*. Additionally, all tutorial members take a look at tips to refine tutorials.

Implementing an Action Plan for the Tutorials and Grades Analysis – Part C

After students have completed Part C of the *Tutorials and Grades Analysis*, the process is nearly complete. Based on those results, teachers act by celebrating students' success and by supporting those students who need more focus in certain academic areas.

Celebration and recognition of students' progress is important in terms of keeping them motivated to succeed and realizing their own ability to initiate a plan and see results. A celebration does not have to be expensive or time-consuming to be meaningful to students. It should occur regularly throughout the year at expected intervals.

Supporting students who have not yet shown anticipated progress is expected and an integral part of the AVID student experience. Students must be held accountable to the signed AVID Student Contract and for their academic performance. The *Student Academic Growth Plan* is the vehicle to use to keep students focused on improvement. If students fail to meet the outcomes of the plan, they are exited from AVID the following semester. They may reapply if they show improvement.

Tips for Refining Tutorials

Tutorial members often know what needs fixing in any given tutorial group. Making a list of ideas can create a sense of ownership in the tutorial process. Sharing those ideas with others can expand that feeling. An existing tip sheet is provided to get the ball rolling if ideas are in short supply.

INSTRUCTIONAL PRACTICE: Plan, Do, Study, **ACT**
Implementing an Action Plan for Tutorials and Grades Analysis – Part C

Once the *Tutorials and Grades Analysis – Part C* is complete, take one of two next steps: celebrate or support. If students have shown steady performance or improvement over the past six weeks, that effort is celebrated in the AVID Elective class. If the student is struggling or has poor or worsening performance in a subject area, it is now time to act.

Instructional Goals

Students will:

- Develop, demonstrate, and maintain motivation.
- Self-monitor and seek help when necessary.
- Demonstrate persistence, flexibility, and adaptability.

Resources

- Completed *Tutorials and Grades Analysis – Part C* (Student Resource), located earlier in this chapter
- *Tutorials and Grades Analysis Evidence* (Educator Resource), located earlier in this chapter
- *Student Academic Growth Plan* (Student Resource)

Preparation for Instruction

- Gather Part C of the *Tutorials and Grades Analysis* from each student. Sort into two piles—one of students with all "Cs" or better and one of students with a "D"/"F" listed for a current grade in any subject after the TAG period has ended.
- Determine a celebration/recognition to honor student success or (to support student agency) consider allowing them to brainstorm ideas. Another option is to arrange an event in the classroom or on campus.
- Recruit AVID Site Team members to volunteer as Designees to support select students in completing their academic growth plans.

Instructional Strategies

- Explain to the class that you have reviewed their completed *Tutorials and Grades Analysis – Part C*, and now it is time to begin the Act phase of the Continuous Improvement Cycle.
- For the students with all "Cs" or better, assign an alternative lesson, such as reflecting on their academic performance and their plans to continue or improve their performance. Alternately, allow them to work independently.
- To those students who have a "D"/"F," distribute *Student Resource: Student Academic Growth Plan*. Note that students will need a new weekly check-in sheet each week.
- Review each part of *Student Resource: Student Academic Growth Plan* to ensure that students understand what is expected of them in order to remain in AVID. Refer them back to the AVID Student Contract for emphasis, if necessary.

- Circulate the room as students fill out the plans. For question three, if there are specific Site Team members who have volunteered to act as Designees to support students, let students know who they are. Some students may feel more comfortable checking in with their AVID teachers instead. Allowing them to decide will create greater buy-in in the growth plan process.
- Depending on the relational capacity of the group, consider having students pair up as accountability partners. If they share a teacher or a class in common, suggest having them attend help sessions together for added support.
- Ensure that students can access their grades online in order to print their weekly grade reports. Help them clear up any password or technology issues that would stop them from performing this important task.
- Collect the signed *Student Resource: Student Academic Growth Plan* once parents/guardians, administrators, and content teachers have all signed.
- Collect the weekly check-in sheets every Friday for the next six weeks, as indicated. Keep the sheets on file with the signed *Student Academic Growth Plan* in the event that the student must exit AVID the following grading period. They may always reapply if their grades improve.
- When students have completed their six-week growth plan period, reevaluate their grades and progress. If required, set a conference with them and their parents to discuss exiting AVID.
- If students have been successful, celebrate their persistence, flexibility, and adaptability in a meaningful way to help them maintain their motivation to succeed academically. Make sure they know that they will be included in the next all "Cs" and better celebration, provided they keep their grades up.
- At the end of each TAG process, complete *Educator Resource: Tutorials and Grades Analysis Evidence* and give it to your AVID Site Coordinator as part of yearly Coaching and Certification Instrument (CCI) evidence collection.

Variations

- Consider including *Student Resource: Student Academic Growth Plan* during the next parent–teacher conference to ensure parents/guardians and students understand the expectations for remaining in AVID.
- Create a celebration bulletin board listing names of those who have met the academic expectations of an AVID student.

Extensions

- Encourage students to attend any and all tutoring opportunities offered on campus or on weekends at local community centers or libraries.
- Encourage academic teachers to celebrate students' persistence, flexibility, and adaptability in their classrooms, as well.

Student Academic Growth Plan

Student Name: _____ Contract Start Date: _____

Current GPA: _____ AVID Teacher: _____

Name of Site Team member who will check in weekly with student:_____

Parent/Guardian Name: _____

Parent/Guardian Contact #: _____

Current Grades for Contract Subjects: ☐ English: _____ ☐ Math: _____ ☐ History: _____ ☐ Science: _____

Contract Completed:

Week 1: Yes No Comments: _____

Week 2: Yes No Comments: _____

Week 3: Yes No Comments: _____

Week 4: Yes No Comments: _____

Week 5: Yes No Comments: _____

Week 6: Yes No Comments: _____

Ending Grades for Contract Subjects: ☐ English: _____ ☐ Math: _____ ☐ History: _____ ☐ Science: _____

AVID is a system designed to prepare students to meet the requirements for admission to four-year colleges and universities at the end of high school. Students are expected to maintain satisfactory behavior and academic progress in all courses.

By the end of the next grading period, it is my goal that I will improve my grade(s). To accomplish this, I will:

1. Ask to move my seat to the front of the room or next to a successful AVID student.
2. See my **academic teacher(s)** at least **one hour a week** for additional help and to check my grade **after school/at lunch: M T W TH F**
3. See my **AVID teacher/Site Team Member Designee** for an hour of additional support and to check my contract **after school/at lunch** every: **M T W TH F**
4. Submit a **weekly grade report** for all classes and for contract class(es) signed by parent/guardian every: **M T W TH F**
5. Obtain my parent/guardian signature weekly in my agenda/calendar every: **M T W TH F**
6. Return my **Weekly Check-in Sheet** to my **AVID Elective teacher** by **Friday at 3:00 pm**, with my **grade printout** attached.

We agree to support the student in completing this contract over the next six weeks. With all of us working together, success will surely be the outcome. However, if a student fails to complete this contract, the student will be exited from the AVID class at the end of the grading period.

Student Signature	AVID Elective Teacher Signature	Academic Teacher Signature/Subject
Parent/Guardian Signature	Principal/Assistant Principal Signature	Academic Teacher Signature/Subject
	AVID Site Team Member Design. Signature	Academic Teacher Signature/Subject

Student Academic Growth Plan

Weekly Check-in Sheet

Student Name: _____ Week #: _____ Date: _____

Below, record content area/AVID support received this week.

Subject	Current Grade	Academic Task to Complete	Support Day/Time	Teacher's Signature to Verify Attendance
			M T W TH F Time:	
			M T W TH F Time:	
			M T W TH F Time:	
			M T W TH F Time:	
			M T W TH F Time:	

Student completed the following this week:

- ☐ Student met with **academic teacher(s)** at least **one hour a week** for additional help and to check grade.
- ☐ Student met with **AVID Elective teacher/Site Team Member Designee** for an hour of additional support and to check contract.
- ☐ Student submitted a **weekly grade report** for all classes, signed by parent/guardian.
- ☐ Student obtained parent/guardian signature in the agenda/calendar this week.
- ☐ Student returned this **Weekly Check-in Sheet** to the **AVID Elective teacher** by **Friday at 3:00 pm**, with the **weekly grade report** attached.

Weekly Student Academic Probation Contract was: ☐ Complete ☐ Incomplete

AVID Elective Teacher/Site Team Member Designee's Signature	Student's Signature	Parent/Guardian's Signature

INSTRUCTIONAL PRACTICE: Plan, Do, Study, **ACT**
Tips for Refining Tutorials

There are too many ways to continuously improve AVID tutorials to name them all, but that doesn't mean they can't be collected. Working with students and tutors will expand the variety of ideas, tips, and tricks to try in the name of refinement.

Instructional Goals

Students will:

- Select, create, and practice new ways to improve tutorials.
- ⚓ Continuously reflect and refine strategies to promote learning and academic success.
- ⚓ Reflect upon and modify actions related to successful utilization of a process.

Resources

- *Tutorial Refinement Tips* (Student Resource)

Preparation for Instruction

- Determine if this lesson will take the place of a tutorial day to allow tutors to participate.
- Determine student groups.

Instructional Strategies

- Group students with or without a tutor.
- Explain to students that, as part of the Continuous Improvement Cycle, they will be taking action to improve tutorials.
- Distribute *Student Resource: Tutorial Refinement Tips*.
- Have student groups read the tips and select five that they would agree to try. Then, have each group offer one of their selected tips to the class without repeating any ideas. Record the list of tips, with the recorded list becoming the start of the class list.
- Instruct students to work in their groups to come up with new ideas to add to it. Challenge them to be as creative and original as possible. Tutors can facilitate and contribute ideas to their groups, maintaining no more than an equal voice.
- Consider using digital tools to organize and submit the group lists.
- Once groups have completed their own lists, combine them into a class list and decide how the first tip will be selected and when it will be tried.
- Continue to return to the list when tutorials are in need of refinement.

Variation

- Have tutors work together as a group to generate their own list.

Extensions

- Trade lists with another AVID school to encourage the spread of ideas for continuous improvement.
- Teleconference with another AVID school and allow students to observe tutorials virtually. Use the plus/delta protocol or another feedback mechanism to share observations.

Tutorial Refinement Tips

1. Advise students to work on **homework before** determining their area of tutorial need. Students should complete their Tutorial Request Form (TRF) pre-work after getting "stuck" on homework.
2. Group members should **take turns asking questions** of all student presenters. They should use their question support resources as needed (e.g., question stems, language scripts).
3. Create a class tutorial **focus goal**. Have students focus on an area of improvement for tutorials. For example, "How do we check for understanding during the tutorial?" End tutorials a few minutes early and have each tutorial group share their best example of checking for understanding.
4. If there are not enough tutors available, see resources on MyAVID for training and implementing **peer tutors** to facilitate the inquiry process for the tutorial group.
5. Have a **participation log** available to each group to record the sharing of Tutorial Questions from the Point of Confusion (POC) and group member inquiry participation.
6. If students are not turning in TRFs at the start of class, or are turning in incomplete TRFs, have them **come in the day before** during lunch or before school to work on them with you or other students.
7. Students should **adapt their speech** to the academic setting of tutorials, as they do in Socratic Seminar. Observe tutorials to ensure the use of **formal register** and appropriate academic vocabulary.
8. Circle one **academic vocabulary word** in the Tutorial Question and two or three academic vocabulary words in the "steps" column of the TRF. Have students practice pronouncing the words and using them in context.
9. Have students change their **color of marker** after writing their Tutorial Question and work from pre-work at the start of group member inquiry to denote tutorial thinking.
10. Identify ***a-ha!* moments** with an exclamation point [!] (in a different color) when the student presenter discovers new knowledge. Encourage students to use the *a-ha!* moment in their TRF, on the whiteboard, and in their written summaries.
11. Identify moments where the **student presenter fully understands a concept** with a smiley face [☺].
12. Tell students not to use **pronouns in writing** a Tutorial Question. Instead of "How do I…?" have students write, "After using distributive property, how can the variable be isolated?"
13. Vary the **closure process**. Have students summarize their learning and reflect on the tutorial process either verbally or in writing. Vary the reflection prompts, as well.
14. Use the **60-Second Synthesis** at the end of a student's tutorial to incorporate academic vocabulary.
15. Each group member receives **two sticky notes** for each student presenter. Each one takes turns asking questions from their resources. Sticky notes are attached to the TRF when turned in, and high-level questions can be added to an "Inquiry Wall."
16. Students **share their initial question and Tutorial Question from the POC** at the start of the tutorial process to determine who goes first.
17. At the beginning of the year, have all students share their **60-Second Speeches** (even if they are not presenting) to practice the process. Have students number the parts of the TRF that will be included in the 60-Second Speech, so they know which parts to read aloud.
18. **Tutorial time** should begin within five minutes of the class period. The following are some strategies to group students: by TAG activity, by teacher, and by subject (have subject-labeled bins for students to drop off TRFs).

Post-Reading Reflection Questions

- How will I articulate the connection between tutorials and the Continuous Improvement Cycle?
- How will I advise students in selecting topics for their Tutorial Request Forms?
- How will I celebrate student success and support struggling students by upholding the AVID Student Contract?

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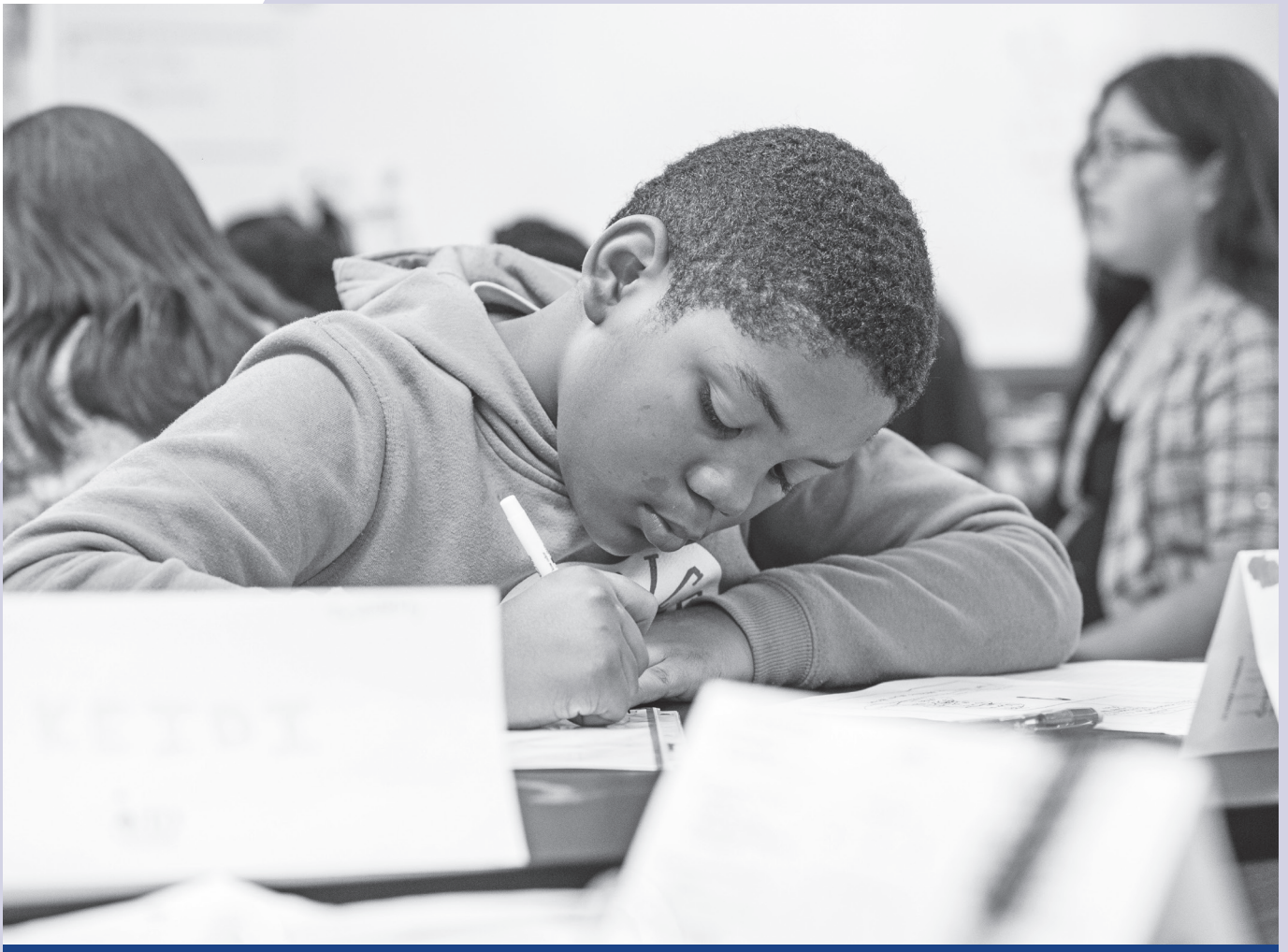
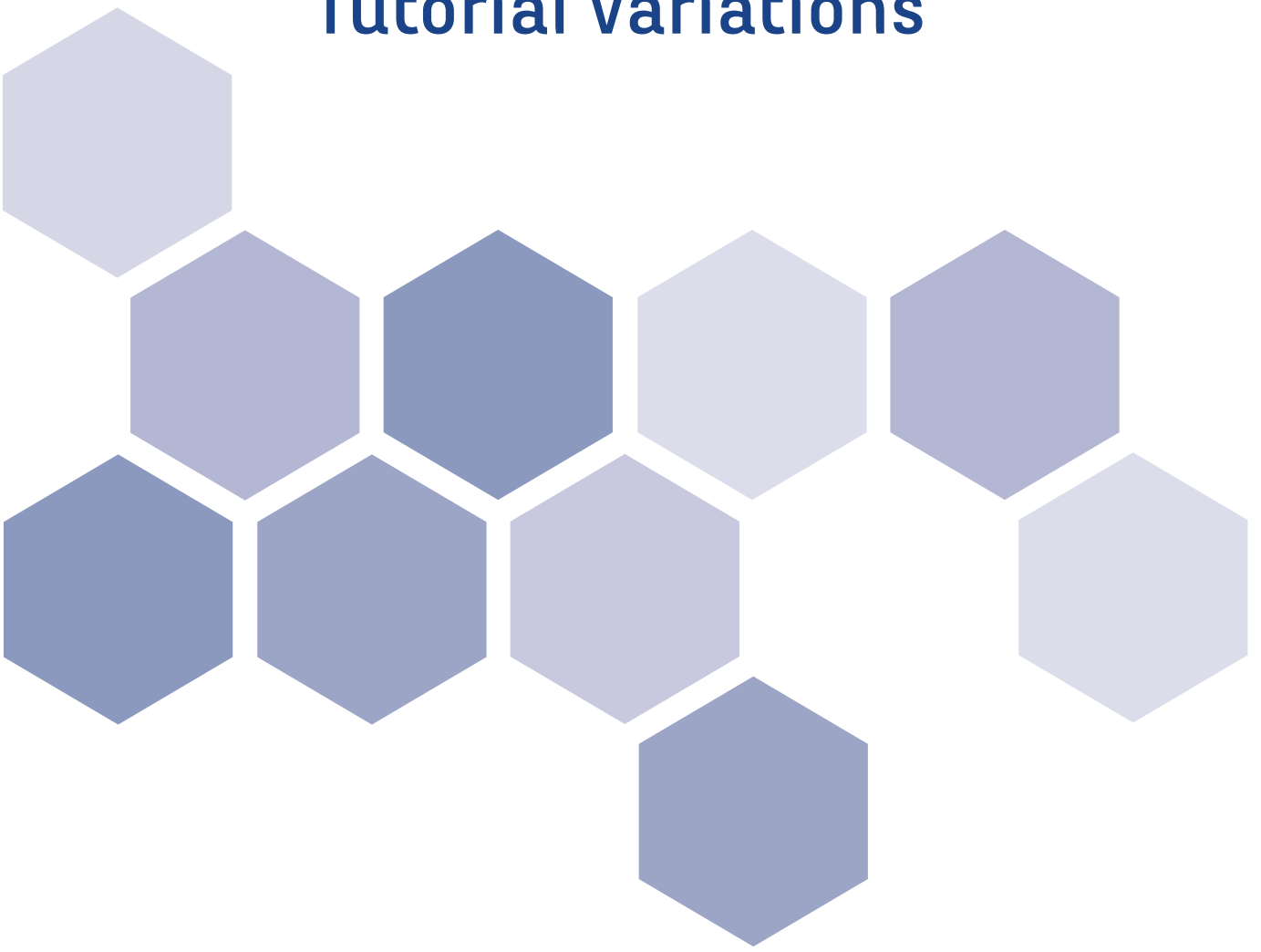


CHAPTER SIX

Tutorial Variations



Visit the *AVID Tutorial Guide* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

Following the same tutorial process from 6th or 9th grade forward can sometimes feel a little stagnant for students. To address this issue, this chapter presents tutorial variations that students can occasionally use. The types of variations enable students to:

- Create Tutorial Request Forms on alternative topics or interests.
- Create focus goals to improve upon academic language skills.
- Make the transition to **Senior Tutorials**.
- Utilize technology by conducting tutorials with an eTutor.
- Deepen their tutorial skills by conducting tutorial-like collaborative study groups in their academic content classes.

Each of these variations to the original tutorial process allows for students to utilize the process and the skills involved to further deepen their knowledge of specific content areas. They allow flexibility for the students, tutors, and teachers. The same tutorial skills (collaboration, critical thinking, communication, Socratic questioning, and note-taking) apply to each of these variations.

Senior Tutorials are tutorials that take place in the AVID Elective class during the senior year. The goal of senior year is to begin removing scaffolds to develop independence, allow for more authentic academic conversation, and prepare students for college collaborative study groups.

Chapter Objectives

As a result of interacting with this chapter, educators will be able to:

- Observe improved tutorial skills through the occasional incorporation of non-academic Tutorial Request Form (TRF) topics.
- Support students in elevating their academic language skills.
- Support seniors as they transition to Senior Tutorials.
- Conduct tutorials with an eTutor, integrating necessary technology.
- Conduct Collaborative Study Groups (CSGs) in their content-area classes and support colleagues in implementing CSGs schoolwide.

Pre-Reading Reflection Questions

- How will occasionally using differentiated tutorial topics reengage students in the tutorial process?
- How do I help students apply academic reading, writing, speaking, and listening skills as an overlay and support to the foundational tutorial skills?
- What is the goal of implementing Senior Tutorials? How will I support students through this transition?
- How can using eTutors help support students in tutorials?
- How can I use Collaborative Study Groups in my content-area classes? How can I encourage colleagues to try using Collaborative Study Groups in their courses?

Guiding Principles

- The tutorial process can benefit from specifically designed variations.
- Students can improve tutorial skills by incorporating new focus areas, such as academic language.
- Academic language skills are critical to students' success in rigorous courses.
- Teachers gradually release the responsibility of the tutorial process to seniors in order to prepare them for college-level study groups.
- Incorporating eTutors into the AVID classroom can support implementation of the AVID Tutorial Process.
- Incorporating technology into the AVID Tutorial Process can support the growth of students' technology and tutorial skills.

Supporting Student Agency

In addition to academic skills, tutorials can be used to develop student agency, including solving or discussing "life" questions, elevating their academic language, and transitioning to more college-like tutorials as seniors. The instructional practices in this section support students in demonstrating self-awareness, persistence, flexibility, and adaptability. By practicing these tutorial variations, students will continue their preparation for college, career, and life.

Tutorial Request Form Topic Variations

Students can practice the skills of the tutorial process by occasionally choosing an initial question in other areas of interest. This provides students the chance to practice the tutorial skills with authentic areas of concern or interest to the individual student.

Academic Language Skills Support Tutorials

This practice focuses on unpacking the language of critical thinking. Students increase critical thinking fluency in order to have success with the cognitive processes and abstract ideas embedded in a variety of academic settings. Students can work on their academic language skills within the tutorial process as part of elevating their academic preparedness. Students can set academic skill goals in reading, writing, listening, and speaking based on their needs, conversations with content teachers, or observational feedback. The skill that a student chooses to focus on should be shared with the tutor and tutorial group, so the student can be supported and encouraged. Practicing a reading, writing, listening, or speaking skill during the tutorial will allow students to gain confidence in a supportive setting.

Senior Tutorials

Many seniors have participated in AVID—and therefore, tutorials—for up to six years. The goal in senior year is to develop independence and learn how to hold academic conversations using fewer scaffolds. It is important for teachers to gradually release the structures of the tutorial process to seniors as they engage in Senior Tutorials, which resemble the type of study group they will experience in college. As seniors begin the transition to Senior Tutorials, they enter the "You do" phase of the Gradual Release of Responsibility Model, where they independently practice and apply their tutorial skills (see Chapter 1, for the Gradual Release of Responsibility Model). The following instructional practices and resources provide teachers and tutors with guidance on supporting this transition.

INSTRUCTIONAL PRACTICE:
Tutorial Request Form Topic Variations

Occasionally, it may be valuable to practice tutorials without the pressure of also engaging in rigorous academic content. Using tutorial variations provides students practice with the tutorial process, while at the same time allowing students to address some "real life" topics of their choice within tutorials.

Instructional Goals

Students will:

- Practice tutorial processes and skills with varied versions of tutorials.
- ⚓ Self-monitor and seek help when necessary.
- ⚓ Identify specific questions based on a misunderstood concept or problem.

Resources

- *Tutorial Request Form Topic Variations* (Student Resource)
- *Sample TRF – Topic Variation* (Student Resource)

Preparation for Instruction

- Choose or allow students to choose a tutorial topic variation from *Student Resource: Tutorial Request Form Topic Variations.*
- Prepare students to come to class with a TRF reflecting their chosen tutorial topic variation.
- This may be a fun activity to use when students may not have as much homework from their content-area courses, such as at the beginning or end of assessment terms.
- If using the "Brain Teaser/Riddle" variation, preselect the brain teasers or riddles that you will provide to tutorial groups. See *Student Resource: Brain Teasers* in Chapter 3.
- If using the "Mystery" variation, collect the mystery initial questions from students to add to the draw pile.
- If using the "Brave Life" variation, high relational capacity within the tutorial group is needed for this type of TRF since students will be more vulnerable with the group than with an academic TRF.

Instructional Strategies

- Explain to students that sometimes it is valuable to apply the tutorial process in other ways. This allows us to both practice the tutorial process and use tutorials for other relevant purposes.
- Guide students through *Student Resource: Tutorial Request Form Topic Variations.* Ask students to mark the text by circling key terms and checking a key skill(s) they hope to grow during the tutorial process.
- Then, ask students to select a TRF topic that they plan to use during the next tutorial session by checking the box next to their selected variation.
- Provide time for students to create a TRF on their chosen topic. Model the process with students, if necessary.

- During the next tutorial day, allow students to engage in their chosen tutorial variation while in tutorial groups.
- Finally, have students complete the reflection on the process at the bottom of the form.
    - *How have you have grown in your tutorial skill focus area(s)?*

Variation

- Add your own spin on this activity by having students brainstorm their own list of tutorial variations.

Extension

- Challenge students to think about how skills they are learning from tutorials can help them in other "real life" situations. Ask students to make connections between tutorial skills and real-life skills.

Tutorial Request Form Topic Variations

This resource provides ideas for tutorial variations that can be used occasionally. Review the TRF topic variations listed in the table below and identify the tutorial skill(s) that you would like to work on when practicing your chosen TRF topic. Afterwards, reflect on how you have further developed your tutorial skills through this variation.

TRF Topic Variations
☐ **Real Life** Choose a situation or problem from your "real life" that can be addressed during the tutorial process. For example, you may choose a topic such as, "How do I get the sweat stains out of my baseball hat?" or "I'm having trouble deciding on which major to choose in college." Create a TRF that includes the pre-work inquiry for your chosen "real life" problem and create a Tutorial Question.
☐ **Point of Confidence** Every once in a while, you may not have an authenitc academic Tutorial Question to bring to class. If that occurs, use your tutorial presentation time to teach your classmates about a challenging or interesting concept that may be a current Point of Confusion for them, but is a Point of Confidence for you. The concept can come from one of your academic classes, a recent test or quiz, or another source of interest. For example, maybe you have mastered the skill of simplifying equations, but you've noticed that your classmates haven't yet. Use this opportunity to teach them the concept. Or, maybe you just read an interesting story about climate change in your science class. Use this opportunity to help your classmates explore the topic further during tutorials.
☐ **Academic Process** Students complete a TRF on "the how to" or "process" of such topics as: writing an essay, balancing sports and school, doing homework/studying, managing the transition to high school, or keeping organized.
☐ **Test Question** Choose a confusing item from a test, such as the ACT® , SAT® , an AP® exam, or maybe even a challenging test question from one of your classes. This is likely going to be a test question that you still have some confusion about. Use this test question to develop your TRF pre-work, including a Tutorial Question. *With this option, your teacher may even assign you a test question from a resource, such as an ACT, SAT, or AP practice test booklet.*
☐ **College Tutor** With this variation, your college tutor will create a TRF from one of their college courses and present the Tutorial Question. Your tutorial group will engage in the tutorial process to help your tutor through their own Point of Confusion.
☐ **Brain Teaser/Riddle** Your teacher will provide you with a brain teaser or a difficult riddle to solve. As a group, develop TRF pre-work for the original riddle and a Tutorial Question. Then, use the tutorial process to attempt to solve the Tutorial Question, thereby solving the riddle.

Tutorial Request Form Topic Variations

TRF Topic Variations

☐ **World Language**

This variation works best if a group of students are all taking the same World Language course together. Use this variation to rehearse a second language and to develop listening and speaking skills within that second language. Perhaps you are learning conversational Spanish, French, or American Sign Language in your World Language class. Using this second language, challenge yourself to develop a TRF in the chosen language, including a Tutorial Question. Then, challenge yourself to practice speaking in this language during the entire tutorial process.

☐ **Mystery**

Grab a random "mystery" initial question provided by your teacher. You don't know what you are going to get until you draw your "mystery" question. The source of the question could be from any topic or content. It depends on what your teacher has placed in the draw pile! Based on the "mystery" question you draw, develop TRF pre-work, including a Tutorial Question, and use this question as the basis for your next tutorial session. The fun part about this option is that you have no idea what type of question you will end up getting!

☐ **Brave Life**

Students complete a TRF on non-academic issues that are challenging or somewhat intimidating, such as traveling to another state or country, friend problems, health issues, or other complex topics. This type of TRF would allow a student to confront doubt and form steps to address some of life's more difficult challenges.

Tutorial Skills You Hope to Grow Through This Process (Before the Tutorial)

- ☐ Identying TRF Initial Questions
- ☐ Critical Thinking and Steps
- ☐ Writing Tutorial Questions
- ☐ 60-Second Speech
- ☐ Communication Skills
- ☐ Socratic Questioning During Tutorials
- ☐ Utilizing Resources During Tutorials
- ☐ Identifying General Steps
- ☐ Summarizing Academic Learning
- ☐ Reflecting on the Tutorial Process

Reflection (After the Tutorial)

How have you grown in your tutorial skill focus area(s)?

Sample TRF – Topic Variation

Name: Saydie

AVID Teacher: Mr. Mcferren AVID Tutor: fatima

Date: _____ AVID Period: 5th Subject: Life

Tutorial Request Form (TRF)

BEFORE	DURING		AFTER	
TRF Pre-Work	Collaborative Inquiry	Communication	Closure	Total
___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and non-verbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

None

Initial Question:

How can I be more open to my mom without getting nervous or afraid?

Source: Personal life ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Bonding- the establishment of a relationship or link with someone based on shared feelings
2. Breakdown- a sudden collapse in someones mental health

___ / 4

What I Know About My Question:

1. From what others tell me, I need to trust my mother because shes my parent
2. I need to be more open with her instead of fearing she'll disown me

___ / 4

Sample TRF – Topic Variation

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:
! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about…

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

adress her about the situation

tell her how I feel

feel good in the end

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

is it possible to be able to open up to family members without feeling scared?

___ / 2

Sample TRF – Topic Variation

Name: Cheellsy

AVID Teacher: McFerren AVID Tutor: Marlene

Date: _____ AVID Period: 5 Subject: Life tutorial

Tutorial Request Form (TRF)

BEFORE TRF Pre-Work	DURING Collaborative Inquiry	Communication	AFTER Closure	Total
___ / 20	___ / 12	___ / 8	___ / 10	___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and non-verbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:
How can it be possible to know how deep the ocean is?

Initial Question:
How can it be possible to know which animals are the unknown?

Source: Knowledge ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Percent: By a specified amount in or for every hundred.
2. Extends: Cause to cover a larger area; make longer or wider.

___ / 4

What I Know About My Question:

1. I know that the ocean is deep.
2. I also know that the scuba divers can't go really deep in the ocean to discover what is down there. ___ / 4

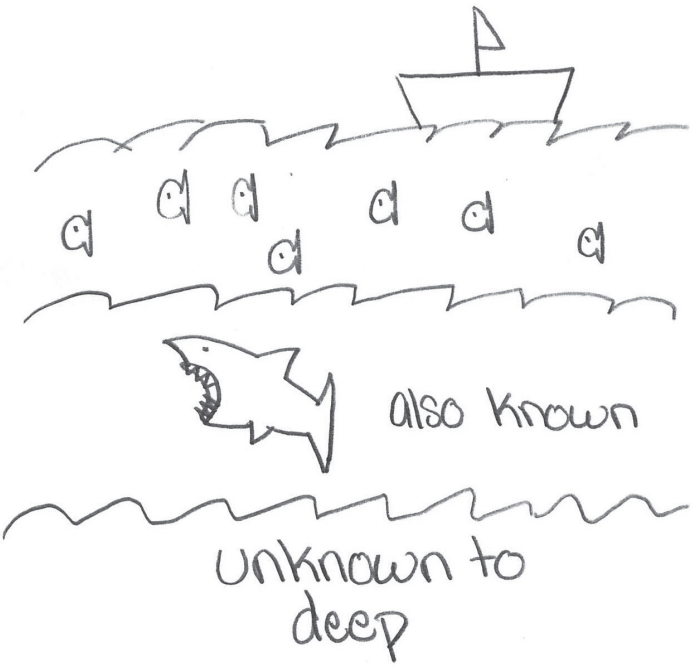
Sample TRF – Topic Variation

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:
! = *A-Ha!* moments **?** = Point of Confusion 🔍 = Need to research ☺ = I'm confident about...

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4



Q1) How far does the ocean extend?

Q2) How deep is the ocean?

3) Expiriment ways to be in the ocean longer

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

How can it be possible to know that only 5 Percent marine animals were discovered

___ / 2

Sample TRF – Topic Variation

Name: Charlene

AVID Teacher: McFerren AVID Tutor: _____

Date: _____ AVID Period: 5 Subject: life tutorial

Tutorial Request Form (TRF)

BEFORE	DURING		AFTER	
TRF Pre-Work ___ / 20	Collaborative Inquiry ___ / 12	Communication ___ / 8	Closure ___ / 10	Total ___ / 50

Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

- ☐ Uses Socratic questioning
- ☐ Utilizes resources to investigate student presenter's POC
- ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)

Communication

- ☐ Communicates clearly, both verbally and non-verbally
- ☐ Listens effectively to decipher meaning
- ☐ Demonstrates command of academic vocabulary
- ☐ Adapts speech to an academic setting

Closure

- ☐ Summarizes key academic learning points
- ☐ Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:

How to Do good at an interview?

Initial Question:

What are the essential things to know before going into an interview?

Source: Art museum internship application ___ / 2

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. Essential: Absolutely necessary, extremly important.
2. Interview: meeting of people face to face. ___ / 4

What I Know About My Question:

1. I know to use kind and calm manners while at the interview.
2. I also know to show I have things such as sports/clubs but show that I am avalible. ___ / 4

Sample TRF – Topic Variation

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:
! = *A-Ha!* moments ? = Point of Confusion 🔍 = Need to research ☺ = I'm confident about...

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

- Internship for art museum
  - Tuesday the 28th big interview!

- Questions usually asked: Q
  - what are you involved in for school or clubs? ☺
  - why do you want to work here?
  - How do you work under a peer-based environment?

Step 1: freak out because I actually have an interview!
Step 2: look up frequently asked questions for an internship interview.
Step 3: look online for tips / advice as to how to act during the meeting

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

What are ways one should prepare for an interview?

___ / 2

INSTRUCTIONAL PRACTICE: **Senior Tutorials**

As seniors begin the transition to Senior Tutorials, they move into the "You do" phase of the Gradual Release of Responsibility Model. To get them ready for study groups in college, use this instructional practice to support an increasingly student-driven and authentic tutorial process.

Instructional Goals

Students will:

- Transition to Senior Tutorials as they learn to implement more authentic study groups like they are on a college campus.
- ⚓ Demonstrate integrity and ethical leadership.
- ⚓ Share responsibility among group members.
- ⚓ Work productively and effectively in diverse teams with diverse perspectives.

Resources

- *Senior Tutorials Process and FAQs* (Educator Resource)

Preparation for Instruction

- Refer to *Educator Resource: Senior Tutorials Process and FAQs* and the suggested sequence for the gradual release of responsibility of the tutorial process through the 12th Grade Weeks at a Glance (WAG) on MyAVID.

Instructional Strategies

- Explain to students that after many years of practicing the tutorial process, the goal of senior year is to begin removing some of the scaffolds in order to develop independence and readiness for college study groups.
- Explain to students that they will be following a sequence of "de-scaffolding" to gradually release ownership of the tutorial process over to them.
- Remind students that the tutorial process is still critical to AVID, but they will be expected to move toward more authentic study sessions—such as they will experience in college.
- If necessary, continue to use the standard Tutorial Request Form (TRF). Ideally, students will begin creating their own TRF—still including all critical components—on their own notebook paper.

Variation

- Students may design their own TRF form that is used during senior year. This can be a collaborative effort among your class and reproduced for use by all seniors.

Extensions

- Ask college tutors, or invite recent AVID graduates from your school, to talk to students about what study groups are like in college.
- While on a college field trip, visit the college library to scout possible collaborative areas for study groups or search for other common spaces on college campuses.

Senior Tutorials Process and FAQs

After years of scaffolding the tutorial process, the goal of senior year is to begin removing the scaffolds to develop independence and readiness for study groups in college. Each AVID teacher has the agency to choose the order of these steps and gradually release these components to students as they are ready.*

	What	Why
Group Formation	Seniors begin forming their own tutorial groups.	The formation of study groups in college is initiated by students.
	Students are encouraged to periodically form and establish norms for new groups.	College students need the skill of forming new study groups for each new class or semester.
Tutors	For groups using college, cross-aged, or adult tutors, tutors stand outside of the group to observe and offer feedback. They are available as a coach and resource.	Study groups in college are led by students in the group.
	For groups using a peer tutor, the roles and responsibilities of the peer tutor are increasingly shared across all group members.	Successful study groups in college are dependent on all group members actively contributing.
TRF	Seniors create their own TRF (still including all critical information) on notebook paper.	College students choose what information they will need for their study groups.
	Students have the option of not bringing a TRF as long as they are prepared to present all components of the 60-Second Speech.	College students need to have internalized the metacognitive components of the TRF.
Student Presenter	Remove requirements of student presenter standing at whiteboard; whiteboards are still available if needed.	College students need the skill of verbalizing their Point of Confusion naturally within the group setting.
Group Members	Encourage transition to Socratic dialogue for group members in addition to Socratic questioning; maintain student presenter requirements (e.g., 60-Second Synthesis)	Study groups in college utilize Socratic questioning as well as Socratic dialogue.
Outside of AVID Application	Students are required to form their own study group outside of class and report back with a learning log reflecting on the experience.	College students will need to be able to initiate and execute their own study groups.
	Students are required to make a 60-Second Speech/Synthesis to a content teacher and report back.	College students need to be comfortable articulating their needs and understanding to their professors.
	Students can choose the location for tutorial (e.g., library, college and career center).	Study groups in college can happen in many different locations.
College Preparation	Begin formulating a plan regarding how to form study groups in college.	This is the capstone step to assure that AVID seniors have internalized all the above skills.

* For specific information about how these components might be calendared, see the 12th Grade Weeks at a Glance on MyAVID.

Senior Tutorials Process and FAQs

What is the goal of Senior Tutorials?

- After many years of scaffolding the tutorial process, the goal of senior year is to begin removing these scaffolds to develop independence and readiness for study groups in college.

Which teacher-led scaffolding pieces are removed?

- The "de-scaffolding" steps are written into 12th Grade Weeks at a Glance on specific days. Each AVID teacher should exercise their agency to accelerate the pace by moving onto the next step once their seniors have developed mastery in the previous component, or to decelerate the process as needed.

How will Senior Tutorials be assessed?

- Refer to the *Educator Resource: Tutorial Request Form Rubric with AVID Elective Standards* in Chapter 2. Notice that the anchor standards in the left column are the same as the 12th grade AVID Elective Standards. Consider using these standards to assess Senior Tutorials. Alternatively, involve seniors in creating a rubric focusing on preparation, leadership, and time on task.

Should seniors work on college/scholarship applications and essays on tutorial days?

- The general rule for tutorials should be that if students can do it on their own, then they should do it on their own time. Following from that logic, students should not use tutorial time to complete applications; they should be expected to do this on their own time. Application time is built into curriculum days in Weeks at a Glance. If students need assistance from a tutor (e.g., with refining a scholarship essay), this is permissible in moderation.

INSTRUCTIONAL PRACTICE:
Academic Language Support Tutorials

While tutorials already focus on language, particularly during the academic conversation, this instructional practice can be used to emphasize the appropriate use of academic reading, writing, speaking, and listening as an overlay and support to the foundational tutorial skills.

Instructional Goals

Students will:

- Engage in high-level academic discourse using academic language during the tutorial process.
- Listen effectively to decipher meaning.
- Demonstrate command of language and grammar usage when communicating.
- Organize information, indicating relationships between ideas.
- Interact with the text to process information.

Resources

- *Marking the Text Like a* _____ (Student Resource)
- *Language Functions* (Student Resource)
- *Academic Language Scripts* (Student Resource)
- *Academic Word Bank* (Student Resource)

Preparation for Instruction

- Determine the focus area(s) for students. Will students be working on academic reading, writing, speaking, or listening? Based on the focus area(s), students will need appropriate support resources.
    - If students are working on *reading skills*, they might benefit from *Student Resource: Marking the Text Like a* _____.
    - If students are working on *writing skills*, choose organizers, signal words, and sample sentence frames to make available to students within a specific **language function** from the resources listed on *Educator Resource: Language Functions.* Visit the *Academic Language and Literacy* webpage on MyAVID to access full-sized versions of these resources.
    - If students are working on *speaking* or *listening skills*, use *Student Resource: Academic Language Scripts* to support them.
    - *Student Resource: Academic Word Bank* can be used to support all four skill areas.
- In general, academic language support tutorials will function just as standard tutorials, but with the addition of academic language supports where appropriate.

A **language function** refers to responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas; exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

Instructional Strategies

- Explain to students that they will be focusing on specific academic language skills during tutorials.
- To support them in the development of academic language skills, they will be provided with various resources to help them in specific skill

areas (reading, writing, speaking, or listening).

- Provide students with access to *Student Resource: Academic Word Bank* and ask students to work collaboratively to fill in the bank during the tutorial.
- Provide students with the appropriate student resources to assist them in developing their academic language during tutorials. The selection of student resources will depend on the overall academic language focus of the tutorials.
- As students engage in tutorials, encourage them to use the provided resources to rehearse the use of academic language.
- Celebrate the use of academic language by roaming the room and acknowledging specific students who are modeling appropriate academic language.

Variation

- Ask tutors to check the steps section of the tutorial notes to make sure that appropriate content-specific academic language is included. For example, instead of "take away," students should use "subtract." Or, instead of "solve," students should use "evaluate."

Extension

- Have students use these academic language supports in their content classes and then report back any improvements that they or their teachers notice in their work.

Mark the Text Like a _____

Name: _____ Date: _____

This is a customizable template for you to use as you think about how you might want to approach marking the text as a practitioner of a specific discipline.

Ultimately, what you mark in the text will depend on your reading purpose. What is your reading purpose (reading prompt or academic task)?

_____

_____

Distinct Marks	Explanation
1. Number the paragraphs/sections (Decide how best to chunk the text.)	
2. Circle _____ _____ (Decide what you will circle within the text.)	
3. Underline _____ _____ (Decide what you will underline within the text.)	
4. Additional Marks: _____ _____ _____ (Add additional marks, such as selective highlighting, bracketing, boxing, labeling in the margins, etc.)	

Language Functions

Guiding questions—asked either by the teacher to guide students' thinking or by students to guide their own thinking—help uncover the details of the text's function.

Signal words help a learner see the relationship between the author's words and the functional purpose of a text.

The recognition and utilization of language functions can be a challenging process for students. Graphic organizers, **guiding questions, signal words,** and sentence frames support comprehension and critical thinking and provide an opportunity to process information about a topic as a springboard for listening, speaking, reading, and writing in all content areas. Language functions can be used to support critical thinking on the Tutorial Request Form (TRF).

Visit the *Academic Language and Literacy* webpage on MyAVID to access full-sized versions of these resources.

Sequence Graphic Organizer

Uses

- Relate steps in a process.
- Express temporal relationships within a larger event.

Signal Words

The presence of these words in the text signals that this graphic organizer may be a good choice to summarize the text visually.

- first, second
- preceding
- prior to
- previously
- earlier
- initially
- now
- while
- meanwhile
- during
- since
- before/after
- next, later, then
- following
- eventually
- finally
- beginning, middle, end

Graphic Organizer

Topic:

Guiding Questions

Use the guiding questions below to help you decide what to put in the graphic organizer.

- What is being described in sequence?
- Why did a chronological order pattern emerge?
- What are the major steps in this sequence?
- What details should be included (people, places, etc.) with each step?
- Are any events in the sequence more important than others?
- Is there a conflict in this sequence? Where does it get resolved?
- Why is the sequence important?

Sample Sentence Frames

Below are just a few sentence frames that will help you turn your visual summary of the text into a concise written summary. If other sentence frames or sentence starters that you know will help you, use them in addition/instead.

- First, _____ . Then, _____ . Next, there was _____ and _____ .
- In the beginning/middle/end (you choose), _____ .
- After (insert action), _____ .
- Before _____ , _____ .
- Initially _____ , then _____ .
- Immediately after _____ , _____ .
- Meanwhile, _____ was taking place.
- Once _____ happened, then _____ .
- As a result of _____ , _____happened.
- Following _____ , _____ .
- Previously, _____ .
- Initially _____ , then _____ .
- Preceding the events of _____ , _____ .
- Meanwhile _____ was taking place/occurring/happening.
- First, _____ happened. Then, _____ occurred and _____ . Eventually, _____ .
- For the past (set time frame), _____ .
- Immediately following the _____ , the _____ took place/occurred.

Compare and Contrast Graphic Organizer

Uses

- Understand and express how two or more things are similar and how they are different.

Signal Words

The presence of these words in the text signals that this graphic organizer may be a good choice to summarize the text visually.

- however
- but
- same as
- [-er], [-est]
- are similar
- as well as
- on the contrary
- as opposed to
- share common traits
- both
- unlike
- different from
- [-er] than
- just like
- have in common
- difference between
- whereas
- on the other hand
- not only…but also

Graphic Organizer

How Alike?

How Different?

With Regard to

Guiding Questions

Use the guiding questions below to help you decide what to put in the graphic organizer.

- What is being compared and contrasted?
- Why are these things being compared and contrasted?
- What categories of characteristics or attributes are used to compare and contrast these things?
- How are the things alike or similar?
- How are the things not alike or different?
- What are the most important contrasting characteristics or attributes?
- What are the most important comparable characteristics or attributes?
- What can we conclude about these things or items?
- When did the comparison/contrast structure emerge?

Sample Sentence Frames

Below are just a few sentence frames that will help you turn your visual summary of the text into a concise written summary. If other sentence frames or sentence starters that you know will help you, use them in addition/instead.

- _____ is the _____ [-est] when compared to _____ .
- _____ and _____ are similar because they are both _____ .
- _____ and _____ are different because _____ is _____ and _____ is _____ .
- _____ is _____ ; however, _____ is _____ .
- Unlike _____ , _____ .
- While _____ is different from _____ , _____ .
- _____ is _____ , as opposed to _____ , which is _____
- Not only is _____ , but _____ .
- Although _____ and _____ have some similar characteristics, they are very different _____ .
- While _____ is able to _____ , _____ does not have that capability/feature _____ .
- The most important difference is that _____ has _____ , while _____ has _____ .
- Just as _____ , so too _____ .
- By comparing _____ and _____ , it is clear that/I realized that/I learned that _____ .

Cause and Effect Graphic Organizer

Uses

- Explain the cause(s) of an outcome.
- Express why something occurred.

Signal Words

The presence of these words in the text signals that this graphic organizer may be a good choice to summarize the text visually.

- because
- since
- therefore
- consequently
- as a result of
- this led to
- so that
- nevertheless
- accordingly
- if…then
- thus
- subsequently
- because of
- in order to
- may be due to
- effects of
- due to
- the cause was
- for this reason
- this led to (caused)

Graphic Organizer

cause cause cause cause

effect

effect

cause cause cause cause

Guiding Questions

Use the guiding questions below to help you decide what to put in the graphic organizer.

- What is it that happens?
- What causes it to happen?
- What is the effect?
- What are the important elements or factors that cause this effect?
- How do these factors or elements interrelate?
- Will this result always happen from these causes? Why or why not?
- How would the result change if the elements or factors were different?
- What is the cause and effect process the author is describing?
- When did a cause and effect structure emerge?

Sample Sentence Frames

Below are just a few sentence frames that will help you turn your visual summary of the text into a concise written summary. If other sentence frames or sentence starters that you know will help you, use them in addition/instead.

- _____ was caused by _____ .
- The _____ because _____ .
- Because of _____ , the _____ is _____ .
- _____ ; therefore, _____ .
- As a result of _____ , _____ .
- If _____ , then _____ .
- In order to _____ , _____ .
- For this reason, _____ .
- _____ has been caused by _____ , thus _____ .
- Due to the fact that _____ , it seems evident that _____ .
- _____ has led to _____ . For this reason, I believe that _____ .
- If _____ is _____ , then I predict that _____ .

Elaboration/Description Graphic Organizer

Uses

- Describe attributes, qualities, characteristics, and properties.
- Explain relationships, frequency, and function.

Signal Words

The presence of these words in the text signals that this graphic organizer may be a good choice to summarize the text visually.

- includes
- explains
- to begin with
- shows
- for instance
- in fact
- also
- in addition
- for example
- such as
- to illustrate
- furthermore
- another
- reflects
- first
- second
- in other words
- most important
- identified by
- associated with
- between
- near
- characterized by
- among

Graphic Organizer

idea 1 idea 2 idea 3 idea 4 idea 5 idea 6 topic concept

detail detail MAIN IDEA topic concept

Guiding Questions

Use the guiding questions below to help you decide what to put in the graphic organizer.

- What is being described?
- What are the most important attributes of the thing being described?
- What are the characters, places, and objects in the text passage?
- Why is this description important?
- What is the concept?
- To what category does the concept belong?
- How does the thing being described work?
- What does the thing being described do?
- How are the pieces related or connected?
- What are the functions of the pieces?
- What are examples of the thing being described?
- What are examples of things that share some of its characteristics/attributes?

Sample Sentence Frames

Below are just a few sentence frames that will help you turn your visual summary of the text into a concise written summary. If other sentence frames or sentence starters that you know will help you, use them in addition/instead.

- _____ shows _____ .
- _____ can be described as _____ .
- Usually _____ .
- _____ is called _____ and is related to _____ .
- _____ is used to illustrate _____ .
- Characteristics of _____ include _____ and _____ .
- _____ can be characterized by _____ .
- _____ ; in other words _____ .
- _____ can be defined as first _____ and second as _____ .
- _____ is _____ ; for instance,
- An example of _____ is _____ .
- _____ rests among _____ and near _____ .

Claim and Evidence (Proposition and Support) Graphic Organizer

Uses

- Defend an opinion.
- Explain reasoning.
- Justify a position.

Signal Words

The presence of these words in the text signals that this graphic organizer may be a good choice to summarize the text visually.

- believes
- the question is
- suggests
- one answer is
- reasons
- therefore
- for example
- nevertheless
- states
- persuades
- position
- opposes
- proposes
- argues
- evidence
- refutes
- asserts
- against
- claims
- defends

Graphic Organizer

Position/Claim

Evidence 1 Evidence 2

Argument/Reasons

Rebuttals

Counterarguments

Guiding Questions

Use the guiding questions below to help you decide what to put in the graphic organizer.

- What is the position/claim?
- Why is this important?
- Who will this impact?
- What evidence is given to support the position/claim?
- What reasoning is given using the evidence?
- What might an opponent say to argue against this position (rebuttals)?
- What arguments can be made against the rebuttals (counterarguments)?
- What are the consequences or benefits of this position?

Sample Sentence Frames

Below are just a few sentence frames that will help you turn your visual summary of the text into a concise written summary. If other sentence frames or sentence starters that you know will help you, use them in addition/instead.

- I believe that _____ . I believe this because_____ .
- I disagree with_____ because_____ .
- The evidence suggests that_____ .
- _____ proposes that_____ . She/he supports her/his position by_____ .
- It is clear that_____ ; therefore, _____ .
- According to _____ , _____ is an important issue/serious problem.
- _____ justifies this position by_____ .
- While she/he tries to persuade us that_____ , the evidence suggests _____ .
- Nevertheless, the evidence strongly points to _____ .

Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve...?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean...?

Probing for Higher-Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand _____, but I wonder about...
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say

- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also, and I'm wondering why?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that... I agree and also think...
- Based on the ideas from _____, _____, and _____, it seems like we all think that...
- That's an excellent point, and I would add...

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that _____. I think that...
- I have a different answer than you...

Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try...
- What if you/we...?

Classroom Reporting

- _____ (name) explained to me that...
- _____ (name) pointed out that...
- _____ (name) mentioned that...
- _____ (name) shared with me that...
- _____ (name) brought to my attention that...
- _____ (name) pointed out something (interesting/intriguing/surprising)...

Academic Word Bank

Name: _____ Date: _____

This resource will help you develop an academic word bank to use during your tutorial session.

1. First, determine the content area (discipline) that will be the focus for your academic word bank.
2. Review various sources of academic language in this content area. Sources can include, but are not limited to, texts, videos, focused notes, slideshows/presentations, lectures, and the internet.
3. Skim through some of the resources you have identified and begin to highlight key content-specific or general academic vocabulary that is used within the source.

   Content-Specific Academic Vocabulary consists of words that appear within specific content areas and have specific definitions and usage within those content areas. For example, math content-specific vocabulary might include words such as "addition" and "multiplication," which hold content-specific meaning.

   General Academic Vocabulary consists of words that appear across multiple content areas. These words are consistently used and hold consistent meanings across many content areas. For example, the words "analyze" and "evidence" can be used in many content areas and hold the same meaning in each content area.

4. Add any key academic vocabulary that you found to your academic word bank below.

My Academic Word Bank

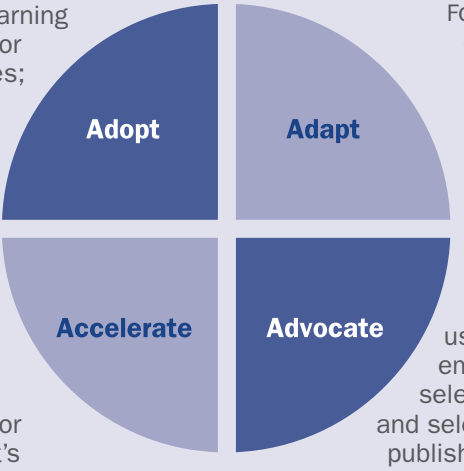
Content Area:
Content-Specific Academic Vocabulary
General Academic Vocabulary

Going Digital in Tutorials

Refining Tutorials Through The 4 A's™: Adopt, Adapt, Accelerate, Advocate®

The 4 A's is a model for integrating digital teaching and learning into the classroom. The 4 A's—Adopt, Adapt, Accelerate, Advocate—act as a lens through which educators consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. AVID's approach to digital learning is a holistic view of technology in classrooms and can be integrated with any other educational technology framework, providing educators an understanding of the role of technology within specific educational contexts. The 4 A's **is not a continuum.** An educator's goal is to consider which "A" is the most appropriate to achieve the specific learning outcomes.

Heavily scaffolded learning environment; instructor models digital routines; students access a set of tools to research, create, and publish.



Focus on creating a student-centered and **collaborative** learning environment; instructor determines instructional focus, and students access collaborative tools.

Environment of **increased engagement and ownership** through authentic learning tasks; instructor establishes problem or question and student's choice of tools to complete the task.

Transformative learning environment that could not be achieved without the use of technology; instructor empowers learning; students select the problem or question and select the appropriate tools to publish to an **authentic audience** appropriate for their grade-band.

When refining tutorials through the lens of the 4 A's, it is important to keep in mind the major shifts of ownership, instruction, understanding, and focus and how they connect to the tutorial inquiry process.

When students are first introduced to the tutorial inquiry process, educators model the process and gradually release the responsibility to tutors and students to conduct the process on their own. The same is true when integrating digital resources. At first, the educator chooses and models the way to use digital resources within the 10 Steps of the AVID Tutorial Process. As students become more familiar with a variety of technology, students choose when and where to integrate these digital resources to enhance their learning outcomes.

Example Application of the 4 A's in Tutorial

For example, the Tutorial Request Form (TRF) lends itself to digital integration through the 4 A's. The following explains how the TRF could be refined through this process:

- **Adopt** – Individually, students complete a digitally fillable version of the TRF selected by the teacher and turn it in online.
- **Adapt** – Students select a digitally fillable version of the TRF, turn it in online, and share it with their tutorial group. Viewing the TRF synchronously during the tutorial allows students to collaboratively conduct research utilizing educator-selected websites to inform the academic conversation and the resolution of the student presenter's Point of Confusion (POC).
- **Accelerate** – Students refine their digital TRF by choosing from a set of more complex graphic organizers to enhance the critical thinking box. The tutorial group collaboratively references a menu of educator-selected online resources (e.g., fillable graphic organizers, links to example videos, graphing calculators, research databases) to add to the academic conversation of the tutorials.
- **Advocate** – Students refine the tutorial process in order to maximize their face-to-face time by selecting digital tools to develop asynchronous ways to communicate the opening 60-Second Speech and closure of the tutorial process. An example might be that students use a video recorder to introduce their tutorial pre-work and complete their closure through a digital exit ticket completed and submitted after class. These will be posted to a shared online space to be accessed by the teacher, tutor, and tutorial group.

Educator Resource: Utilizing Digital Resources Within Tutorials, which can be found on the *AVID Tutorial Guide* webpage on MyAVID, outlines multiple ways to complement the 10 Steps of the AVID Tutorial Process with digital technology. This dynamic resource will be periodically updated to incorporate the latest technology and pedagogy.

Tutorials with eTutors

Tutorials with eTutors are a way for students in the AVID Elective to gain access to academic support and mentorship from a variety of tutors, while also developing digital literacy and communication skills. Tutorials with eTutors are essentially an online meeting between students and eTutors. The eTutor uses an online format to facilitate the tutorial and build relational capacity with students.

Tutorials with eTutors can benefit a district or a site in the following ways:

- Recruit AVID Elective alumni from your site who could serve as eTutors, even though they are attending higher education outside of the area.
- Utilizing eTutors provides a district or site with the opportunity to meet or exceed the suggested 7:1 student–tutor ratio (recommended ratio for tutorials with eTutors is 5:1).
- Invite high school students to serve as cross-age tutors without leaving their campuses.
- Import tutors to hard-to-access classrooms.
- Schedule tutors at multiple sites across a district with no travel time in between classes and without contributing to their carbon footprint.
- Increase digital citizenship skills around digital literacy, digital communication, and digital etiquette.

INSTRUCTIONAL PRACTICE: Tutorials with eTutors

Tutorials with eTutors provide students in the AVID Elective an opportunity to communicate and collaborate in an online space. This digital literacy skill set is invaluable as students participate in postsecondary online coursework or study groups, explore career options, and enter the workforce. There are multiple factors involved in implementing eTutors. Review the "Going Digital in Tutorials" section introduction preceding this instructional practice and the resources listed below to determine how to best utilize eTutors.

Instructional Goals

Students will:

- Engage in tutorials through an online meeting platform with an eTutor.
- ⚓ Demonstrate integrity and ethical leadership, including online.
- ⚓ Utilize technology as a tool for collaboration, both synchronously and asynchronously.
- ⚓ Clearly communicate verbally and nonverbally, including appropriate usage of technology.

Resources

- *Tutorials with eTutors Planning Guide* (Educator Resource)
    - See the *AVID Tutorial Guide* webpage on MyAVID for this resource.
- *eTutor Training Resources* (Tutor Resource)
    - See the *AVID Tutorial Guide* webpage on MyAVID for this resource.
- *Tutorials with eTutors Online Meeting Solution Options* (Educator Resource)
    - See the *AVID Tutorial Guide* webpage on MyAVID for this resource.
- *Tutorials with eTutors – Setup* (Student Resource)
- *Tutorials with eTutors – Student Roles* (Student Resource)

Preparation for Instruction

- Determine if tutorials with eTutors are appropriate for your AVID Elective students. To determine this, carefully review *Educator Resource: Tutorials with eTutors Planning Guide* for guidance.
- It is recommended that students have an opportunity to rehearse the routines of tutorials prior to engaging through an online format.
- Determine whether you have the technology infrastructure to have students engage in a tutorial with an eTutor. Work with your site or district IT staff to select the software and hardware that will work best within your technology infrastructure. *Educator Resource: Tutorials with eTutors Planning Guide* and *Educator Resource: Tutorials with eTutors Online Meeting Solution Options* have technology guidelines, recommendations, and resources.
- Ensure that eTutors have been trained, using *Tutor Resource: eTutor Training Resources* found on the *AVID Tutorial Guide* webpage on MyAVID.

Instructional Strategies

- After carefully reviewing *Educator Resource: Tutorials with eTutors Planning Guide* and recruiting eTutors, inform students that they will be engaging in tutorials online.
- Provide students with access to *Student Resource: Tutorials with eTutors – Setup* and *Student Resource: Tutorials with eTutors – Student Roles.*
- In pairs or in small groups, ask students to review the resources. Instruct students to mark the texts, looking for similarities and differences between tutorials with eTutors and face-to-face tutorials.
- Ask students to create a T-chart in their notes, labeling one column "similarities" and the other column "differences." In pairs or small groups, instruct students to chart the similarities and differences.
- Then, using a comparison sentence frame, ask students to write a GIST summary comparing the two types of tutorials.

  Sentence Frame Options:

  - Although _____ and _____ have some similar characteristics, such as _____, _____, and _____, they are different because _____.
  - _____ is _____, as opposed to _____, which is _____.
  - The most important difference between _____ and _____ is that _____ has _____, while _____ has _____.
- When students have completed their comparison sentence frames, have them either post their summary sentences somewhere in the room, in a digital space, or verbally share them with other groups in the class so that they can connect with various interpretations of each type of tutorial.
- Then, walk students through the technology that they will be using, by modeling how they will use their digital resources to engage in tutorials.
- Debrief by encouraging students to ask questions or share their "*a-ha's*!"
- Finally, instruct students to prepare a TRF, so they are ready to engage in an online tutorial session with an eTutor.

Variation

- Prepare a group of students to model the tutorial with eTutors process to make the experience more tangible and "come to life" as students are first exposed to the process.

Extension

- Have students create a one-pager to summarize the similarities and differences between tutorials with eTutors and face-to-face tutors. Post the one-pagers on the walls for students to reference.

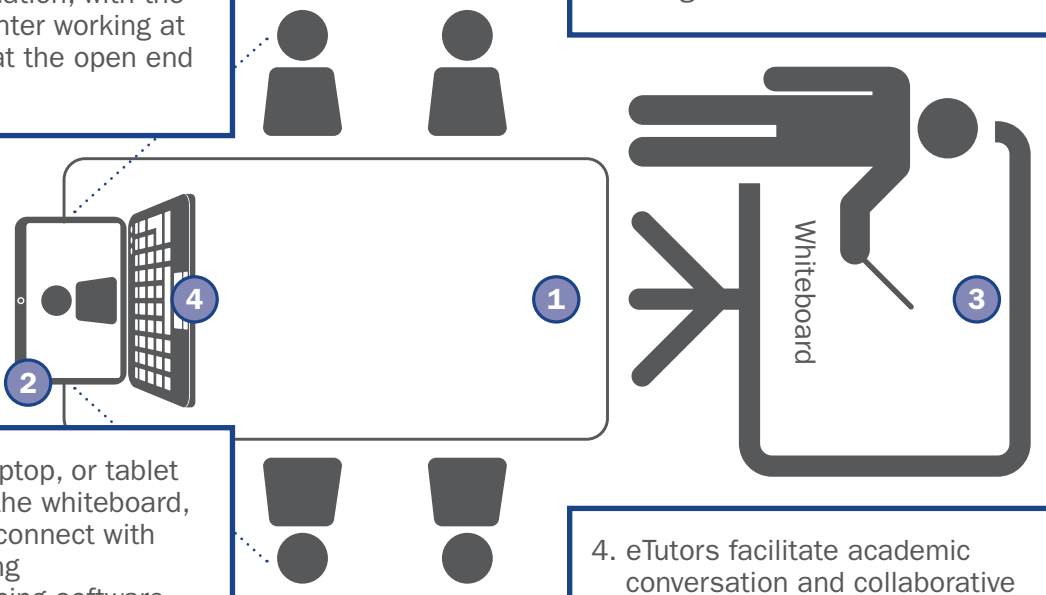
Tutorials with eTutors – Setup

1. Group members sit in a U-shaped formation, with the student presenter working at a whiteboard at the open end of the U.

2. A computer, laptop, or tablet sits opposite the whiteboard, and students connect with their tutor using videoconferencing software.

3. Groups follow the 10 Steps of the AVID Tutorial Process, but with a few modifications to better support groups and eTutors communicating using video.

4. eTutors facilitate academic conversation and collaborative inquiry.



Tutorials with eTutors – Student Roles

Scribe

- Determine the type of notes that the student presenter requires.
- Share the plan with the group.
- Follow up with the student presenter afterwards to make sure they have presentation notes.

Ambassador

- Make sure that the eTutor can see and hear everyone in the group.
- Make sure that the group can see and hear the eTutor.
- Support the eTutor as needed throughout the tutorial and be prepared to step in as a peer tutor if technology problems arise.
- Watch the time and alert the eTutor when there are 15 minutes left in the class, so there is enough time to complete closure and clean up the equipment.

Tech Expert

- Turn on and set up the computer.
- Log in so that the group can see the eTutor.
- Test the audio and video.
  - Check your computer's settings.
  - Verify that you can see and hear the eTutor.
  - Verify that the eTutor can see and hear you.
- Should technology problems arise, troubleshoot or solicit help to get the issue resolved.

Coach

- Judge the mood of the group and prompt the eTutor if a redirect is needed.
- Possible redirections:
  - Clarify what just happened and clear up any confusion.
  - Share big *"a-ha!"* moments.
  - Clarify the meaning of relevant academic vocabulary.

Collaborative Study Groups

Collaborative Study Groups (CSGs) are similar to tutorials and can be applied in academic content classes outside the AVID Elective. Like tutorials, the purpose of CSGs is for students to identify a specific question from a content area, develop and deepen their understanding through collaborative inquiry, and apply their new learning in order to enhance classroom performance. A common application of CSGs is as a review before a chapter or unit test in a content class. CSGs can also be useful for skill review before year-end or other cumulative assessments.

CSGs allow students to go deeper into the content, use academic vocabulary, refine academic skills, and reflect upon their learning to enhance their content-area classroom instruction. Successful CSGs also serve as an independent demonstration of increasing mastery and application skills built and reinforced through WICOR strategies. During the CSGs, students use skills such as inquiry, note-taking, organization, collaboration, communication, problem-solving, critical thinking, and other skills necessary for college readiness.

There are three increasingly rigorous levels of CSG pre-work. While some CSG resources are similar to those in the AVID Elective, the CSG materials are only intended for schoolwide use outside of the elective. They are not a substitute for the materials required in the AVID Elective, such as the Tutorial Request Form. The full suite of CSG resources can be accessed on the *Collaborative Study Groups Core Strategy* webpage on MyAVID and shared schoolwide along with the instructional practice in this text.

INSTRUCTIONAL PRACTICE: Collaborative Study Groups

Collaborative Study Groups (CSGs) are similar to tutorials and may be applied in contexts outside the AVID Elective. Like tutorials, the purpose of CSGs is for students to identify a specific question from a content area, develop and deepen their understanding through collaborative inquiry, and apply their new learning in order to enhance classroom performance.

Instructional Goals

Students will:

- Engage in the collaborative inquiry process through CSGs to develop and deepen their understanding of a question from a content-area class.
- ⚓ Apply learning to demonstrate knowledge and achieve success.
- ⚓ Share responsibility among group members.
- ⚓ Work productively and effectively in diverse teams with diverse perspectives.
- ⚓ Respect individual contributions.
- ⚓ Support group members in clarifying confusion and checking for understanding.

Resources

- *CSG Resources*
    - See the *Collaborative Study Groups Core Strategy* webpage on MyAVID for this resource.
- *AVID Collaborative Study Groups* (Educator Resource)
- *CSG Resource Guide* (Educator Resource)
    - A hyperlinked version of this resource is available on the *Collaborative Study Groups Core Strategy* webpage on MyAVID.
- *CSG Grouping Guide* (Educator Resource)
- *CSG Pre-Work: Level One* (Student Resource)
- *CSG Pre-Work: Level One Think-Aloud* (Student Resource)

Preparation for Instruction

- Review the resources available in this guide and on the *Collaborative Study Groups Core Strategy* webpage on MyAVID and determine which resources will be utilized in the initial implementation of CSGs. There are more resources on the webpage, including video models of CSGs.
- Prepare students for implementation by providing an overview of the strategy and informing students of which optional CSG resources will be utilized.
- CSG Pre-Work: Level Two and Level Three can be accessed and downloaded on the *Collaborative Study Groups Core Strategy* webpage.

Instructional Strategies

- Discuss the purpose and format of Collaborative Study Groups today, including how it connects to the current unit of study.
- Place students in groups, making sure they have access to all needed resources, which may include *Student Resource: CSG Pre-Work: Level One*.

- Ensure that students have identified a specific question based on a concept or problem that they do not understand. The specific question can be student-generated or assigned by the teacher.
- Consider selecting a student to be the "leader" of each group. Leaders may be students who are already academically successful in the class, or students who are familiar with Socratic tutorials, such as AVID students.
- Begin CSGs. As students collaborate, monitor the room, checking that:
    - Students articulate their specific question.
    - Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding.
    - Upon arriving at a solution, students identify generalized steps that led to the solution.
    - Students appropriately use related academic vocabulary throughout.
- During the last 5–10 minutes of CSGs, facilitate students' reflection over their learning and the CSG process in order to continuously improve as active participants.

Variation

- There is room for variation within CSGs depending on your own objectives and intended student outcomes. Use the optional resources on the *Collaborative Study Groups Core Strategy* webpage on MyAVID that best suit your specific purpose for CSGs.

Extension

- CSGs work well in any content-area classroom. Schedule regular CSGs within your content-area class to engage students in deepening their collaborative inquiry skills and content knowledge at the same time.

AVID Collaborative Study Groups

In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.

Why are CSGs a critical component of AVID Schoolwide?

In addition to the academic benefits, successful CSGs also serve as an independent demonstration of increasing mastery and application of skills built and reinforced through WICOR strategies. These skills include inquiry, note-taking, organization, collaboration, communication, and numerous other skills necessary for college readiness.

	Before	During	After
Performance Objective	*Students prepare to participate in CSGs.*	*Students collaborate to develop and deepen understanding through Socratic inquiry.*	*Students apply the learning from CSGs to enhance classroom performance.*
Academic Skills	• Students identify a specific question based on a concept or problem that they do not understand.	• Students articulate their specific question. • Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding. • Upon arriving at a solution, students identify generalized steps/processes that led to the solution. • Students appropriately use related academic vocabulary throughout.	• Students reflect on the learning in order to make connections between new learning and previous learning, their experiences, themselves, and/or their world. • Students reflect on the CSG process in order to continuously improve as active participants.
Guiding Questions	• From what source will questions be derived? • Will students choose their own specific question or will it be assigned by the teacher?	• To what resources will students need access? • How will students be grouped? • How will the CSGs be monitored to ensure active participation of all group members? • How will students be expected to record their learning?	• Will students reflect verbally or in writing? • How will the CSGs be evaluated?
Optional Components	• CSG Pre-Work • Academic Concept Rating Guide	• 30-Second Speech Student Presenter Protocol • 2-/3-Column Notes Template • Costa's/Bloom's Levels of Thinking Inquiry Stems • Questions for Socratic Dialogue • Checking for Understanding Inquiry Stems • Observation Checklist	• 30-Second Reflect and Connect • Guided Written Reflection • Grading/Evaluation of Learning/Process

AVID Collaborative Study Groups

What is the difference between a CSG and an AVID Elective class tutorial?

	Collaborative Study Groups	AVID Elective Class Tutorials
The Process	Three basic phases of Before, During, and After, with each including optional components to flexibly meet the school's and teachers' study group needs	Formalized 10-Step AVID Tutorial Process

When	In any subject area, as a:
	• Pre-assessment review of concepts/ skills/problems:
	  • Ongoing checking-for-understanding (in relation to content standards/ objectives)
	  • Review prior to unit, semester, summative exam (AP® test)
	  • Before-/after-school CSGs or needs-based CSGs during school
	  • PSAT® /SAT® /ACT® / standardized test prep
	• Post-assessment review of concepts/ skills/problems not mastered:
	  • Test review (in lieu of test corrections)
	  • Practice PSAT/SAT/ACT test review
		Twice weekly during the AVID Elective class

Roles and Responsibilities	Teacher Student group members Student presenter Student leaders, such as AVID Elective students, can facilitate groups.	Teacher Student group members Student presenter One tutor per group
Student Skills Demonstrated	Both approaches build on a foundation of relational capacity to develop critical thinking, effective communication, Socratic inquiry, process identification, collaboration, listening, writing, and reflection skills in all students.	

CSG Resource Guide*

*A hyperlinked version of this resource is available on the *Collaborative Study Groups Core Strategy* webpage on MyAVID.

Roles and Responsibilities: *This resource articulates the responsibilities of the teacher, student group members, and student presenter during the CSG process.*

Grouping Guide: *A guide for teachers to think through room and student arrangement prior to facilitating CSGs.*

Personal Implementation Plan: *A planning guide and sample for effectively implementing CSGs through a scaffolded process.*

AVID Schoolwide Strategy Planning Guide: *A guide for intentional implementation of a WICOR strategy, with CSGs given as the example.*

Before

CSG Pre-Work: *Similar to the Tutorial Request Form used by the AVID Elective class, this template provides students with the opportunity to use their resources and think critically about a question from a content area in order to go deeper to identify a Specific Question to be presented in their CSG.*

- **Directions for Teachers:** Determine the level of pre-work appropriate for your students, depending on age, subject matter, and possible scaffolding of CSG implementation throughout the school year. A sample CSG Pre-Work Think-Aloud is available. This process takes time and repetition for students to master. Consider modeling and scaffolding the components of the Pre-Work form prior to expecting students to complete the form individually and/or outside of class.

Academic Concept Rating Guide: *Supports students in breaking down a study guide (pre-assessment) or test (post-assessment) to help pinpoint Specific Questions for the CSG. This can be used as an alternative or in addition to the CSG Pre-Work template.*

- **Directions for Teachers (Pre-Assessment):** Format student study guides, using the suggested template, by completing the left-hand column from the current unit of study. Students may complete the pre-assessment rating guide for homework prior to the CSG test review day.
- **Directions for Teachers (Post-Assessment):** Instead of doing test corrections and/or reteaching, students will complete the rating guide for questions missed on the test. Students may complete this prior to (Columns 1–3) and during (Column 4) the CSG process in preparation for mastering missed concepts.

During

30-Second Speech Student Presenter Protocol: *A five-step process for students to present their specific question in a way that will create engagement, inquiry, and critical thinking with group members.*

2- or 3-Column Notes Template: *The notes/work generated from the question stems and inquiry process should be recorded. This template provides a format for consistent student use.*

Costa's/Bloom's Levels of Thinking Inquiry Stems: *Students can use this handout to generate questions for the student presenter during the CSG.*

Questions for Socratic Dialogue: *Group members can use these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts, and inferences during the CSG.*

Checking for Understanding Inquiry Stems: *Group members can utilize these critical thinking questions throughout the CSG process to ensure that the student presenter is thinking deeply about their specific question and is mastering the content.*

Observation Checklist: *This resource allows the teacher or other instructional leader to record observations during the CSG in order to reflect on and improve the process.*

After

30-Second Reflect and Connect: *A five-step process for students to verbally reflect on the learning that occurred during the CSG process and connect it to other important ideas. This can also be completed prior to writing a written reflection.*

Guided Written Reflection: *A resource that guides students through a written reflection on the learning that occurred from clarifying the specific question. There are two open-ended reflection formats for the teacher to choose from, based on student readiness.*

Evaluation Guide: *This guide gives grading suggestions and shows a sample Pre-Work/Reflection template, with a grading rubric included.*

CSG Grouping Guide

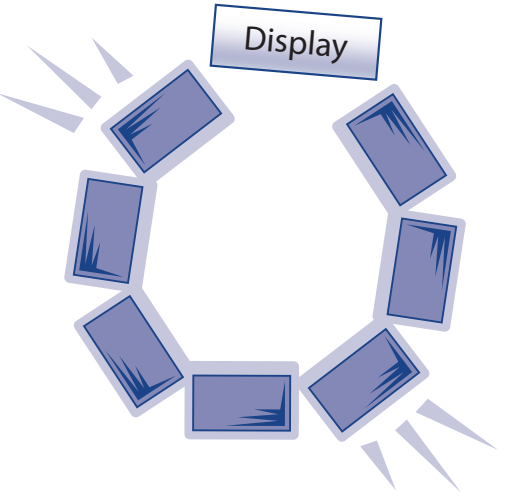
For students to think critically together, it is important that they are able to make eye contact with, listen to, and hear each other during Collaborative Study Groups (CSGs). Consider the following as you plan the seating arrangements:

- Arrange students into groups of four to seven:
  - Use grade data to select the content focus for the CSG.
  - Divide students by the content of specific questions.
  - Use the Academic Concept Rating Guide to group students by concepts or key terms to review.
  - For true CSGs, students do not need to have the same skills and knowledge. By relying on the strengths of individual group members, the CSG creates a positive interdependence and productiveness. Heterogeneous grouping is encouraged.

- Have students arrange their chairs or desks in a semicircle close to either:
  - A whiteboard
  - An easel
  - Chart paper on the wall

- If there is no large writing surface available, students can use:
  - Butcher paper spread across their desks
  - Tablet devices
  - Individual whiteboards to display work

- If your classroom has tables, students can arrange themselves in such a way that everyone can see each other, as well as the display area.



CSG Pre-Work: Level One

Subject: **Standard/Essential Question:**	**Name:** **Period:** **Date:**

Original Question (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.):

Source, Page #, and Problem #:

_____

Show My Solution (as far as I can, possibly using facts, examples, maps, diagrams, etc.):

Specific Question (where I got stuck in my work):

CSG Pre-Work: Level One Think-Aloud

Subject: *Think-Aloud* **Standard/Essential Question:**	**Name:** **Period:** **Date:**

Original Question (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.):

- *As I review my resources (e.g., focused notes, textbook, workbooks, quizzes/tests), what is something that I don't understand or got incorrect?*
- *How can I simplify and explain this question in my own words?*

Source, Page #, and Problem #:

_____

Show My Solution (as far as I can, possibly using facts, examples, maps, diagrams, etc.):

To help me show my work, I will consider:

- *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?*
- *Have I done a similar problem/question, and what steps did I take to solve it?*
- *Can I break down the question into smaller parts, and if so, what would they be?*

Specific Question (where I got stuck in my work):

(Write a question to present in the Collaborative Study Group based on where you get stuck or are confused.)

Post-Reading Reflection Questions

- When will I occasionally incorporate differentiated tutorial topics to reengage students in the tutorial process?
- How will I support students' application of academic reading, writing, speaking, and listening as an overlay and support to the foundational tutorial skills?
- How will I communicate the goal of Senior Tutorials? How will I use *Educator Resource: Senior Tutorial Process and FAQs* and related resources in the 12th Grade Weeks at a Glance to support students through this transition?
- How will I use eTutors to help support students in tutorials? What technological support would I need from my site?
- How will I use Collaborative Study Groups in my content-area classes? How will I encourage colleagues to try using Collaborative Study Groups in their courses, especially as a routine for test review?


AVID

Resources

Visit the *AVID Tutorial Guide* webpage

on MyAVID for additional materials and resources.

Glossary

60-Second Speech: A speech that addresses the presenter's pre-work inquiry and identified Point of Confusion, along with what they know about the initial question and any academic vocabulary that is central to the topic. Step 4: Student presenter gives a 60-Second Speech ending with the Tutorial Question from the POC.

60-Second Synthesis: A speech summarizing the inquiry and critical thinking of the tutorial group given by the student presenter. It is a recap of the Tutorial Question, the Point of Confusion, the notes that captured the critical thinking of the group, and the steps taken to come to a solution. Step 7: Student presenter shares the resolution of their POC in a 60-Second Synthesis of their learning.

academic conversation: The period between the 60-Second Speech and the 60-Second Synthesis during which students engage in Socratic questioning using formal language register and academic vocabulary. Step 5: Students engage in academic conversation using collaborative inquiry.

Academic Language Scripts: Sentence starters that can be used in a variety of content areas for a variety of purposes to support students' use of academic language.

academic vocabulary: Refers to high-frequency, as well as more precise, forms of words or phrases used across grade levels and subject areas.

checking for understanding: Group members and tutors check the student presenter's understanding as they review the work and articulate the steps used to clarify the Point of Confusion. Checking for understanding should also occur throughout the AVID Tutorial Process to ensure that the student presenter is making progress toward reaching a resolution of their Point of Confusion. Step 6: Students check the presenter's understanding as they articulate generalized steps.

collaborative inquiry process: Provides students with the opportunity to become independent thinkers through the practice of asking and responding to higher-level questions.

Collaborative Study Groups (CSGs): A structure by which students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their learning in order to enhance classroom performance.

content-specific vocabulary: Refers to relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

closure: Takes place in the last 10 minutes of class and consists of two parts—summarizing the academic learning and reflecting on the process. Closure may be completed in writing, verbally, or through a combination of both. The teacher and/or tutor determines the mode and selects an appropriate prompt. Step 9: Students summarize their academic learning and reflect on the tutorial process.

cross-age tutor: Older secondary students from a different grade level and a different classroom than those in the AVID Elective class. They implement and model WICOR strategies in the AVID collaborative, inquiry-based tutorial process.

disciplinary literacy: An emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field.

educator agency: Opportunities or suggestions intended to remind educators how to use their knowledge and expertise to make required texts more accessible, meaningful, or culturally relevant for their students.

Essential Question (EQ): Objective-based, student-generated or teacher-generated questions appropriate to a particular lesson, unit, or concept; used by students to guide thinking and frame note-taking and summarization in order to accomplish an assigned task.

eTutor: A tutor who uses an online meeting platform to facilitate the tutorial and build relationships with students.

Fish Bowl: Students in the center of the circle model how something is done, while those in the outer circle observe.

focus area: A step or element of the tutorial process (e.g., 60-Second Synthesis) where a group or whole class is focused for continuous improvement. The focus area will be observed, scripted, and reflected upon until improvement goals are met.

focused note-taking: A process of note-taking whereby students create, review, revise, interact with, and evaluate their notes for better retention of learning. The focused note-taking process has five phases—Phase 1: Taking Notes, Phase 2: Processing Notes, Phase 3: Connecting Thinking, Phase 4: Summarizing and Reflecting on Learning, and Phase 5: Applying Learning. Step 10: Students apply their tutorial skills and learning in their academic classes. If students take notes during tutorial, they have the option of taking new notes (Phase 1) or supplementing existing class notes (Phases 2–3).

formal register: The style of speaking most often used to communicate in academic and other "official" contexts/settings. When speaking in the formal register, one uses full sentences and chooses precise words. Body language, posture, and gestures express a less familiar relationship, and interruptions are not considered appropriate. It is the language of schools, textbooks, tests, and job interviews.

Gallery Walk: A sharing and processing activity used when students/groups are each creating a similar product. Upon completion, each student/group posts or places the finished product around the perimeter of the room. Students/groups then circulate around the classroom and review others' products, as though they were walking through a museum gallery.

gradual release of responsibility: An instructional framework—which can occur over a short or long period of time and should be recursive, as needed—that begins with demonstration or modeling by the educator and moves to autonomous practice by the students.

graphic organizer: Visual representations that empower students to facilitate their understanding of key concepts by allowing them to identify main points, classify ideas, and analyze information.

growth mindset: Based on the research of Carol Dweck; the belief that talents and abilities can be developed through hard work and education.

initial question: A question, concept, or problem in an academic class that is causing confusion. Step 1: Students identify an initial question as they engage in rigorous coursework.

Jigsaw: A cooperative learning tool that provides the opportunity to break material into parts so that students can master an aspect of the material and teach it to group members.

language function: Responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas; exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

marking the text: A strategy for reading a text closely for the purpose of identifying and isolating key information. The "marks" should be aligned with the reading purpose or academic task for the text (e.g., if reading to identify cause and effect, anything that is "cause" would be underlined, and an "effect" would be circled).

metacognition: Reflecting upon and directing one's own thinking; the ability to plan for a task, take steps to address a task, reflect on the progress, evaluate results, and modify the product, as needed.

observing tutorials: In order to refine and improve the tutorial process, tutorials should be regularly observed by the AVID Elective teacher, AVID District Director, and other support staff, such as instructional coaches and assistant principals.

peer tutor: A tutor from the same grade level, including, but not limited to, students in the same AVID Elective class.

Point of Confusion (POC): The precise point of a student's critical thinking that causes them to be confused about the academic content. It is the "jumping off point" for the tutorial process and is used to develop the Tutorial Question (see Tutorial Question).

relational capacity: The degree of trust and level of safety among members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students.

scripting tutorials: The process of analyzing one component of the tutorial process to help the student refine and improve their tutorials. Scripting allows educators to document specific areas where the student presenter, the group members, and the tutor may need additional support.

Senior Tutorials: Tutorials that take place in the AVID Elective class during the senior year. The goal of senior year is to begin removing scaffolds to develop independence, allow for more authentic academic conversation, and prepare students for college collaborative study groups.

sentence frames: Open-ended sentence structures for students to use in formulating complete, correct, and increasingly more sophisticated responses.

Student Academic Growth Plan: A plan intentionally designed to help students make academic progress. Students complete this plan if needed after the *Tutorials and Grades Analysis* process or any assessment period in which they receive grades lower than a "C." If the plan is not met and progress is not made, the student may be exited from AVID.

student agency: When students exercise their metacognitive and leadership skills in order to propel themselves forward both academically and personally.

summary reflection: Where students pull together the most important aspects of their notes and their thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps to meet the note-taking objective.

***Tutorials and Grades Analysis* (TAG) – Parts A, B, and C:** A three-part tutorial tool focusing on reflection of summative assessments, such as grade reports and TRFs. Parts A and B are done together; Part C is completed approximately six weeks later.

tutorial boot camp: Provides students the opportunity to discuss their potential tutorial growth areas and set goals for their next tutorial. Assists students in formalizing the improvement process and going more in-depth in refining their skills in the various components of the tutorial.

tutorial group: A group of (typically) seven students that work with one tutor during the entire tutorial. Step 3: Students divide into groups with one tutor and prepare for the tutorial.

Tutorial Question (TQ): An authentic question derived from the Point of Confusion (POC). The TQ is written on the board and presented at the start of tutorial.

Tutorial Request Form (TRF): A form created with metacognitive, critical thinking, and problem-solving skills in mind. The form guides students as they prepare for, receive support for, and reflect on a Point of Confusion in their academic coursework. Step 2: Students complete the TRF and identity their Point of Confusion.

tutorials: A collaborative environment in which students use the inquiry process and Socratic dialogue to address Points of Confusion from their content classes in order to come to a more complete understanding of what they are learning.

Index

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Dr. Michael B. Garcia

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