

STRATEGIES FOR SUCCESS

TEACHER GUIDE

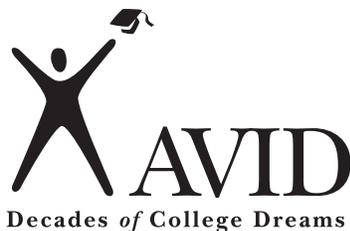
Grades 6 Through 12

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“(AVID) will help us realize the ‘American Dream’—
that through persistent effort and self-determination, all
of our dreams can in fact become a reality.”

—Jesus Medrano, AVID class of 2002, Massachusetts
Institute of Technology

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“... what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor but also offer personal support. AVID offers a blueprint for this scaffolding.”

—Richard Rothstein, *New York Times*

INTRODUCTION

Overview

This *Strategies for Success* guide was revised from separate guides for middle level and high school to one guide for grades 6–12. The intention, as with the *Colleges and Careers* guide, is to encourage an articulated AVID program. While certain strategies and skills are common to AVID at every grade level, the importance of differentiating activities and skill development from grade level to grade level cannot be overstated.

This guide is designed to cover the essential components common to every AVID classroom and program. Each unit focuses on one particular strategy or activity. Each unit begins with a general overview which includes ideas for grade level differentiation when appropriate. Activity sheets are also included within each unit.

The lessons and activities in this guide are intended to provide a foundation or framework for your AVID classrooms. Each unit contains the materials you will need to get started, but you will most certainly supplement these materials with other resources as well as ideas you gain from networking with other AVID teachers. It's the AVID way!

How To Use This Guide

The key to the successful implementation of these strategies is to collaborate with AVID teachers at your site and within your district to design an articulated plan for the introduction, development, and mastery of the skills promoted in this guide. Because tutorials take two days a week in AVID, only about 60 percent of class time remains for the curriculum which includes pieces from the *Writing*, *Colleges and Careers*, and *Strategies for Success* guides. Careful planning with your fellow AVID teachers will ensure that the strategies and skills you endeavor to teach your students are introduced and then developed, as opposed to repeated, as students continue in the program from year to year.

This guide contains many skills that must be addressed in AVID classrooms. All are key to the pursuit of a college education and success in the college environment. Your team of elective teachers must decide which skills are the highest priorities for your AVID students, in which order they will be introduced, and to what degree they will be emphasized.

Acknowledgements

The writers of this guide would like to thank our colleagues at AVID Los Angeles County and the many AVID teachers we work with in Los Angeles County, all of whom have inspired the thinking in this guide. In particular, we thank Chad Soleo, AVID Coordinator at Locke High School, for his contributions to the units on Public Speaking and Portfolios.

Resources

We have attempted in the Resources section of this guide to provide books and web sites that may be useful as your team works to further develop the skills and strategies introduced in this guide. The information provided is current at the writing of this guide.



UNIT ONE: **AVID STUDENT AGREEMENT**

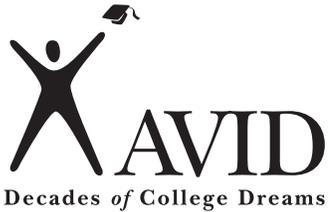
Overview

Students are selected into the AVID program after completing an application and an interview process. The selection process ensures that you, the AVID teacher, will be starting with a group of willing students who have a goal of going to college. The AVID contract is the next step for students to show they are committed to participating in AVID for at least a year and agree to take personal responsibility for their academic success.

In this section there are several examples of AVID contracts. Contracts may be adjusted to suit particular grade levels. The examples included here illustrate both general contracts and more specific agreements.

Also included in this section are sample probationary contracts. When students receive any grade lower than a “C,” they should be placed on a probationary contract that clearly stipulates what the student will do to improve his/her grade. These steps need to be measurable and specific. The probationary contract must also be signed by the parent and could be part of a parent/student/teacher/counselor conference process.





Sample Middle Level Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

AVID is an elective college preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals:

1. Academic success in college preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in college prep-courses throughout high school to ensure enrollment in a four-year college or university after high school.

Student Responsibilities:

1. Maintain at least a 2.0 in achievement and satisfactory citizenship and attendance in all classes.
2. Maintain enrollment in college preparatory classes.
3. Maintain an AVID three-ring binder with a calendar/agenda, Cornell notes, assignments in all classes, and tutorial sheets.
4. Take Cornell notes and/or learning logs in all academic classes.
5. Complete all homework assignments and commit to at least two hours of homework every night.
6. Participate in AVID tutorials at least twice a week.
7. Participate in AVID field trips and activities.

Student Agreement:

I agree to accept enrollment into the AVID elective class, which will offer me academic support. I want to succeed, and I understand that I must take individual responsibility for my own success. I agree to remain in the AVID elective class for at least one school year. I will be allowed to remain in AVID only if I meet the student responsibilities listed above.

Student Signature _____

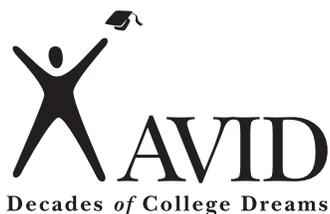
We agree to support the efforts of the student in meeting these goals.

Parent's/Guardian's Signature

AVID Coordinator's/Teacher's Signature

AVID Counselor's Signature

AVID Administrator's Signature



Sample High School Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student _____ Enrollment date _____

As an AVID student who wishes to be competitively eligible for four-year college enrollment upon graduation, I agree to the following:

Student Goals:

1. Academic success in college preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in four-year college or university after high school graduation.

Student Responsibilities:

1. I will take responsibility for my own learning and maintain satisfactory citizenship and attendance in all my classes.
2. I will maintain a minimum 2.0 overall GPA or will be placed on a probationary contract.
3. I will maintain enrollment in all college-prep courses, including honors and Advanced Placement.
4. I will attend summer school as needed to take additional coursework and/or raise grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come prepared for tutorial sessions by bringing higher level questions, my AVID binder with Cornell notes, and my textbooks. I will also ask questions to help my peers, and participate with my classmates and tutors to find the answers to my questions.
7. I will pursue participation in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, and ACT.

Student Signature _____

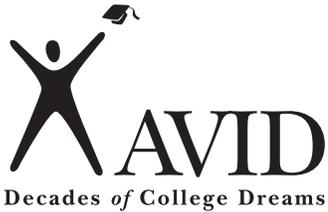
We agree to support the efforts of the student in meeting these goals.

Parent's/Guardian's Signature

AVID Coordinator's/Teacher's Signature

AVID Counselor's Signature

AVID Administrator's Signature



ADVANCEMENT VIA INDIVIDUAL DETERMINATION

I _____, acknowledge that I have not fulfilled the AVID Agreement I originally signed. Therefore, I accept this probationary status for a period of _____ weeks. My progress will be re-evaluated on _____. In order to remain in the AVID program and reach my college goal, I agree to the following action steps:

1. I will complete all homework for my _____ class(es) on time.
2. I will attend mandatory after school tutoring _____ days per week.
3. I will bring tutorial questions regarding this subject twice per week.
4. I will have a progress report completed weekly for the class(es) in which I have a grade lower than a "C."

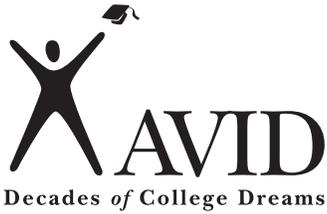
If at the time of my re-evaluation I have not fulfilled this agreement, I will exit the AVID program with the understanding that I may re-enter after at least one semester and a positive report from my teachers. I also understand that if I leave the AVID program, I may not be able to change the other classes in which I am currently enrolled.

Student's Signature _____

Parent's/Guardian's Signature _____

AVID Teacher's Signature _____

Content Area Teacher's Signature _____



ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Class: _____ Teacher: _____

Grade: _____ Citizenship: _____

Specific reasons that I EARNED this grade are:

- A. _____

- B. _____

- C. _____

My plan for improving my grade (must be specific and measurable):

- A. _____

- B. _____

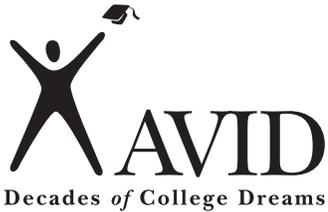
- C. _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Signature: _____ Date: _____

AVID Teacher's Signature: _____ Date: _____

Content Teacher's Signature: _____ Date: _____



Sample Probation Contract

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Student's Name _____ Date _____

Probation Period Starts _____ Ends _____

Dear AVID Student,

In order to remain in the AVID program, you must maintain satisfactory attendance and grades, make satisfactory academic progress, and behave in a responsible and cooperative manner. You are being placed on probation for the following reasons:

1. _____
2. _____
3. _____

By the end of this probation period, you must:

1. _____
2. _____
3. _____

If you do not fulfill the requirements of this probation contract by the end of the probation period, you may be removed from the AVID program.

Student's Signature

Parent's Signature

AVID Teacher's Signature

Counselor's Signature

UNIT TWO: **AVID BINDER**

Introduction

The AVID binder is a requirement for every AVID student. It becomes one of the tools for student academic success. AVID students learn the importance of keeping a neat, complete, and organized binder. The AVID binder is one of the first ways that teachers will be able to identify AVID students. The AVID binder should be good quality, two-inch to three-inch binder. The reason students need to carry a larger binder is so that they always have their notes and assignments with them to make good use of any free time during school. Students will also need to bring their notes to tutorials twice a week. In some cases, teachers want students to have a binder with four to five dividers just for their class. Subsequently, many students end up with several binders. If students have rotating block schedules and/or even/odd periods days, they may want to have one binder for even days and another for odd days. It is important that your school faculty understands the AVID binder requirement and what a large component of the AVID program it is. In many AVID classes, the binder may be up to 50 percent of the AVID grade. On-going communication will be necessary with teachers to problem-solve how AVID students will be able to meet the binder requirement.

The following section will contain several examples of binder check forms and an outline of how to introduce the AVID binder. Tutors typically grade the binders. A challenge AVID elective teachers must think through is how to check the binders weekly if you don't have tutors in place. This may often be the case at the beginning of the school year. If you do have tutors, how will they be involved in checking the binders? For this process to be effective, AVID teachers must have clear communication with the students and the tutors about how the binders will be checked and what will be checked every week. As part of this process, establish procedures for how a student may conference with you, the teacher, if he/she doesn't agree with the grade the tutor assigned.

Listed below are some suggestions for differentiating the expectations for AVID binders at the different grade levels. While the basic requirements are the same, the number of pages of notes required may vary. Other variations may include how school agendas are completed and/or the frequency of how often the binder is graded.

There is also an example of an "Assignment Log" (see Activity 2.6). This form was created before the use of school planners/agendas was popular. Students were expected to have an Assignment Log for each class. With the common use of school planners/agendas, you may want to make the Assignment Log optional.

Parents must be made aware of the AVID binder requirements and what a large percentage of the students' grades in AVID is dependent on the consistent upkeep of the binder. This may be done in writing or you may use an activity to review the AVID binder at the first AVID parent night. An effective way to do this is to have students and parents attend together and as you explain the binder check process to parents, they can view their students' binders. This allows the AVID teacher to explain to parents how they can help their students become more organized and what things to check for specifically.

If time allows, send home a letter listing exactly what school supplies students will need, where parents can buy them, and (if possible) approximate costs. Supplies should be provided for students when they cannot obtain

them themselves. AVID students will be expected to spend some time every week as part of their homework preparing for their weekly binder check.

General Binder Requirements

6th/7th Grade

- Two-three pages of notes per week for each academic classes (weekly total: 8–12 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes (parent signature may be required).
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, and extra paper.
- Binder checked weekly.

8th Grade

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes, plus extracurricular activities (different colors of highlighters may be used to differentiate between assignments and tests).
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, and extra paper.
- Binder checked weekly.

9th/10th Grade

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities, chores and/or other home responsibilities (effective use of different colors of highlighters required).
- Weekly and/or monthly goals may be included in agenda.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, and extra paper.
- Binder checked weekly.

11th /12th Grade

- Two pages of notes and/or learning logs per academic class every day (weekly total: 40 pages).
- Agenda/calendar completed for every class plus extracurricular activities, chores and/or home responsibilities, part-time job, community service, AP study group times, etc. (effective use of different colors of highlighters required).
- All college tests and application deadlines must be recorded in agenda.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, dictionary/thesaurus, and extra paper.
- Binder checked every two weeks for 11th graders and monthly or randomly for 12th graders.
- 11th and 12th graders may be paired up with freshmen and serve as binder mentors if necessary.

AVID Binder Unit Plan

This unit plan is a suggested guideline for introducing the AVID binder. Teachers will make their own decisions as to how to make this work for their students at their school sites. The plan that follows is for AVID students just starting the program.

Day 1

If previously not done, send a letter home explaining the AVID binder requirement and its importance. Especially for middle level students, consider having them have two dividers per subject, one titled “English” followed by “English Notes” and so on for each subject. This makes binder checks easier. The first binder check should be on the same day of the week that you will use for regular binder check days.

Classroom Activities

- Distribute Student Activity 2.1, “Binder Contents Check-off Sheet,” which gives students a list of supplies needed and the deadline for students to obtain supplies. The deadline should be one day prior to the first binder check because you will want to walk your students through the set-up of their binders in class.
- If possible have examples of all the supplies requested.
- Discuss the purpose of the binder and its use.
- Discuss how teachers perceive students who have all their materials and always come prepared.
- Discuss what other students may say to them because of having to carry a larger binder and how they may respond.
- Brainstorm the benefits of having one binder versus several smaller binders.
- Let students know that their first binder check will be Friday or Monday.

Homework

- Students check-off what they will need to purchase.
- Students will enter deadline in their planners.

Day 2

The forms used for the first week or two are different from what you will use once binder checks become routine. In the first two weeks, you are just checking for materials and organization using Student Activity 2.2, “AVID Binder Check—Weeks 1 and 2.” Students typically won’t have Cornell notes yet because they are still in process of learning how to take notes. After the first two weeks, you will switch to another form. See Student Activity 2.3, “AVID Binder Check,” for examples to use or adapt.

Classroom Activities

- Survey class to see if some students were able to obtain their supplies and/or if they encountered any difficulty.
- Let students know that if they think it will be a financial burden to let you know and you will help them problem-solve the situation.
- Distribute Student Activity 2.2, “AVID Binder Check—Weeks 1 and 2.”
- Ask students to double-check with a classmate when the due date is for everyone to bring their supplies to class.

Day 3

Classroom Activities

- Survey class on progress.
- Remind students to bring all of their supplies to class the next day.

Day 4

If you think you will be without tutors for some time at the beginning of the year, we recommend that all students organize their binders in the same order, e.g., AVID, language arts, math, science, social science, other electives.

You may want to have these resources available:

- 3-hole punch;
- file folders that can be cut and used as temporary dividers; and
- heavy duty plastic bags that can be used as pencil/pen holders.

Classroom Activities

- Have students set up and organize their binders step-by-step with you guiding each step.
- For the AVID section, give students sample copies of the forms and the order you want them in.
- Have students sort through any papers they have in their backpacks and put them in the appropriate binder section. Teach students that all returned homework, tests, and handouts must be kept in the right content section. Papers should be organized by date with the most recent on top.
- Remind students that from now on there should not be any loose papers in their backpacks.

Homework

- Students make sure that if they have any school papers at home, they insert them in the appropriate subject sections.

Day 5

If tutors are doing the binder checks, you will be conducting a lesson for small groups consisting of one tutor and several students. If not, allow for at least half a period to do a teacher-directed binder check.

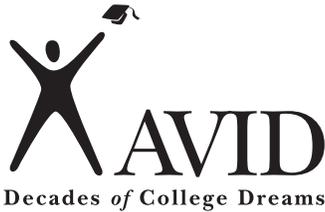
Classroom Activities

- Review with students the procedure for the binder check. If tutors are available, tell students how to get their binders to the tutors.
- If tutors are not available, you may have students exchange binders and guide the class through the binder check with the binder check form displayed on an overhead.
- Advise students of any changes you will be making to next week's binder check.
- Have students record the following in their planners as part of their homework: check binder organization, empty backpack of papers the day before binder checks.

Day 6

Classroom Activities

- After students have had their binders checked once or twice, distribute Student Activity 2.4, "AVID Student Binder Response Form."
- This form allows students to set goals regarding how they will improve their binder grade.
- Student Activity 2.5, "Binder Alert!!!," can be used when tutors are checking the binders and they want to communicate with the AVID teacher.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.1

Binder Contents Check-off Sheet

Needed Binder Contents:

- _____ Good quality 3-ring binder, 2", 2½" or 3" rings with pocket inserts
- _____ Five to six colored tab subject dividers to separate each academic class, including AVID
- _____ Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- _____ Two or more pens
- _____ Two or more pencils
- _____ Filler paper (some notebook paper is now available in Cornell note style)
- _____ Assignment calendar for each academic class/or school agenda book
- _____ Tutorial logs
- _____ Learning logs

Suggested Binder Contents:

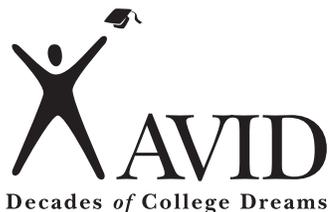
- _____ One or two trapper pouches (for paper with no holes punched in it)
- _____ One or more colored highlighter pens
- _____ Notebook dictionary and/or thesaurus
- _____ Calculator
- _____ Six-inch ruler
- _____ Tips on notetaking and test-taking skills, tutorial guidelines, or other AVID strategy sheets
- _____ Sample of notetaking in specific subjects

Your Binder Should be Organized in the Following Manner:

- _____ Binder front cover
- _____ Plastic supply holder
- _____ Binder grade sheet

Each Subsequent Section in Your Binder Should Have These Parts in This Order:

- _____ Divider
- _____ Calendar/assignment log
- _____ Notes
- _____ Tutorial/learning logs
- _____ Handouts
- _____ Tests
- _____ Blank paper



Name: _____ Grade: _____

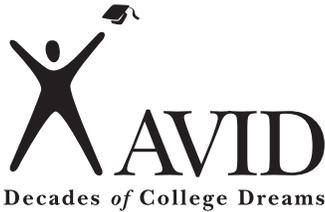
Date: _____ Period: _____

Student Activity 2.2

AVID Binder Check—Weeks 1 and 2

	Points Possible	Points Earned	Comments
Materials			
2" or 3" 3-ring binder	5		
2 or more pens	5		
2 or more pencils	5		
1 or more erasers	5		
1 zipper pouch	5		
1 or more highlighters	5		
Organization			
Zipper pouch in front	5		
Daily planner/calendar	5		
Subject dividers for class handouts and homework	5		
Subject dividers for notes (optional) with extra paper	5		
AVID Section			
Divider with binder grade sheet followed by tutorials request form	15		
Divider for AVID notes with notes and extra paper	15		
Extra Credit			
Dictionary/Thesaurus	5		
Calculator	5		
6" ruler	5		
Total	80 (plus 15 for extra credit)		

This example has been created with the expectation that for every content area class divider there will also be a divider for notes. This system is helpful particularly for middle school students but also recommended for first-time freshmen taking AVID. This form also takes into account that typically during the first week or two students are not taking Cornell notes outside of the AVID elective because they are still learning how to take notes in their AVID class. This example is intended for use only in the first week or two of school. Once students begin taking notes regularly in other classes, a different binder check sheet should be used. See the examples included in this section under Student Activity 2.3, "AVID Binder Checks."



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.3 (1 of 4)

Notebook Grade Check

COMMENT CODES

Notes

- A Use Cornell Format
- B Need full Heading/Dates
- C Mission Summaries
- D Summaries Lacking Depth

Binder

- E Organize Loose Papers
- F Incomplete Assignment Logs
- H No Parent Signature

Planner

- I Goals Missing
- J Homework Assignments Missing

DATE	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10)		
Total	100 points possible		

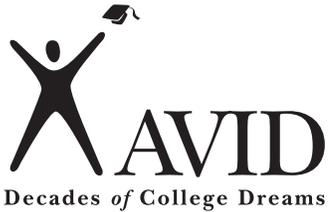
Parent's Signature: _____

Goal for next notebook check:

DATE	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10)		
Total	100 points possible		

Parent's Signature: _____

Goal for next notebook check:



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.3 (2 of 4)

AVID Binder Grade Sheet

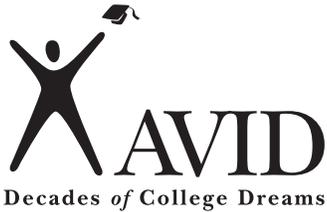
Week of: _____	_____
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	_____

Week of: _____	_____
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	_____

Week of: _____	_____
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	_____

Week of: _____	_____
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	_____

Week of: _____	_____
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	_____



Name: _____ Quarter: _____

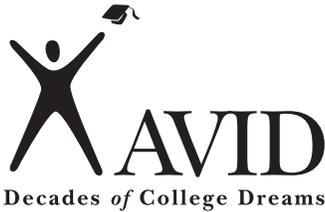
Begin Date: _____ Period: _____

Student Activity 2.3 (3 of 4)

AVID Binder Grade Sheet

Category	Points Possible	Points Earned	Comments
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Bonus	10		
Total	150 (+10)		
<i>Tutor's Signature</i>			<i>Date</i>

Category	Points Possible	Points Earned	Comments
Notes	60		
Calendars	50		
Organization	25		
Neatness	15		
Bonus	10		
Total	150 (+10)		
<i>Tutor's Signature</i>			<i>Date</i>



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 2.4

AVID Student Binder Response Form

This form is to be completed each week after the binder has been graded in preparation for the following week.

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

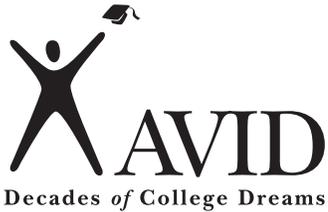
Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 2.5

Binder Alert!!!

Date _____

Dear AVID Teacher:

Today _____ received a score of _____ on his/her binder. The main reason(s) for this included:

- No notes
- Few notes
- No labeled dividers
- Poor organization
- No calendar/agenda
- Calendar/agenda not complete
- Missing papers/forms
- Appearance/neatness
- Lack of supplies

Additional Comments:

Tutor/Binder Evaluator _____

“The first and most critical goal is to raise expectations for all students and provide support for students to reach them. High schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID.... In addition, we should require every high school student to complete 'A-G' requirements—the standard, minimum course load required for admission to our four-year universities.”

—State Superintendent of Public Instruction
Jack O’Connell
State of California Education Address

UNIT THREE:

CORNELL NOTES

Introduction

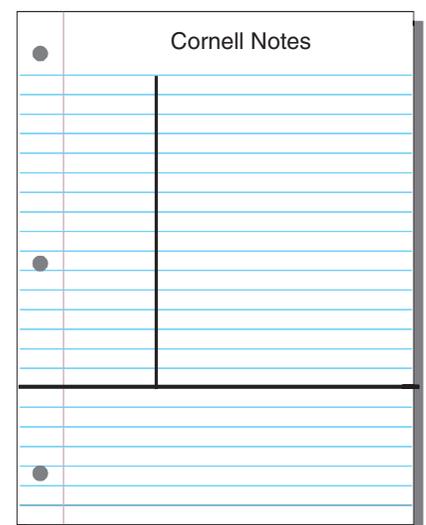
One of the cornerstones of AVID in terms of strategies for success is Cornell notes. Cornell notes indeed originated at Cornell University. This notetaking system was adopted by AVID because it was originally created to help students be successful in college. The Cornell notetaking system is based on research done in the area of memory and learning theory. It is a very valuable system because it takes students through the cycle of learning. It is much more than just a way to record information. Teaching Cornell notes will take time, but what we have learned in AVID is that by the time students leave high school and get into college, it is one of the most valued skills they take with them. In AVID, notetaking is considered a skill and therefore will improve with time and practice. In addition, the Cornell notetaking system incorporates what students do with their notes once they have taken them. By using Cornell notes consistently, students learn to see writing as a tool for learning.

This section includes a plan to introduce the teaching of Cornell notes to a new AVID class as well as some suggestions for continuing to develop those skills. If you are teaching a class of experienced AVID students, a quick review is recommended. This plan is not intended to be an exhaustive list, but a general guide.

As Cornell notes are being introduced it is a good idea to share with the rest of the faculty what AVID students will be held accountable for. Some teachers have their own way of having students take notes, and there may be misunderstandings between what AVID students are required to do for AVID and what content teachers are asking students to do in class. Communication will be essential. AVID teachers must decide what is the best way to share with their faculty. AVID students need to understand that whatever their content area teachers may require can be written in the right-hand column for notes. The student will do the additional follow-up necessary with the Cornell note process independently, as instructed by the AVID teacher. For example, if a teacher wants students to use an outline, a graphic organizer, or a mind map, all that can be written on the right-hand side. The AVID teacher is the one who teaches the AVID student what to do with the other parts of the Cornell notes, including the left-hand column for questions and the bottom section for a summary. If teachers have an understanding that AVID is not trying to change what they do, but rather, to enhance the learning process, less resistance will be encountered.

In the section on “Learning Logs,” you will learn what to have AVID students do when taking notes is truly not appropriate. For example, if students are conducting a lab in science or engaged in an activity that requires physical participation, taking notes will not work. For those occasions in class, AVID students learn to use learning logs.

The AVID Site Team and grade-level AVID teachers need to discuss how they will differentiate between the grade levels in terms of expectations for the quantity of notes to be taken each week.



Cornell Notes Unit Plan

Although the initial introduction of Cornell notes can be done in a couple of days, it will take much longer for AVID students to be able to use this skill effectively. There are many “micro” skills involved in taking good notes, and these skills need to be continuously addressed. The practice of taking notes will need to be reinforced throughout the year. Some time will be spent problem-solving situations that the students encounter regarding the use of this system in their content classes. Although the following unit is broken down into days, that does not mean that they are consecutive days. It is very possible that the whole first quarter will involve several mini-lessons on Cornell notes.

Day 1

Classroom Activities

- Ask students if anyone has formally taught them how to take notes.
- Ask students if anyone has taught them what to do with their notes once they have taken them.
- Brainstorm with students why taking notes might be a good skill to learn.
- In pairs or group have students list some effective ways to use notes.
- Explain to students that there are several skills needed to become an effective note taker, for example:
 1. Know what to write down.
 2. Be able to listen to what the teacher says and write it down at the same time.
 3. Learn how to use abbreviations.
 4. Use symbols and/or indentations on the note page to organize notes while writing.
 5. Know what to do with notes after taking them. (See Student Activity 3.1, “Taking Notes—Some Tips.”)

Homework

- Observe and record where each of their teachers stands in the classroom when giving information or lecturing.
- Record in their planner by period.

Day 2

Classroom Activities

- Use Student Activity 3.2, “Cornell Notes Format,” to teach students how to set up their paper for Cornell notes and identify the five parts of the format (heading, topic, notes, questions, summary).
- Using the information in Student Activity 3.3, “The Cornell Notetaking System,” give a 7–10 minute lecture.
- Have students take notes on the right hand side of their paper.
- Have students pair-share their notes with a partner and encourage them to add to their notes if they missed any information. Train students to use a different color of ink when they add to their notes so that they can see what they missed.
- Survey the class to see if anyone used abbreviations and share those with the whole class. The AVID teacher can distribute a list of commonly used abbreviations to students, but students can also begin to create their own list of abbreviations. Asking how students use abbreviations in “instant messaging” may help them to understand this concept.

- Have students highlight the main idea(s) and key words.
- Teach students how to use the questioning column. Students generate questions that can be answered with their notes on the right, and may be possible test or quiz questions.
- Students write one to three questions.
- Have some students share their questions with the whole class. (There should be duplication and/or overlap). As students become familiar with Bloom’s or Costa’s higher levels of questioning, you may require that they include the higher-level questions in their notes. Initially students will most likely write level one or two questions (see section on “Inquiry” for more information).
- Teacher shares his/her summary to model for students. Teacher describes how the summary provides a “big picture” and ties the main ideas together to reflect learning.
- Students work in pairs or individually to write their summaries.
- Students share their summaries with the whole class. As they do this take time to point out which parts are the most effective. Teaching students effective summarizing will take time, but ultimately this skill will improve their writing overall.

Homework

- Based on what they learned in class students re-write their summary.

Day 3

Classroom Activities

- Teacher picks a short “high interest” lecture (use Internet resources or college articles to lecture on topics like the making of ice cream, the history of skate boarding, how to get free money for college, the different college systems, etc.).
- Teacher has a student volunteer review the proper format and set up of the paper before beginning the lecture. This time the teacher may write the main ideas on the board and then have students fill in the details.
- Students should again share their notes with a partner. Students add to their notes in a different color ink.
- Students highlight main ideas and/or key words.
- Ask students to share any use of abbreviations.
- Have students work individually to generate two or three questions for the left-hand side.
- Students share their questions. Survey the class for common questions.
- Model the summary for students.

Homework

- Students write their own summaries at home.

Day 4

Classroom Activities

- Have students share their summaries from their homework and highlight effective examples. Continue to reinforce the difference between re-telling of the information versus connecting the main ideas to show new learning.
- Introduce Student Activity 3.4, “Textbook Notes.” Have students focus on the section about taking notes while reading.

- Repeat the notetaking practice, but this time have students read a short article or a section of a text and take notes.
- The main point of this lesson is to work on paraphrasing skills. The teacher may read a paragraph out loud and as a group come up with the main idea(s) in an edited, paraphrased form to write in the notes section.
- Have students generate questions for the left-hand column.
- Have students share questions. If students have learned about the different levels of questioning, Bloom's or Costa's, have them generate one or two higher level questions.
- Teacher models summary (optional).

Homework

- Students write summary for homework.

Day 5

Classroom Activities

- Teacher models taking notes from watching part of an educational video. The video may have to be paused to effectively edit and paraphrase notes.
- Students also take notes.
- Students share notes and add to their notes.

Homework

- Students write questions and summary at home.
- Students practice taking notes from watching 30 minutes of the Discovery channel, local or national news, or any other educational program.

Day 6

Classroom Activities

- Have students share some of their summaries from their notes in class the day before and from the TV program they took notes on.

Day 7

Classroom Activities

- Introduce Student Handout 3.5, "Cornell Notes Rubric," and review each of the descriptors.
- Distribute rubric to students.
- Have students grade a partner's notes.
- Survey class to see how students scored. Discuss how taking notes is a skill and the expectation is that students will improve with time.
- Lecture one more time from a high-interest article and have students take Cornell notes. Tell students that you will be collecting these notes and grading them.

Homework

- Have students highlight main ideas, generate questions, and write a summary.

Day 8

Classroom Activities

- Collect their notes and grade them using the rubric previously introduced.

Day 9–12

Classroom Activities

- If possible, have different content area teachers come in and present a 10–15 minute lecture in their core content area. Use this opportunity to talk about the way to best take notes in different classes.

Homework

- Students highlight, develop questions, and write summaries.

Day 13

Classroom Activities

- Assign students to start taking daily notes in two content area classes. Ultimately students will be taking notes in all of their content area classes.

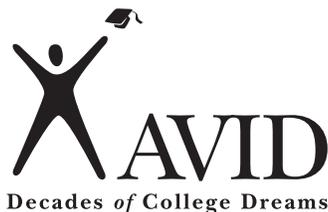
Homework

- Students take notes and complete the questions and summaries at home each day.

Follow-up

Classroom Activities

- Review and problem-solve difficult notetaking situations.
- Discuss the use of Learning Log when notes do not seem appropriate.
- Hold students accountable for all of the steps they need to do on their own outside of class to get the most use of their notes. Use Student Activity 3.6, “STAR Notetaking Strategy,” and Student Activity 3.7, “Tips for Studying with Notes.”
- Allow students to add to their notes during tutorials if time permits.
- Insist that students bring notes to tutorials that relate to the questions they are asking.
- Have students take Cornell notes when you have guest speakers. (You may choose to collect those and grade them.)
- Distribute Student Activity 3.8, “Discussion Notes: Some Tips.”
- Have students practice taking notes during discussions in AVID.
- Share different content examples (included at the end of this section).
- Share Student Activity 3.9, “Taking Notes on Literature and Poetry.”



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.3 (1 of 2)

The Cornell Notetaking System

What are the advantages?

Three Advantages:

1. It is a method for mastering information, not just recording facts.
2. It is efficient.
3. Each step prepares the way for the next part of the learning process.

What materials are needed?

Materials:

1. Loose-leaf paper to be kept in binder.
2. 2½ inch column drawn at left-hand edge of each paper to be used for questions.
3. 3–4 lines left at the bottom of page for summary section.

How should notes be recorded?

During class, record notes on the right-hand side of the paper:

1. Record notes in paragraphs, skipping lines to separate information logically.
2. Don't force an outlining system, but do use any obvious numbering.
3. Strive to get main ideas down. Facts, details, and examples are important, but they're meaningful only with concepts.
4. Use abbreviations for extra writing and listening time.
5. Use graphic organizers or pictures when they are helpful.

How should notes be refined?

After class, refine notes:

1. Write questions in the left column about the information on the right.
2. Check or correct incomplete items:
 - Loose dates, terms, names.
 - Notes that are too brief for recall months later.
3. Read the notes and underline key words and phrases.
4. Read underlined words and write in recall cues in the left-hand column (key words and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions.

Student Activity 3.3 (2 of 2)

The Cornell Notetaking System

5. Write a reflective paragraph about the notes at the bottom of the page.
6. If possible, compare notes with a study buddy.

What are the ways to recite notes?

Recite notes three ways:

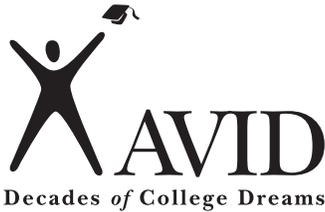
1. Cover up right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently (single, most powerful learning tool!)
2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights! REFLECTION = KEY TO MEMORY!!
3. Review by reciting, reflecting, and reading insights.

What are the six steps of this system?

This system in brief:

1. Record lectures in the main column.
2. Within 8 hours, read over notes to fill in gaps and to make notes more legible.
3. Identify main ideas and write questions in left-hand column based on main ideas.
4. Recite by covering main column and expanding on recall cues. Then verify.
5. Write a summary at the bottom of page.
6. Review your notes regularly. Short, fast, frequent reviews will produce better understanding and recall.





Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.4

Be An Active Reader

Think About the Reading

- Consider how the parts relate to the whole; how the text relates to previous ideas
- Create questions about new words/terms, why emphasized points are important
- Examine what you have learned from visuals
- Consider how the parts relate to the whole; how the text relates to previous ideas
- Create questions about new words/terms, why emphasized points are important
- Examine what you have learned from visuals

Be Aware of Textbook Organization

- Look for the pattern in elements like chapter/subsection headings, summary points, graphics
- Know where to find the index and glossary

Use the Text Style to Identify Important Points

- Become familiar with the font, symbols, borders, graphics, colors, and layout that highlight main ideas or terms
- Be alert to the writer's goal: highlight ideas/references/opinions that seem significant to writer's point of view

Take Notes While Reading

- Include headings, key terms, & graphics
- Take down only the important ideas:
 - Brief, but clear
- Summarize in your own words
- Use symbols to highlight for review
- Use textbook review questions to develop study questions

Review Textbook Notes

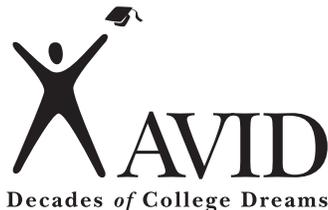
- Identify main ideas
- Fill in details for better understanding
- Identify unclear information and/or questions
 - Collaborate for answers
- Delete unnecessary information
- Review note organization; add symbols or rewrite
- Write a summary

Name: _____ Quarter: _____ Begin Date: _____ Period: _____

Student Handout 3.5

Cornell Notes Rubric

	5	4	3	2	1
Page set-up	<ul style="list-style-type: none"> All parts (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> All parts but one (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> Some parts (name, date, class, and topic) are labeled in the correct place. 	<ul style="list-style-type: none"> Missing 2 parts (name, date, class, and topic) but are correctly labeled. 	<ul style="list-style-type: none"> Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.
Legibility	<ul style="list-style-type: none"> Neat and completely legible 	<ul style="list-style-type: none"> Completely legible 	<ul style="list-style-type: none"> Mostly legible 	<ul style="list-style-type: none"> Mostly non-legible 	<ul style="list-style-type: none"> Not legible
Notes	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Notes have been edited. Key word have been highlighted and/or underlined. Revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes may/may not be accurate, information not always paraphrased. Some use of abbreviations. No highlighting or underlining evident. No revisions made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. 	<ul style="list-style-type: none"> Notes do not reflect Cornell Note format
Questions	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Questions also include Bloom's level 3-6 or Costa's level 2 & 3 as appropriate. 	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Shows learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Shows learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary is re-stating of notes but is connected to some learning. 	<ul style="list-style-type: none"> Summary is a re-stating of the notes and is not connected to learning. 	<ul style="list-style-type: none"> No summary



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.6

STAR Notetaking Strategy

S = Set Up Paper

1. Put name, period, class, and date in upper right-hand corner
2. Give your notes a title
3. Draw a vertical line down the paper to divide it into sections of about one-third and two-thirds

T = Take Notes

1. PARAPHRASE the text or lecturer in the right-hand column
2. Listen to decide which parts of the information are most important. Notice if the lecturer seems to stray from the topic.
3. Use whatever it takes to cue your own memory system. For example, use capital printing, underlining, arrows, or even pictures.
4. Don't get hung up on spelling. If you know what you mean, that is what counts. If you use this information later for another assignment or an essay, check for proper spelling then.
5. Use abbreviations that work for you. Develop your own shorthand.

A = After Class

1. Within five minutes of class, or as soon as humanly possible, edit your notes. Reread them looking for places to make additions, deletions, or clarifications.
2. Work with a partner to review your notes whenever possible.
3. Use a highlighter or underlining to emphasize important points.
4. Note any points that need to be clarified with the lecturer in the next session.
5. Finally, fill in the left-hand column with questions, icons, symbols, pictures, and memory keys.

R = Review Notes

1. Review notes regularly, after class, at least once a week.
2. Cover the right-hand column with blank paper. Read aloud or rewrite the right-hand column by using the cues in the left-hand column.
3. Paraphrase the answers.
4. Reflect by summarizing the notes, relating the subject to yourself, or relating the subject to personal experiences.

Student Activity 3.7

Tips for Studying with Notes

Make Use of the Format

- Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand section as an answer key.
- Engage in an oral quiz with others using study questions from the left-hand column.
- Cover the right-hand column with blank paper; write out answers to the left-hand study questions and explanations of main ideas.

Write

- Write summaries of the most important material in the summary/reflection section.
- Write a quiz for others using the notes; exchange and correct.
- Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.

Review

- Look over notes frequently to keep information and questions still unanswered fresh in mind.
- Recite information from notes.

Study With a Group

- Exchange notes with others to flesh out information and understanding.
- Use notes in study groups to provide a common ground of material for reference and review. Rewrite notes if necessary.

Student Activity 3.8

Discussion Notes: Some Tips

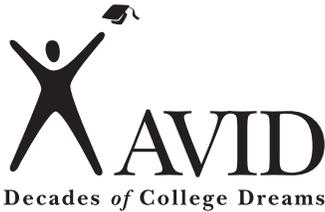
- Use the topics and questions introduced by discussion leaders to organize your notes.
- Use symbols to indicate questions/ideas that seem to carry weight or importance and consider the discussion leader's purpose in emphasizing them.
- Include your own responses in notes; consider and react to the various responses during review of notes.
- Develop questions to include in the discussion or review later with other students, tutors and/or teachers.
- Add references to lecture/textbook and other material as they come to mind.

Student Activity 3.9 (1 of 3)

Taking Notes on Literature and Poetry

The following elements, when incorporated into your notes on literature, can greatly enhance your appreciation of the meaning of a work, the devices authors use to achieve meaning and the world which may have shaped the author's work. This kind of information, integrated with your own ideas about a work and cross referenced with lecture, discussion, and research notes can serve as an excellent foundation for study of the work. When you read a short story, novel or essay, consider including the following items in your notes as applicable. Include page number references for later review as needed.

title of work	Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.
publication date	What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?
author information	Note what you know about the author including biographical information, familiar themes in her/his work, specific intent for the work you are reading.
setting	Speculate about the significance of the time and/or place in which the work is set.
characters	List or summarize such things as the qualities, mannerisms, personalities and appearances that define each significant character; speculate on motivations of characters; note whether characterization appears to be direct or indirect (include passages as examples); keep track of changes in characters; speculate on the author's intent for characterizing as s/he does.
point of view	Note who is telling the story; speculate about the reason for and/or effect of that.
plot	Note events that seem significant; identify rising action, climax, resolution.
conflict(s)	Identify the conflict(s) that are central to the work.
theme	Work toward developing general ideas about the author's intended meaning and/or specific statements of the author's central ideas.
symbols	Keep track of symbols that seem to represent larger ideas.
images	Note images that appear significant or carefully crafted, or that stand out to you.
repetitions	Keep track of such things as repeated words, images, ideas, names that may be important to the meaning of the work.
allusions	Be alert for references to other literary works, cultural ideas, biblical or mythological figures.
diction	Note specific words which seem significant or that are unfamiliar and need to be defined.
quotes/passages	Include portions of the text which seem important, interesting and/or confusing.



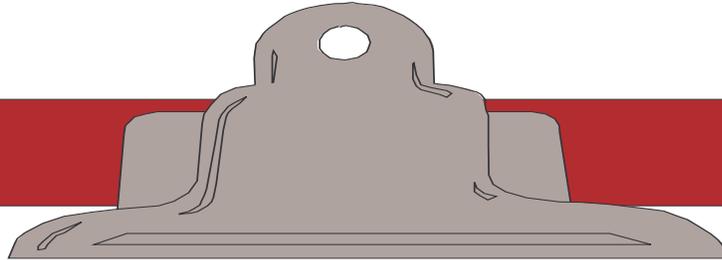
Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.9 (2 of 3)

Taking notes on poetry can provide intimate contact with this often difficult-to-master form of expression. The following elements, when incorporated into your notes about a poem, can greatly enhance your appreciation of the meaning of a work, the devices the poet uses to achieve meaning and the word which may have shaped the poet's work. Cross references to lecture, discussion and research notes may amplify your understanding of a piece. Include line numbers as references for future use.

diction	Note words that seem significant, are repeated or need to be defined: since poetry is marked by conciseness, the meaning of even a single word can unlock whole dimensions of meaning; note multiple definitions of words that might intensify meaning.
speaker	Identify the speaker of the poem and note everything you know about her/him from the poem.
paraphrase	Rewrite specific lines of the poem in your own words to clarify what is happening in the poem.
dramatic situation	Summarize what is happening in the poem.
images	Note the images that are prominent in the poem; speculate about their significance.
figures of speech	Keep track of such devices as similes, metaphors, and personification; speculate about how each of these amplified meaning.
repetitions	Note repeated words, images, ideas.
allusions	Be alert for references to other literary works, cultural ideas, biblical, or mythological figures.
tone	Identify the mood of the poem and/or the attitude of the author toward her/his subject. Tone shifts frequently in poetry: note the shifts and list the words and images that signal them.
theme	Identify the broad central ideas of the poem and/or develop formal statements of theme to capture the poem's meaning.
title of work	Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.
publication date	What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?
author information	Note what you know about the author, including biographical information, familiar themes in her/his work, specific intent for the work you are reading.



Student Activity 3.9 (3 of 3)

Sample Notes on Poetry

Beauty crowds me till I die
Beauty have mercy on me
But if I expire today
Let it be in sight of thee -

—Emily Dickinson

What is meant by “beauty?”

Beauty might be prettiness, or nature.

“Beauty crowds me...”

Poet feels trapped, hemmed in by beauty; does she mean in an uncomfortable way (“crowds”) or in an awe-inspiring way (“in sight of thee”)?

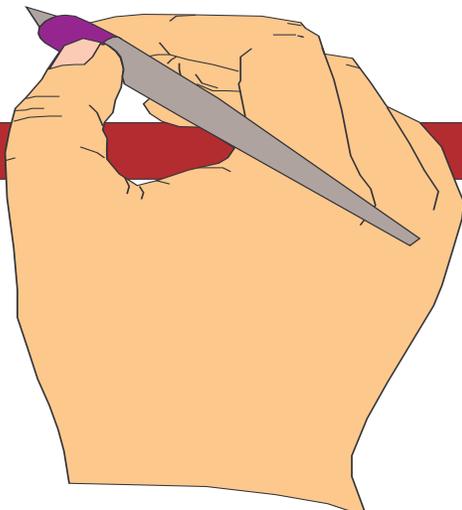
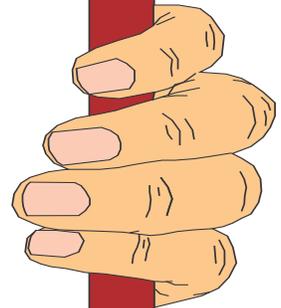
ideas repeated

Repetition of “beauty,” lines 1 and 2.

Repetition of the idea of the writer dying, lines 1 and 3.

expire?

Die? Run out of something? Run out of beauty?



Cornell Notes: English Class

Reading a Novel

JQ Student

English 12

January 3, 200X

Chapter 1 *Cry, the Beloved Country*

Where does the story take place?

South Africa

How is the land contrasted in the first chapter?

- Rich, matted grass and hills
 - Wet
 - Streams
 - Well-tended
 - Not too many cattle feeding
 - Not too many fires
 - Stand barefoot—safe
 - “Ground is holy.”
 - Keep it; guard it—guards & protects men.
- vs.
- Rich green hills break down in the valleys
 - Red and bare
 - Dry
 - Too many cattle feeding
 - Too many fires have burned
 - Coarse and sharp. Wear shoes—not safe for bare feet
 - Not kept or guarded—no longer keeps men.

Prediction: Why did the book start with this contrast?

This book is going to contrast the lives of different people and different places. It will be about destruction.

Significant passage (page 34): “They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.”

This passage is important because it suggests something about the relationship between the land and the people. It shows how people have abandoned the land or have been driven from the land—how it can’t sustain them anymore.

Summary

This first chapter is short and has a lot of description. It makes me want to draw a picture of it and to create a map to show the geography. No specific characters are introduced in this chapter—very weird!

“AVID sends 77 percent of its graduating seniors on to four-year colleges, roughly three times the statewide rate. As hard as it may be to believe, this state-funded program only survived this year’s budget gauntlet by a fingernail. This latest evidence suggests it ought not to be fighting for survival, but for expansion.”

—*Sacramento Bee* Editorial, Oct. 16, 2003

UNIT FOUR: **LEARNING LOGS**

Introduction

The learning log is a technique to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussions. A learning log is a written reflection of the student's perceptions of what is being learned and how they are learning. It also provides a record of students' growth over time. Writing a learning log is an excellent way to help use writing as a process of discovery and to clarify ideas. The use of the learning log in AVID is part of the philosophy of using writing as a tool of learning. This is the origin of the common AVID saying, "How do I know what I think until I see what I write?"

As part of the binder check, students may occasionally substitute a learning log for Cornell notes, particularly if they were engaged in an activity that was not conducive to notetaking.

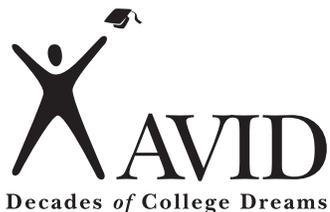
The goals of the learning log include the following:

- to increase students' awareness of their own learning processes.
- to identify gaps in students' learning.
- to explore relationships between prior knowledge and present learning.
- to promote student writing.
- to provide a way for students to reflect on their own learning.

A learning log entry is different from a journal entry in that it is related to the subject being studied. In journals, students are usually asked to write about what is happening in their lives. They might write an account of how they missed the bus or hit a homerun in a baseball game. In a learning log, students are asked either to take what they have been learning in class and reflect on it or relate something out of class to what they have been learning in class. When they make personal connections with the subject matter, meaningful learning will occur.

The format and procedures for learning logs remain the same in each grade level. This section includes several example forms that may be used to assist students in writing their learning logs. Use the form that best fits your students' experience and abilities. They may need more structure when they first begin their learning logs. As students become accustomed to writing reflectively in learning logs, decrease the structure you give them and increase the independence of their thinking.

Be sure to model when you begin learning logs and dedicate class time in AVID to share learning logs. Post excellent examples of learning logs in the classroom as models for students.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 4.1 (1 of 2)

Learning Log Questions

This activity includes general learning log questions as well as questions by subject area. Work with your students to add to the lists below. It may be helpful to keep these learning log questions posted in the AVID classroom and/or for students to keep a copy of this activity in their binders.

Basic Learning Log Questions

Review your notes from class and complete the following questions:

- What did you do in class today?
- What did you learn?
- What did you find interesting?
- What questions do you have about what you learned?

Writing About Mathematics

Write a letter to another student in the tutorial group explaining, in detail, how to do a math problem that you are studying. Writing about math will force you to slow down and think carefully about the process that you go through in learning a math concept or solving a math problem. You must use very precise language in your explanation or the person who receives your letter might not understand what you are explaining.

Writing About Social Studies

“You are there” scenes:

Place yourself in an historical period or event that you are studying and write about it from the point of view of someone who is there. In your response, focus on the questions of “What,” “Who,” “Why,” “How,” and “What if.” Share and discuss your responses with other members of class or in your tutorial group.

Dialogues:

Write a dialogue between yourself and a person in history, or between two characters in a story or novel that you are studying. Again, focus on the questions of “What,” “Who,” “Why,” “How,” and “What if” in your responses.

Focused Writing

Write nonstop for five to ten minutes on a specific topic that you are studying (for example, a scientific process, a play, or an historical event). The purpose of focused writing is for you to find out what you know about the topic, to explore new ideas, and to find out what you still need to learn about the topic.

Student Activity 4.1 (2 of 2)

“Showing” Vocabulary

Memorized vocabulary lists are too soon forgotten. New words that you use on your own are not. This learning log entry is an excellent way to help build your vocabulary.

- As you read, copy down an unfamiliar (but not too obscure) word. Copy down the sentence in which you found the word, too.
- Look up the word in the dictionary. After reading the dictionary definition of your word, if you are still unsure of the word’s meaning or how to use it, ask a teacher, a tutor, or a friend to help you. Write down the definition.
- Write a paragraph that shows the meaning of the word without telling the definition.

Writing About the News

Part of what makes one literate is being aware of what is happening in the world. Choose an event that is unfolding in the media to explore in your learning log. The event might have to do with local or national politics, a sensational trial, sports, the environment, or a school-related issue.

- Describe the event in detail. Answer the basic questions of who, what, where, when, and why in your description.
- What are your personal feelings about this event?
- Why does this event interest you?
- What do you predict the outcome of this event will be? Why?

Follow your event’s progress in the news for a few weeks. Keep a running log of how your event unfolds in the news over time. Note any significant changes in the story. If you decide to change your prediction, tell your new prediction and explain why you changed your mind.

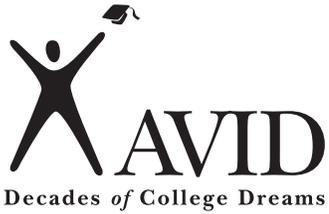
Analyzing a New Idea

Write about a new idea you learned in class today. Answer the following questions:

- What were the main ideas?
- What did you understand best?
- What questions do you still have about this information?
- How will you find more information (research in the library, ask another student, check the textbook, talk to the teacher, etc.)?
- How does this idea relate to what you have already learned in class?

Creative Solutions

Be creative. Take a “real-world” problem that relates to what is being studied in class (for example, air pollution, global warming, trash) and come up with creative solutions for this problem. Allow your solutions to be outlandish and unrealistic. Real solutions have often arisen from activities such as this one.



Name: _____ Grade: _____

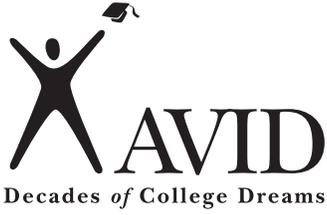
Date: _____ Period: _____

Student Activity 4.2

Learning Log

Directions: Please fill out this learning log based on what you learned in class today.

WHAT I DID	HOW I WORKED AND HOW I LEARNED	WHAT I LEARNED



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 4.3

Weekly Learning Log

Week of _____ to _____

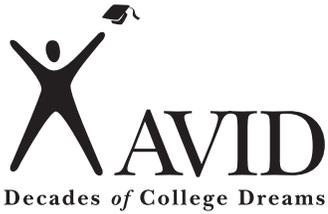
English/Language Arts:

Mathematics:

Social Studies:

Science:

AVID:



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 4.4

Weekly Learning Log

Week of _____ to _____

English/Language Arts:

My favorite activity:

Mathematics:

An area of improvement:

Social Studies:

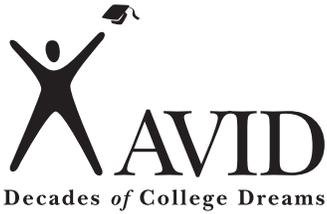
My greatest accomplishment:

Science:

Something I need help on:

AVID:

Something I want to share:



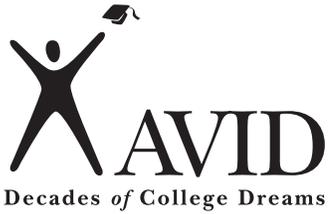
Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 4.5

Learning Log

QUESTIONS	NOTES
What did you learn today?	



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 4.6

Learning Log

QUESTIONS	NOTES
What were the main ideas in today's lesson?	
What did you understand best?	
How do these ideas relate to what you have already learned?	

“Today (AVID) is widely regarded as one of the most effective educational reforms ever created by a classroom teacher. The results have been extraordinary.”

—Andrew Goldstein, *Time Magazine*

UNIT FIVE: SUCCESSFUL CLASS INTERACTIONS

Introduction

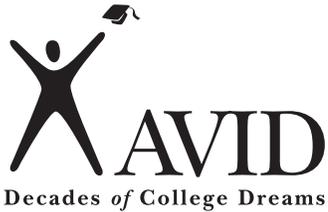
This section will be divided into two main parts, building a safe classroom environment and exploring ways students can take responsibility in all classrooms to engage and be more successful. Part of what students in AVID learn is how to maximize their interactions with peers and teachers in and out of the AVID class. The activities in this section are most effective if used at the beginning of the school year and/or semester.

This section begins with activities that involve students in establishing classroom rules and identifying their own personal “pet peeves.” As their classroom teacher you might want to share what your “pet peeves” are. The intention here is to take time to be aware of things that really bother others so that the atmosphere in the AVID classroom becomes one of mutual respect. Next, students will move towards doing some personal assessments of how they personally manage controversial situations and conflict as well as becoming aware of their arguing style.

The second part of this section provides students with some simple tools to engage more effectively in all classes. It begins with teaching students how their choice of seat, their non-verbal body language, and how they communicate with their other teachers all have an impact on how those teachers perceive them. Also included are forms to help them establish “study buddies.” It is important to teach AVID students that they should have peers they can contact for each class in case they have a question about a homework assignment or need to ask a clarifying question. Another resource included is a simple group project contact sheet. You will be encouraging your AVID students to take a leadership role when working on group projects to ensure that everyone is following up with their assigned task. Finally, there is an activity to have students assess how they have participated in group discussions. Some of your AVID students will have no problem participating in group discussions, but for those shy students, it is important to take a look at their level of participation and to see if they can set goals for themselves moving towards increased participation. We want all AVID students to develop the self-confidence that allows them to participate in class discussions, especially since our goal is that they eventually enroll in honors and AP or IB classes where class discussions are common practice. These resources are only a starting point. You should seek supplemental materials you feel your students will benefit from.

Twelfth-grade AVID students are encouraged to read books and articles about how to make a successful transition to college. See the Resources section for a sampling of these books. Many college Web sites have sections addressing this particular information. One place to start is with the College Board Web site www.collegeboard.com.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.1

Partner's "Pet Peeve"

As you look around the room, notice that everyone is different. We all have different backgrounds, families, traditions, likes, and dislikes. We can learn to work together better if we take some time to identify these likes and dislikes. The things we share in common will help us to bond together more easily. More important than knowing what we share in common, however, is understanding and respecting what really bothers each of us. This knowledge will allow us to show respect and understanding for one another's feelings. In this activity you will be paired up with a partner. A suggestion when all the partners are finished is to make a class list of all the "pet peeves" and keep it posted to remind everyone of what to avoid.

You might be thinking, what is a "pet peeve?" A "pet peeve" is something that someone does that really, really irritates you! It might be easier to think about a family member's actions, but for this activity we want you to think of things either your classmates have done or maybe even something teachers do that really bothers you. Keep in mind that usually the person that is doing the action does not realize that it is bothering or annoying someone else. It can be a simple thing like tapping a pencil, or talking too loudly, or talking too softly, etc.

I. Activity: Choose a partner, preferably someone you don't know very well, and answer the following questions together.

In what ways are we alike?

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

What are your top three "pet peeves?"

1. _____
2. _____
3. _____

Partner's Name: _____

What It Takes to Make Me Feel Comfortable Here

II. Activity: List some things you think need to be in place as classroom rules so that you, your rights and your freedoms are respected and you can feel comfortable. *Example:* “I need to know that when I am asked to speak in front of the class no one will laugh at me or make fun of me.”

1. I need... _____

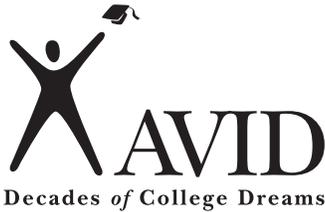
2. I need... _____

3. I need... _____

4. I need... _____

5. I need... _____

III. Activity: With your group, as directed in the “For Discussion” section of the student guide, decide on a list of needs that you feel should be rules for the AVID class. Write them on the back.



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

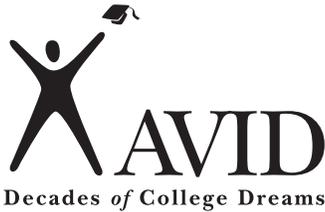
Student Activity 5.3 (1 of 2)

Conflict Management

I. Describe a conflict you had with someone recently. What did you do to resolve the conflict?

II. **Activity:** People manage conflicts in different ways. Here are some different ways of handling conflicts and strategies for behaving during conflicts. Circle the frequency with which you use each of the strategies.

- | | | | |
|---|------------|--------------|--------|
| 1. Avoid the person. | frequently | occasionally | rarely |
| 2. Change the subject. | frequently | occasionally | rarely |
| 3. Threaten the other person. | frequently | occasionally | rarely |
| 4. Fight it out physically. | frequently | occasionally | rarely |
| 5. Whine and complain, until you get your way. | frequently | occasionally | rarely |
| 6. Try to turn a conflict into a joke. | frequently | occasionally | rarely |
| 7. Admit that you are wrong,
even if you do not believe you are. | frequently | occasionally | rarely |
| 8. Give in. | frequently | occasionally | rarely |
| 9. Apologize. | frequently | occasionally | rarely |
| 10. Pretend to agree. | frequently | occasionally | rarely |



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.4 (1 of 3)

Understanding My Behavior in Controversial Situations

I. Activity: Here is a list of thirty behaviors having to do with controversial or conflict situations...when you and another person have a serious disagreement. In front of each statement is a blank space.

Put a **5** in the space if you **ALWAYS** behave that way.

Put a **4** in the space if you **FREQUENTLY** behave that way.

Put a **3** in the space if you **OCCASIONALLY** behave that way.

Put a **2** in the space if you **SELDOM** behave that way.

Put a **1** in the space if you **NEVER** behave that way.

- _____ 1. When I disagree with other group members, I insist that they change their opinions to match mine.
- _____ 2. If someone disagrees with my ideas and opinions, I feel hurt and rejected.
- _____ 3. I often hint that people who disagree with me are incompetent and ignorant.
- _____ 4. When others disagree with me, I try to view the issue from all points of view.
- _____ 5. I try to avoid individuals who disagree or argue with me.
- _____ 6. When others disagree with me, I view it as an interesting opportunity to learn and to improve the quality of my ideas and reasoning.
- _____ 7. When I get involved in an argument with others, I become more certain that I am correct and argue more and more strongly for my own point of view.
- _____ 8. When others disagree with my ideas, I get hostile and angry at them.
- _____ 9. When I disagree with others, I am careful to communicate respect for them as people while I criticize their ideas.
- _____ 10. I am careful to paraphrase the thoughts and feelings of others when they present ideas and opinions that are different from mine.
- _____ 11. When others disagree with me, I generally keep my ideas and opinions to myself.
- _____ 12. When others disagree with me, I encourage them to express their ideas and opinions fully, and seek to clarify the differences between their position and perspective and my own.
- _____ 13. I view my disagreements with others as opportunities to see who “wins” and who “loses.”
- _____ 14. When I disagree with others, I also let them know that I appreciate their ability to present a challenging and thought-provoking position.

Student Activity 5.4 (2 of 3)

- _____ 15. When another person and I disagree, I carefully communicate, “I appreciate you, I am interested in your ideas, but I disagree with your current position.”
- _____ 16. When others disagree with me, I keep thinking of my ideas and opinions so that I do not forget them or get confused.
- _____ 17. I am careful not to share my ideas and opinions when I think others may disagree with them.
- _____ 18. When I disagree with others, I listen carefully to their ideas and opinions, and change my mind when doing so is warranted by their information and reasoning.
- _____ 19. When I disagree with others, I try to overpower them with my facts and reasoning.
- _____ 20. I tend to dislike those who disagree with my ideas and opinions.
- _____ 21. When I disagree with others’ ideas and opinions, I still let them know that I like them as people.
- _____ 22. When involved in a disagreement about ideas and opinions, I try to view the situation and issue from my opponent’s shoes.
- _____ 23. I refuse to get into an argument with anyone.
- _____ 24. When others disagree with me, I try to clarify the differences among our ideas and opinions, clarify the points of agreement, and seek a creative integration of all our ideas.
- _____ 25. When others and I disagree, I have to convince them that I am right and they are wrong.
- _____ 26. When others disagree with my ideas and opinions, it means that they are angry at me and dislike me.
- _____ 27. I insult those who criticize my ideas and opinions.
- _____ 28. When I am involved in an argument, I re-state and summarize the opposing positions.
- _____ 29. When others disagree with me, I stay very quiet and try to avoid them in the future.
- _____ 30. When I am involved in an argument, I never forget that we are trying to make the best possible solution, by combining the best of all of our facts and reasoning.

II. Written Reflection: Score your survey using the third page of the Activity Sheet. Then, think about what the survey reveals about your behavior in controversial situations. Are there any strategies you should use more or less? When would you need to do differently? Are there strategies that are helpful in conflict situations? Are you already strong in them or do you need to do more to improve? Explain below.

Student Activity 5.4 (3 of 3)

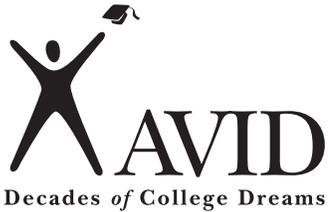
Scoring

Write your answer for each question in the space provided and total your answers for each controversy-managing strategy. The higher the total, the more frequently you tend to use that strategy; the lower the total, the less frequently you tend to use that strategy.

Scoring Note: Reverse the number totals for questions 2 and 16. If you scored the question a 5, change it to a 1. Change a score of 4 to a 2, a score of 3 stays a 3, a score of 2 becomes a 4 and a score of 1 becomes a 5.

Win-Lose Strategy	Rejection Strategy	Confirmation Strategy
1. _____	2. _____	3. _____
7. _____	8. _____	9. _____
13. _____	14. _____	15. _____
19. _____	20. _____	21. _____
25. _____	26. _____	27. _____
Total _____	Total _____	Total _____

Perspective-Taking Strategy	Avoidance Strategy	Problem-Solving Strategy
4. _____	5. _____	6. _____
10. _____	11. _____	12. _____
16. _____	17. _____	18. _____
22. _____	23. _____	24. _____
28. _____	29. _____	30. _____
Total _____	Total _____	Total _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.5

Successful Classroom Interaction

Describe a time when you have successfully enhanced one of your classroom environments.

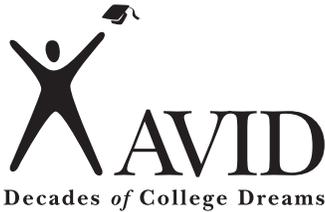
Sit in the Front

Lean Forward

Ask Questions

Nod Your Head

Talk to the Teacher



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.8 (1 of 2)

Group Discussion Self-Evaluation

Points to Ponder

- Did I say anything in front of the group during today’s discussion?
- Was it the first time in that class?
- When I spoke in class today did my participation include:
 - bringing the group back to the topic when it drifted?
 - intervention, negotiation, or mediation when discussion became personally confrontational?
 - adding details, personal examples, or other evidence to clarify or emphasize an idea?
 - restating good points which some students seem not to have understood?
 - pointing out logical conclusions from the evidence of the discussion?
 - asking questions for clarification or to encourage the development of an idea?
 - encouraging more participation by asking questions of students not yet involved as speakers?
- What kinds of participation did I observe other students using from the list above? _____

- What kinds of reactions emerged? _____

- How did the group reactions seem to affect the other students’ participation? _____

- Did anyone dominate the group? _____

Student Activity 5.8 (2 of 2)

- What kinds of participation did the “dominator” use from the list above? _____

- How did the group react? _____

- On a scale from one to ten (ten high) how relatively easy or difficult was it for me to participate today? How nervous was I? _____

- What made it easier to speak? _____

- What made it harder? _____

- How did the group react after I spoke? _____

- How did the reaction affect the discussion? _____

- How did the reaction affect me personally? _____

UNIT SIX: **TEAM BUILDING**

Introduction

Team building is an important component of the AVID elective class and ultimately of the whole program. Team building activities help to build the safe environment critical to AVID classrooms. Team building creates a climate for open communication, it fosters creativity, it provides an avenue to appreciate individual differences, it promotes trust and finally, it supports an active learning environment. Unfortunately, it is also a component that teachers often let go of because they are pressured to fit so many other things into the curriculum. Team-building activities are more critical at the beginning of the year and may become less frequent as the year progresses. At the beginning of the year you may wish to do a team building activity once a week, then maybe once every other week and then monthly.

Initially, team-building activities start in the AVID elective class, but as programs grow, these activities can be expanded across grade levels, so that AVID students feel comfortable interacting with other AVID students in all grade levels. One way to do this is by establishing an AVID club at your site. Some schools have used their AVID clubs to promote community service activities and team build at the same time. Field trips also have the potential to incorporate team-building activities.

This section includes several examples of team building activities. Team building is very teacher-dependent and can involve a lot of creativity. Most schools have a Student Body Advisor or Activities Director who can share ideas about how to infuse team building into your classroom. Physical Education teachers may also be a resource for you. (Please see the “Resources” section of this guide for additional ideas on team building.) If you are a high school AVID teacher, you may want to poll your students and see what types of team-building activities they did in their middle school AVID program. If you have a mixed class, with some returning AVID students and some new students, invite the returning students to share with you or the whole class some of their favorite team-building activities.

At the heart of team building in AVID is the idea that students will create a “family environment” that will hold them accountable at school, not just at home. AVID students have the responsibility to help each other academically, emotionally, and socially. Of course, creating this environment takes time, but eventually you will see your class form bonds that are unique to the AVID experience. In time, AVID students tend to choose other AVID students as some of their closet friends and/or recruit their closest friends to join AVID.

The following activities are categorized into four stages to allow for different levels of comfort and risk. Stage one is considered low risk/high comfort, stage two is moderate risk/moderate comfort, stage three is high risk/low comfort and stage four is very high risk/low to no comfort. Your students will be at different levels in the beginning, but eventually just about all AVID students become more outgoing and certainly more self-confident.

Stage one typically involves little conversation. Examples are “People Hunts” or “People Bingo” in which students have a variety of questions and they search around the room to have someone sign their sheet in the appropri-

ate blank or box. This is very safe because although they do get know a little about each other it does not require much conversation or personal sharing. Many name games also fall under this category.

Stage two moves from random whole group to some type of pair-share. In this stage students are paired up with one other person and have a conversation around predetermined questions or a topic set by the teacher. For example, share the “funniest story” or “scariest story” that happened to you or someone you knew in elementary school or middle school.

Stage three moves from a pair-share to a small group in which students share with at least three other people. The teacher initially predetermines the content. The reason this can be considered high-risk is because typically students are sharing something personal about themselves with more than one other person. The time frame may be longer and they may have to speak more. One example is to share the history of one’s name. Questions might include, “Where did your name come from? Were you named for someone in your family? Do you like your name? If you don’t, what do you wish your name could be changed to? Do you have a family nickname? If so, how did you get your nickname?” This example involves sharing personal information and therefore, involves more risk than other team building activities in which students may work in groups to complete a task or puzzle.

In stage four, students share something personal as individuals with the whole class. An example might be a public speaking assignment in which students share family background or personal opinions.

What determines how a group progresses through these stages is the teacher’s knowledge of the students’ comfort level. It is possible to spend very little time at stage one or two activities and move quickly to stage three and four.

Team building is a component that is a part of the AVID elective each year. The need for explicit team building may decrease in the later grades predicated on the assumption that these students have bonded over the years together in their AVID elective class. When new students are integrated into an existing elective class, the class may need to go back to level one team building but will usually move through the four levels at an accelerated pace. A key to successful team building is to monitor the students’ responses and not force progress through the levels.

While this section does not contain specific suggestions for grade level differentiation, a general guideline is that you will probably use more activities in stages one and two in the middle school grades and early in the high school years and more in-depth activities at stages three and four for the upper grade levels.

Stage One Team Building Ideas—Weeks 1–3

- **Student Activity 6.1, “People Bingo”:** Set a time limit and give prizes to students
- **Student Activity 6.2, “Party Mixer”:** Follow the same guidelines as the People Bingo
- **Student Activity 6.3, “Getting to Know You”:** This activity is designed to encourage students to introduce themselves to others and to find out interesting information about others in the class. Students will move around the room, ask questions and find people who match the descriptions. Call out “MOVE!” every 1–2 minutes, so students need to move on to talk to another person. At the end of the activity you may ask students to share the names of those who matched the descriptions.

Stage Two Team Building Ideas—Weeks 4–6

- **Student Activity 6.4, “Partner Interview Notes”:** After students complete this activity, you can add a public speaking activity in which they introduce their partners to the class using the information from the interview.

- **Student Activity 6.5, “Partners”:** Use this activity to help students find common ground and appreciate one another’s individuality.
- **Student Activity 6.6, “One-One-Two Minute Partner Share”:** Partners will choose to be “A” or “B.” When the teacher gives the signal, partner “A” will share for one minute non-stop anything they want to share about themselves. For example, they may share things like birthday, favorite color, favorite food, number of siblings, hobbies, or what they like to do for fun. Partner “B” only listens. They may not ask any questions or interrupt in any way. As they listen carefully they try to remember everything their partner said. When one minute is up, partner “B” repeats or lists back as many things as they can remember hearing partner “A” say. Then they switch roles. When both partners have listened and shared, they get two minutes to ask each other any questions about what they heard the other partner share. You may choose to repeat this sequence with other partners, or they may ask partners to introduce each other in a group of four.

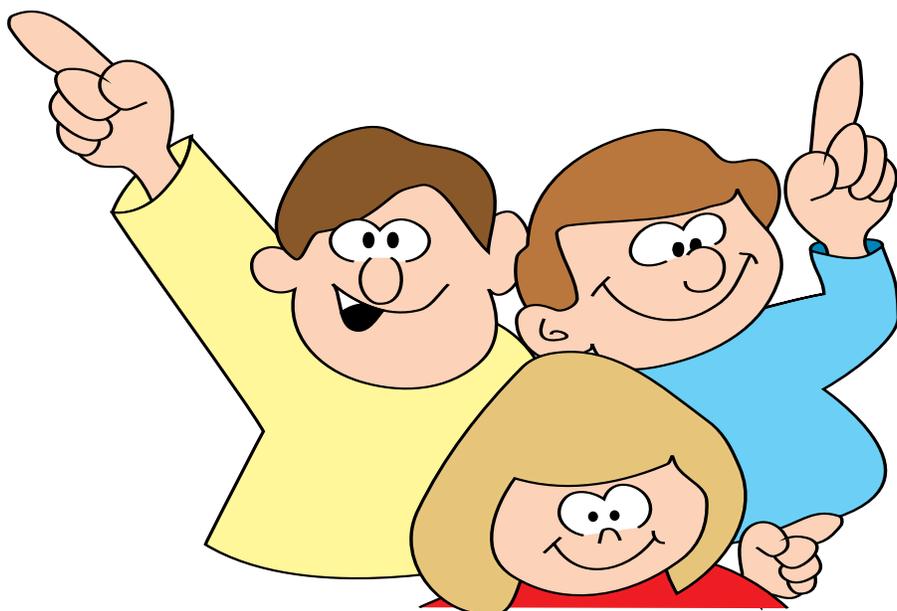
Stage Three Team Building Ideas—Weeks 7–9

- **Student Activity 6.7, “Tower Building”:** Be as creative as possible. The following are some suggestions in terms of supplies:
 1. You may choose to hand out five sheets of paper, 10 paper clips, and two strips of 2-inch tape to each group.
 2. Two sheets of newspaper, three paper clips, and a piece of play dough.
 3. Three sheets of construction paper, three straws, and one 2-inch piece of tape.
- **Activity 6.8, “Team Huddle”:** Use this activity and the one that follows to energize your AVID classroom.
- **Activity 6.9, “Team Similarities”**

Ideas for Team Huddle and Team Similarities are re-printed with permission from Rene Sheldon and Penny Holder.

Stage Four Team Building Ideas—Monthly

- **Philosophical Chairs** (See unit in this guide.)
- **Socratic Seminar Section** (See unit in this guide.)

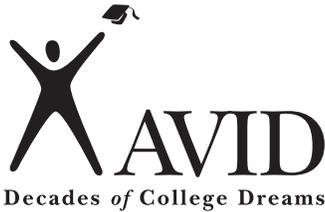


Student Activity 6.1

People Bingo

Directions: Find a person who matches the description in the box. Write their name in the box and be sure to spell the name correctly. You may not use a person for more than one box.

Born in the United States	Likes to read	Speaks another language	Has a sister	Has a pet
Knows how to ride a skateboard	Talked on the phone for more than one hour yesterday	Was born in another country	Favorite food is pizza	Has more than 5 cousins
Brown eyes	Loves to go to the movies	FREE	Likes math	Favorite subject is English
Has a brother	Had broken a bone	Has lived in another state	Grandparents are still living	Has to do chores around the house
Is very good with computers	Plays on an athletic team	Has been to the snow	Loves chocolate	Is good at surfing the Web



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.2 (1 of 2)

Party Mixer

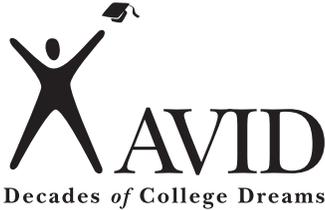
Directions: Find people who fit these descriptions. Ask them to sign next to something that describes them. No one may sign for more than one item.

Someone who...

1. was born outside the United States? _____
2. likes math _____
3. can name the last three presidents _____
4. know where the last Olympics took place _____
5. likes to try new foods _____
6. has traveled outside of our state _____
7. loves animals _____
8. is afraid of spiders _____
9. can name three colleges _____
10. can name three Mexican dishes _____
11. can name the last academy award winning movie _____
12. has seen all the Harry Potter movies and/or has read the books _____
13. knows the principal's first name _____
14. has seen Napoleon Dynamite _____

Student Activity 6.2 (2 of 2)

15. knows who Jennifer Lopez' latest husband is _____
16. loves Snickers bars _____
17. loves chocolate ice cream _____
18. plays a sport _____
19. plays an instrument _____
20. has a computer at home _____
21. has more than one sibling _____
22. knows what the PSAT is _____
23. likes history _____
24. is taking or has taken algebra _____
25. gets a ride to school _____
26. speaks more than one language _____
27. has had a brother or sister in AVID _____
28. rides a bus to school _____
29. wants to go to college but isn't sure what it is going to take _____
30. wears Vans _____
31. listens to hip hop _____
32. knows how to design a Web page _____
33. knows how to draw _____



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

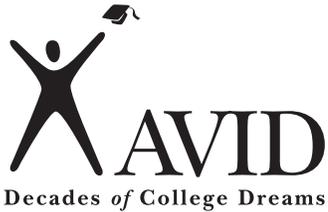
Student Activity 6.3

Getting to Know You

Directions: Find another person and spend some time talking with that person. Find out how many of the items below fit that person. You may write down a person's names as many times as possible. Listen for the teacher to say, "Move!" and then move on to a new partner and start again.

Find someone who...

1. Has the same teacher as you for math _____
2. Has a brother or sister that goes to our school _____
3. Has a first, middle, or last initial that is the same as yours _____
4. Has a brother or sister in high school _____
5. Has a pet _____ What kind? _____
6. Plays a musical instrument _____ Which one? _____
7. Loves to eat pizza _____
8. Enjoys reading _____
9. Hates math _____
10. Plays a team sport _____ What sport? _____
11. Has no brothers or sisters _____
12. Lives with their grandparents _____
13. Thinks they know what college they want to go to _____
14. Likes to talk a lot _____
15. Doesn't like to talk very much _____
16. Has a hobby _____ What is it? _____



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 6.4

Partner Interview Notes

Directions: Interview your partner and record the answers here.

Partner's name _____

Do you have a nickname you want to be called? _____

Place of birth _____

Have you always lived in this area? If not, then where else have you lived? _____

Previous school _____

What did you like the most about your old school? _____

What did you like the least? _____

What is your favorite academic class? _____

What is your least favorite class and why? _____

What possible careers are you interested in? _____

Which colleges are you interested in attending? _____

Who in your family has gone to college? _____

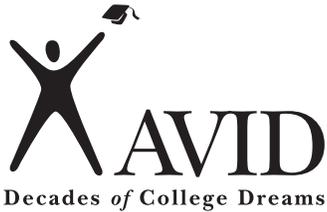
What word or phrase would each of these people probably use to describe you:

A parent _____

A favorite teacher _____

A good friend _____

Yourself _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.5

Partners

Written reflection: Imagine that you were alone somewhere and you didn't want to be alone. What would you do? Take 5 minutes to write any ideas that come to mind.

Activity: Choose a partner and answer the following questions together.

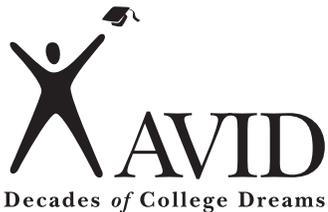
In what ways are we alike?

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

In what ways are we different?

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

Partner's Name: _____



Name: _____ Grade: _____

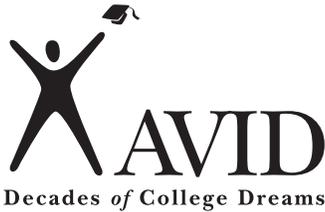
Date: _____ Period: _____

Student Activity 6.6

One-One-Two Minute Partner Share

Directions: Decide with your partner who will be “A” and who will be “B.” Follow each step below and listen for your teacher’s signal so you know when it is time to switch roles.

First One-Minute	Partner A	shares as many things about him- or herself as possible
	Partner B	listens carefully without interrupting or asking questions
Second One-Minute	Partner B	repeats back everything he or she can remember Partner “A” sharing
	Partner A	listens without interrupting or correcting
Third One-Minute	Partner B	shares as many things about him- or herself as possible
	Partner A	listens carefully without interrupting or asking questions
Fourth One-Minute	Partner A	repeats back everything he or she can remember Partner “B” sharing
	Partner B	listens without interrupting or correcting
Two Minutes	Both Partners	engage in a conversation about what they shared with one another; partners may ask questions, clarify what they heard, or share additional items of interest



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.7

Tower Building

Observer Record Sheet

I. Introduction: The purpose of this activity is for a group of people to work together to accomplish a task building a newspaper tower. The group needs everybody in order to be successful. Some people will try to take over the group and build the tower alone, others will try to offer suggestions and will be ignored, others will sit and watch whoever decides to try to build it and others, because they are afraid to try—or afraid to fail—will play around while a few people work. The most effective groups will be the ones in which everyone has some say in the project, everyone is able to use some talent or skill and everyone’s opinions and feelings are valued and respected. You are to observe your group and then give them some “feedback” based on your observations.

II. Activity:

1. Does the group talk about what their task is or discuss the problem? Explain.

2. Does everyone in the group work together to build the tower? Explain.

3. What were this group’s strengths? Examples would be good listening, good leadership, lots of on-task discussion, cooperation.

4. What did this group need to improve upon? Examples would be better listening, more discussion, better leadership, more cooperation.

NOTES

Activity 6.8

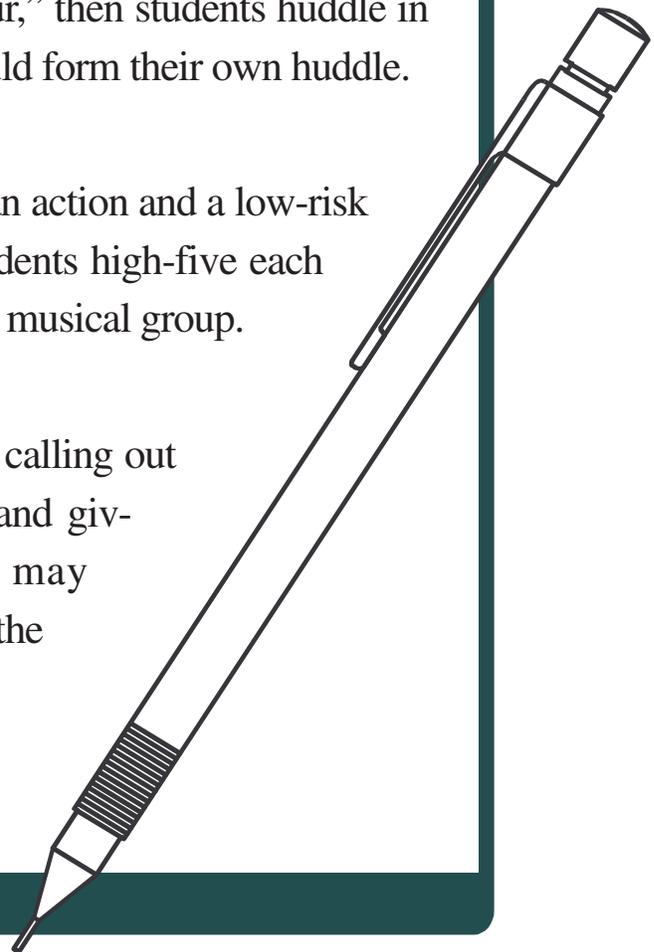
Team Huddle

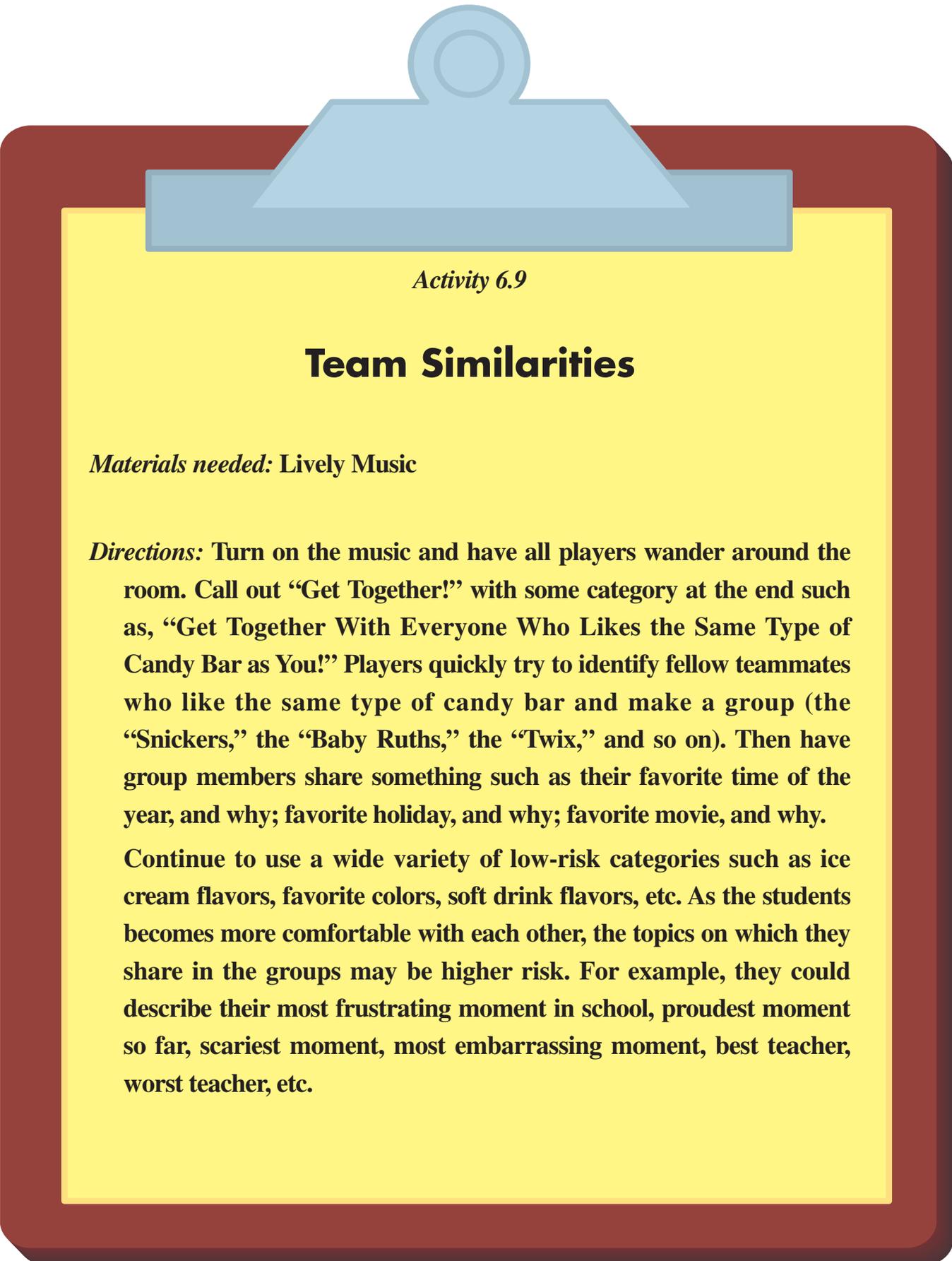
Materials needed: Lively Music

Directions: Instruct all players to move around the room when they hear music playing, and then start the music. (If the AVID room is not conducive to this activity, consider going outside.) When you turn off the music, call out, “Huddle” and a number. For example, if you call out, “Huddle Four,” then students huddle in groups of four. Any extra players should form their own huddle.

Once players are in huddles, call out an action and a low-risk topic to share. For example, have students high-five each other and share their favorite music or musical group.

Turn the music back on and continue calling out huddle groups of different numbers and giving them actions and topics. You may choose to end with a final huddle for the whole group by calling, “Huddle Everyone!”





Activity 6.9

Team Similarities

Materials needed: Lively Music

Directions: Turn on the music and have all players wander around the room. Call out “Get Together!” with some category at the end such as, “Get Together With Everyone Who Likes the Same Type of Candy Bar as You!” Players quickly try to identify fellow teammates who like the same type of candy bar and make a group (the “Snickers,” the “Baby Ruths,” the “Twix,” and so on). Then have group members share something such as their favorite time of the year, and why; favorite holiday, and why; favorite movie, and why.

Continue to use a wide variety of low-risk categories such as ice cream flavors, favorite colors, soft drink flavors, etc. As the students becomes more comfortable with each other, the topics on which they share in the groups may be higher risk. For example, they could describe their most frustrating moment in school, proudest moment so far, scariest moment, most embarrassing moment, best teacher, worst teacher, etc.

“We have learned how thin the evidence base is, that is to say, how many decisions are being made on the basis of anecdote or impressions or sales pitch or, in a more positive way, professional judgment of good people ... the programs that can show, not just say, but show that they can produce—those are the programs that should be funded. And AVID is one of those programs.”

—John Yochelson
Executive Director, BEST (Building Engineering and
Science Talent)

UNIT SEVEN: **TIME MANAGEMENT**

Overview

Time management is one of the first skills you will want to help your students develop. Developing time management skills requires that students analyze how they spend their time, decide what their priorities are, and start to plan ahead. Over time, many AVID students become very involved in school including rigorous coursework, extracurricular activities, and sports. AVID students often work part-time and participate in community service as well. Developing a time management system will be crucial to their success.

Developing organizational skills is part of time management, so you may want to simultaneously have students work on their binder organization while they work on time management.

The table below offers a plan to introduce time management in 7th grade AVID and then to continue to develop and refine those skills throughout middle school and high school. It is important to note the various activities at each grade level to ensure an articulated AVID curriculum. References are made to the activity sheets in this section throughout the following table.

Activities

6th/7th Grade

- Follow day-by-day time-management unit as outlined on the following pages.
- Review themes in this unit as needed throughout the year (at the end of grading periods, for example).
- Have students reflect at least once a month in a learning log about the growth and development of their time-management skills.
- Work with students to transfer knowledge and skills learned to the use of their school planners (ongoing throughout the year).
- Introduce the effective use of highlighters with planners (e.g., the color green signifies that an assignment was turned in, or the color pink signifies a test in a class).

8th Grade

- If your AVID students are new to AVID, use the 7th grade activities.
- Begin the year by having students reflect in writing on their successes and challenges in developing their time-management skills in 7th grade; have students share their writing in small groups; process as a class and identify three to five successful strategies for time management; post these in the classroom.
- Review the themes/skills developed in this unit as needed.
- Provide time monthly for students to reflect on and discuss time-management issues.
- Consider pairing up a student who is still struggling with time-management skills with a student experiencing success.

9th Grade

- Survey your AVID students to determine their prior experience in AVID and specifically their level of skill with time management.
- If your students are new to AVID, refer to the activities for 7th and 8th grades and adjust as needed.
- If your students have had middle school AVID, you may want to review the unit on the following pages from a high school perspective (students may become involved in new activities, clubs, sports, etc.).
- Ensure that all students have the school planner (if available at your school).
- To support your students in refining their time-management skills, have them interview two adults (see sample interview form in this unit); have students share the results of their interviews in small groups; process as a class to identify common strategies used by successful adults.
- Support your students in the development of their time-management skills by providing time at least once a month to reflect and/or process.

10th Grade

- Assess students' skills at beginning of the year; use activities from 7th, 8th, and 9th grade as needed to further develop skills.
- Ensure that all students have the school planner (if available at your school).
- Introduce backwards mapping concept; use the Backwards Mapping Template in this unit to assist students in backwards-mapping a large research project; use sample provided to discuss concept first; have students calendar pertinent backwards-mapping dates.
- Have guest speakers such as college students/tutors or seniors taking multiple Advanced Placement courses share the impact of their time-management skills on their lives.
- Provide opportunities at least quarterly for students to assess their strengths and challenges with time management; consider using goal-setting strategies to improve time-management challenges.

11th Grade

- Time-management skills should be well-developed; use previous activities to support students on an individual basis.
- Support/allow students to customize their own calendaring system (e.g., school planners, personal calendars, electronic organizers, etc.).
- In the spring, use Backwards Mapping Template to assist students in planning for the college application process (including test-taking, applications, financial aid, etc.).

12th Grade

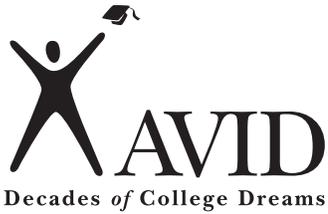
- At the beginning of the year, calendar all deadlines, senior activities, etc., as a group.
- Continue to support students as they customize their calendaring system.
- Continue to provide individual support as needed using activities/strategies from prior grade levels.
- If necessary, provide monthly opportunities for students to reflect on the successes and challenges of their time-management systems.

Time Management Unit Plan

This unit can be completed in about two weeks in the AVID classroom taking into consideration days for tutorials. This unit is designed to introduce the time management concepts of tracking how time is spent, deciding on priorities, and learning to plan ahead. These concepts will need to be reinforced often for students to develop time-management habits.

Day	Classroom Activities	Homework
Day 1 (start on a Monday)	<ul style="list-style-type: none"> Use short article/essay on time management to introduce topic; have group discussion based on students' reading of article Explain to students that they will be completing several activities over the next two weeks to help them think about and development their time management skills Give them the "Time Log" and explain that they will record all their activities for the entire week; model filling out the grid on an overhead Students fill in "Time Log" throughout the week 	<ul style="list-style-type: none"> Students fill in "Time Log" throughout the week
Days 2–5	<ul style="list-style-type: none"> Remind students each day to complete their "Time Log"; spot check to make sure they are keeping up 	<ul style="list-style-type: none"> Students continue to complete "Time Log" each day
Day 6	<ul style="list-style-type: none"> Students should have completed the "Time Log" for an entire week; they use the data they collected to complete the "Time Log Reflection" worksheet Have students share in small groups their findings from completing the "Time Log Reflection" 	<ul style="list-style-type: none"> Students complete the "Time Management Questionnaire"
Day 7	<ul style="list-style-type: none"> Have students write reflectively using the "Barriers and Solutions to Using Time Effectively" worksheet Have them share out in small groups, then process as a class Now use the "Get Ready, Get Set...Plan!" worksheet; have the students get in small groups to answer and discuss these questions orally in their groups Prep the students for their homework by having a class discussion that synthesizes what they have learned so far about time management and planning Use the example of a completed "Calendar for the Week/Month of ___" to model for students how they will complete their own (examples are included for grades 8 and 9) 	<ul style="list-style-type: none"> Use the "Calendar for the Week/Month of ___"; templates are provided for grade levels 7/8 and 9–12; have students plan for the upcoming week including the weekend
Day 8	<ul style="list-style-type: none"> Start by having students share with a partner their completed plan for the upcoming week; partners should ask each other questions to help make sure that everything was planned for (Example: Do you have any tests next week? Is anyone in your family having a birthday?) Process as a whole group how it felt to plan out the week ahead of time; use this discussion to transition to planning on a larger scale; give students the "Calendar for the Week/Month of ___" handout; as a class begin to plan for the next month by filling in holidays, school events, field trips, etc. You may want to keep a master monthly calendar in the AVID classroom to model monthly planning. (Note: you may want to save the monthly planning until after students have lived out the week that they planned.) 	<ul style="list-style-type: none"> Have the students write reflectively about how it felt to plan ahead, how that makes them feel about the time they have and what they need to accomplish
Follow-up	<ul style="list-style-type: none"> Over time, use the activities in this unit to transition the students to using their school planners effectively; they need to transfer the skills they've learned into using their school planners or personal calendars as an effective time-management tool; this will be ongoing throughout the year and all their years in AVID; see the grade-level grid for additional ideas and activities to support this skill development 	

Student Activity 7.1 (1 of 2)



Time Log: My Week from _____ to _____

Name: _____ Grade: _____

Date: _____ Period: _____

Directions: Use the table below to log your activities hour by hour for the next week. Update the log during the day, at the end of the day, or the following morning. Keep this neat, because you will be using it in class later.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Try to use codes to fill in your boxes. For example: **HW** = homework; **C** = in class; **P** = talking on the phone; **TV** = watching television.

Student Activity 7.1 (2 of 2)

Time Log Reflection

Directions: Answer the following questions once you have finished your Time Log.

- What was the total amount of time you spent watching TV during the week?
- On average, how much time was spent watching TV each day?
- How much time was spent doing volunteer work or community service?
- Did you spend time studying? How much?
- If you have a job, how many hours were spent working?
- Can you find any quiet time that you had during the week? Or time where you were alone and did some planning or reflective thinking?
- How much sleep did you get during the week? Total? Average per night?
- How much time was spent traveling from place to place in a car or bus?
- How much time was there that you could not account for?
- During what time of day did you do most of your studying?
- Was there anything that you needed or wanted to do, but just couldn't find the time for?

Look At Your Plans

Once you have analyzed your week, you will be able to stick to a new schedule that you make out after you have categorized and prioritized your activities. You will have more control over your time.

Categorize

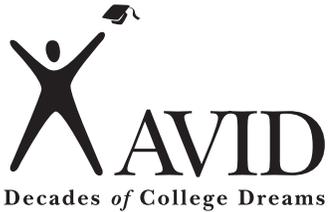
Make a list of the different activities that you spent time doing during the week. Once you have made this list, come up with some general categories for these activities. Example: Baseball practice, running, biking, and playing basketball might all fall under the category of "Exercise," while reading, typing, and computer research could all be put under the category of "Schoolwork."

Prioritize

Once you have categorized your activities, look at your lists and circle those activities that you see as most important to you and your future. As you prioritize, keep your goals and your future in mind. Remember, as an AVID student, you have made a commitment to higher education. You have said, "Yes, I want to attend a four-year college or university." Do the activities you see as "high priority" have a positive or negative effect on your goals?

Reflect

Take some time to reflect on what you have learned in your Time Log. Be sure to answer the following questions in your entry: What have you discovered about your time? What do you like about your schedule? What do you need to change? Are you "on track" considering your goals?



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 7.2

Time Management Questionnaire

1. I spend _____ minutes a day getting ready for school/work.
2. I spend _____ minutes a day reading.
3. I spend _____ minutes/hours at school/work.
4. I spend _____ minutes a day in trying to organize my day.
5. I spend _____ minutes a day eating.
6. I spend _____ minutes a day exercising.
7. I spend _____ minutes/hours a day watching television.
8. I spend _____ minutes/hours a day talking with friends in person or on the telephone.
9. I spend _____ minutes a day on unnecessary interruptions or wasting time.
10. I spend _____ minutes/hours a day on school/work related tasks outside my school/work day.
11. I spend _____ minutes a day daydreaming.

Student Activity 7.4

Get Ready, Get Set... Plan!

With last week's Time Log and Time Log Reflection nearby, you are ready to plan the upcoming week.

What kind of a person am I?

You know when you are most productive and when you need down-time. Decide if you are a morning or evening person, and plan accordingly. (For example, if you are a morning person, don't plan to get started on your homework at 10:00 p.m. Get up early and do it in the morning!)

What are my goals?

Keep your activities in line with your goals while you are planning your week. Do you have a major project due? Are you playing three away games this week? How will you get your homework done?

How much rest do I need, and when is dinnertime?

Most people need between six and 10 hours of sleep each night to function at their optimum during the day. Be sure to include some time for meals and rest. You will be much more productive and alert when you are eating right and getting enough rest.

What if I don't finish everything I've planned to do?

You should build "catch-up time" into your schedule. This is time set aside for you to finish items in your schedule that are taking more time than you expected. Also allow for time between back-to-back meetings or appointments for travel and overtime.

When is playtime?

You need a balance between work and fun. Too much work and you will "burn out" and become less productive. Too much fun and nothing will get done.





Decades of College Dreams

Name: _____ Date: _____ Period: _____ Grade: _____

Student Activity 7.5 (1 of 2)

Calendar for the Week of _____

Monday	Tuesday	Wednesday
Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Activities: 1. _____ 2. _____ 3. _____ 4. _____	Activities: 1. _____ 2. _____ 3. _____ 4. _____	Activities: 1. _____ 2. _____ 3. _____ 4. _____
Other Activities: 1. _____ 2. _____ 3. _____ 4. _____	Other Activities: 1. _____ 2. _____ 3. _____ 4. _____	Other Activities: 1. _____ 2. _____ 3. _____ 4. _____



AVID
Decades of College Dreams

Name: _____ Date: _____ Period: _____ Grade: _____

Student Activity 7.5 (2 of 2)

Calendar for the Week of _____

Thursday	Friday	Saturday/Sunday
Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Homework: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Activities: 1. _____ 2. _____ 3. _____ 4. _____	Activities: 1. _____ 2. _____ 3. _____ 4. _____	Activities: 1. _____ 2. _____ 3. _____ 4. _____
Other Activities: 1. _____ 2. _____ 3. _____ 4. _____	Other Activities: 1. _____ 2. _____ 3. _____ 4. _____	Other Activities: 1. _____ 2. _____ 3. _____ 4. _____

Name: Robert Date: 9/13 Period: 5 Grade: 8

Student Activity 7.5 (1 of 2)



Calendar for the Week of 9/13-9/17 (Example)

Monday	Tuesday	Wednesday
<p>Homework:</p> <ol style="list-style-type: none"> Algebra 1 - pg. 25 #1-30 English - write autobiography No hmwk No hmwk AVID - Write 2 tutorial questions PE - bring PE clothes and lock! <p>Activities:</p> <ol style="list-style-type: none"> Soccer Practice 3-5pm _____ Read - 30 min. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> Buy PE lock and folder for Science _____ _____ _____ 	<p>Homework:</p> <ol style="list-style-type: none"> Algebra 1 - pg. 30 #2-40 even No hmwk Science - Read Chp. 2 (p. 43-50) Social Studies - finish map No hmwk No hmwk <p>Activities:</p> <ol style="list-style-type: none"> Soccer Practice 3-5pm _____ Read - 30 min. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> Babysit 6-8pm _____ _____ _____ 	<p>Homework:</p> <ol style="list-style-type: none"> pg. 33 #1-41 odd Study for vocab. quiz Finish classwork questions 5 & 6 No hmwk Write 2 tutorial questions No hmwk <p>Activities:</p> <ol style="list-style-type: none"> Practice 3-5pm _____ Read - 30 min. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> Study w/Jose for vocab. quiz _____ _____ _____



Calendar for the Week of 9/13-9/17 (Example)

Student Activity 7.5 (2 of 2)

Thursday	Friday	Saturday/Sunday
<p>Homework:</p> <ol style="list-style-type: none"> 1. pg. 36 #2-30 even 2. No hmwk 3. Review lab instructions 4. Complete graphic organizer 5. Make sure binder is in order for check 6. No hmwk <p>Activities:</p> <ol style="list-style-type: none"> 1. Practice 3-5pm 2. _____ 3. Read - 30 min. 4. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 	<p>Homework:</p> <ol style="list-style-type: none"> 1. pg. 40 #1-39 odd 2. Rewrite 1st draft of autobiography 3. No hmwk 4. No hmwk 5. No hmwk 6. Take PE clothes home <p>Activities:</p> <ol style="list-style-type: none"> 1. Video games club 3-4pm 2. _____ 3. _____ 4. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> 1. Go to Jose's house 2. _____ 3. _____ 4. _____ 	<p>Homework:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ <p>Activities:</p> <ol style="list-style-type: none"> 1. Read 30 min, fill out reading list 2. Soccer game 9:00am/Family outing 3. cousin's birthday 4. _____ <p>Other Activities:</p> <ol style="list-style-type: none"> 1. Clean room 2. Go to movies 3. Organize backpack 4. _____



AVID
Decades of College Dreams

Name: _____ Date: _____ Period: _____ Grade: _____

Student Activity 7.6

Calendar for the Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday



Name: Cynthia

Date: 9/20

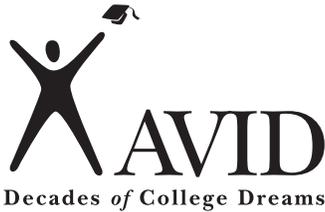
Period: 1

Grade: 9

Student Activity 7.6

Calendar for the Week of 9/20–9/24 (Example)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
<p>Homework:</p> <ul style="list-style-type: none"> • Geometry p. 15, odd #'s • Read novel for English Ch. 1 • Biology - definitions • AVID - notes and tutorial questions <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball practice <p>Other Activities:</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Geometry p. 22, odd #'s • Read Ch. 2 of novel for English • World History - start reading ch. 2 • AVID - notes <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball practice <p>Other Activities:</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Geometry p. 27, odd #'s • English - dialectic journal for ch. 2 • World History - keep reading and use PQ5R • Biology - p. 36 #5–10 • AVID - notes and tutoring <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball practice <p>Other Activities:</p> <ul style="list-style-type: none"> • Make dinner (mom works late) 	<p>Homework:</p> <ul style="list-style-type: none"> • Study for Geometry quiz • Read novel for English, ch. 3 • World History - finish ch. 2 • AVID - get binder ready for grading <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball game away (home late) <p>Other Activities:</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Read ch. 4 in novel for English • AVID - think of 3 people to interview for time management • World History - ch. 2 review on p. 51 <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball practice <p>Other Activities:</p>	<p>Homework:</p> <ul style="list-style-type: none"> • See Friday list <p>Activities:</p> <ul style="list-style-type: none"> • Volleyball tournament all day on Saturday <p>Other Activities:</p> <ul style="list-style-type: none"> • Grandma's house on Sunday for lunch



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

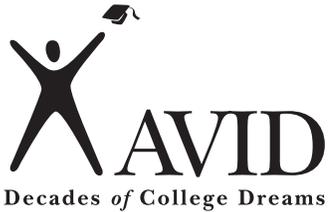
Student Activity 7.9 (1 of 2)

Backwards Mapping Template

List or brainstorm the components of this project.

Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

Component	Action Step	Time Needed



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

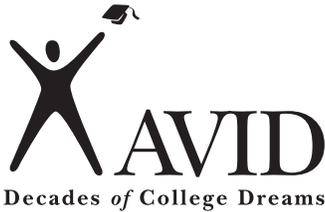
Student Activity 7.9 (2 of 2)

Backwards Mapping Template

Use this table to backwards-map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

Due Date	Component/Item	Person Responsible

List below any materials or resources you will need to complete this project.

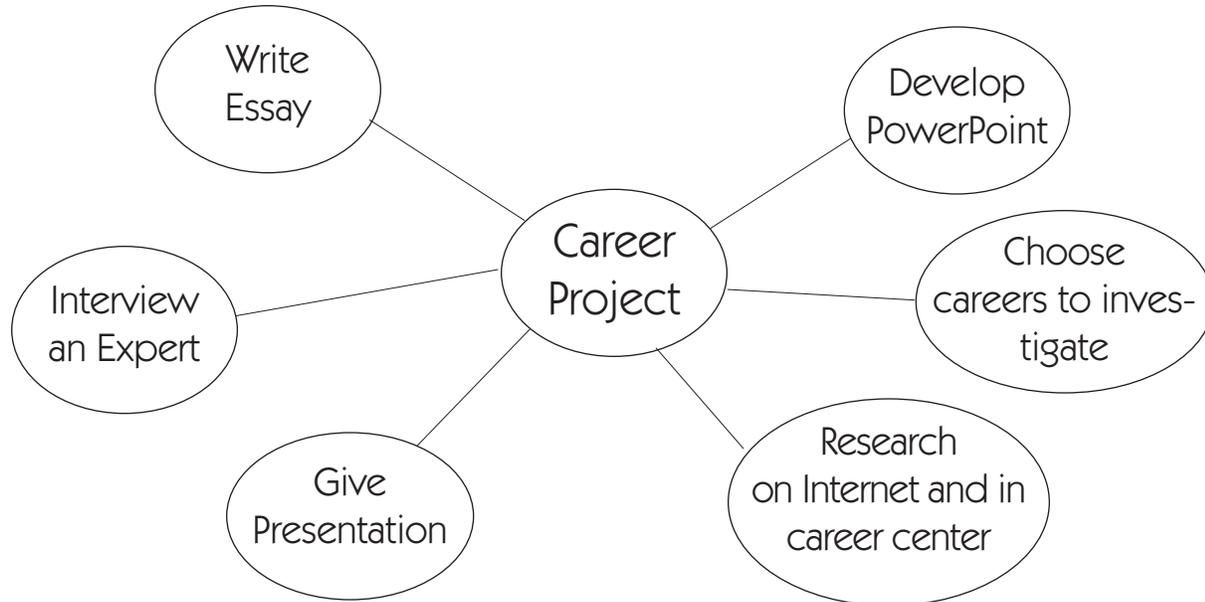


Name: Cynthia Date: March 20 Period: 2
 Name of Project: Career Research Paper
 Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (1 of 2)

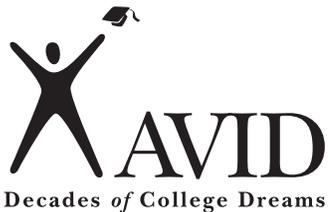
Backwards Mapping Template *(Example)*

List or brainstorm the components of this project.



Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

Component	Action Steps	Time Needed
Choose career	Discuss w/partner and decide on a career; get teacher's approval	1 class period
Research career	Go to career center for help; use Internet to research; get all information about career such as salary, education, etc.	1 week
Interview expert	Find a person to interview; develop questions; conduct interview	1 week
Write report	Outline and organize information; write first draft; get feedback; revise and edit; write final draft	2 week
Develop Powerpoint	Schedule time w/partner in computer lab; divide responsibilities; create PowerPoint	1 week
Give presentation	Schedule time w/partner to practice; write note cards; make final edits; practice w/mock audience (parents, friends, teachers)	1 week



Name: Cynthia Date: March 20 Period: 2
 Name of Project: Career Research Paper
 Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (2 of 2)

Backwards Mapping Template (*Example*)

Use this table to backwards-map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

Due Date	Component/Item	Person Responsible
May 15	Give presentation	Marlene and I
May 8	PowerPoint completed	Both
May 1	Written report complete and turned in	Me
April 15	Begin writing process	Me
April 8	Conduct interview	Both
April 1	Career research begins	Both
March 20	Choose a career	Both

List below any materials or resources you will need to complete this project.

Career Center
 Internet
 Computer Lab
 PowerPoint

Additional Resources

Books

Study Power: Study Skills to Improve Your Learning and Your Grades by William R. Luckie, Ph.D., and Wood Smethurst, Ed.D.; paperback.

How to Read a Book by Mortimer J. Adler, Charles Van Doren; paperback

What Smart Students Know: Maximum Grades, Optimum Learning, Minimum Time by Adam Robinson; paperback

The 7 Habits of Effective Teens: The Ultimate Teenage Success Guide by Sean Covey; paperback

Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Process, Skills, Resources, and Suggestions for Success, Ninth Edition by Dave Ellis; paperback

Essential Study Strategies by Walter Pauk; paperback

How to Study in College by Walter Pauk; paperback

Been There, Should've Done That II by Suzette Taylor; paperback

Confessions of a College Freshman: A Survival Guide for Dorm Life, Biology Lab, the Cafeteria, and Other First-Year Adventures by Zach Arrington; paperback

Black College Student's Survival Guide by Jawanza Kunjufu; paperback

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian; paperback

MLA Handbook for Writers of Research Papers (6th ed.) by Joseph Gibaldi; paperback

Writers Inc: A Student Handbook for Writing and Learning by Patrick Sabranek, Dave Kemper, Verne Meyer; paperback

Web Sites

<http://www.valdosta.edu/> (Once at this Web site, enter "Bloom's Taxonomy" under "search.")

<http://www.umuc.edu/ewp/bloomtax.html> (additional information on Bloom's)

“AVID is not just an academic program, but provides experiences in real life situations. AVID rejuvenates students who may not be the smartest kids, but who want to learn. The program has also rejuvenated me as a teacher and a person because I have seen their success stories.”

—Wayne Dickey, Sam Houston High School,
San Antonio Independent School District

UNIT EIGHT: TUTORIALS

Overview

AVID tutorials are a cornerstone of the program. If you don't have tutors and tutorials, you don't have AVID. If you recruited AVID students based on the established guidelines, then your AVID students will need the support of the tutorials in the AVID classroom to achieve success in their other courses. AVID students have potential, but must also be pushed to realize that potential. They often have the desire and motivation to succeed in rigorous coursework, but may lack the skills and knowledge necessary to achieve that success. It is the purpose of the AVID program, and specifically of the AVID tutorials, to fill in those gaps in skills, so that AVID students may perform at the necessary level. It is taking on this challenge that prepares them for the rigors of college.

This unit contains ideas for creating and maintaining effective tutorials. Tutorials should take place twice a week with certified AVID college tutors. The tutor/student ratio should be 1:7 in the AVID elective class. While many of the following activities can be conducted with or without tutors, having college tutors will provide students with the greatest advantage. Maintaining a program with tutors is necessary to meet the guidelines for AVID certification. Furthermore, your AVID tutors should participate in tutor training and certification in order to provide the maximum benefits for your students. Check with your regional coordinator or district director for information about tutor training.

Several informational handouts are included in this unit. Be sure to review them thoroughly yourself and share them with your AVID tutors before attempting to begin tutorials in your AVID classroom. They include:

- Outline and Description of the AVID Tutorial Process
- The Principles of Tutoring
- Tutor Guidelines
- Role of the AVID Teacher During Tutorials
- Communication and Collaboration Between Tutor and Teacher
- Setting Up Tutorials
- Inquiry In Tutorials
- AVID Tutorial Responsibilities
- The Tutorial Continuum
- The Tutorial Learning Process

Students need to be familiar with the levels of questioning in order to make the best use of tutorial time. As students become practiced at the tutorial process, they are encouraged to bring higher-level questions and discouraged from bringing knowledge-level questions to tutorials. You may want to teach the unit on inquiry prior to or simul-

taneously with the development of your tutorial process. The unit plan that follows in this section assumes that students are familiar with the skill of writing higher-level questions.

Developing and maintaining effective tutorials is challenging work. You will need to teach the students a variety of skills and constantly model the expectation. Some of the component skills of tutorials include writing good questions, using inquiry to drive the tutorials with questioning rather than giving answers, using notetaking to record the thinking and stay focused, and learning to write a summary that reflects the learning that took place. These are skills that will develop and improve over time. It takes hard work and constant reinforcement by the AVID teacher to create quality tutorials.

As students continue in the AVID program from year to year, you will want to raise the expectations in tutorials. The following offers some suggestions for increasing the rigor and expectations for tutorials by grade level. This unit also includes some sample Tutorial Worksheets. You may want to discuss with your AVID Site Team or fellow AVID teachers how you can increase the rigor of tutorials each year through the use of different Tutorial Worksheets.

6th/7th/8th Grade

- Use the tutorial unit in this section to get tutorials started.
- Focus on the process and the components of good tutorials.
- Model and share examples of good questions during every tutorial session during the first month and then less frequently as the year goes on, but continue to share good examples throughout the year for reinforcement.
- Use oral sharing at the end of each tutorial session before having students write their summaries; this will help many of the students to put their learning into words on paper. Decrease the use of this strategy over time.
- Accept knowledge-level questions when you first begin tutorials but begin to discourage them by second semester; model for students how to turn a knowledge-level question into a higher-level question.
- Tutors may do more of the questioning in the beginning of the year, but use strategies to get the students to take on more of the questioning as the year goes on.

9th/10th Grade

- If your students are new to AVID, use the tutorial unit plan to get started and note the suggestions for 6th/7th/8th grade.
- For students continuing in AVID, no longer allow knowledge-level questions for tutorials. Students should lose points or have to re-write the questions before they can participate.
- Use strategies to ensure that group members are asking at least half of the questions of the student presenter by the end of the 9th grade year (with the tutor and/or teacher asking the rest of the questions) and at least 75 percent of the questions by the end of 10th grade.
- Require a longer summary/reflection and/or more Cornell notes.

11th/12th Grade

- Students should now be able to organize themselves into tutorial groups. Groups may begin to function more like college study groups with students taking most of the responsibility for the learning.
- Some students may begin to function as peer tutors in groups.
- Students should be required to focus on higher levels of questions, take 2–3 pages of notes during tutorials, and write short paragraphs for their summaries.

Tutorials “Getting Started” Unit

Day 1

Classroom Activities

- Model for the students how to fill out the Tutorial Worksheet with two questions. Ask students to indicate the level of question they are asking.
- Explain how the form should be filled out. This varies from form to form. Explain each part of the form.
- Students should also know that they need to bring Cornell note paper to the tutorial to take notes during the tutorial. Many AVID teachers will copy a page of Cornell note paper on the back of the Tutorial Worksheet.

Homework

- Have students complete a Tutorial Worksheet.

Days 2 and 3

Classroom Activities

- Lead the students in a fishbowl activity to demonstrate tutorials. You will play the role of the tutor. If you have tutors, they should observe you modeling this role as part of their training.
- Choose five or six students to take part in the demonstration. The rest of the class will observe. The students participating in the fishbowl should sit arranged in a “U” shape facing a white board.
- Before you begin the fishbowl, review the Tutorial Learning Process graphic with the class. This graphic represents the inquiry process that is used in AVID tutorials.
- Next review the Tutorial Continuum. Take the time to note each of the four roles in tutorials as well as what tutorials look like on the continuum from “Not AVID” to “Collaborative.”
- Have students (and tutors in training) compare the two documents side-by-side. Have them note who might be asking the questions in the different stages of inquiry represented on the Tutorial Learning Process.
- Proceed with the fishbowl by having the first student come to the board and write down his/her question. Group members should take notes as this student presenter is at the board.
- Model the questioning represented on the Tutorial Learning Process graphic and take the lead in the questioning at the beginning of the demonstration.
- As you continue with the demonstration, coach the group members to ask the student presenters questions. Model and coach, model and coach, model and coach...
- Demonstrate how the role of the tutor is to encourage and promote the collaboration and the inquiry used in the AVID tutorial process.
- Group members continue to take notes throughout the demonstration and they participate in the questioning as much as possible.
- Student presenters recite to finish up their question by reflecting on the process used to arrive at the solution.
- At the end of the demonstration, all group members use the space on the Tutorial Worksheet to reflect on the learning from the session.

- End the fishbowl demonstration by having a class discussion based on the Tutorial Continuum. Discuss the roles and responsibilities of each person in the group.

Homework

- Have students complete a learning log based on their observations of the tutorial.

Day 4

Classroom Activities

- Review the tutorial process and reflect on the one or two fishbowl demonstrations from the previous days. Have some students share their learning logs that they did as homework to prompt a discussion.
- Organize the students into small groups of 5–6. If you do not have tutors yet, select a group leader for each group to monitor the group’s process.
- Have the students follow the same process they saw in the fishbowl. Remind them to use questions to help the student presenter think about his/her question. Remind them that we do not give answers in AVID tutorials.
- In your role as the teacher, move from group to group modeling good questioning and coaching the tutors and/or students with their collaboration and inquiry skills.
- Stop the groups at least 10 minutes before the period ends. Have one person from each group briefly share with the class some learning that took place in that group.
- Now have all students write their reflective summaries showing the learning from the tutorial.

Days 5 and 6

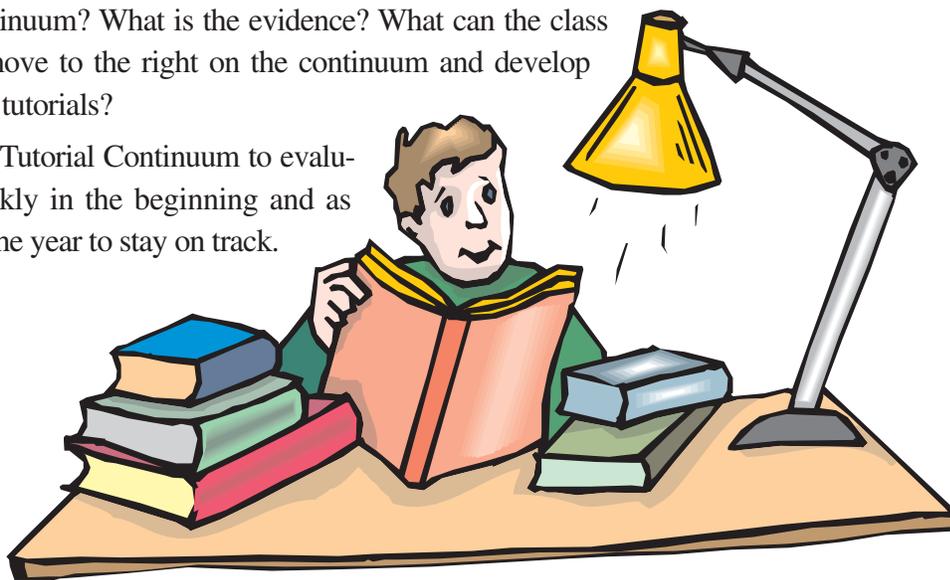
Classroom Activities

- Continue to conduct tutorials on the appropriate days for at least one or two more sessions.
- Each time, be sure to leave time at the end of the period to reflect aloud and in writing.

Day 7

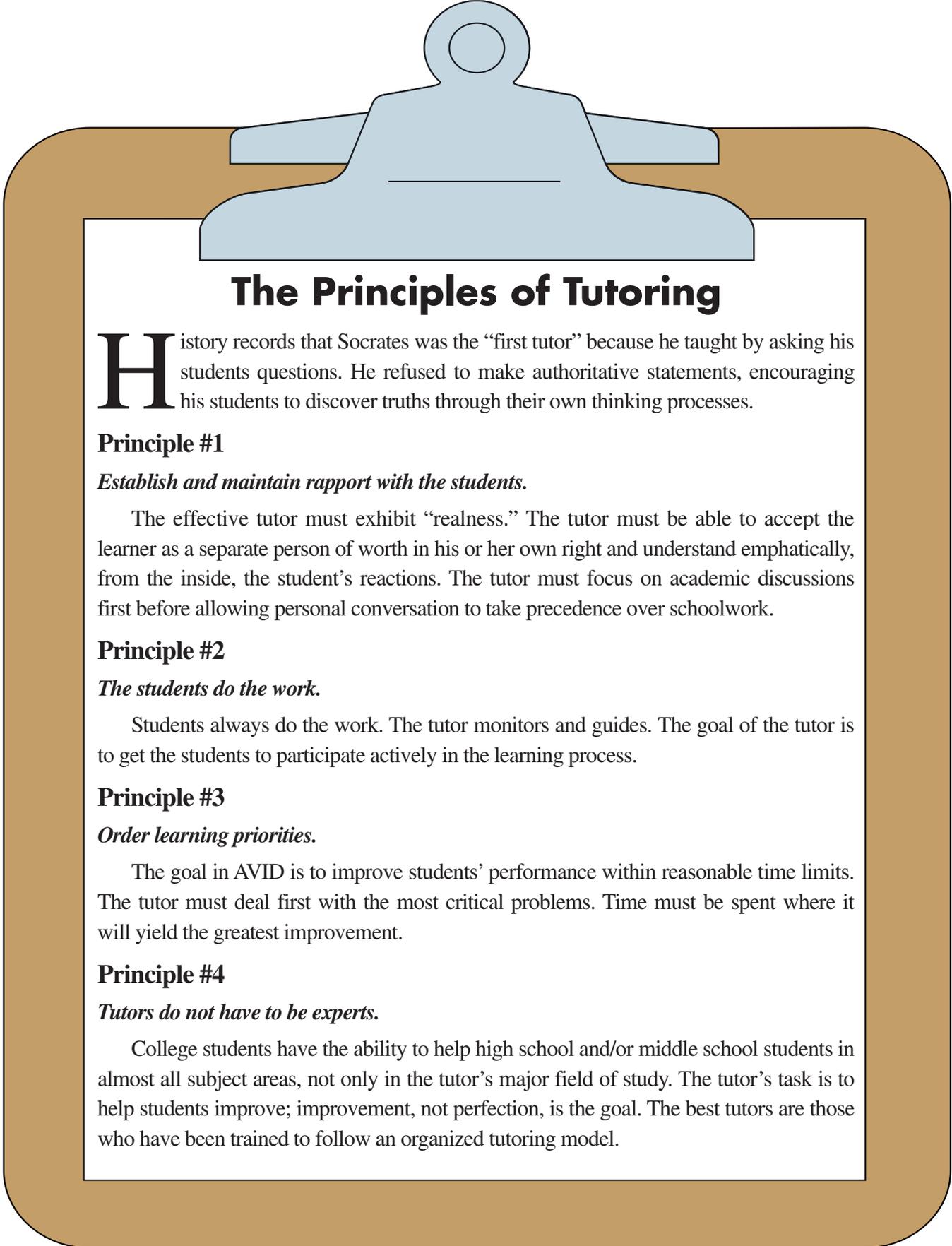
Classroom Activities

- On a non-tutorial day, use the Tutorial Continuum to have the class evaluate the tutorials. Where do they think they are on the continuum? What is the evidence? What can the class do to continue to move to the right on the continuum and develop highly collaborative tutorials?
- Continue to use the Tutorial Continuum to evaluate tutorials bi-weekly in the beginning and as needed throughout the year to stay on track.



Outline and Description of the AVID Tutorial Process

1. For homework the night before tutorials, students write two questions from their classwork or homework in a subject they need help with. They record these questions on the Tutorial Worksheet (see examples in this section). This form includes space for questions, tutorial notes, and a summary/reflection.
2. The teacher or tutors collect tutorial worksheets as the students enter room. Students without questions cannot participate in tutorials or they may lose points for not being prepared.
3. The teacher or tutors form tutorial groups based on the content of the questions. These groups have four to seven students. The seating configuration is a semi-circle that facilitates communication among all students and faces a board on which the student presenter can illustrate the problem for the seated students.
4. The tutor is positioned behind the seated students and facilitates the process of selecting a student presenter.
5. The student presenter writes his/her question on the board and explains to the seated students the difficulty he/she is having. He/she expects the seated students to ask questions that clarify their own understanding of the question/problem, questions that check for understanding, and questions that probe deeper into possible approaches to solving the problem. When the presenter understands with greater clarity the problem, he/she then communicates to the group this understanding.
6. The seated students are responsible for helping the presenter think about the problem by asking questions. They are not responsible for finding the solution or necessarily leading the presenter to a solution. They ask questions to clarify their understanding and to push the thinking of the presenter.
7. The tutor facilitates the inquiry aspect of this tutorial process by guiding the seated students with questions and modeling questions that they might ask the presenter. The tutor reminds the seated students to focus on the presenter's thinking, not the solution to the problem.
8. Near the end of the tutorial session, all students write a summary/reflection of their learning (content and/or process). They can share these short writings with each other if time permits.



The Principles of Tutoring

History records that Socrates was the “first tutor” because he taught by asking his students questions. He refused to make authoritative statements, encouraging his students to discover truths through their own thinking processes.

Principle #1

Establish and maintain rapport with the students.

The effective tutor must exhibit “realness.” The tutor must be able to accept the learner as a separate person of worth in his or her own right and understand emphatically, from the inside, the student’s reactions. The tutor must focus on academic discussions first before allowing personal conversation to take precedence over schoolwork.

Principle #2

The students do the work.

Students always do the work. The tutor monitors and guides. The goal of the tutor is to get the students to participate actively in the learning process.

Principle #3

Order learning priorities.

The goal in AVID is to improve students’ performance within reasonable time limits. The tutor must deal first with the most critical problems. Time must be spent where it will yield the greatest improvement.

Principle #4

Tutors do not have to be experts.

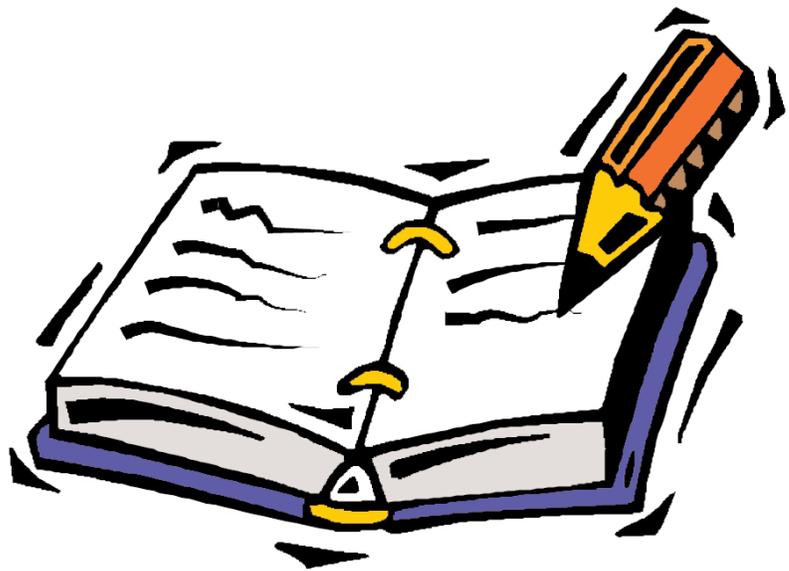
College students have the ability to help high school and/or middle school students in almost all subject areas, not only in the tutor’s major field of study. The tutor’s task is to help students improve; improvement, not perfection, is the goal. The best tutors are those who have been trained to follow an organized tutoring model.

Tutor Guidelines

Your job as an AVID tutor is to be the guide on the side, and through your use of inquiry, enable students to solve problems and answer questions that they bring to the tutorial. As you work with your students, remember that each person is unique. A teaching technique that is effective with one person may be ineffective with another. One person may learn best visually while another is an auditory learner. As a tutor, you will want to vary your presentation to give each person the greatest possible chance to learn. The following guidelines will be of help.

1. Allow students adequate time to work. As a tutor you may feel you must talk throughout the session. The student, however, must have time to think, work, and respond. Avoid the temptation to talk all the time. When you are talking, the students are not internalizing what they have learned.
2. Place the burden of work on the student, not on yourself. Rather than saying, “You need a comma here,” say, “You left out a punctuation mark between here and here; can you find it?” Rather than saying, “The author was trying to say...,” say, “What do you think the author meant when he said...?” Rather than saying, “I’ll look up the information between now and our next session,” say, “You research that between now and our next session. I’ll be ready to check what you have found.”
3. Be sure students understand what they need to accomplish between tutoring sessions. Some tutors have found it helpful to make a “homework contract” with students, outlining their responsibilities each week.
4. Be flexible! There is usually more than one way to do things. Students don’t have to do their work the same way you do. You may study most effectively with background music, but they might need total silence. Create options for them and let them choose what they find most effective. Share with them how you learn, then allow them to explore and personalize their own style.
5. Be patient. Students don’t have to do things right the first time they try. Give them the time and the encouragement.
6. In a classroom situation, you should organize students in study groups and while that group is busy, circulate around the room, and ask students how they are progressing. You should not always wait for students to ask for assistance. One effective technique that tutors can employ as they circulate is to ask how the student performed on the last assignment. This approach usually elicits a response, which often leads to a discussion of the difficulty that the student is presently encountering.
7. As a tutor, you should never try to bluff a student. Whenever a student asks a question to which you do not know the answer, the student should be guided to the appropriate resource or teacher for assistance.
8. Your absences from the classroom should be kept to a minimum because you are a vital part of the learning environment. Tardiness and frequent absences are a bad example, prevent efficient operation of the class, and deny students the full benefits of this type of instruction.
9. You must demonstrate sufficient flexibility to be able to adjust to unexpected changes and still work effectively with students, both in groups and individually.
10. You must be able to accept and to act on suggestions from the AVID Coordinator and AVID elective teachers.

11. You need to show that you are mentally and emotionally capable of interacting with students. Mutual trust and understanding are important facets of the effective teaching process. Once you have gained the students' trust, never abuse or take advantage of it. You are, in the best of circumstances, the teacher's eyes and ears concerning the progress of each student. You must report to the teacher on a regular basis.
12. One of your most important responsibilities as a tutor is to see that you get the training or education that you need in order to perform your job effectively. No one can judge your abilities better than you can.



Role of Teacher During Tutorials

The AVID Coordinator/Teacher has an active role during tutorial sessions. Usually the AVID Coordinator/Teacher will engage students in a quick warm-up activity while the tutors are organizing the tutorial worksheets and the teacher is taking attendance. Once all of the students have moved into their tutorial groups, the teacher uses this time for a variety of very important activities.

1. The teacher may walk around from group to group monitoring students and modeling higher-level questions.
2. The teacher may observe one or more tutors to provide feedback on tutorial sessions.
3. The teacher may call one or more students and possibly another teacher for private conferences regarding some aspect of student work in a class.
4. The teacher may work with one or more students on a specific concept or skill.
5. The teacher and a student may make a parent contact.
6. The teacher may run a tutorial group.
7. The teacher may not leave the class or use this time for additional preparation time.

The AVID teacher or coordinator plays several important roles in ensuring the success of AVID tutorials. Coordinators must:

1. Become familiar with what a well-functioning AVID tutorial group looks and feels like.
2. Model such a group for the students and tutors.
3. Establish clear guidelines on how the groups will be formed, what the purpose is, and how time will be used during AVID tutorials (e.g., time devoted to a common thought problem or issue; collaborative homework help; editorial or rewrite sessions of students' essays; or learning logs and reflection).
4. Circulate among the tutors' groups to encourage, solve problems, or model techniques.
5. Meet regularly with tutors to problem-solve and assess progress towards meeting tutorial goals by occasionally soliciting student input regarding the tutoring process.
6. Recognize and reward tutors for their good work and, if necessary, dismiss those whose work is unsatisfactory.

Communication and Collaboration Between Tutor and Teacher

Teachers and other school staff count on tutors to be resources and colleagues, complements to the faculty rather than additions to the student body. While teachers may want to supplement your tutor training with specifics related to the workings of their individual classrooms or other tutorial settings, it is incumbent upon tutors to enter the classroom prepared to act as a supplement to the teacher, knowledgeable about the expectations teachers have for tutors.

Classroom teachers expect that tutors will:

1. Be positive and professional at all times.
2. Be on time and prepared at all times.
3. Act as role models in behavior and appropriate attire at all times.
4. Communicate with teachers in advance of absences or deviations from the tutorial schedule.
5. Become familiar with the specific routines and expectations of teachers' classrooms.
6. Underscore the importance of learning and achieving academic success.
7. Take an active part in developing the academic strength and personal pride of students.
8. Demonstrate the commitment tutors make to students.

In particular, you will learn much confidential information about the students in your AVID class and the teachers at your school. Your job is to handle this information in a professional manner, communicating with your AVID Coordinator/Teacher to create proactive change for your students. For example, students may tell you personal information that they may not wish to share with their teachers. If this information has the potential to affect their education, you should share it with the AVID Coordinator/Teacher and make a decision together on how to handle the information.

Sometimes you will be asked to visit a class to better understand how to help students during tutorials or because a student has misbehaved. When you are in another teacher's class, remember that you are a visitor. Do not distract the class, but act as a role model, taking notes, paying attention, and perhaps sitting close to the student you are shadowing. You may share with your AVID Coordinator/Teacher what went on in the class in order to devise appropriate strategies to help students, but never to criticize another teacher's methods. Do not discuss what happens in other teacher's classes with anyone but your AVID Coordinator/Teacher and tutors. If you build a trusting relationship with teachers on your campus, they will soon be inviting you to visit their classes when they could use an extra set of hands, eyes, and ears.

On rare occasions, a student may divulge information to you that you, as a school employee, are required by law to report. For example, if a student informs you that she/he is sexually active, is being abused, or is using illegal substances, tell your AVID Coordinator/Teacher immediately. Your AVID Coordinator/Teacher will know your school district's policies for disclosure of such information. Do not try to handle this type of situation on your own.

Remember your value as an AVID Tutor. If tutorials are the heart of the AVID class, you are the reason for their power to produce independent learners. You are providing much more than academic support in rigorous classes. You are a role model and an inspiration to students who may be the first in their family to attend college. Be proud and take your role seriously—you will make a difference.

Setting Up Tutorials

Forming Groups

Students become accustomed to taking directions from the teacher. Often, when they first encounter AVID tutorials, they must learn strategies to develop their independence as learners. They will take important cues from you, their AVID tutor. The tone you set for the importance of the tutorial, the value of spending time wisely, and the benefit gained from organizing for quick and efficient transitions to tutorial sessions will be contagious to students. Emphasize the “need for speed” in getting tutorials going.

Once students begin to write deep and thoughtful questions, engage in collaborative discussions which deepen their understandings of course content, and realize the value of the time spent in tutorial sessions, they will become your allies in the “need for speed” effort. When AVID students are asked what part of the AVID class helped them most, tutorials are often named. Their deepened understanding of course content results in success in difficult courses, preparing them for the rigors of college.

The following suggestions have proven effective to set up tutorials with a minimum of disruption and time:

1. Tutors collect Tutorial Worksheets from students at the door, allowing students to enter the classroom if the questions are complete and of acceptable quality. If students need to rewrite a question, they may do so before the bell rings to earn the privilege to engage in the tutorial session and/or receive full credit for the tutorial session.
2. Subjects may be written in columns on a board or overhead transparency. As students enter the classroom, they enter their names on the list for the appropriate subject area in which they need help. In this way, tutors and the AVID Coordinator/ Teacher can quickly assess group sizes and determine subject areas in which more than one group may be needed.
3. After students sign in by subject area, they may sit in assigned seats while the teacher begins the class with a warm-up and takes attendance. This gives the tutors a few minutes to arrange groups so that similar questions and problems are placed together. Tutors then call the names of students in their tutor groups, and students move to the appropriate group to begin the tutorial sessions.
4. If students are very experienced at tutorials, they may go straight to the appropriate tutorial group after signing in by subject area. They may begin the tutorial immediately. The teacher takes attendance as groups are in progress. This works best if there is a consistent spot, which may be marked with a sign or known by the students, for each subject-area tutorial.
5. As one of the classroom’s rotating job assignments, assign “tutorial monitors” to place appropriate supplies (textbooks, resource books, tutorial supply boxes) in the pre-designated place for tutorials. If rolling white boards or chalkboards are necessary, assign teams of students to move them into position. This should be done with as little disruption as possible as students are entering the classroom.

Seating Arrangements During Tutorials

The purpose of AVID tutorial sessions is for students to solve problems collaboratively. Tutors use inquiry methods to allow students to help each other and develop independence in solving academic problems. To this end, it is important that students be able to make eye contact with, listen to, and hear each other during tutorials. Think of the following as you plan the seating arrangements during tutorials:

1. For subjects that require board work, arrange students in a half circle next to the board. If your classroom has tables, students can arrange themselves around the tables so that everyone can see each other as well as the board.
2. If students are preparing for a test, quizzing each other, or engaging in a discussion about a text or course concept, arrange students in a circle facing each other. The tutor can sit in the circle or move around outside the circle, standing behind the person who is talking. If students have individual desks, they can have their notes and text out on their desks. If they are sitting in chairs, it is more difficult for them to write notes and keep track of their materials. If they are sitting at tables, move enough tables together so that all students can make eye contact with one another.



Inquiry in Tutorials

For students in collaborative learning groups, the text for inquiry may come from ideas/notes in their learning logs or materials from their math class. Thus, students should be expected to come to their tutorial groups with questions already formulated. Guided by the teacher/tutor, students exchange responses and collaborate in a search for understanding. The strength of the group process rests on the belief that the group can arrive together at some understanding that would not be arrived at independently.

The following is a list of general questions that can be asked of students to help guide them to their own learning:

Understanding the Problem

- What is this problem about?
- What can you tell me about it?
- Can you explain the problem in your own words?
- What do you know about this part?
- Is there something that can be eliminated or that is missing?
- What assumptions do you have to make?
- How would you explain what you know right now?

Strategies: Thinking It Through

- What have you tried? What steps did you take?
- Do you have a system or strategy?
- What information do you have?
- How did you organize the information?
- What didn't work?
- Have you tried... (guess and check, list, diagrams, etc.)?
- Where could we find out more information about that?
- Let's look at your notes.
- Let's see if we can break it down. What would the parts be?
- Have you tried making a guess?
- Can you think of an easier but similar problem?
- What do you think comes next?
- What do you need to do next?

Checking the Solution

- Is your solution reasonable?
- How could you check your answer?
- Is that the only possible answer?
- Is there another way to do this problem?

- How do you know you have completed the problem?

Presenting the Solution

- Is your explanation clear and concise?
- Is there a general rule?
- Did you include charts, graphs, or diagrams in your explanation?
- Can anyone explain it in a different way?
- Is there a real-life situation where this could be used?
- Could your method of solving the problem work for the other problems?
- What were some things you learned from this problem?

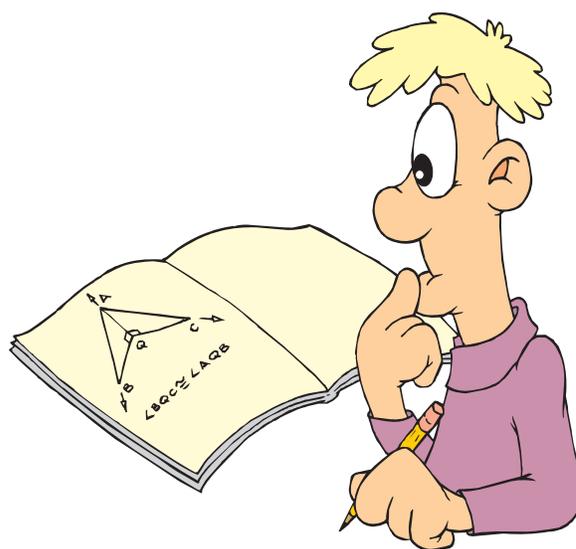
The ideal situation is for students to learn how to ask these questions themselves. When working through problems, they may need to pull themselves through various stages of the problems by thinking about what questions a teacher or tutor would ask them.

When students “don’t get it,” they need to start by asking themselves questions to make sure they **UNDERSTAND THE PROBLEM**.

Once they understand the problem, they need to think about how to approach the problem by asking themselves questions about **STRATEGIES** that will help them **THINK IT THROUGH**.

Once a solution is reached, the student needs to reflect on the process and results by asking questions that will help to **CHECK THE SOLUTION**.

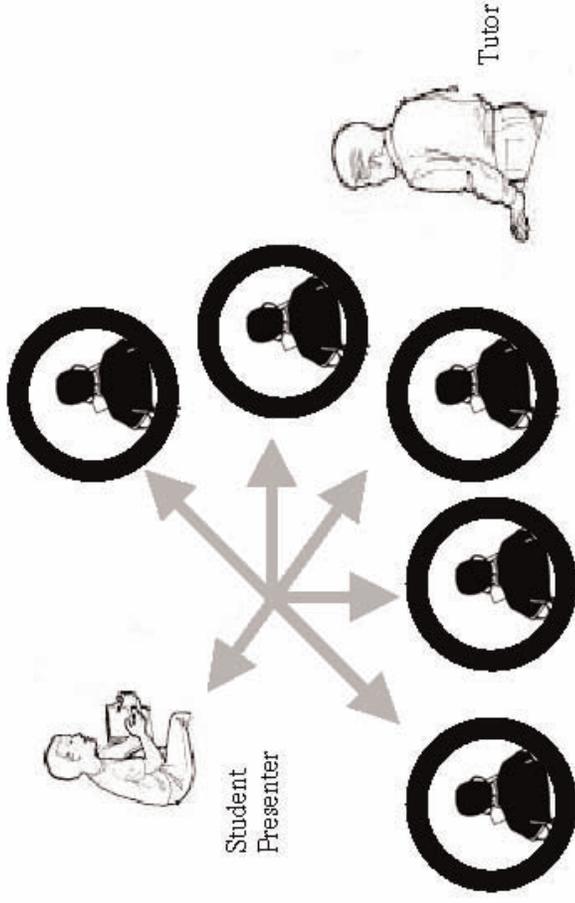
Once the solution seems reasonable, the students must make sure they have justified their answer in **PRESENTING THE SOLUTION**.



AVID Tutorial Responsibilities

The **student-presenter** is responsible for:

- presenting a question or problem to the group,
- interacting with questions from the group, and
- making an effort to pursue an answer or solution.



The **seated students** are responsible for:

- listening to and understanding the presenter's question/problem
- asking questions that clarify and help the presenter think deeper about an answer or solution, and
- discussing with each other strategies to move presenter's thinking when it gets stuck.

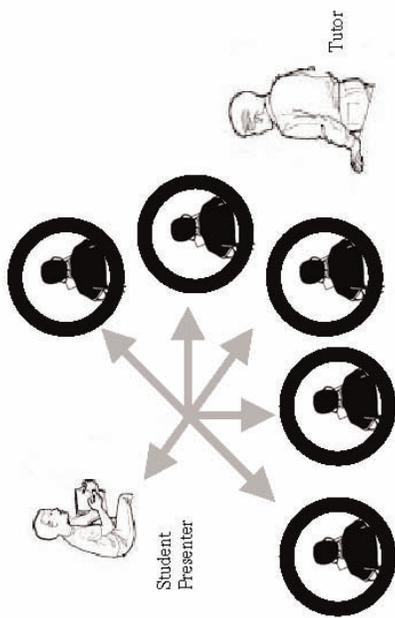
The **tutor** is responsible for:

- helping the students to collaborate with each other,
- encouraging all students to be engaged, and
- evaluating the participation of students.

The Tutorial Continuum

Tutorial Learning Process

- The presenter is responsible for presenting a question or problem to the group, interacting with questions from the group, and making an effort to pursue an answer or solution.
- The group of students is responsible for helping the presenter understand his/her question/problem in greater depth through the use of inquiry and collaboration.
- The tutor is responsible for facilitating the inquiry and collaboration of the student group.
- The teacher is responsible for monitoring the groups and coaching the tutors.



	1	2	3	4
Participants	Not AVID	Tutor Centered	Student/Group Centered	Collaborative
Teacher	<ul style="list-style-type: none"> • Not present. • Grading. • Planning future lessons. • Working one on one with a student for entire period. 	<ul style="list-style-type: none"> • Observes tutorials. • Handles discipline. • May pull a student off to work one on one. 	<ul style="list-style-type: none"> • Monitors tutorials. • Handles discipline. • May pull a student off to work one on one. • Models high level questions. 	<ul style="list-style-type: none"> • Monitors tutorials to coach the process. • Handles discipline.
Tutor	<ul style="list-style-type: none"> • Conducting one on one homework help sessions. • Xeroxing, busy work for teacher. • No tutors. 	<ul style="list-style-type: none"> • Working with one presenter at board, partially focused or not focused on group. • Stands at head of group and teaches the solution. 	<ul style="list-style-type: none"> • At board or with group discussing possible solutions. • Asks questions and promotes discussion. 	<ul style="list-style-type: none"> • Models high level questioning. • Stands outside of group and away from presenter. • Facilitates the group, pushing the thinking of all to a higher level.
Student Presenter	<ul style="list-style-type: none"> • Working on homework independently or one on one with tutor. • Seated, focused on own work. • Doesn't share problem with entire group. 	<ul style="list-style-type: none"> • Working at white/chalkboard one on one with tutor. • Presents problem on board then sits with group as tutor teaches the solution to the group. 	<ul style="list-style-type: none"> • At board presenting problem to group, tutor might be at board with student. • Listens and records notes on board as group members discuss solutions. 	<ul style="list-style-type: none"> • At board presenting problem to group. • Pushed by group to think deeply about solutions. • Recording own and group thinking. • Engaged with group.
Group Members	<ul style="list-style-type: none"> • Working on own homework independently or in pairs, with or without the tutor. • Group not seated to promote collaboration. • Not focused on others problems. 	<ul style="list-style-type: none"> • Focused on conversation between tutor and presenter at board. Maybe taking notes. • Listens and possibly takes notes as tutor teaches the solution. • Some may be disengaged. 	<ul style="list-style-type: none"> • Discuss problems presented trying to figure out the best solution. • Seated to promote discussion. • Taking notes. • Some may be disengaged. 	<ul style="list-style-type: none"> • Take responsibility for pushing the thinking of the presenter through questioning and collaboration. • Take notes. • Engage each other and the presenter.

Created and Developed by AVID Los Angeles County, Region XI

Taking Tutorials to the Next Level

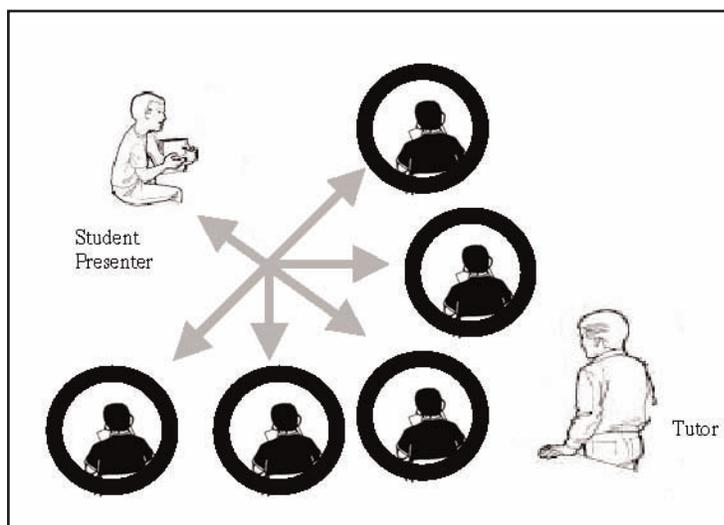
1. Think about how tutorials are structured in your AVID class. How are groups arranged? Where do tutors stand/sit? What kind of questions do students typically bring? What is the communication dynamic between students and tutor? Between students and other students? Are tutorials focused on homework help or deepening understanding of concepts? What strategies are used to engage all students? Do all participants (students and tutors) clearly understand their role in the tutorial process?
2. Based on this thinking, where would you place your tutorials on the above continuum? Indicate this on the continuum with an X.
3. What specific characteristics (about your tutorials) can you identify that would support this placement?
4. In small groups, brainstorm specific strategies that, if implemented in your AVID class, would move tutorials to the right on the continuum.

Non-Collaborative Tutorial

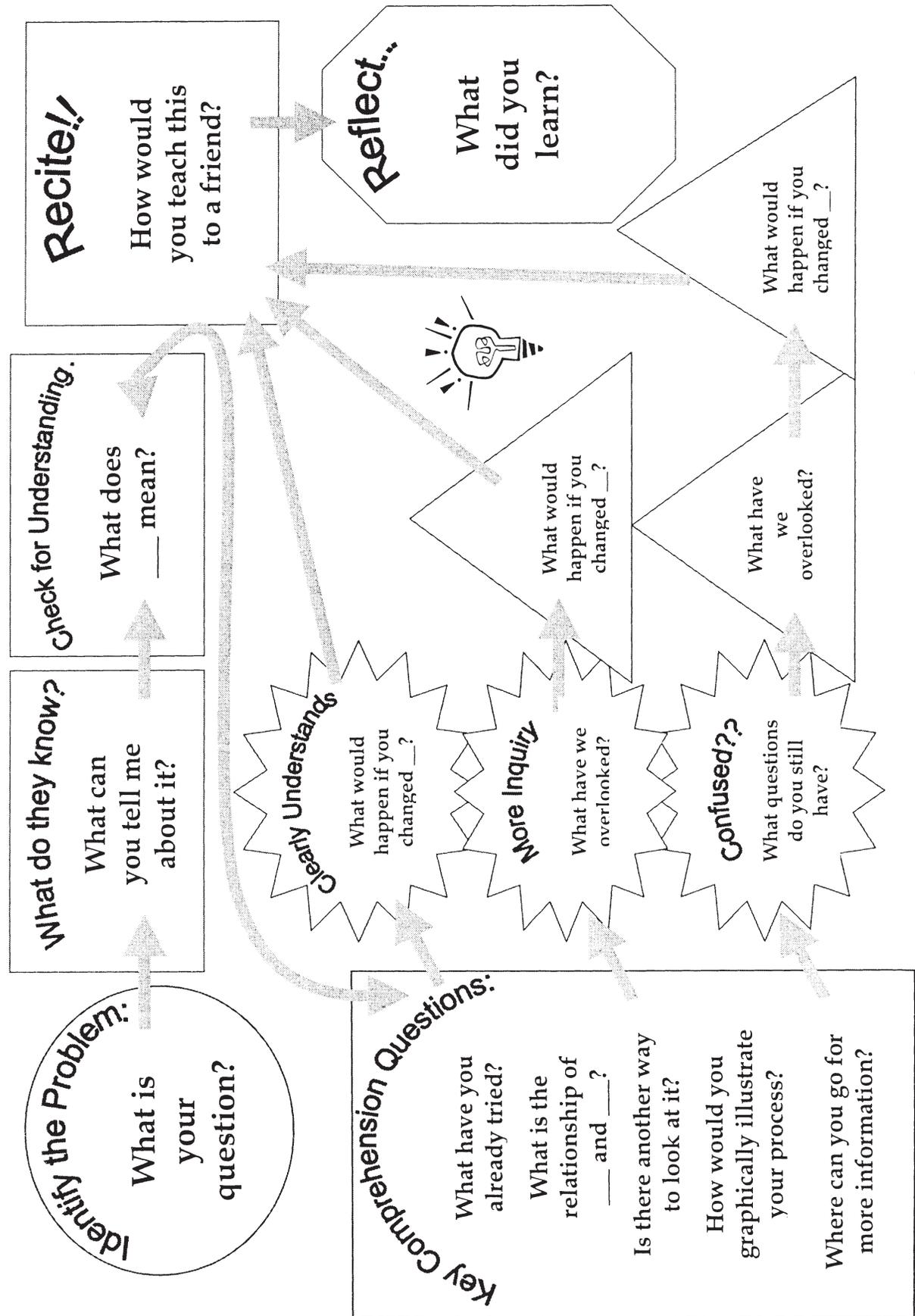
- Very often, tutorials are based upon the expertise of the tutor. He/she is sometimes instructing the entire group from the board.
- Sometimes she/he is working one-on-one with the presenting student at the board or within the group.
- Usually he/she is the focus of the students' attention.
- Often several students are disengaged and not responsible for the process other than taking notes.
- The non-collaborative tutorial has some value and is sometimes a stage in the evolution toward the highly collaborative tutorial.

Collaborative Tutorial

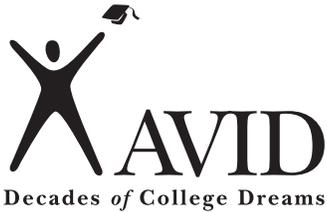
- The picture in the top left corner of the continuum depicts a student presenting his question to the group of students seated in a semi-circle. The tutor looks on from behind this group.
- This arrangement encourages the presenting student and his peers to communicate with each other and enables them to take full responsibility for their learning. The position of the tutor enables him to work with the total group and yet not become the focus of the collaboration.
- The dynamics of this arrangement include increased responsibility and engagement on the part of all students within the group, not just one or a few. The presenter is responsible for his own learning and cannot use the expertise of the tutor to abdicate this responsibility.



Tutorial Learning Process



Created By Manuel Colón



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 8.1 (1 of 2)
Tutorial Worksheet

Question #1:

Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Question #2:

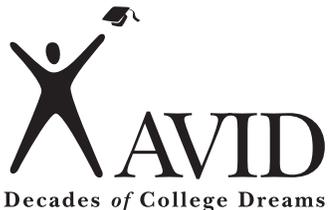
Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Summary/Reflection:

Write about what you learned or understood more clearly through today's tutorial session.

Questions	Participation	Notes	Summary/Reflection	TOTAL
10	10	10	5	35



Name: _____ Grade: _____

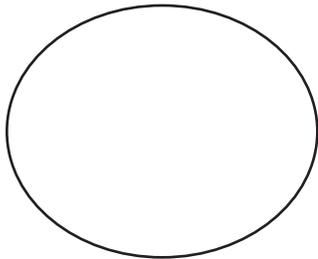
Date: _____ Period: _____

- PASS**
- On Time (+1 BONUS)
 - Late (-5 Penalty)
- Participation**
- No sidebar conversations (+3)
 - Asked good questions (+3)
 - Took notes (+3)
 - Used notes/book (+3)
 - Kind and respectful at all times (+3)

TOTAL POINTS AWARDED

Worksheet _____

Participation _____



Student Activity 8.1 (2 of 2)

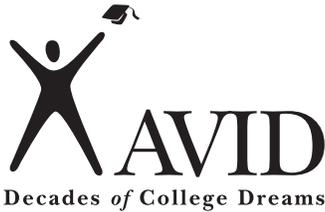
Tutorial Worksheet

Source	Level 3 Question	Question
• +1	• +1	Priority Request (circle) • +1
• +1	• +1	Priority Request (circle) • +1

Reflection:

- +4 (Two complete paragraphs required: +2 per paragraph)

Use the back side of the worksheet for Cornell notes.



Name: _____ Grade: _____

Date: _____ Period: _____

Tutor Name: _____ RB#: _____

Student Activity 8.2 **Tutorial Request Form (TRF)**

Questions: Must meet all 3 of the following criteria for credit (40 points):

- Level 3 or higher (applying, analyzing, synthesizing, evaluating)
- Based on academic or collegiate subject matter
- Be labeled with level of question # and class subject

1. Level of question: _____ & Class subject: _____

2. Level of question: _____ & Class subject: _____

Notes: Must meet the following criteria for credit (Points to be given with Friday Binder Check):

- Be written in Cornell notes style (header, @ least 2 questions, @ least 20 written lines [four or more words is the equivalent of one line], & 4–5 sentence summary).

Evaluation: Must meet the following criteria for credit (60 points):

- Write a 10-sentence learning log about what you learned during the tutorial. (*Do Not List What You Did, But Explain What You Learned.* You may use the phrase, “I learned...” only once).

- I hereby verify that the aforementioned questions are true and legitimate. If any are found to be non-academic or non-collegiate, I accept full responsibility and the consequences that follow.

Student Signature: _____

(If not signed, “0” for tutorial score)

Grading:

Questions: _____/40

Evaluation (*neatness counts*): _____/60

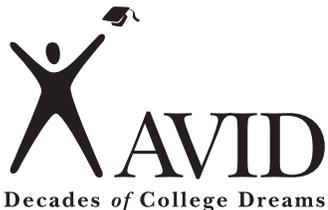
Participation: _____/20

Time Management: _____/20

Attitude: _____/10

Total Points: _____/150

Graded by: _____



Name: _____ Date: _____

Graded by: _____ Period: _____

Student Activity 8.3 Tutorial Worksheet

Must be completed for homework and turned in before the bell! (5 points)

	Group Members
1	
2	
3	
4	
5	
6	

On Time	5	
Questions	10	
Participation	10	
Notes	15	
Summary	10	
Total Points	50	

Focus: Write TWO different types of questions that relate to two different subjects you are currently studying in school (10 points)

9th Grade: Level 1 Questions = 3 pts.; Level 2 Questions = 5 pts.; Level 3 Questions = 6 pts.

10th–12th grade; Level 2 & 3 Questions only; Level 1 = 0 pts.

Subject	Question	Level of Question

Tutor:
(Student leader +5 pts. ec)

Participation Grade (10 points):

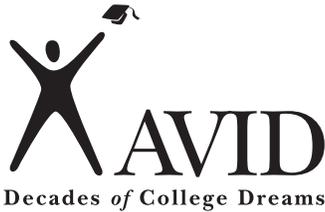
Notes & Book present for full credit

Tutor/Teacher Comments:

Number of questions completed by this group: _____

End of Tutorial Summary/Reflection (10 points)

- Take Cornell notes on the back of this form or attach a sheet of notebook paper. (15 points)



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 8.4
AVID Tutorial Day!

Questions must be handed in at beginning of class for full credit.

Question 1 _____

Question 2 _____

Points (5) _____

During today's tutorial, the AVID student

- took notes. (1)
- helped another. (1)
- asked a question. (1)
- participated fully. (2)

Points (5) _____

AVID student's paragraph of reflection (what I learned and how I learned it)

Points (5) _____

Total (15) _____

Tutor's comments _____

Tutor _____

UNIT NINE: GOAL-SETTING

Introduction

Successful people have dreams and plans to reach those dreams. Teaching goal-setting to AVID students will be an ongoing process throughout the years they participate in AVID. The purpose of a major goal in life is to have a destination for the distant future. Having a major goal is like having a “life guard” walking beside us. If we stumble and/or fall off the road, our “life guard” throws us a rope to hang on to until we can get back on solid ground and continue on the right path to our destination. Not having a goal on life’s journey means we don’t know which path we should be on. We won’t know the final destination. We may take wrong turns on the journey. We may even end up on dead-end streets. Some students know what they want their destination to be. Some students accept the destination someone else has set for them. Others do not set their goals until much later in life, and consequently might take longer to achieve them.

Students who join AVID have thought about college as being part of their major life goals. In addition, AVID students will have many opportunities to develop their career goals. Having a college goal is a great start, but what AVID students need to learn is that in order to achieve those major goals, they must have many minor goals to help them reach their destination. Students will need to understand the difference between long-range goals, intermediate goals, and short-range goals. Over time, AVID students will see that what they choose to do every day does make a difference. For example, winning a basketball game might be goal. Each shot by itself is not so important, but in the end the total number of shots made is what makes the difference. Every time the team makes a shot, they become energized and keep trying to work even harder. This does not mean that the team never misses a shot, but rather that the sum of their continued efforts results in the achievement of the goal.

Wanting to go to college is a common goal AVID students share. The next step is to help them develop a plan to get there. It is understood that some goals may change as students grow and develop. For example, the location and/or type of college a student may choose is subject to change, but the ultimate goal of going to college remains the same. Students will learn that all goals need an action plan. In this section, we will introduce a new meaning to GPA (adapted from *How to Study in College*, Walter Pauk, 1997).

The GPA of Success

GOAL—what you want to accomplish (something significant and ambitious)

PLAN—the path you will take to reach your goal (must include specific details)

ACTION—the outline of actual steps you will take to make your plan a reality

This section includes a unit plan to introduce goal setting to AVID students. If your students are not familiar with goal-setting, use this unit to get started. Once the initial unit has been completed, use the following list of ideas at each grade level to continue the practice of goal-setting.

6th/7th Grade

- Read short biographies of athletes, presidents, and other significant people in history. Have students identify the GPAs these people had must have had to achieve their goals.
- Interview adults about how they reached one of their goals.
- Write a reflection about something they have accomplished and outline what their GPAs were.
- Complete some kind of visualization activity about their college goal.
- Sketch out the GPAs for a long-range goal of going to college.
- Practice setting intermediate goals and short-range goals with GPAs.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks and tutorials for AVID.

8th Grade

- Re-affirm their college goal by adding more description on their visualization activities.
- Revisit their six-year plan.
- Formulate questions for guest speakers based on the elements of the GPAs.
- Pick an honors course in high school and write the GPA that would be needed to enroll in that course.
- Outline the GPAs to achieve a personal, physical, or social goal they want to achieve.
- Continue to set intermediate and short-range goals.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals regarding Cornell notes.

9th Grade

- Revisit their now four-year plan and readjust their goals.
- Set proactive goals to achieve certain grades in classes they anticipate may be a struggle. Have students share their goals with the particular teacher within the first week or two of school.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks and tutorials for AVID.
- Set goals around their community service endeavors.

10th Grade

- Revisit their three-year plan and readjust or expand their academic goals.
- Set additional goals around extracurricular activities.
- Set an intermediate goal around preparing for the PSAT/PLAN.
- Set a goal about the High School Exit Exam.
- Revisit their community service goals and adjust as necessary.

11th Grade

- Revisit their two-year plan.

- Set GPAs specific to succeeding in their AP/IB classes. Students should share their goals with their AP/IB teachers and ask them to give the students suggestions they will include in their specific action steps section.
- Set an intermediate goal around preparing for the PSAT.
- Set goals around taking the SAT Reasoning Test/ACT.
- Set goals around taking the necessary AP exams.
- Set goals about pursuing classes at a community college during the summer.

12th Grade

- Set GPAs specific to succeeding in their AP/IB classes. Students should share their goals with their AP/IB teachers and ask their teachers to give them suggestions they will include in their specific action steps section.
- Set GPAs around the college application process.
- Set leadership goals around their extracurricular participation.
- Re-visit their community service involvement.
- Set goals around their scholarship searches/applications and completion of the FAFSA.

Goal-Setting Unit Plan

This unit provides a sample of activities that can be used to introduce students to goal-setting. Included are samples of short-range, mid-range, and long-range goals. Students should be able to use the “Goal, Plan, Action Steps” process for all types of goals. Goal-setting may be introduced early in the year but should be revisited often. This unit plan is designed to be flexible and to integrate goal-setting into your lesson plans in short segments over several weeks.

One way to revisit goals is to build in recognition for accomplishment of students’ short-range goals. Building in time and/or creating traditions to celebrate even the smallest of accomplishments will help to create and sustain the motivation AVID students need to keep moving forward. As AVID students bond together as a class, setting whole-class goals might also be considered. Building in some friendly competition can be healthy.

Week 1

Classroom Activities

- Discuss the difference between goals and wishes.
- Distinguish among the three types of goals: long-range, mid-range, and short-range.
- Share examples of all three types of goals for yourself.
- Brainstorm additional examples of the three types of goals.
- Individually write down two to five goals for each type of goal category.
- Pair-share their lists of goals.

Homework

- Students share their goals lists with someone at home.

Week 2

Classroom Activities

- Use Student Activity 9.1, “Goal-Setting Outline,” to introduce the GPA acronym and explain its use in accomplishing goals. Review the example included in Activity 9.1 to illustrate how to use the GPA outline.
- Explain that from now on in AVID, students will use the GPA outline for writing long-range, mid-range, and short-range goals.
- Model using the GPA outline for a short-range goal and a mid-range goal.
- Use Student Activity 9.2, “A GPA for My College Road Map,” and work together as a class to outline the long-range goal of getting into a four-year college. Lead the students through the process and have them record the information on their College Road Map activity sheet. (You may want to combine this activity with the creation of the six-year plan activity in the *Colleges and Careers* guide.)

Homework

- Have students share their “GPA for My College Road Map” with their parents and have parents initial the plans.

Week 3

Classroom Activities

- Introduce the concept of visualizing goals. (See *Positive Imaging: The Powerful Way to Change Your Life* by Norman Vincent Peale). Share that many professional athletes use this concept effectively to pursue and achieve their goals. They visualize themselves in the athletic setting going through the specific actions one-by-one that they will complete to make their goals happen.
- Share with students that the better they become at seeing themselves accomplishing their goals, the more obtainable their goals will become.
- Have students make a visual representation of their journey to college. Make sure they include an image of themselves graduating from college.
- Brainstorm possible images, symbols, artwork they may use. They may start a sketch on notepaper and then transfer it to a larger poster.
- When posters are complete, have students share with whole class.
- Display the posters around the classroom, and/or have students post their posters at home where they will be able to see them daily.
- Students may also use the power of visualization for mid-range and short-range goals. Use Student Activity 9.3, “Visualizing Your Goal,” to have students write about themselves completing their goals.

Homework

- Students work on completing their college visual poster.

Week 4

Classroom Activities

- Introduce the concept that one of the most common bad habits that keeps people from reaching their goals is procrastination.

- Share personal experiences when they have engaged in procrastination and the outcomes.
- Brainstorm possible reasons people procrastinate.
- Complete the Student Activity 9.4, “Confronting Procrastination.” Before they begin, go over the examples at the top of the page. This may be done in pairs or small groups.

Homework

- Students may complete Student Activity 9.4 at home.

Week 5

Classroom Activities

- Introduce the idea that besides procrastination, another reason people don’t reach their long-range goals is because they failed to set mid-range and short-range goals related to the long-range goal. If you haven’t already, be sure to lead a class discussion defining the amount of time for a goal to be considered long-range, mid-range, or short-range. You may want to give guidelines based on the grade level of your students.
- Use Student Activity 9.5, “Examples of Academic Goals,” to illustrate for students the difference between the three types of goals and how short-range and mid-range goals can help one achieve a long-range goal.
- Set a long-range academic goal and then develop mid-range and short-range goals to support the long-range goal.

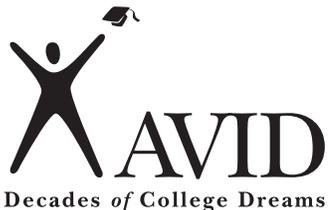
Homework

- Students complete their GPA for their academic goals.

Week 6

Classroom Activities

- Start a traditional recognition celebration activity. Remember to celebrate small accomplishments as well as large ones.
- Start an Accomplishment Bulletin Board.
- Share successes orally during “Success Friday.”
- Make phone calls home to share successes with parents.
- Send home “AVID Good News” to acknowledge achievements.
- Post Binder “Super Stars” chart recognizing students who have received an “A” on their binder checks.
- Students who achieved their semester grade point average goal get treated to lunch by the principal and other administrators.
- Brainstorm with AVID Site Team additional recognition activities.
- If students miss their mark on a goal, have them re-evaluate their action steps and re-write them.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.1 (1 of 2)

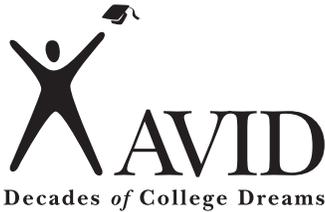
Goal-Setting Outline

Directions: Use the form below to complete the GPA (Goal, Plan, Action) outline.

G	Use the space below to describe your goal.	
		<input type="checkbox"/> short-range <input type="checkbox"/> mid-range <input type="checkbox"/> long-range

P	Use the space below to briefly explain your plan.

A	Use the space below to list the action steps needed to achieve your goal.
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.



Name: _____ Grade: _____

Date: _____ Period: _____

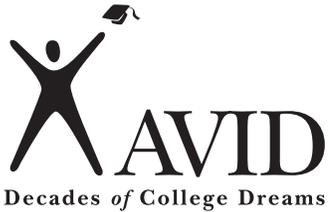
Student Activity 9.1 (2 of 2)

Goal-Setting Outline *(Example)*

G	Use the space below to describe your goal.	
	<p><i>Over the next five years, increase the number of AVID sections offered to students so that there are two sections offered at grade levels 9–12.</i></p>	<input type="checkbox"/> short-range <input type="checkbox"/> mid-range <input checked="" type="checkbox"/> long-range

P	Use the space below to briefly explain your plan.
	<p><i>Increase recruitment effort in order to create an additional class for 9th and 10th grade. Ensure that students currently in the 9th grade program continue. Recruit two additional teachers every year to be AVID elective teachers. Showcase success of program to garner support for expansion.</i></p>

A	Use the space below to list the action steps needed to achieve your goal.
	<ol style="list-style-type: none"> <i>1. Keep a waiting list of students who show interest in the program.</i> <i>2. Make sure faculty know the AVID qualifications and can help identify potential students for the new 10th grade class.</i> <i>3. Make sure all counselors are familiar with the AVID program and the student qualifications.</i> <i>4. Outline a recruitment plan and timeline working with counselors on visiting feeder middle schools to recruit two 9th grade classes.</i> <i>5. Review recruitment plan with Site Team and modify if necessary based on their input.</i> <i>6. Invite teachers to volunteer to be AVID elective teachers. Make sure they will be able to attend the training necessary in the summer.</i> <i>7. Ensure that tutors will also be available to cover the additional AVID classes.</i> <i>8. Recruit students.</i>



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.2

My College Roadmap

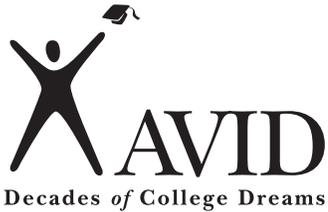
G	Use the space below to describe your goal.	
	<i>To be competitively eligible to attend the four-year college or university of my choice upon graduating from high school.</i>	<input type="checkbox"/> short-range <input type="checkbox"/> mid-range <input checked="" type="checkbox"/> long-range

P	Use the space below to briefly explain your plan.
	<i>To take advantage of and be successful in the classes during middle school and high school, which will make sure that I will be competitively eligible to go to the four-year college or university of my choice.</i>

A	Use the space below to list the action steps needed to achieve your goal.
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

Parent's/Guardian's Signature

Date



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.4

Confronting Procrastination

Directions: Review the examples first, then fill in the blanks below in each chart.

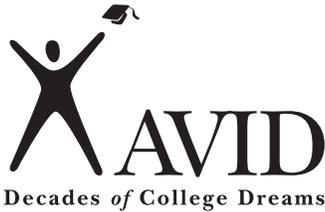
Negative Excuses	Positive Reactions
If I try, I might fail anyway.	I might not get it perfect, but if I start early enough, I know I can get extra help.
There is a good show on TV tonight.	I can get at least half of my assignment done before the show starts, and then finish it after I watch the show.
I haven't understood the chapter, so why should I bother to study for the test?	I can use SQ5R to understand the chapter, then use my SQ5R notes to study for the test.

Read each of the excuses to procrastinate in the chart below, then write down a positive message that helps to counteract the urge to procrastinate.

Negative Excuses	Positive Reactions
I call my friend first, and then I'll start my homework.	
I forgot my math book at school, so I guess I can't do my homework.	
I don't really understand the assignment from my English class. I'll just figure it out tomorrow at school.	

Now use this chart to fill in excuses you usually use yourself and some positive messages you can tell yourself to help break the bad habit of procrastination.

Excuses I Use to Put Off My Work	Positive Reactions



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.5 (1 of 2)

Examples of Academic Goals

Directions: Read the following examples of academic goals that were set using the GPA outline, and then develop your own academic goals. Be sure to set your long-range goal first; then decide on mid-range and short-range goals that will help you achieve your long-range goal.

Long-range Goal	I will have a 3.0 grade point average by the end of the year.
The Plan	I will make sure that I don't get anything lower than a "C" in my most difficult class, that I get at least one "A," and that I get four "B's."
Action Steps	<ol style="list-style-type: none"> 1. Understand how each of my teachers will be calculating grades in my classes. 2. Decide which classes I'm going for an "A," a "B," or a "C." 3. Complete all assignments. Write everything down in my planner/calendar. 4. Take Cornell notes in all of my classes. 5. Ask my teachers in each class what the best way to study for their tests. 6. Get a grade check if I'm not sure what my grade is in a particular class. 7. Talk to my teachers if I am unclear about an assignment or project. 8. Make sure I get help during tutorials with the class I'm struggling the most with. 9. Go to after-school tutoring if I still feel like I need additional help in a certain class, or go get help from the teacher in the class where I'm struggling. 10. Make sure I have a "study buddy" for each of my academic classes. 11. Make sure I'm in class every day, but if I'm absent make absolutely sure I do the make-up work.

Student Activity 9.5 (2 of 2)

Mid-range Goal	I will have an “A” in my AVID elective class.
The Plan	I will follow through on all the requirements for my AVID class.
Action Steps	<ol style="list-style-type: none"> 1. Make sure that I get an “A” on every binder check by checking my binder the night before to make sure everything is in perfect order. 2. Keep up with my notetaking every day, and complete all my questions and summaries every night for homework. 3. Bring good questions to tutorials and participate fully to get the most out of tutorials. 4. Complete all my assignments for AVID.
Short-range Goal	I will get an “A” on my AVID binder check.
The Plan	I will set aside time to make sure my binder is in order and review ahead of time with my AVID teacher to make sure I know what I need for the binder check.
Action Steps	<ol style="list-style-type: none"> 1. Be sure that I have the right size binder. 2. Make sure that I have dividers for each of my classes and all my labels set up correctly. 3. Make sure I have put all my handouts and papers in the proper sections in my binders. 4. Make sure all my notes have a proper heading in ink. 5. Check my planner to be sure I recorded all my assignments and activities. 6. Make sure my calendar is up-to-date. 7. Review everything the night before the binder check.

UNIT TEN: LEARNING STYLES

Introduction

A major goal of the AVID program is to empower students with both the knowledge and the skills to take charge of their own educations. We teach students how to advocate for themselves and how to problem-solve difficult situations. Understanding themselves as learners is one part of the journey to becoming self-directed learners.

This unit is designed to introduce the concept of learning styles to students. The outcomes for this unit include the ability to identify various learning styles, to determine if one has a dominant learning style, to identify common classroom activities and how they relate to different learning styles, and to develop strategies to compensate when one's learning style is not being addressed in a classroom situation.

It is important throughout this unit to distinguish between the idea that teachers should consider different learning styles when writing lesson plans and that students are responsible for their own learning. In other words, knowledge of learning styles should not result in your AVID students blaming their teachers for not using teaching strategies that consider different learning styles, but rather should result in students' being able to cope, compensate, and excel regardless of the strategies used in their classrooms.

This short unit can be completed in about one to two weeks in the AVID classroom, taking into consideration tutorials. Once these initial activities have been completed, the ongoing work is to revisit the concept at regular intervals and to continue to develop strategies to enhance learning situations in which one's learning style may not be addressed.

Work with your fellow AVID elective teachers to decide when the introduction of learning styles fits best into your curriculum design. Keep these initial activities as part of the student's portfolio, and revisit the concept each year in each grade level to reinforce the concepts.

Activities

Day 1

- Quickwrite on the following questions: What does it mean to “learn how to learn?” What skills help us to become better learners? What must we learn about ourselves to help ourselves become better learners?
- Use the quickwrites as a springboard into a discussion about learning. Brainstorm as a class about what makes learning difficult or easy. Students give examples of what makes learning easier for them. Transition the discussion to the concept of learning styles, and let the students know that they will be taking a survey today to help them determine their learning styles.

- Have students complete Student Activity 10.1, “Learning Style Survey.” Follow the directions given on the activity sheet. Students will determine if they have a dominant style in three different categories: receptive, social, and expressive.
- Once they have completed the survey, the scoring, and the bar graphs, discuss the significance of the results. For example, what type of learner is a student whose visual score is 40, auditory score is 40, and tactile score is 30? How significant of a difference should there be in a score to determine if one learning style is dominant?
- End the lesson with a learning log, having the students write about their new knowledge of learning styles in general and of their own results from the survey. (You may also use the learning log as homework.)

Day 2

- Begin today’s lesson with students sharing their learning logs with a partner, then as a whole class.
- Conduct a brief lecture or discussion about the definitions and meaning behind each learning style in each category. Students take Cornell notes.
- Students form groups based on similar receptive learning styles. For example, one group would be all students who scored highest on the survey for the tactile style. Have each group collaborate and brainstorm to answer the following questions: What strategies can teachers use to help us as visual/auditory/tactile learners? What learning situations do we find particularly challenging or difficult because of our learning style (e.g., auditory learners taking a test silently)? What strategies (that our teachers would agree are acceptable) can we use as visual/auditory/tactile learners when we are in these situations to help ourselves and take responsibility for our own learning?
- Groups share their ideas and chart their answers on the board. You may have students take notes on the discussion.
- Use Student Activity 10.2, “Learning Styles Classroom Observation,” for a homework assignment.

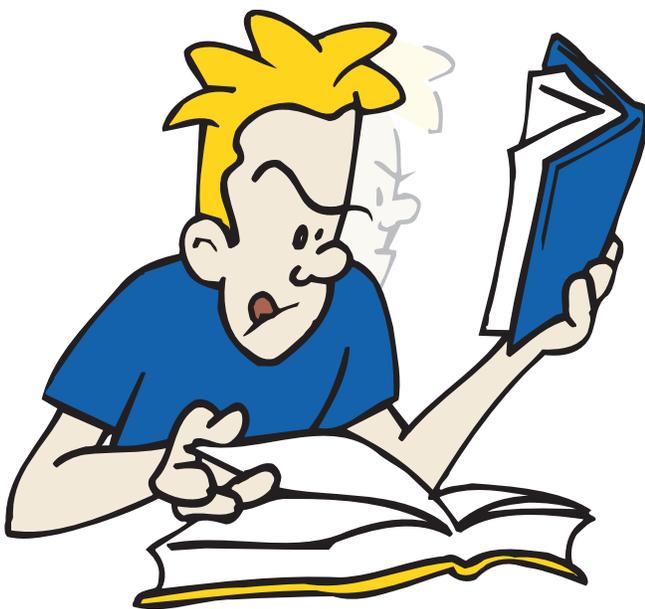
Day 3

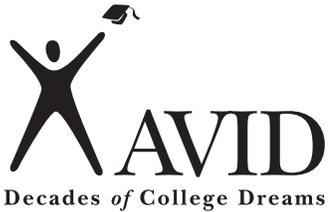
- Use the example from Student Activity 10.2 to lead a discussion about classroom activities, which types of activities might be challenging for which types of learners, and how those learners might compensate in that situation. This is important modeling for the students to continue this type of discussion in their groups.
- Students get into the same groups as the previous lesson with their completed homework assignments. Each student should share the observations from their classes. As a group, they should choose one activity to focus on that is a challenge for their particular learning style and brainstorm at least three strategies to compensate for that situation.
- Each group creates a poster or chart that describes the classroom activity, explains why it is a challenge for their learning style, and explains strategies they think they could use to overcome that challenge.

Follow-up

- Repeat Student Activity 10.2 once a month to reinforce the concepts.

- Students write at least one learning log a week addressing learning styles, learning challenges, and how they are overcoming the challenges.
- Pose various learning style challenges as warm-ups or quickwrites and have students problem-solve the situation.
- Create conversations with teachers and students about learning styles. This may help students better understand how teachers are trying to meet the needs of many types of learners and help teachers better understand the learning struggles of some students.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 10.1 (1 of 4)

Learning Style Survey

Directions: Read each statement below and circle “yes” if it describes you. Circle “no” if it does not describe you.

There is no right or wrong answer, but only the way you feel about the statement. If both answers are true, mark the one which seems true most of the time. Respond to every statement.

Example: I would rather do work in the afternoon than in the morning.

A “yes” response means that you prefer to work in the afternoon. A “no” response means you prefer to work in the morning.

- | | | |
|---|-----|----|
| 1. Making things for my studies helps me to learn. | Yes | No |
| 2. I can <i>write</i> about most things I know better than I can <i>tell</i> about them. | Yes | No |
| 3. When I really want to understand what I have read, I read it softly to myself. | Yes | No |
| 4. I get more done when I work alone. | Yes | No |
| 5. I remember what I have <i>read</i> better than what I have <i>heard</i> . | Yes | No |
| 6. When I do math problems in my head, I say the numbers to myself. | Yes | No |
| 7. When I answer questions, I can <i>say</i> the answer better than I can <i>write</i> it. | Yes | No |
| 8. I enjoy joining in on class discussions. | Yes | No |
| 9. I understand a math problem that is written down better than one I hear. | Yes | No |
| 10. I do better when I can <i>write</i> the answer instead of having to <i>say</i> it. | Yes | No |
| 11. I understand spoken directions better than written ones. | Yes | No |
| 12. I like to work by myself. | Yes | No |
| 13. I would rather <i>tell</i> about how a thing works than <i>write</i> about how it works. | Yes | No |
| 14. I would rather <i>read</i> a story than <i>listen</i> to one. | Yes | No |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing it down. | Yes | No |
| 16. I prefer to work with a group when there is work to be done. | Yes | No |
| 17. Seeing a graph or chart with numbers is easier for me to understand than hearing the number said. | Yes | No |
| 18. Writing a spelling word several times helps me to remember it better. | Yes | No |

Student Activity 10.1 (2 of 4)

- | | | |
|--|-----|----|
| 19. I learn better if someone reads a book to me than if I read it silently to myself. | Yes | No |
| 20. I learn best when I study alone. | Yes | No |
| 21. I would rather <i>tell</i> a story than <i>write</i> one. | Yes | No |
| 22. When I have a choice between reading and listening, I usually read. | Yes | No |
| 23. <i>Saying</i> the multiplication tables over and over helps me to remember them better than <i>writing</i> them over and over. | Yes | No |
| 24. I do my best work in a group. | Yes | No |
| 25. I understand a math problem that is <i>written</i> down better than one I <i>hear</i> . | Yes | No |
| 26. In a group project, I would rather make a chart or poster than get the information that goes in the chart or poster. | Yes | No |
| 27. Written assignments are easy for me to follow. | Yes | No |
| 28. I remember more of what I learn if I learn it alone. | Yes | No |
| 29. I do well in classes where most of the information has to be read. | Yes | No |
| 30. I would enjoy giving an oral report to the class. | Yes | No |
| 31. I learn math better from spoken explanations than from written ones. | Yes | No |
| 32. If I have to decide something, I ask other people for their opinion. | Yes | No |
| 33. Written math problems are easier for me than oral ones. | Yes | No |
| 34. I like to make things with my hands. | Yes | No |
| 35. I don't mind doing written assignments. | Yes | No |
| 36. I remember things I <i>hear</i> better than things I <i>read</i> . | Yes | No |
| 37. I learn better by reading than I do by listening. | Yes | No |
| 38. It is easy for me to tell about things that I know. | Yes | No |
| 39. It makes it easier for me when I say numbers of a problem to myself as I work it out. | Yes | No |
| 40. If I understand a problem, I like to help someone else to understand it, too. | Yes | No |
| 41. <i>Seeing</i> a number makes more sense to me than <i>hearing</i> a number. | Yes | No |
| 42. I understand what I have learned better when I am involved in making something for the project. | Yes | No |
| 43. The things I write on paper sound better when I say them. | Yes | No |
| 44. I find it easier to remember what I have <i>heard</i> than what I have <i>read</i> . | Yes | No |
| 45. It is fun to learn with classmates, but it is hard to study with them. | Yes | No |

Student Activity 10.1 (3 of 4)

Learning Style Survey *(Continued)*

In the columns below, put an “X” by the number if you answered “yes” to that question in the survey. If you answered “no” to a question, do not make a mark for that number. If you did not answer a question, it is important that you go back and answer it now.

Visual	Auditory	Tactile	Individual	Group	Oral	Written
5	3	1	4	8	6	2
9	7	14	12	16	22	10
13	11	26	20	24	30	18
17	15	34	28	32	38	33
21	19	42	45	40	43	35
25	23					
27	31					
29	36					
37	39					
41	44					

Now count the number of times you marked an “X” in each column and fill in the totals for each column in the appropriate space below. Then complete the calculations.

Visual _____ x 5 = _____

Auditory _____ x 5 = _____

Tactile _____ x 10 = _____

Individual _____ x 10 = _____

Group _____ x 10 = _____

Oral _____ x 10 = _____

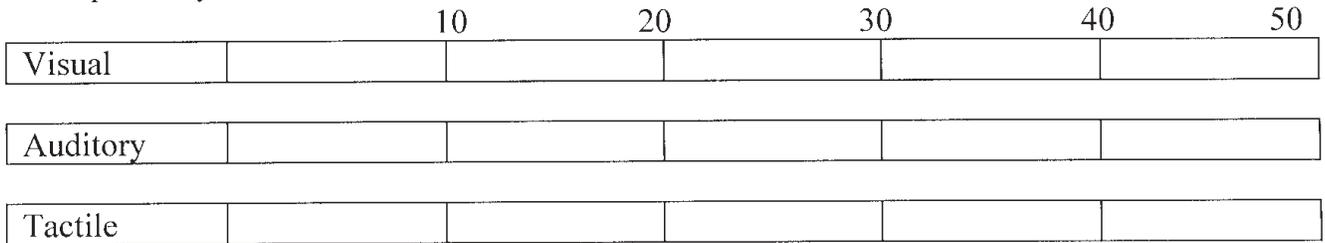
Written _____ x 10 = _____

Student Activity 10.1 (4 of 4)

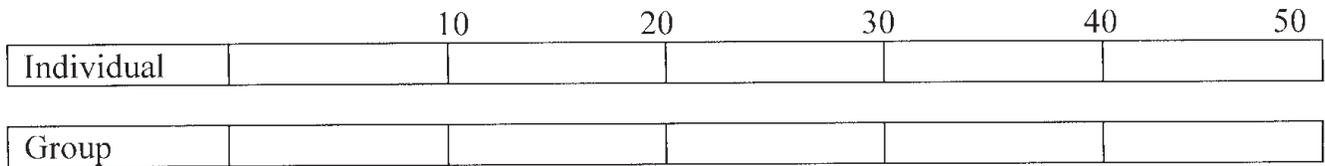
Learning Style Survey (*Continued*)

Using the totals on the right-hand side, shade in the bar graphs below.

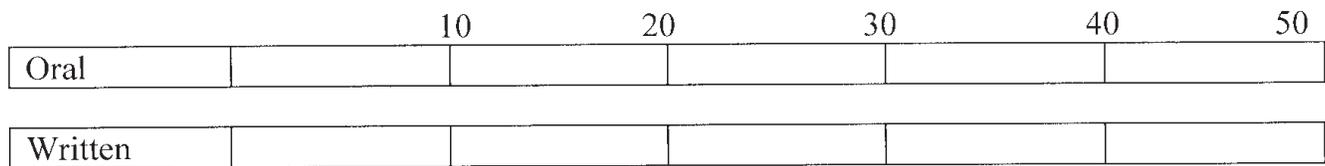
Receptive Style

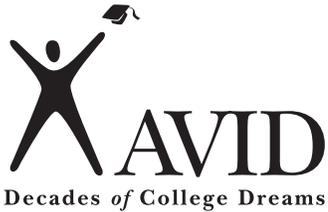


Social Style



Expressive Style





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 10.2 (1 of 2)

Learning Style Classroom Observation

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, and then tell which learning styles you think the activity would work well for and which learning styles might be challenged by that activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

Describe Activity	Name of Class	Learning Styles This Would Work For	Learning Styles That Might Find This Challenging

Student Activity 10.2 (2 of 2)

Learning Style Classroom Observation (*Example*)

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, and then tell which learning styles you think the activity would work well for and which learning styles might be challenged by that activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

Describe Activity	Name of Class	Learning Styles This Would Work For	Learning Styles That Might Find This Challenging
Oral drills practicing new vocabulary out loud; students repeat teacher	Spanish	Auditory Group Oral	Visual Tactile Individual Written
Watching a video and taking notes	World History	Visual Auditory Tactile Individual Written	Group Oral
Taking a test individually; essay and multiple choice	English	Visual Tactile Individual Written	Auditory Group Oral
Painting with water colors	Art 1	Visual Tactile Individual	Auditory Group Written Oral
Working out proofs in small groups	Geometry	Visual Auditory Tactile Group Written Oral	Individual

"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades...the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates... The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam..."

—*San Diego Union-Tribune* Editorial, March 16, 2004

UNIT ELEVEN: PHILOSOPHICAL CHAIRS

Introduction

Philosophical Chairs is a format for classroom discussion and an activity that can be used each year in the AVID elective. While this activity uses a format similar to debate, it is dialogue that we value in AVID classrooms. The benefits of this discussion activity include the development of students' abilities to give careful attention to other students' comments and to engage in dialogue with one another to gain a greater understanding of the topic presented.

Like Socratic Seminar, Philosophical Chairs exemplifies the use of WIC-R strategies in lesson planning. Inquiry and collaboration are inherent in Philosophical Chairs, and writing and reading are easily incorporated into a plan that results in the integration of the four components of WIC-R. Additionally, this activity makes a great pre-writing activity as it allows students to gain and develop a variety of ideas about a topic.

Philosophical Chairs differs from Socratic Seminar in that it is not dependent on a text, but the reading of some text before engaging in the activity can only enhance the process. Philosophical Chairs focuses on a central statement or topic that is controversial. A list of possible topics is included in this unit, but you should also develop statements that are relevant to both your students' lives and grade levels. Current events make great Philosophical Chairs topics.

Because the basic format for Philosophical Chairs remains the same from grade level to grade level, no explicit differentiations are included here. You will differentiate from grade level to grade level by choosing central statements or topics with increased complexity and by decreasing the level of teacher involvement in the process. In the middle school years, the teacher will almost always provide the topic and facilitate the discussion. By the junior and senior years in high school, students should be responsible for developing the central statement and for facilitating the discussions. Included in this unit are three activity sheets that may be used as part of the Philosophical Chairs activity. They provide varying degrees of structure. For middle level, you may want to provide more structure to the reflection after the activity. As students become more practiced at Philosophical Chairs and/or are in high school, you may use the activity sheets that are less structured.

Step-by-step guidelines for Philosophical Chairs and additional ideas for successful implementation of this activity in your classroom follow.

Guidelines for Philosophical Chairs

Classroom Setup

Chairs/desks are set up facing each other with about half facing one way and half facing the opposite way.

Directions

1. A statement is presented to the students. This statement might be based on a reading or might be a stand-alone statement. Either way, the statement should be one that will divide the class into those who agree with the statement and those who disagree with the statement. Be sure that the statement is written on the board for reference during the activity. (*Note:* Allowing for a group of students who are undecided is addressed later in these guidelines.)
2. Those who agree with the central statement sit on one side and those who disagree sit on the other side.
3. A mediator who will remain neutral and call on sides to speak is positioned between the two sides. (This role is usually filled by the teacher in the beginning or middle school years. Eventually, students should take on this role.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remains neutral.
4. The mediator recognizes someone from the side of the classroom that agrees with the central statement to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.
5. In addition to speaking in the discussion, students may express their opinions by moving from one side to other. Anyone may change seats at any time. Changing seats does not necessarily mean that a person's mind is changed, but rather that argument made is compelling enough to sway the opinions. Students may move back and forth throughout the discussion.
6. The discussion and movement go on for a designated period of time—usually one class period. The mediator may bring the discussion to a close at any time. Each side may be given an opportunity to make a final statement on the issue. If time allows, each participant states his/her final opinion and may also tell which arguments he/she found most convincing.
7. An additional piece to this activity can be to have a few students observe the process and take notes instead of participating. These students will debrief their observations to the class at the end of the activity. You may have students who were absent or unprepared to participate fulfill this role.

Evaluation

Leave time at the end of the period for students to reflect on the activity. Use one of the activities included in this unit. Students may begin the reflection in class and finish it for homework.

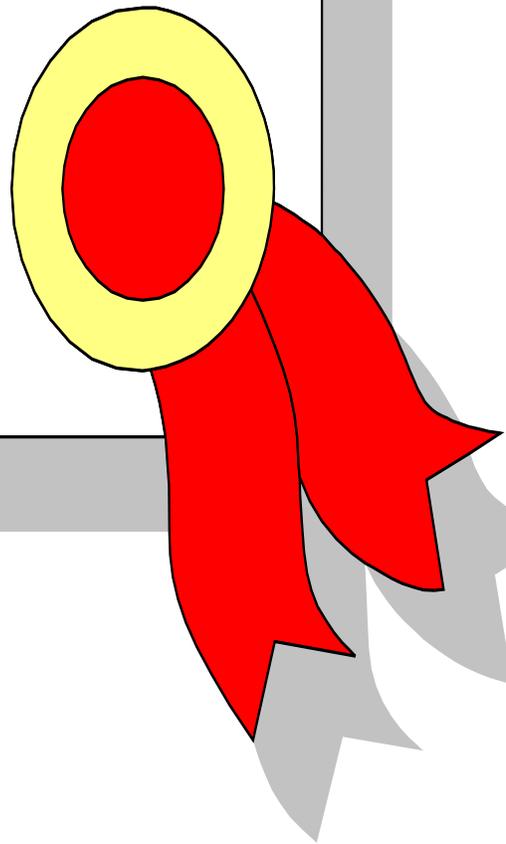
Modifications

It is recommended that you begin this activity with just two sides. If students have difficulty choosing a side to begin, encourage them to sit on the side that they agree with the most even if they do not completely agree. Once students are accustomed to this format, you may choose to add this additional component: You may add a third section of seats with a few chairs for students who are undecided. This section is placed between the two opposing sides. During the discussion, you may allow students from the undecided section to participate or you may require that they take a position before participating. Students may move from the sides that agree or disagree with the statement to the undecided section if they wish. Before you end the discussion, require that all students still seating in the undecided zone move to one side or the other depending on which they believe made the most compelling arguments.

Philosophical Chairs

Rules of Engagement

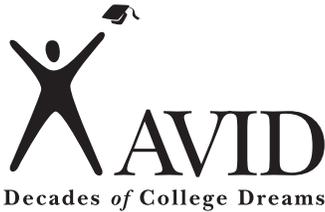
1. Be sure you understand the central statement or topic before the discussion begins. Decide which section you will sit in.
2. Listen carefully when others speak and seek to understand their arguments even if you don't agree.
3. Wait for the mediator to recognize you before you speak; only one person speaks at a time.
4. You must first summarize briefly the previous speaker's argument before you make your response.
5. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
6. Be sure that when you speak, you address the ideas, not the person stating them.
7. Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
8. Support the mediator by maintaining order and helping the discussion to progress.



Philosophical Chairs Topics

1. Tobacco should be illegal for purchase or use.
2. Interracial relationships are acceptable.
3. Everyone would be a lot better off without television.
4. Discussions about religion should be allowed in school.
5. Students should be able to ban a teacher if he/she does not teach well.
6. We should be able to enforce the death penalty for murderers and rapists.
7. Students should be able to work without parental consent at age 16.
8. Students should be able to choose which high school they attend.
9. When a course is taught by more than one teacher, students should be able to choose their teacher.
10. If a student and teacher have problems getting along, either one should be able to request a change in teachers.
11. Parents should have to pay a fine when their kids skip school.
12. Girls should be able to participate in full-contact sports with boys.
13. Prayer in school should remain illegal.
14. The right to die should become a fundamental right.
15. Teachers should be able to make their students stay after class.
16. People with multiple life sentences should be freed at age 80.
17. Teaching about religion should be allowed in public schools outside the regular school day.
18. War is unavoidable.
19. Everything we do is done mainly for ourselves, and this is true for everyone.
20. Our nation should have many nuclear weapons.
21. Men can care for children as well as women.
22. The voting age should be lowered to 16.
23. Adopted children should be given information about their natural parents before the age of 18.
24. Recipients of heart, lung, and liver transplants should be told about the donors of the organs.
25. Most people on welfare are lazy and don't really want to work.
26. Offshore drilling should be discontinued.
27. Greater penalties should be given to oil companies for oil spills.
28. Computer crimes should receive stiffer penalties.
29. All employers should conduct drug testing before hiring any employee.
30. School-age children with AIDS should be permitted to attend public schools.
31. Some books should be banned.
32. Schools should have mandatory drug testing for athletes.
33. Euthanasia (mercy killing) should be legalized.

34. Schools should have courses on death and dying.
35. The number of appeals before capital punishment is carried out should be limited to three.
36. A sentence of capital punishment should be imposed within a one-year time period.
37. Criminals should not be allowed to plea-bargain to reduce their sentences.
38. The state government should provide shelter for the homeless.
39. Refugees from Central and South American countries should be permitted to legally immigrate to the United States.
40. The income tax should be abandoned as a source of federal and state revenue.
41. The graduated income tax (higher for wealthy people) should be replaced by a flat tax for everyone.
42. All chemicals which cause damage to the ozone layer should be prohibited from use or sale.
43. Pesticides should be outlawed for all food crops.
44. Children who went to school in the United States but whose parents are undocumented should be able to apply for financial aid.
45. If you have high SAT scores and an “A” average, you should be able to go to any college you choose.
46. Tax credits should be given for those who choose to use solar energy.
47. The parents of student-age vandals should be held liable for damages caused by their children.
48. Teenage vandals should be tried in courts as adults.
49. Police should arrest and detain runaway teenagers.
50. Stricter school dress codes would result in better behavior and academic performance by students in inner-city schools.
51. A driver’s license should not be permitted for high school dropouts.
52. People should wait until the age of 21 to get married.
53. Drug traffickers in the United States should receive capital punishment, as they do in Asian countries.
54. Most people care enough about the environment to make personal sacrifices to save it.
55. The United States should not sell arms to any foreign countries.
56. Students should be able to select their own teachers.
57. Children should never be physically punished.
58. Unclaimed animals in the pound should be used for medical research.
59. It was easier to grow up when my parents were kids than it is for me now.
60. Legalization of drugs would result in less crime.
61. Chewing gum should be allowed in classes because it gives you energy to study.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 11.2

Philosophical Chairs Written Evaluation Sheet

Directions: Answer each of the following questions about today's Philosophical Chairs activity in a few sentences.

1. What was the most frustrating part of today's discussion?

2. What was the most successful part?

3. What statements led you to change your seat or to remain sitting in your original position?

4. What conclusions can you draw about how you form your beliefs based on today's discussion?

5. What would you change about your participation in today's activity? Do you wish you had said something that you did not? Did you think about changing seats but didn't? Explain.

UNIT TWELVE: SOCRATIC SEMINAR

Introduction

Socrates believed that enabling students to think for themselves was more important than filling their heads with “right answers.” In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue. A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. The skills that students develop through participation in Socratic Seminars are crucial for college success.

This unit includes step-by-step guidelines for implementing Socratic Seminars in your AVID classroom including several pages of information to help you prepare yourself and your students to engage in meaningful and productive Socratic Seminars. Successful Socratic Seminars are dependent upon *groups* of students developing skills together over time. Your first attempts may not be entirely satisfactory to you or your students, and it is important that you leave time at the end of each seminar to debrief and reflect on the process itself and the skills that the group is developing. The group may set goals for the next seminar. Activity sheets to support this process are included.

It is imperative that students understand several concepts before you attempt a Socratic Seminar. These include:

- the difference between dialogue and debate
- the four elements of Socratic Seminar
- the role of the seminar leader
- the role and responsibilities of the participants
- the guidelines for seminar behavior

Be sure that you use the information in this unit to adequately prepare your students for the Socratic Seminar before you begin. Many AVID teachers use Philosophical Chairs as a skill-building activity in preparation for Socratic Seminar. This is an excellent strategy, but it is also important to distinguish for students the differences between the two activities.

Socratic Seminar is a necessary element in every AVID program, and successful seminars have been implemented in AVID classrooms at every grade level. Your team of AVID elective teachers should decide when the implementation of this strategy fits best into your articulated curriculum. The following are suggestions for grade level expectations and differentiation.

6th/7th/8th Grade

- Use Philosophical Chairs to develop students’ skills before beginning Socratic Seminar.
- Select a text that is short, no more than one to two pages.

- Read aloud the text in class; then have students read it again silently.
- Use an overhead transparency to model how one marks or “prepares” the text for Socratic Seminar; allow time in class for students to develop this skill and collaborate with you and other students; this may include identifying words they do not know, underlining or highlighting phrases they believe are important, summarizing important ideas or arguments in the margins, and writing questions in the margins.
- After completing the reading and “preparing the text,” have students practice together writing opening questions for the Socratic Seminar. Provide modeling and share questions in class. Be sure that the questions are higher-level questions.
- If possible, have students observe a Socratic Seminar being conducted with older and/or experienced students.

9th/10th Grade

- Depending on the skill level and experience of your students, you may still use Philosophical Chairs to maintain or reinforce discussion skills and foster fluency in speaking.
- Begin to use longer texts of three to five pages.
- Continue to model the marking of the text in class, but only model one or two paragraphs as opposed to the entire text.
- Decrease the amount of time you allow in class to read the text together or silently. By the end of 10th grade, students should be expected to read and mark the text independently as homework.
- Continue to model and discuss as a class opening questions for seminars before you actually begin the seminar.

11th/12th Grade

- While the text selections may still include shorter pieces, begin to increase the length to texts up to 10 pages. You may ask students to select texts for the seminars.
- Introduce the concept of a Socratic Seminar based on a work of art such as a painting, sculpture, or piece of music.
- Students should always read and mark the text independently outside of class time.
- Begin to coach students to take on the role of the leader.
- By the last semester of the 12th grade year, Socratic Seminars should be completely independent of teacher support. Students should be able to select the texts, prepare independently outside of class, and run their seminars without your participation.



Socratic Seminar Lesson Outline

These step-by-step guidelines are intended to help you implement your first few Socratic Seminars. Over time, these steps will become second nature and the skills involved will continue to develop and grow. The steps listed here may take two to three class periods to finish.

1. Introduce the concept of Socratic Seminar to students. If they are familiar with Philosophical Chairs, use that as a springboard to discuss what is the same and what is different. Use the page on Dialogue versus Debate to help them understand the purpose of Socratic Seminar.
2. Now use the page on The Elements of Socratic Seminar to further define this activity. Read and discuss each element together. Focus on the element of the text.
3. Give students a copy of a short text you have selected for their first seminar. If possible, provide a copy that has wide margins. It is imperative that they have a copy that they can write on. Socratic Seminars cannot be conducted effectively unless the students can mark the text (an acceptable alternative is to have students use post-it notes within their books).
4. Read the text aloud to the students as they follow along.
5. Have the students read the text again silently to themselves.
6. Now use an overhead transparency of the text to model marking the text. Read the text again one section at a time. Discuss with students which ideas seem important. Model how they might circle words they do not know, underline or highlight sentences or phrases that seem important, summarize ideas in the margins, and write questions in the margins. Be sure that the students follow your example and mark their own papers.
7. Next, review the element of questions in Socratic Seminars. Explain that getting a seminar off to a good start means having a good opening question. Review the concept that a good opening question will lead to discussion and more questions. Share one or two examples of opening questions that you have formulated (be sure they are higher-level questions). Have the students work in small groups to write two or three possible opening questions. Share and discuss these questions.
8. Now use the information about The Role of the Leader and The Role and Responsibilities of the Participants to deepen the understanding of the students. Be sure students understand how you will function as the leader to facilitate the dialogue and to push their thinking. Emphasize that they will be reminded constantly to refer to the text.
9. Depending on the size of your class, you will have to decide whether all students will participate in the seminar or you will use the inner circle/outer circle method. Socratic Seminars can usually remain effective with up to 20 participants. If your class is much larger than this, you may want to use the inner circle/outer circle method. Be sure to review and explain the differing roles as well as the use of the “hot seat” if you choose to include that component. Students in the outer circle can use one of the observation activity sheets included later in this unit.
10. Conduct the seminar. For the first few seminars, set a time limit for discussion of about 15–20 minutes. Be sure that as the leader you have developed plenty of questions to keep the dialogue going. You will need them!!
11. Debrief and evaluate the process. If students were in an outer circle, have them share their observations first, then discuss as a class which parts of the process were successful and which parts still need improvement. Use the activity sheets included in this unit to debrief and evaluate. Set specific goals for the group’s next seminar.

For example, a goal might be that every participant speaks without being asked by the leader or that participants speak to each other instead of the leader. Guide your students to set reasonable goals that will improve and develop their skills.

Inner Circle/Outer Circle Method

When your AVID class is large (more than 25 students), consider using the inner circle/outer circle method of Socratic Seminar. With this method, about 15–20 students will take on the role of seminar participants, and the rest of the students will act as observers. It is important that the observers are given specific tasks and that they must provide feedback during the debriefing process. The observer role is crucial to the group’s development of their skills and should not be seen as a way to get out of participating, but as serving a different purpose in the process.

Students should be seated as follows: Desks are arranged in two circles, one outside the other. Seminar participants sit in the inner circle. Observers sit in the outer circle, but should be positioned so that they can see and hear the student or students they are assigned to observe. Activity sheets are included in this unit for observers to use and make notes.

You may choose as the leader to include a “hot seat” in the inner circle. This is a chair that remains empty at the beginning of the seminar. If at some time during the seminar an observer in the outer circle feels a strong need to participate, that student may move to the hot seat, contribute to the dialogue, and then move back to the outer circle. The “hot seat” is not essential to the process, but can be used effectively to stimulate participation.

If your AVID class is small enough, you will probably have all students participate in the seminar. Having a few students function as observers can help immensely in the debriefing process as they are able to notice things that participants may not notice. It can also be helpful to have tutors or other teachers function as observers and give feedback after the seminar.



Dialogue versus Debate

Crucial to successful Socratic Seminars is an understanding of the difference between dialogue and debate. Both the leader and the participants must be able to make this distinction. More importantly, students must understand why we value the dialogue that we seek through Socratic Seminars. The purpose of the seminar is to expand our ideas and deepen our thinking, not to come to a particular conclusion or any conclusion at all. Use the table below to lead a discussion of the difference between these two concepts.

Dialogue is...	Debate is...
collaborative	oppositional
about understanding	about proving others wrong
listening for deeper meaning	listening for flaws
re-evaluating assumptions	defending assumptions
keeping an open mind	close-minded
about temporarily suspending beliefs	about defending beliefs
searching for strength or validity in all ideas	searching for weaknesses in ideas
about respecting all participants	about belittling or demeaning others
exploring different possibilities	having one right answer
open-ended	demands a conclusion



The Elements of Socratic Seminars

A good seminar consists of four interdependent elements: (1) the text, (2) the questions raised, (3) the seminar leader, and (4) the participants. A closer look at each of these elements helps explain the unique character of a Socratic Seminar.

The Text

Socratic Seminar texts are chosen for their richness in ideas, issues, and values, and their ability to stimulate extended, thoughtful dialogue. A seminar text can be drawn from readings in literature, history, science, math, health, and philosophy or from works of art or music. A good text raises important questions in the participants' minds, questions for which there are no right or wrong answers. At the end of a successful Socratic Seminar participants often leave with more questions than they brought with them.

The Question

A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question has no right answer; instead, it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry in a Socratic Seminar evolves on the spot rather than being pre-determined by the leader.

The Leader

In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.

As a seminar participant, the leader actively engages in the group's exploration of the text. To do this effectively, the leader must know the text well enough to anticipate varied interpretations and recognize important possibilities in each. The leader must also be patient enough to allow participants' understandings to evolve and be willing to help participants explore non-traditional insights and unexpected interpretations.

Assuming this dual role of leader and participant is easier if the opening question is one which truly interests the leader as well as the participants.

The Participants

In Socratic Seminar, participants share with the leader the responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

Participants acquire good seminar behaviors through participating in seminars and reflecting on them afterward. After each seminar, the leader and participants discuss the experience and identify ways of improving the next seminar. Before each new seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing. Eventually, when participants realize that the leader is not looking for the "right" answers but instead is encouraging them to think out loud and to openly exchange ideas, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.



The Role of the Leader

- Know the text well before you begin.
- Have a series of questions about the text ready to help define the discussion and give it direction (see templates and guidelines for opening, core, and closing questions)
- Have NO predetermined agenda to get the RIGHT answer; instead, think of the seminar as a joint search.
- Be an active listener.
- Have respect for each participant.
- Help participants work cooperatively, not competitively.
- Involve reluctant participants while restraining more vocal members.
- Facilitate discussion among participants rather than with you, the leader.
- Examine and query responses by participants, trying to draw out reasons and implications in the thinking.
- Help participants rephrase questions and answers for clarity if necessary.
- Encourage participants to **USE THE TEXT** to support their responses.
- Be patient enough to allow each participants' understanding to evolve.

The Role and Responsibilities of the Seminar Participant

Before the Seminar

- Read the text carefully and for understanding.
- Use highlighters to mark crucial text and make notes in margins.
- Look for places where the author is stating his views, arguing for them, or raising questions.
- Make connections between parts of the text by using your marginal notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know in your life and the lives of the others.

During the Seminar

- Be prepared to participate; the quality of the seminar diminishes when participants speak without preparation.
- Refer to the text often and when needed; a seminar is not a test of memory.
- Ask good questions and ask for clarification when confused.
- Take turns speaking instead of raising hands.
- Listen carefully and actively to your fellow participants.
- Speak so that all can hear you.
- Address your fellow participants, not just the leader.
- Discuss the ideas of the text, not each other's opinions.
- Show respect for differing ideas, thoughts, and values.
- Give evidence and examples to support your responses.
- Help fellow participants clarify questions and responses.
- Keep your mind open to new ideas and possibilities.

After the Seminar

- Be reflective about the process of the seminar.
- Discuss with your group parts of the seminar you think went well and which skills you and your fellow participants still need to improve.
- Use writing to think about both the process and the content of the seminar.
- Reflect on both yourself as an individual and the group as a whole.
- Be prepared to help set goals for improvement in the next seminar.



Socratic Seminar Group Guidelines

Listen

No one can speak while someone else is speaking.

Build

Speakers must try to build on what others say, not debate their views.

Refer to the Text

Speakers must refer directly to the section of the text from which their ideas come rather than making general comments or observations.

Guidelines for Developing Questions

The learning in Socratic Seminars occurs as a result of the questions asked. Keep these guidelines in mind as you develop seminar questions.

- Be sure that your questions are void of judgment and derived from the text.
- Ask questions that raise questions.
- Avoid asking yes/no questions.
- Ask hypothetical and complex questions.
- Ask questions to which there are no right or wrong answers.
- Continue to ask “why” or to probe the responses of the participants with further questioning.
- Allow yourself to guide the discussion with your questioning but to go with the discussion as well.

Listed below are examples of the types of questions you may want to develop and have ready as the leader of a Socratic Seminar. Use this page to assist you as you examine the text in preparation for the seminar.

1. By what reasoning did you come to that conclusion?
2. What would change your mind?
3. What are the assumptions, explicit or underlying, of this text?
4. Can you identify ideas in the text that seem to contradict one another?
5. What if _____ happened (or were true) instead of _____?
6. What might be some other good titles for this text?
7. What does the text say about the human race (or love, beauty, progress, etc.)? What do you think about it? What might other people say about it?
8. Do the ideas stated in this text seem to agree with or contradict this statement: _____
9. If _____ were writing (composing, painting, etc.) today, what might be different about this work?
10. In recent times, what well-known people are (were) like _____ in the text?
11. What does the term _____ mean in this text?
12. In what way would _____ change, if _____ happened differently?
13. How do you think something from the text was (would be) viewed by _____?
14. In what ways are _____ and _____ alike (or different)?
15. What part of this work provokes the most discussion? Least discussion? Why? What in the text supports that opinion?
16. What important conclusions can we draw from the text?
17. What does the writer/artist assume? What are you assuming?

Developing Opening, Core, and Closing Questions

Use this page to guide you as you develop questions in the categories of opening, core, and closing. Opening questions should get the seminar off to a start, core questions should help participants examine deeper meanings in the text, and closing questions should help the group bring the seminar to a close, though not necessarily a conclusion. Use the template on the following page to record your questions as you prepare to lead the seminar.

Opening Questions

- Stem from context
- Direct participants into text
- Elicit more than one-word responses
- Are generally concrete questions

Examples

- What is the theme of the reading?
 - What significance is this to _____?
 - What are the assumptions of this text?
 - Could the two main characters have switched places? Why or why not?
 - What might be some other good titles?
 - Is it better to be _____ or _____?
 - In recent times, what well-known people are like _____?
-

Core Questions

- Are content-specific
- May ask for the interpretation of a specific line or passage; often “how” or “why” questions
- Generally move the discussion into the abstract

Examples

- Why does the main character think _____?
 - How do you support that position from the text?
 - How does this idea connect to _____?
 - If _____ is true, then _____?
 - Can you define what you mean by _____?
-

Closing Questions

- Establish relevance
- Connect to the real world
- Relate to the lives of the participants
- Are generally abstract

Examples

- If you were writing this work, what would the ending be?
 - How does this idea connect to _____?
 - Explain the consequences of the ideas in the text.
 - Predict/justify future developments.
-

Questions Planning Template

Opening Questions

Core Questions

Closing Questions

Critiquing or Debriefing the Seminar

Spending some time after the seminar to critique, debrief, and evaluate the process is critical. This reflection allows for the growth of the skills necessary to achieve quality seminars and high levels of thinking. The following questions may be asked of both participants and observers in the outer circle to help evaluate the seminar process.

Did the participants...

- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- listen to others respectfully?
- stick to the subject?
- talk to each other, and not just the leader?
- paraphrase accurately?
- ask for help to clear up confusion?
- support each other?
- avoid hostile exchanges?
- question each other in a civil manner?
- seem prepared?

Did the leader...

- engage participants early? How?
- make sure that the questions were understood?
- ask questions that led to further questions?
- use answers as the basis for follow-up questions?
- allow for discussion of disagreements?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- keep attention on ideas in the text being discussed?
- correct misreadings of the text?
- allow time (pauses) for thinking?
- draw out reasons and implications?
- draw in all participants?

In the course of the seminar...

- what was the most interesting question?
- what was the most interesting idea to come from a participant?
- what was the best thing that you observed?
- what was the most troubling thing that you observed?
- what do you think should be done differently in the next seminar?

Socratic Seminar Discussion Debrief

The questions on the previous page focus more on the process. These questions are designed to help participants and observers reflect on the content of the seminar dialogue. They may be used in discussion only, or students may write their answers first and then engage in a discussion.

1. What was the best point made during the seminar?
2. What ideas did you agree with?
3. What ideas did you disagree with?
4. What questions were left unanswered?
5. What did you contribute to the discussion?
6. What do you wish you had said in the discussion?
7. Who were the top three contributors to the discussion?
8. What is your overall evaluation of the seminar?

Socratic Seminar Rubric

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down the some of the skills involved in seminars. This may help participants to identify particular areas of strength and areas for improvement.

	4	3	2	1
Questioning	<ul style="list-style-type: none"> Has prepared several high level questions based on the text Asks several higher level questions during seminar 	<ul style="list-style-type: none"> Has prepared questions, mostly lower level Asks some questions during seminar 	<ul style="list-style-type: none"> Has very few questions, if any Asks very few questions, if any 	<ul style="list-style-type: none"> Has not prepared questions Does not ask questions
Speaking	<ul style="list-style-type: none"> Moves the conversation forward Speaks to all participants Thinks before answering Refers directly to the text Make connections to other speakers Considers all opinions Offers insightful contributions 	<ul style="list-style-type: none"> Comments often, but does not lead others Addresses only the teacher Refers to text, but not to subtle points Responds to questions Considers some opinions Offers interesting ideas, not necessarily connected 	<ul style="list-style-type: none"> Emphasizes only own ideas Addresses only the teacher Tends toward debate, not dialogue Ideas do not always connect Comments neglect details of text 	<ul style="list-style-type: none"> Disruptive, argumentative Mumbles or is silent No connection to previous comment
Listening	<ul style="list-style-type: none"> Demonstrates effective listening skills (eye contact, nods, takes notes) Writes down thoughts and questions Builds on others' comments Asks for clarification when needed 	<ul style="list-style-type: none"> May have some eye contact with speaker Takes some notes Ignores others' comments 	<ul style="list-style-type: none"> Rarely demonstrates effective listening skills (eye contact, nods, takes notes) Loses track of conversation Judges others' ideas 	<ul style="list-style-type: none"> No effective listening skills demonstrated Attempts to dominate Interrupts speakers in middle of sentence Repeats same ideas
Reading	<ul style="list-style-type: none"> Identifies/highlights key words and phrases Has notes of main ideas 	<ul style="list-style-type: none"> Identifies/highlights some key words and phrases Has some notes 	<ul style="list-style-type: none"> No highlighting^a Skims the text Very few notes, if any. 	<ul style="list-style-type: none"> Unprepared, unfamiliar with text

Socratic Seminar Rubric

This rubric gives a holistic assessment of a participant's behavior in a seminar. It can be used by observers or a teacher to give individual feedback to students.

Exemplary	<ul style="list-style-type: none"> • Demonstrates patience with others' opinions • Moves the conversation forward • Speaks to all participants • Thinks before answering • Refers directly to the text • Makes connections to other speakers • Considers all opinions • Builds on others' comments • Asks for clarification when needed • Identifies key words/phrases/details in the text
Commanding	<ul style="list-style-type: none"> • Comments often • Responds to questions • Refers to the text • Offers interesting ideas • Pays attention • Asks a few questions
Competent	<ul style="list-style-type: none"> • Emphasizes only own ideas • Ideas not always connected • Refers to text • Loses track of the conversation • Judges others' ideas • May ask questions
Developing	<ul style="list-style-type: none"> • Leans toward debate, not dialogue • Disruptive or argumentative • Mumbles or is silent • Repeats some ideas • Does not ask questions
Emerging	<ul style="list-style-type: none"> • Is not participating • May be lost or overwhelmed with seminar



Socratic Seminar Fish Bowl



Directions - Choose three participants in the inner circle to observe during the seminar. Take careful notes and pay close attention to the dialogue, individual behaviors, and the group's dynamics. Your grade is based on this observation/notetaking sheet. (50 pts.)

Participant Name	New Idea	Asked a ?	Referred to Text	Positive Comment	Negative Behavior	Other Notes/Observations
1.						
2.						
3.						



Observation Form

Inner-Outer Discussion Circle



Directions: Each time your partner does one of the following, put a check in the box.

Your name _____ Partner _____

SPEAKS IN THE DISCUSSION												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOOKS AT PERSON WHO IS SPEAKING												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFERS TO THE TEXT												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASKS A QUESTION												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONDS TO ANOTHER SPEAKER												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERRUPTS ANOTHER SPEAKER												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGAGES IN SIDE CONVERSA NON												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER DISCUSSION: What is the most interesting thing your partner said?												
AFTER DISCUSSION: What would you like to have said in the discussion?												

UNIT THIRTEEN: TEST-TAKING

Introduction

AVID students are rarely test-savvy when they enter the AVID program. Some AVID students, even when well-prepared, have difficulty performing well on tests because they lack test taking skills. This unit is designed to provide some guidelines for you as an AVID teacher to help your AVID students develop proactive test-taking habits and skills. The activities in this unit can be applied to the classroom situations that your students encounter daily as well as to the standardized tests that they will take for college admissions.

Test-taking skills can be divided into three broad areas—before the test, during the test, and after the test. Use the activities in this unit as you see fit to help your students develop stronger test-taking skills. If you have used the lesson on learning styles, then have them apply their knowledge of their learning styles to different testing situations, developing strategies to overcome any testing obstacles that their learning styles create.

The following outlines some basic principles to follow when discussing test-taking skills and developing strategies.

Before the test

- **Know the test**—determine the types of questions that will be asked, how much time will be allowed, and how the test will be scored. (Students may use Student Activity 13.2, “Pre-Test Checklist,” to record this information.)
- **Verify information**—determine what information you will be given on the test during the test and what materials you will have at your disposal. For example, for classroom tests you may be able to use notes or books. For standardized tests such as the SAT, you may use calculators and are provided with the formulas you will need so you don’t have to memorize them. If possible, know the directions ahead of time, so that you don’t waste time reading them during the test.
- **Study effectively**—once you know what the test will be about, use study strategies appropriate for that type of test (see the section “Test-Taking Tips” for more information). Also, be sure to study a bit each day instead of trying to cram everything in the night before. Use your Cornell notes daily to review material and bring possible test questions and topics to tutorials.
- **Develop a plan**—decide how you will pace yourself during the test and what strategies you may need to use for your learning style to help yourself do better on the test.

During the test

- **Scan and review**—once you receive the test, quickly scan and review each section and the directions to be sure that the test is what you were expecting.
- **Pace yourself**—set yourself up to follow your plan; keep a watch on your desk if you cannot easily see a clock.

- **Use strategies**—remember to use the strategies you have developed to help yourself. For example, auditory learners may need to mouth questions silently to themselves to better understand. Strategies such as the process of elimination with multiple-choice questions may need to be employed.
- **Follow your plan**—self-monitor so that you follow the plan you developed to complete your test with the best possible outcomes.

After the test

- **Reflect on your experience**—after a test but before you get your results, write reflectively in a learning log about the test. Think about what you did well, what seemed difficult, if you think you prepared appropriately, and speculate about your score.
- **Analyze your results**—once you receive your test results, look for patterns, identify strengths and challenges, develop strategies to improve areas of weakness or skill deficit, and focus study efforts on those areas if taking the test again.
- **Consult with teachers**—when appropriate, follow up with your teachers to help you analyze your performance. If you didn't do as well as you had hoped, your teachers may be able to offer insights on how you can improve the next time. (Students may use Student Activity 13.1, “Test-Taking Problems,” to reflect, analyze, and discuss with teachers.)



Test-Taking Tips (1 of 10)

TAKING OBJECTIVE TESTS

True/False Questions/Statements:

These are the easiest questions to complete because you have a 50% chance of getting the answer correct. But this kind of test question is often tricky.

- a. A SINGLE WORD can make a true sentence false. If you read too quickly you may miss the word that changes the statement.

EXAMPLE: The novel "Hamlet" was written by William Shakespeare. ("Hamlet" is a play. The word "novel" is a false detail, making the whole sentence false.)

- b. Some true/false questions make broad, general statements that may OFTEN be true or seem true, but are not ALWAYS true.

EXAMPLE: Teenagers are always loud. Teenagers are sometimes loud. (Watch out for words like ALL, ONLY, ALWAYS, NEVER, and NONE. They turn general statements into limiting statements, often making them false.)

- c. In true/false questions, if even one exception can be found, the statement is false. On the other hand, words such as OFTEN, USUALLY, RARELY, or SOMETIMES may indicate a true answer.

On true/false tests, a false sentence often looks like a true one. HUNT FOR THE WORD OR DETAIL THAT CAN MAKE A STATEMENT FALSE.

WORDS USED in true/false statements are as important as the facts stated. You might know the fact, but it could be written in a tricky way to mislead you. UNLESS YOU READ CAREFULLY, you could answer the question incorrectly because of one little word!

Test-Taking Tips (2 of 10)

MATCHING TESTS

Some tests or portions of a test will ask you to match items in one list to items in another list. Even if you don't know every item, you may be able to figure them out.

1. Count to see which list has fewer items—**EVERY ITEM** in the shorter list will have a matching item in the longer list, with a few extra ones left over.
2. Answer items you know first—mark off each item as you use it so you won't mistakenly use it again.
3. Make intelligent guesses for items you aren't sure of, using clue words to help you.
 - a. If you are asked to match "French general who fought in American Revolution," look for a "foreign" name that sounds French.
 - b. If you are asked to match "Famous scientific research team," look for an answer that has more than one name.
 - c. If you are asked to match "Early leader of women's rights movement," look over all the women's names, eliminating all the answers you know are not correct. You may be lucky and find there is only one woman's name on the list!

Knowing the facts is the very best way to match up items, but **FINDING CLUES** in the items can help you figure out answers you don't know or are unsure of.

REMEMBER: You can use your **KNOWLEDGE IN ONE AREA** to figure out an answer in another area.

Test-Taking Tips (3 of 10)

FILL-IN-THE-BLANK-QUESTIONS

This kind of question usually requires an exact answer where you complete the sentence with a correct word or phrase. Sometimes you are given a list of words to use in filling in the blanks, making the test similar to a matching test so you can use the same strategies. Most of the time you will have to think up the words to fill in the blanks.

1. Read the sentences carefully, using the information in them to figure out the missing words or phrases.
2. Watch out for tricky words like those used in true/false questions/statements.
3. Be sure your answer fits grammatically into the sentence.

EXAMPLE: " _____ is the capital of California" would be filled in with a proper noun; using an adjective like "avocados" shows that you did not read the statement clearly.

4. Pay attention to the number and length of the blank spaces in the sentences—although length of space can sometimes be misleading, most of the time the space provided gives you a clue about the answer.
5. If you are unsure of the answer, fill in the blank with the most likely answer—you may get partial credit.

Test-Taking Tips (4 of 10)

MULTIPLE-CHOICE QUESTIONS

It's important to remember to **READ THE ANSWERS FIRST** when answering multiple-choice questions. This kind of question is usually used in **STANDARDIZED TESTS**—tests that are used all over the country or throughout our state and have been written by test experts and graded by computer.

1. Answer all the questions you know first; read all of the choices for each question and choose the one that answers the question smoothly and seems right on its own.
2. Go back and look over the questions you didn't know or were unsure of and make an intelligent guess—remember, **ONLY ONE ANSWER IS CORRECT**.
3. Read the questions carefully, looking for trick words.

EXAMPLE: "All of the following are correct, except . . ." The word "except" tells you that you should select the one choice that **IS NOT** correct.

4. Sometimes one of the answer choices may be "all of the above" or "none of the above." Use your common sense:
 - a. If you know at least one incorrect choice, then "all of the above" can't be right.
 - b. On the other hand, if you know that at least one of the other choices is right, "none of the above" can't be correct.
5. Be sure to answer every question and check to make sure that you marked each answer in the correct space.

STANDARDIZED MULTIPLE CHOICE TESTS often have very specific parts to them:

Test-Taking Tips (5 of 10)

VOCABULARY TESTS

These tests ask you about the meanings of words, often directing you to pick out the word that is "the same as" a given word.

EXAMPLE: MULTITUDE

- A) multiplication
- B) magnification
- C) many
- D) altitude
- E) all of the above

The correct answer is "C" because the word "many" is the same as the given word, "multitude."

1. First try to come up with a quick, short definition for the given word so that you know the meaning before looking at the choices.
2. Eliminate choices you know are wrong.
3. If you are finding a word that is "the same as": Think of a sentence using the given word, then replace that word in the sentence with each of your choices. If the sentence doesn't make sense, the word choice is not the answer.
4. If you are finding the word that is "the opposite of": Again, think of a sentence with the given word in it. This time, look for the word choice that gives your sentence the OPPOSITE meaning.
5. Sometimes you can look at the parts of a word to help you figure out its meaning.

EXAMPLE: TELEPATHY—You know other words that begin with "tele," such as television, telegram, and telephone. From this you can guess that it has something to do with communication or sending messages over distances. The last part of the word, "pathy" is also the last part of sympathy so you can guess that it has to do with feelings. Putting the two parts together, you might come up with "sending messages through feelings" so you would look for a choice that fits this meaning.

Test-Taking Tips (6 of 10)

6. **READ CAREFULLY**—Sometimes there are words among the answer choices that may trick you:
 - a. A question may ask for the opposite of a given word, but a word that means the same might be mixed in with the answer choices to fool you.
 - b. Sometimes words that sound alike or are spelled very similarly to the given word are put among the answer choices and may confuse you.

Test-Taking Tips (7 of 10)

TAKING ESSAY TESTS

READ ALL YOUR ESSAY QUESTIONS CAREFULLY. Look carefully at all the words in a question—does it ask you to compare/contrast, to describe, to discuss, or to solve a problem? **BE SURE TO DO WHAT THE QUESTION ASKS.**

1. If all the essay questions are equal in point value, give equal time and attention to each of them. **BE SURE TO KEEP TRACK OF YOUR TIME.**
2. If some essay questions are worth more points than others, spend more time answering the higher point questions. More is expected from you in the higher point questions.
3. If you are given a choice of essay questions, choose the questions that are higher in point value whenever possible. **READ THE DIRECTIONS!** Do not mistakenly answer all the essay questions when, for example, you only had to answer 3 out of 5.
4. If you must select essay questions that total a certain number of points, **MAKE SURE** the questions you choose to answer **TOTAL** that number of points or more. Be aware of your time limitations. Choosing to answer two questions may be a better use of your time than answering five questions equaling the same amount of points.
5. As you read the essay questions, look for **KEY** words that give you clues to what you must write about:
 - a. Some key words tell you how to **APPROACH THE SUBJECT**: analyze, comment, compare, define, describe, discuss, explain, prove, and respond. Some of these words ask your **OPINION**, some ask you to **PRESENT INFORMATION**, some ask you to **FOCUS ON ONE IDEA**, while others ask you to **DEAL WITH**

Test-Taking Tips (8 of 10)

SEVERAL IDEAS OR DETAILS. KNOW WHAT APPROACH a question asks for.

b. Some key words tell you **WHAT KINDS OF FACTS TO INCLUDE**. "Who?" asks for names; "When?" asks for dates; "Why?" asks for reasons; and "How?" asks for cause. Sometimes **NUMBERS** or **ADJECTIVES** are used with these words, like **FIVE** dates or **SUPPORTING** details. Be sure you have the number of items asked for or the details that support your main idea.

c. Some key words such as development, relation, significance, cause, and effects all **LIMIT THE SUBJECT** for you. You need to learn what they mean so that you can focus on what you have to write about in your essay answer.

6. Make sure you read **ALL THE WAY THROUGH** an essay question. Many essay questions have several parts that you are expected to respond to. You don't want to skip them, because they are worth points too.
7. If you are allowed to write on the test, you should underline the key words as you find them to help you focus on your writing.
8. Start your thinking/planning with a cluster, outline, or some quick notes, using phrases, single words, or even abbreviations.
 - a. If a question asks for facts, make a quick list of facts that apply to the subject or question.
 - b. If you're asked for an opinion, cluster ideas and feelings that come to mind.
 - c. Put your thoughts in order. Think of main points in the answer, then add all the supporting information and details you can think of. This doesn't have to be a formal outline. You can change the order as you write, but it helps to organize your ideas.
 - d. Looking back at key words in the question may help you choose an order for your

Test-Taking Tips (9 of 10)

ideas, and decide which point you should cover first. This is also the time to show CONNECTIONS between your thoughts. If you're asked to compare and contrast two items, look at your notes for all the details that show they are alike, then match up the details that show how they are different.

- e. Allowing a little planning time first can make a big difference in the quality of your essay.
9. As you write your answer, keep your teacher in mind because this is the person who is asking you the question. A simple format for answering essay questions is to INTRODUCE YOUR TOPIC; GIVE BACKGROUND FACTS/INFORMATION/DETAILS; STATE MAIN POINTS AND ARGUMENTS; and DRAW CONCLUSIONS and SUMMARIZE.
- a. Introduce your topic by rephrasing the question as the first sentence in your answer. You might even repeat words from the question in this first sentence.
 - b. Explain each point you are making completely before going on the next one. If you skip around a lot, your answer will seem confusing and incomplete.
 - c. Support your general statements with details, examples, and facts. Use specific people and events to show that you know your subject and help your teacher follow your line of thinking/reasoning.
 - d. When you finish making a point, make it clear you are moving on to another point by using introductory words for each new point such as *another*, *besides*, *in addition*, *next*, *however*, and *although*.
 - e. When you feel you've covered everything, conclude in a sentence or two, but DON'T simply repeat your opening sentence. Use

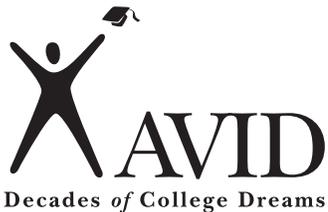
Test-Taking Tips (10 of 10)

some of the main ideas you brought up in your essay.

10. Reread your answer when you have completed it. Check for COMPLETE IDEAS, CLEAR THOUGHTS, and DETAILS/EXPLANATIONS. Make sure you have answered the question and HAVE NOT STRAYED OFF THE TOPIC.
11. NEATNESS CAN MAKE A DIFFERENCE. Make your paper easy to read so that your ideas will stand out clearly.
 - a. Look for words you may have left out while writing quickly, also checking for wrong numbers in a fact or date. These simple omissions or errors could change the whole meaning of your answer.
 - b. Catch any misspelled or hard-to-read words and rewrite them.
 - c. The more you know about a topic, the more you can include in your essay answer, but remember TO STICK TO THE SUBJECT.
 - d. Don't be afraid to "think on paper." Some of your best ideas may DEVELOP WHILE YOU WRITE. You may even understand your topic better after the test than you did before!

The best answer to any essay question is not always a long one. What counts is to:

1. Answer the question directly.
2. Stick to the point.
3. Cover all the "angles."



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 13.2

Directions: Fill in the information in the chart below to help you to prepare and study for any test.

Type of Question	Number of Questions	Points Each
True/False		
Matching		
Multiple Choice		
Fill in the Blank		
Short Answer		
Essay		

Amount of Time for Test	
-------------------------	--

Information That Will Be Provided	Information That Needs To Be Memorized

Materials That Will Be Provided	Materials That I Will Need to Bring

UNIT FOURTEEN: PUBLIC SPEAKING

Introduction

Speaking before people, whether classmates or the House of Representatives, requires many skills. Developing these skills is important and imperative work. Empowering students to use their voices and challenging them to realize the power behind those voices prepares them for a pathway of success.

Confidence in public speaking has to be grown within students. First, students must become proficient in the practice of individual elements of public speaking. Next, they must have and take opportunities to practice. This unit suggests activities to sharpen component skills of public speaking and build confidence speaking in front of others, but the real learning will occur through practice. Public speaking and presentation opportunities should be routinely incorporated into AVID unit planning.

Speaking in front of peers and more complex audiences will develop over time, especially if AVID classroom planning includes such methodologies as Socratic Seminar, Philosophical Chairs, and four-corners debating. The following offers ideas for differentiating public-speaking activities by grade level.

6th Grade

- Use suggested unit plan and modify materials according to student need.
- Modify rubrics by using the English/Language Arts standards for the 6th grade.

7th Grade

- Use suggested unit plan and modify materials according to student need.
- Modify rubrics by using the English/Language Arts standards for the 7th grade.

8th Grade

- Use suggested unit plan and modify materials according to student need.
- Modify rubrics by using the English/Language Arts standards for the 8th grade.

9th Grade

- Use suggested unit plan and modify materials according to student need.
- Modify rubrics by using the English/Language Arts standards for the 9th grade.
- Student presentations should be accompanied by poster board prepared as visual aid.
- Students will present to selected 6th–8th grade AVID classrooms.

10th Grade

Presentations for 10th and 11th grades should focus on topics related to college research, as they should be used in the school site recruitment/articulation plans.

- Student presentations should be accompanied by tri-fold presentation board prepared as visual aid.

- Students may use a publishing program to create a flyer, covering the highlights of the presentation.
- Students will present to selected 6th–9th grade AVID classrooms and/or other classes in school, including Life Skills students, contributing to the creation of school-wide college culture.

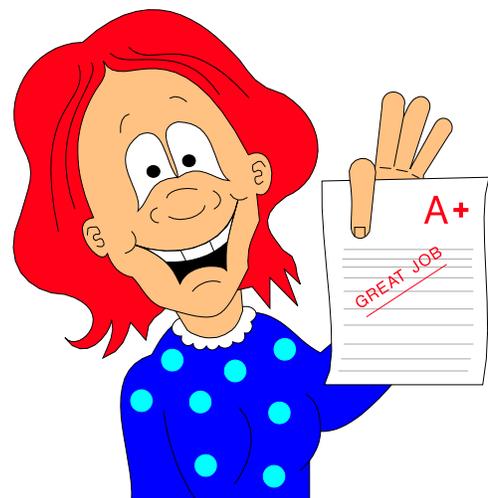
11th Grade

Presentations for 10th and 11th grades should focus on topics related to college research, as they should be utilized in the school site recruitment/articulation plans.

- Student presentations should be accompanied by PowerPoint slides and given in a “professional” setting, perhaps a conference room before panelists including teachers, counselors, school administrators, district administrators, AVID regional coaches, community members, and or business owners seeking summer interns.
- Students should send formal letters requesting the presence of such invitees.
- Students should dress professionally and memorize their presentations.
- PowerPoint slides, as opposed to cue cards, will prompt student through presentations.

12th Grade

- Students may present a completed AVID portfolio, narrating their growth experience through the AVID program, utilizing student work and portfolio items to document progress toward their college goal. Students will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.
- Students may use any combination of visual media to accompany presentations, including tri-fold boards, flyers, PowerPoint, or video.
- Presentations should be delivered in a “professional” setting, perhaps a conference room before panelists including teachers, counselors, school administrators, district administrators, AVID regional coaches, community members, and/or Board of Education members.
- Students should send formal letters requesting the presence of such invitees.
- Students should dress professionally and memorize presentations.



Public Speaking Unit Plan

This unit can be completed in about three weeks in the AVID classroom, taking tutorial time into consideration. The unit is meant to allow students opportunities to speak in front of their peers and practice specific public presentation skills, culminating with student speeches.

Day 1

- Ask students to define “public speaking.” Use inquiry to challenge students to consider the broader implications of speaking in public: Is “public speaking” more than just talking in front of people? Can a deaf student who signs “speak” publicly? What skills are important for speakers or presenters to build?
- Ask students to consider occupations that interest them. Have them create an inventory of careers they’d like to research for themselves. Challenge students to generate a list of professions that are dependent upon public speaking. Create a list of professions that involve NO public speaking. Compare these lists to that of their career interest inventory. Is public speaking necessary for any of the occupations within their inventory? Are there many professions that students aspire to that do not require public speaking to some extent?
- Introduce Student Handout 14.1, “Public Speaking Terminology.”

Day 2

- Individually or in pairs, ask your students to consider what “listening” looks like, then share. Make and post a list of “Things That Show I’m Listening.” Your list will probably include: facing the speaker, making eye contact, nodding, notetaking when appropriate, remaining quiet and respectful, and applauding when the speaker finishes. This list will be your audience standard when students are presenting.
- Set up Student Activity 14.2, “Fish Bowl Speeches,” with class. Give a sample speech on something silly, and ask the students how you did. Create a rubric together and ask them to evaluate your sample speech. Ask a student to be daring and pick a topic to speak on today just like you did. This student can choose the next speaker from those who volunteer. After a few speakers, establish the expectation that two students will give “Fish Bowl Speeches” at the start of each class for the next several days. Set the expectation that everyone should do it before the unit is through. Emphasize that no one will be perfect and everyone will support our speakers. “Our classroom is like having home court advantage. Everyone cheers for you and encourages you to do your best. We’ll be a team that gets better at this together.”

Day 3

- Warm up with “Fish Bowl Speeches.”
- Use Student Activity 14.3, “Tongue Twister Stations,” to practice enunciation.

Day 4

- Warm up with “Fish Bowl Speeches.”
- Use Student Activity 14.4, “Take a Different Tone,” to practice intonation.

Days 5–10

- Warm up: “Fish Bowl Speeches.”
- Ask students to write one of three different types of speeches (examples follow):
 1. *Narrative: Tell your audience a personal story from beginning to end.*

- A Day I'd Like to Forget from Sunrise to Sunset
 - My Favorite Field Trip
 - My Most Memorable Day at School
 - How I Decided Which College Is Best for Me
2. *Informative: Do research and present information on your topic to your audience.*
 - The University of Arizona in a Nutshell
 - The Differences Between a Public University and a Private University
 - Graduation Requirements vs. College Entrance Requirements
 3. *Persuasive: Assert your opinion and convince your audience to agree and/or act with you.*
 - AVID Will Help You Reach and Succeed in College
 - Rocks Make Better Pets Than Rabbits
 - Boston is the Best College Town
 - Our campus needs a Community Service Club
- Use AVID writing materials to guide students through the complete writing process, including prewriting, drafting, revising, and peer review. Use or modify Student Activity 14.5, “Basic Writing Rubric,” to establish a clear expectation for the assignment and ask students to use it to evaluate one another’s work in the peer review process.

Days 11–12

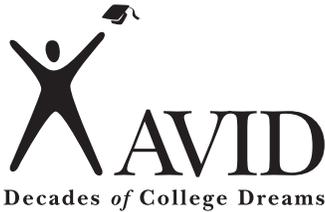
- Warm up with “Fish Bowl Speeches.”
- Students transfer their written or typed speeches to index cards, and ask them to begin to memorize the speeches to present them to the class or to an arranged audience of other students, teachers, school administrators, and/or parents and community members.
- Present students with a grade-level-appropriate sample speech and ask them either individually or in groups to decide how the speech should be spoken or presented. How should it be paced? Where should the speaker slow down? Speed up? Pause? What words should be emphasized? When and where should the speaker move and/or gesture? What word(s) will trigger such movement or gesticulation? Where in the speech will the tone shift? Are there any words that will require a specific intonation?
- Suggest symbols and methods for marking the speech to help the speaker present. On an overhead, share with the class how you would mark the speech. Refer to Student Activity 14.6, “Antony’s Eulogy,” as an example. Ask students to mark their own speeches similarly.

Day 13

- Warm up with “Fish Bowl Speeches.”
- Give students Student Activity 14.7, “Presentation Rubric,” and review it with class. Advise students to prepare for their presentations. Give students the opportunity to practice with peers and evaluate one another with the rubric.

Days 14–15

- Students present speeches.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Handout 14.1 (1 of 2)

Public Speaking Terminology

Fluency/Continuity: moving with ease; polished. A fluent speaker rarely stumbles through a presentation. Fluency comes from preparation and practice.

Volume: the degree of loudness of sound. A speaker must be heard clearly. Additionally, adjusting one's volume is an excellent way to emphasize and deemphasize words.

Eye Contact: making a visual connection with individuals in audience. Speakers cannot read from papers or cards continually. The audience doesn't feel that the speaker spoke to them. Looking at individuals garners attention and makes the presentation personal.

Pacing: the degree of quickness with which one delivers a speech. We often speak too quickly when we're nervously speaking to a group. Be aware of pacing and take moments to pause and allow the audience to absorb points.

Movement: changing physical position. Sometimes, like when speaking from a podium, movement is limited. Other times, like when speaking from a stage, the audience will expect the speaker to move within the space. Be careful. Too much movement is distracting.

Gesticulation: act of making gestures or moving one's body parts, usually arms, hands, legs, as a means of expression. Gesturing should be planned and practiced. It's hard to gesture when holding papers or cards. Usually a speaker memorizes first.

Facial Expression: communicating ideas and emotions nonverbally by contorting one's face. Sounds strange, but you can communicate that something smells bad by crinkling up your nose. Using gesture and facial expression emphasizes those points that you're making in your speech.

Enunciation: clearly saying the sounds and syllables in words. It is important to speak clearly and not slur or mumble words or parts of words. Being nervous or moving at a quick pace often makes us fail to enunciate the latter parts of words or phrases.

Pronunciation: speaking words as they are meant to be spoken. This is the tomato (tuh-may-toe), tomato (tuh-mah-toe) issue. Pronouncing words incorrectly reflects poorly on the speaker. Using colloquial pronunciation creates a specific affect. Preparation prevents errors in pronunciation.

Student Activity 14.1 (2 of 2)

Audience: the people who are listening and/or viewing a presentation or speaker. Pay attention to the audience. Know the audience and adjust the speech or presentation accordingly.

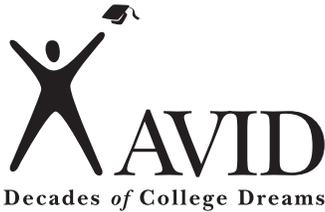
Tone: the expression in one's voice generated by altering pitch (highness and lowness). Think about an angry voice versus a happy voice. Changing tone keeps the audience engaged and suggests the speaker's attitude toward the topic.

Diction: word choice. Choose vocabulary that is appropriate and understandable for the audience.

Impromptu/Extemporaneous: speaking or presenting with little or no preparation.

Visual Aids: any visible props or components of one's presentation. Posters, charts, graphs, demonstrations, Power Point presentations, media clips, and overhead projections are all effective visual aids.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.2

Fish Bowl Speeches

Ask students to consider what topics they'd like to hear classmates present spontaneous mini-speeches on. Students write topics on slips of paper to be placed in the fishbowl.

Sample Class Generated Topics:

- Day at the Zoo
- Pets with Gas
- The Cola Wars
- The Ideal Game Show
- Fairy Tales
- Green Jell-O
- Just Say "No!"
- The Color Blue
- Friendship
- The Best Kind of Homework Is No Homework!
- College
- Peas Belong After O's and Before Q's – Not on My Plate!
- If I Had a Million Dollars...
- Why *Did* the Chicken Cross the Road?
- Education Can Happen Outside the Classroom Too!
- My Favorite Cartoon
- I Am Most Thankful for...
- "Oldies But Goodies"...Says Who?
- When I'm Really Old (Like 30), I'll Be...
- If I Could Have Dinner With Anyone, Anywhere...
- The Best Book/Story I've Read or Someone Read to Me
- If I Was a Superhero, My Super Power Would Be...
- Eye for an Eye – The World Goes Blind
- The Best Invention Ever

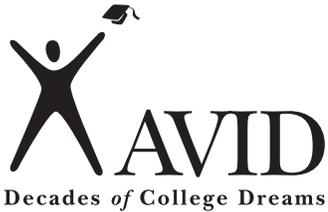
Presentation:

- As a daily warm-up, set the expectation that two students will choose topics upon entering class.
- They will have four minutes to prepare - to gather thoughts, and two minutes to deliver an impromptu speech on the topic drawn from the fishbowl.
- Today's speakers select tomorrow's speakers.
- Use student input to establish expectations of the audience and speaker. For example, the speaker must speak on the topic chosen, and speak for the full two minutes. Audience must listen attentively and cannot interrupt the speaker.
- Ask the students to consider what "listening" looks like and to practice these attributes of listening.
- After each mini-speech, speaker must evaluate him/herself and, classmates should have opportunity to evaluate speaker too.

Class Rubric:

- Ask the class what's important to consider when evaluating a speaker.
- Create a rubric based upon their input.
- Have students evaluate one another, using their rubric.

We're paying attention to...	because it's important...	(3) Outstanding (2) Good (1) Work on it
eye contact	To look at the audience.	
continuity	To keep going, even when nervous.	
volume	To be heard by the audience.	
enunciation	To pronounce words clearly to be understood.	
captivation	To engage the audience so they keep listening.	
Out of 15 possible points, my total is...		



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.3

Tongue Twister Stations

Set up stations in the classroom where students practice reciting tongue twisters, focusing on enunciation. Having a tape recorder at each station, allowing students to tape, listen to, and evaluate the clarity of each other's enunciation would be ideal.

Begin with short and simple tongue twisters, and then move on to the longer, more complex twisters. Challenge students to memorize and recite them for the class.

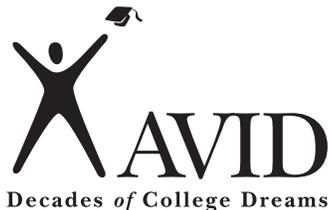
Examples:

Short and Sweet

- *Sally sells seashells by the seashore.*
- *Seven silver swans swam silently seaward.*
- *Peter Piper picked a peck of pickled peppers.*
- *Which wristwatches are Swiss wristwatches?*
- *We surely shall see the sun shine soon.*
- *Give papa a cup of proper coffee in a copper coffee cup.*
- *Gabriel's great-grandma grew aghast at Gabby's grammar.*

More Challenging

- *Once upon a barren moor
There dwelt a bear, also a boar.
The bear could not bear the boar.
The boar thought the bear a bore.
At last the bear could bear no more
Of that boar that bored him on the moor,
And so one morn he bored the boar--
That boar will bore the bear no more.*
- *A tree toad loved a she-toad
Who lived up in a tree.
He was a two-toed tree toad
But a three-toed toad was she.
The two-toed tree toad tried to win
The three-toed she-toad's heart,
For the two-toed tree toad loved the ground
That the three-toed tree toad trod.
But the two-toed tree toad tried in vain.
He couldn't please her whim.
From her tree toad bower
With her three-toed power
The she-toad vetoed him.*
- *Pick a partner and practice passing,
for if you pass proficiently,
perhaps you'll play professionally.*
- *Betty bought a bit of bitter butter
and made a bitter batter;
So Betty bought a bit of better butter
and made a better batter.*
- *I am the very model of a modern Major-General,
I've information vegetable, animal, and mineral,
I know the kings of England,
and I quote the fights historical
From Marathon to Waterloo, in order categorical;
I'm very well acquainted, too,
with matters mathematical,
I understand equations,
both the simple and quadratical,
About binomial theorem
I'm teeming with a lot o' news,
With many cheerful facts about
the square of the hypotenuse.*



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.4

Taking a Different Tone

Use only the phrase on the left to convey the different messages on the right. How can you say one thing and mean another? You'll have to adjust your tone, and/or your facial expression.

Hello: I'd like to get to know you better.

Leave me alone.

Can you hear me?

I'm sorry: I genuinely apologize. I was wrong.

I'm only saying "I'm sorry" because my mom is making me.

I love you: Can I borrow twenty dollars?

Good-bye.

You're the most important person in my life.

Excuse me: Pardon my interruption.

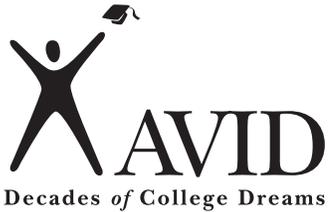
What did you just say?

I completely disagree with you and am disgusted you feel that way.

This tastes great: Another bite of this will make me sick.

Thank you.

This is the most delicious food I've ever eaten.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.5

Basic Writing Rubric

	1	2	3	4	Score
Structure	One or more key components of structure missing (e.g.: introduction, body, or conclusion is missing).	Essay uses introduction, body, and conclusion.	Essay shows planning, use of introduction, body, and conclusion, and appropriate style for audience.	Essay shows depth of thought, sophisticated use of introduction, body, and conclusion, and appropriate style for audience.	_____
Manuscript	Frequent deviation from standard, grammar, punctuation, and spelling.	No more than four spelling/ punctuation/ grammatical errors; and is legible.	No more than two spelling/ punctuation/ grammatical errors; is neatly written or word-processed, and follows correct formatting.	Work has no spelling/ punctuation/ grammatical errors; is neatly written or word-processed, and follows correct formatting.	_____
Diction (word choice)	Diction is incorrect or inappropriate; frequent errors in sentence structure.	Work uses basic vocabulary correctly and has limited fragment and run-on sentences; work includes some sensory details.	Work utilizes appropriate vocabulary and complete sentences; work also uses active voice, precise language, sensory details, and appropriate modifiers.	Work utilizes sophisticated vocabulary and varied sentence structure; work also skillfully uses active voice, precise language, sensory details, and appropriate modifiers.	_____
Cohesiveness	Essay is difficult to follow. Sentences/paragraphs lack coherence.	A little difficult to read. Sentences are cohesive, leading to clear and complete paragraphs; transitions used; unifying idea basically maintained throughout essay.	Easy to read. Sentences are cohesive, leading to clear and logical paragraphs; transitions used correctly to maintain unity; unifying idea carried throughout essay.	Essay is clear, focused, and holds the reader's attention. Sentences are fully cohesive, leading to clear and logical paragraphs; transitions used effectively to maintain coherence; unifying idea carried throughout essay.	_____
Basic Thesis	Main idea is confusing and/ or not supported by details.	A unifying idea is present, and supported by details.	A unifying idea is clearly stated, supported with relevant details.	An original, unifying idea is clearly stated, supported with concrete, substantial, relevant details.	_____
				Total	_____

Student Activity 14.6

An Example of Marking a Speech: Antony's Eulogy

Shakespeare's *Julius Caesar*; Act III Scene ii

Friends, [P] Romans, [P] countrymen, [P] lend me your ears;
I come to bury Caesar, not to praise him.

[P] = Pause / [!P!] = Longer Pause
slight emphasis / great emphasis

The evil that men do lives after them; [P]
The good is oft interred with their bones; [P]
So let it be with Caesar. [!P!] The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it. [P]
Here, under leave of Brutus and the rest—
For Brutus is an honorable man;
So are they all, all honorable men—
Come I to speak in Caesar's funeral.

*Gesture toward the ground
as if the lifeless body of
Caesar lay before me*

*Shake head slowly
"no"*

Gentle request

Anger/ brink of tears as I look at Caesar

Sarcastic tone

He was my friend [P] faithful and just to me;
But Brutus says he was ambitious;
And Brutus is an honorable man.
He hath brought many captives home to Rome [P]
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, [P] Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious,
And Brutus is an honorable man

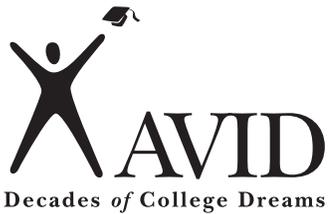
Question: Make eye contact w/ one specific person

Soft

Three fingers

*Sarcastic: Say 'honorable,' but mean that
he shouldn't be trusted*

You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.7

Presentation Rubric

	1	2	3	4	Score
Preparation	Student was absent for too many parts of the preparation process; practice is not evident.	Student was absent for parts of the preparation process, but some preparation is evident.	Speech reflects an adequate amount of practice and student participated in the process. Speech was memorized.	Speech presentation was polished and student participated in the process. Speech was memorized.	_____
Presentation	Student rarely, if ever, made eye contact. Speech was not clear, and in parts, could not be heard well.	Student tried to make eye contact, but read mostly from cards/paper. Volume and clarity could improve with practice.	Student made adequate eye contact, but relied briefly on cards/paper to present. Volume was appropriate and speech was clear.	Student made frequent eye contact, and didn't depend upon cards/paper to present. Volume was appropriate and speech was clear and purposeful.	_____
Engagement	Speech wasn't relevant and engaging to audience. Speech was monotonous.	Speech was interesting to audience. Variation in volume and tone was attempted.	Speech kept audience attention most of time. Topic was appropriate and interesting to audience. Variation in volume and intonation added to speech's impact.	Speech kept audience attention. Topic was appropriate, relevant, and interesting to audience. Variation in volume and intonation added to speech's meaning and impact.	_____
Movement/ Expression & Gesture	Movement, gesticulation and expression were distracting or confusing, or there was not enough movement to captivate audience.	Movement, gesticulation, and expression were purposeful and not distracting much of the time, or there was not enough movement to captivate audience.	Movement, gesticulation and expression added to meaning within the speech. Movement, gesticulation and expression were purposeful, and not distracting.	Movement, gesticulation, and expression added to or emphasized meaning within the speech. Movement, gesticulation, and expression were purposeful, but seemingly natural and not distracting.	_____
Language/ Diction	Language choices seemed not to consider audience. Vocabulary was simplistic. There were too many deviations from standard English conventions.	Language choices seemed not to consider audience. Vocabulary was simplistic. Deviation from standard English conventions distracted from meaning sometimes.	Language choices were reasonably purposeful and appropriate for audience. Vocabulary was mostly accessible, but simplistic. Deviation from standard English conventions didn't distract from meaning.	Language choices were purposeful and appropriate for audience. Vocabulary was accessible, but varied.	_____
Continuity	Speech was not finished.	Speech was not continuous, but speaker rebounded and finished.	Speech was fairly continuous and well paced.	Speech was continuous and paced well. Pauses were intentional and didn't distract from meaning.	_____
Visual Aids (BONUS)	Visual aids/ Technology distracted from the quality of the speech.	No visual aid(s).	Visual aids/ Technology added to the quality of the speech, but presenter could have been more familiar with materials/ technology.	Visual aids/ Technology added to the engaging quality of the speech.	_____

UNIT FIFTEEN:

GUEST SPEAKERS

Introduction

In addition to field trips, another way to broaden AVID students' horizons is by inviting guest speakers to your AVID classroom. The main criterion is that the speakers are successful college graduates, and the main purpose is to expose students to the myriad careers available. Here are some ideas to help you get started:

- Poll your students to determine the types of careers they are currently interested in.
- Begin by inviting your personal friends to share their college journeys. Having the first speaker be a friend is a good idea because, like anything else in AVID, “practice makes perfect.” Students need to practice how to be an attentive, engaged, and appreciative audience.
- Invite staff members who are college graduates to come and speak. For example, your principal could come and speak not as “the principal,” but as a college graduate who can share his or her college journey.
- AVID teachers sometimes feel overwhelmed about having to recruit all of the guest speakers. A recommended strategy is to have your AVID Site Team members take turns recruiting speakers. If each site team member recruits one or two guest speakers, you would probably have enough guest speakers for the year.
- Keep a list of all your guest speakers and their contact information. Many people are very willing to come back the following year. Also, you may ask your speakers if they know of other people who may enjoy speaking to your AVID class.
- Additional resources you can use to find guest speakers may include local service clubs (Kiwanas, Rotary, etc.), Chamber of Commerce, District Office, school board members, and local legislatures.

Teacher and Student Preparation

Use the following steps to prepare for your guest speakers:

1. Contact guest speaker (see example contact form).
2. Have a Guest Speaker Guide that you can share by fax or mail ahead of time (see example).
3. Include a description of the AVID program and some information about your class.
4. Invite speakers to bring visuals or artifacts about their profession to share.
5. Get approval for guest speakers from the main office and have someone watching out for their arrival. If possible, send a student to escort guest speakers to class.

A few days before the speaker is to arrive, review with your students the appropriate types of questions they may ask. A suggested activity is to brainstorm with your students what types of questions they might ask. Every student should have at least one question ready before the speaker arrives. While other questions may arise based

on what the speaker shares, you want to ensure that the students will have some questions to ask during and/or at the end of the presentation.

Invariably students will want to ask how much a person earns. That question needs to be addressed appropriately. For example, “What is the salary range for your position?” is an appropriate way to inquire about salary. After one or two guest speakers, you may notice other questions that your students will need assistance with to phrase appropriately. You may also need to remind your students about using SLANT (sit up, lean forward, ask questions, nod your head, take notes) with guest speakers. Teach your students that taking notes is very important for a number of reasons. First, the speakers will not be around to check with later about what they said. Second, students will be using their notes to write a “thank you” letter at a later date. Third, taking notes shows the speakers that students are interested in what they are sharing. You may share with your students that although the speakers are only in class about 45–50 minutes, they may have invested travel time, had to find parking, may have lost income for that time period if they are self-employed, and generally gave up doing something else to come and be guest speakers. Showing appreciation is an important skill students will learn through this process. Afterwards, you can teach your students a business letter format that they will use to draft their “thank you” letters.

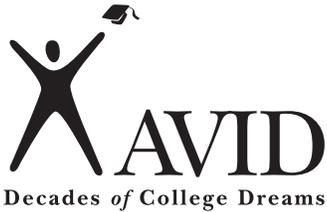
Be sure that on the day of the visit, you have water available for your guest speaker and that you take notes along with your students. You may also want to keep track of which students are asking questions during the presentation.

Student Follow-up

Have students follow the steps below to prepare a “thank you” letter for all guest speakers. If possible, schedule time in the computer lab to have students compose their final drafts. The more professional the letters sound and look, the better the impression you will be creating of your students, the AVID program, and your school. Guest speakers should be so impressed with these letters that they will want to return and will share the letters with others.

1. Review notes and fill in gaps by checking with a partner.
2. Write a first draft of the “thank you” letter. Use your notes, and include two or three specific things you learned during the guest speaker’s presentation.
3. Have your first draft peer-edited and checked for proper English conventions.
4. Revise your first draft, and then write your final draft.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 15.1

Guest Speaker Contact Information

Name: _____

Career: _____

College(s) attended: _____

Phone: _____

Best time to call: _____

FAX: _____

E-mail: _____

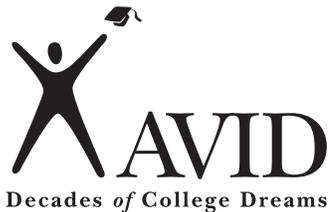
Address: _____

(Find out if they would like the thank-you letters sent to their place of work or home).

Date for presentation: _____

Alternate date: _____

Arrival time: _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 15.2

Guest Speaker Guide

Thank you for agreeing to be a guest speaker for our AVID students. Please use the enclosed guiding questions at your discretion as you prepare for your presentation to our AVID class.

1. Which colleges/universities did you attend?
2. How did you choose the college that you attended and why?
3. What, if any, were some of the obstacles/challenges you faced in preparing for college? During college?
4. Who or what inspired you to make the decision to go to college?
5. What skills did you find were a must to get through college?
6. What would you have liked to know or have been able to do before getting to college?
7. How did your family emotionally support your college journey?
8. How important were communication skills, especially writing and speaking, in getting through college?
9. What skills from college have transferred to and added to your current professional success?
10. What advice would you give a young student beginning their path to college today?

In addition, please share any aspect of your career that you feel is pertinent for our students and bring any artifacts or visuals that will show students what is entailed in your career.

UNIT SIXTEEN: FIELD TRIPS

Introduction

Part of being in the AVID elective is exposure to post-secondary options. AVID students will visit college campuses every year they participate in AVID. This section includes ideas on how to organize a field trip as well as how to prepare students to get the most out of their visits.

AVID students say they are interested in going to college, but many have never been on a college campus. Visiting colleges is a critical component of being in AVID. If your school is in a remote area or a long distance from colleges, take advantage of the virtual tours available online, or write to colleges and request videotapes/DVD's. These are alternatives, but the best way for students to determine if a college is a good fit is to visit the campus. Brainstorm with your AVID Site Team to develop a plan for providing as many college visits as you can for students while they are in AVID. Be sure to include a variety of colleges, including state universities and small private colleges. Experiencing a variety of college settings will help students to make good decisions about which colleges will be right for them.

Inviting parents on field trips is a great way to allow parents to see the real options that lie ahead for their children. Some parents have not had the chance to visit college campuses either. An AVID Parent Volunteer Form is included in this section to assist you in recruiting parents to chaperone, and possibly even help you arrange, field trips.

AVID teachers have also been able to expand their students' horizons with cultural field trips to museums, plays, art exhibits, etc. These enrichment field trips are often planned later in the AVID experience. Combining these events with a rigorous writing assignment in 11th and 12th grade is great preparation for Advanced Placement tests and college coursework.

The question "Who pays for these field trips?" often arises. There isn't any one answer. School site practices and allocation of funding vary greatly. Some AVID programs receive a small budget at their site that may be used to support field trips. Often, students participate in fundraising to pay for the trips. Some AVID teachers have been successful in contacting local legislators to get the cost of the bus donated. Local business service organizations can also be of support. For any overnight or multiple-day trip, students will almost always have to fundraise. A few established AVID programs have had their students start fundraising in their freshman year to take a week-long trip during spring break of their junior year. At the high school level, established programs have formed AVID parent booster clubs that have raised money for that school's college trips. The more creative you and your students become, the more options you will have.

For middle school programs, field trips may include a day for transitioning to the high school. Setting up a "shadow day" has proven to be a very successful experience for both the middle school AVID students and their high school counterparts. This may be a half-day visit with a team-building/bonding activity for the incoming ninth graders. The opportunity to sit in on an AP or IB class is another great activity for a shadow day. Some schools have found it beneficial to have their ninth graders sit in on all of the AP classes offered on a campus and report

back to the whole class what they saw and found interesting. Typically, students go in pairs to the AP courses, and of course, the AVID teacher makes all the arrangements beforehand with the AP teachers involved. Every pair must report back to the class what the AP/IB class was like and what the recommended courses are prior to taking that particular class.

An idea for graduating seniors is to visit a professional school, an engineering lab, or a large corporate office to give them an opportunity to see what lies beyond college. Another idea is to incorporate sitting in on college classes as part of a college visit. Ideally, students may sit in on classes within a major they are considering.

This section includes general field trip procedures (including overnight field trips), sample itineraries, a college visit questionnaire, a college comparison activity sheet, and a sample scavenger hunt and answer key.

It is important to vary the college visit and field trip experiences each year. Work with your AVID Site Team to develop a differentiated grade level plan that will help keep your field trips motivational for students. The following are some grade level suggestions that may assist you in your planning.

6th/7th Grade

- Arrange at least one or two college visits.
- Feeder High School—include activity to become familiar with key people.
- Feeder Elementary School—develop a service learning project or activity.

8th Grade

- Arrange at least one or two college visits; be sure to choose colleges different from the 6th/7th grade year(s).
- Feeder High School—include a shadow day activity that allows students to visit an AP or IB class.
- Consider a trip that focuses on careers.

9th Grade

- Arrange at least two college visits.
- Feeder middle school—have students go back to their middle schools as guest speakers or some other service activity/project.

10th Grade

- Arrange at least two college visits and use a scavenger hunt activity.
- Include a field trip that has a career focus.

11th Grade

- Arrange as many college visits as possible this year; include activities in which students may sit in on college classes or attend a cultural event on campus.
- Include service projects/activities.

12th Grade

- Arrange for college visits early in the year; include a speaker from admissions who can focus on tips for the college application.
- Arrange a cultural event trip for the second half of the year (the theater, a play, or a museum visit) and include a written assignment.
- Include service projects/activities.

Guidelines for Field Trips

Developing a Plan

The first step to a successful field trip is to gather all your information and develop a plan. Listed below are some ideas to assist you in this preliminary phase of field trip planning.

1. Use college Web sites to gather information and get ideas for the college visits.
2. Consult your school's master calendar to determine some possible dates for the visits. Avoid conflicts with testing and other major school events. Consider late afternoon and Saturday trips to avoid costs for substitutes.
3. Contact potential field trip sites to tentatively schedule your visit. Most college visits are arranged through the Admissions Office, but you may want to make contact with other organizations on campus such as clubs, outreach, and academic services.
4. Get any information you may need from the site sent to you or download it from the Web site. This may include general information, a campus map, and food services information if you plan to eat a meal on campus.
5. Gather information about transportation including costs, time schedules, and any insurance that may be required.
6. Develop an organized plan to present to your administrators. Be sure to include a rationale, costs, lesson plans related to the college visit, supervision, and how you will involve parents.

Presenting Your Plan for Approval

Be sure that you seek the approval of your administration and, if necessary, your district well before your trip. Some districts require school board approval when a field trip is outside of the county. Use the following ideas as needed to ensure approval for your trip.

1. Make an appointment with the appropriate administrator to present your plan.
2. If your administrator requests additional information, follow up within one or two days with that information.
3. Consider taking students and/or parents with you to present the plan.
4. Be sure that you have considered all issues that may be of concern to administrators (supervision, students, safety, liability, etc.) and be prepared with answers and information.

Finalizing Arrangements

Once you have approval, work on finalizing all the details for your trip. The following are some of the items you may need to consider.

1. Arrange for transportation including a time schedule, purchase orders, and any insurance or liability waivers.
2. Confirm your appointment and agenda for the visit with the college.
3. Arrange for substitute coverage if needed.
4. Prepare parent permission forms and distribute to students at least one week before the trip. Be sure to include a number at which parents may contact you before the trip and on the day of the trip.
5. If students must gain permission from other teachers to be absent from class, prepare and distribute those forms at least one week prior to the trip.

6. Be sure that students have information regarding food. Do they need to pack a lunch or bring money? When and where will they have the opportunity to eat?
7. If the field trip involves any costs, collect the money well ahead of time.
8. Recruit parent volunteers to help chaperone.
9. Design a schedule for the day and distribute it to all adults involved with the trip.
10. Design an activity or lesson that prepares the students for the college visit. Be sure they have some basic information about the college and have developed some questions to be answered on the day of the trip.
11. Confirm your appointment with the college...again!

On the Day of the Trip

The following are some tips that may help you to have a successful college visit and prevent any mishaps.

1. Select a time and place for students to find the group in the event that someone gets lost or separated.
2. Consider breaking the group into smaller groups and assigning 10–15 students per chaperone.
3. Be sure that each student has a “buddy” in addition to the small groups.
4. Be sure that the school and parents have the cell phone number of one or more of the adults on the trip.
5. Confirm details of drop-off and pick-up with your bus driver.
6. Give chaperones a written list of expectations and duties for the day as well as the detailed schedule.

After the Trip

When you return, these are some ideas you may use to reinforce the value of college visits to all concerned.

1. Send a thank-you letter to the appropriate offices or persons at the college.
2. Have students reflect or “debrief” the visit. You might give them an assignment in which they write a letter to the principal or board members sharing what they valued about the opportunity to visit that particular college.
3. Develop a lesson or activity in which the students share with their parents what they learned or experienced.

Some Tips for Overnight Trips

Field trips are wonderful, but can also create anxiety. Overnight trips create ten times the anxiety. Here are some issues to consider if you are planning an overnight trip.

1. If you are staying at a hotel/motel, be sure that you or another adult is familiar with the site and any issues of safety that could arise.
2. Bring as many adult chaperones as possible, especially parents. Having at least one adult for every eight to ten students is standard. While your college tutors may be helpful on an overnight trip, do not consider them substitutes for parents and/or other school staff members.
3. Have a special meeting to review procedures, rules and responsibilities, and consequences for poor decisions. Be sure that both parents and students attend this meeting.
4. Give students a “packing list” of what to bring and what not to bring.
5. If there will be costs for students, inform parents of this at least three to four months ahead of time. One effective strategy is to collect a deposit early, if not the entire amount, to avoid last-minute cancellations.

6. Consider all of the former suggestions in addition to this list.

Sample Itineraries

The following are some possible itineraries for full-day, part-day, and overnight college visits.

Full-day Schedule

Time	Activity
7:30	Students meet in designated area (AVID classroom or front of school)
7:45	Load bus and take head count
8:00	Depart for college campus
9:00	Arrive at college campus
9:30	Attend presentation by admissions, outreach, or financial aid office
10:00	Campus tour
11:30	Lunch on campus
12:30	Panel of college students speak and answer questions
1:30	Visit campus bookstore
2:00	Depart from college campus
3:00	Arrive back at school

Afternoon Schedule

Time	Activity
2:00	Depart for college campus
3:00	Arrive at college campus
3:30	Attend presentation by admissions, outreach, or financial aid office
4:00	Campus tour
5:00	Dinner on campus
6:00	Panel of college students speak and answer questions
7:00	Depart from college campus, or you may stay later for students to attend a campus event such as a theater performance or a sporting event.
8:00–10:00	Arrive back at school

Sample Northern California Visit (from Los Angeles area)

Thursday

6:00	Meet at school and load bus
------	-----------------------------

6:30 Depart for Northern California

4:00 Arrive at hotel and check in

5:00 Dinner and evening activity

Friday

8:00 Breakfast

9:00 Tour Santa Clara University

11:30 Tour University of California, Santa Cruz, including lunch

3:30 Tour Sonoma State University

5:30 Dinner and evening activity

9:00 Return to hotel

Saturday

8:00 Breakfast

9:00 Tour University of San Francisco

12:00 Tour San Francisco State University, including lunch

4:00 Dinner and evening activity at Pier 39

9:00 Return to hotel

Sunday

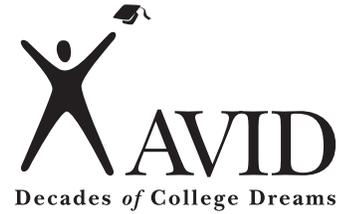
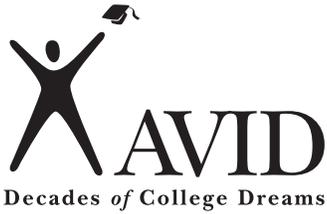
8:00 Breakfast

9:00 Check out of hotel

9:30 Depart for Los Angeles

6:00 Arrive in Los Angeles





AVID Parent Volunteer Form

Parent's Name _____

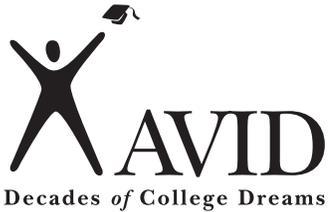
Student's Name _____

Home Phone _____ Cell Phone _____

Best time to call _____

I would like to help in the following way(s):

- chaperone a college field trip
 - arrange a college field trip
 - arrange for a guest speaker(s)
 - organize fundraisers for the AVID field trips
 - be a member of the AVID Site Team (Meetings are after school once a month.)
 - help with transportation of AVID students for field trips
 - other _____
- _____
- _____
- _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 16.1 (1 of 2)

College Visit Questionnaire (1 of 2)

COLLEGE VISIT QUESTIONNAIRE

College Name: _____

Address: _____

General Information

How many students in your freshman class? _____

How many students in your largest lecture? _____

How many classes are taught by television? _____

Do you have graduate assistants teaching classes? _____

Do you have full-time professors teaching freshman classes? _____

Do your professors have regular office hours? _____

Are students involved in evaluation of instructors? _____

What is the ratio of students to faculty? _____

How long does it take for a freshman to register for classes? _____

What percentage of freshmen are unable to register for their first choice due to close outs? _____

What are the library hours? Open on weekends? _____

What are the facilities in my major area of interest? _____

Is there a student exchange program? _____

Is there a Student Union? _____ What services/activities does it provide? _____

How many students live on campus? _____

How many students commute? _____

What is the general atmosphere of the campus? _____

Human Development Services

What financial aid/scholarship services are available? _____

Is there a career planning and placement center? _____

Do you have counseling services available to students? _____

Are they trained, professional counselors? _____

Are there any interaction groups available? _____

Is there a fee? _____ How Much? _____

Student Activity 16.1 (2 of 2)

College Visit Questionnaire (2 of 2)

Dorm Life

What percentage of students live in dorms? _____

How many students to a room? _____

Do students have dorm options? _____ Coed? _____

Same sex? _____ Quiet dorm? _____ Noisy dorm? _____

Do you have curfews? Men? _____ Women? _____

Do you have high-rise dorms? _____ Apartments? _____ Do you have suites? _____

How many to a suite? _____ What facilities are provided in the dorms? _____

What are the food services on campus? _____

How are roommates selected? _____

How can they be changed? _____

Is liquor allowed on campus? _____ In the dorms? _____

Recreation

How far is the nearest movie theater? _____

Are there museums, concert halls, etc. in the area? _____

Weekend facilities on campus: Movies? _____ How many shown each year? _____

Concerts? _____ How often? _____

Who were some of the people who gave concerts last year? _____

Is there a museum and/or art gallery on campus? _____

Do you have dances? _____ How often? _____

Are your gym facilities open for recreational use? _____

Do you have a student recreation center? _____

What activities does it offer? _____

Do you have a student craft/art center? _____ What activities are available? _____

Sports

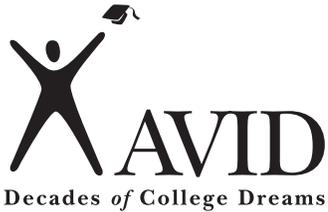
Are there athletic scholarships available for women? _____

Are there competitive athletic activities for both men and women? _____

At what levels? _____

What activities are available on or near campus? _____

Adapted, with permission, from *The Counselors Guide to Colleges*, Stuart R. Silverman (ed.), New York School Counselor Association, 1975.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 16.2 (1 of 2)

College Scavenger Hunt: University of California, Los Angeles

Directions: Locate the following campus features and record the information requested.

1. “The Bruin” was presented to the campus by _____ on _____.

Location Hint: Between Wooden and J.D. Morgan Centers.

2. 1984 Olympic Dedication plaque—Which Olympic sports were held on the UCLA campus during the 1984 Los Angeles Olympic games?

Location Hint: Just a “triple jump” from The Bruin.

3. J.D. Morgan Center—Copy John Wooden’s Pyramid of Success on the back of this paper.

Location Hint: If you’re at the bear, you’re there.

4. UCLA Student Store (textbook store)—Find a chemistry book that costs more than \$100.00. Write down the title and author of the book.

- _____

5. Copy the first five course abbreviations off the charts at the end of each bookshelf.

Location Hint: Upstairs!

6. Ackerman Union Video Arcade—What do you find inside just to the left of the entrance?

_____ *Location Hint:* Food is close by.

7. Janz Steps—How many steps are there? _____ Who has given a speech at Janz Steps?

_____ *Location Hint:* Center of campus.

8. The original UCLA campus—Name the four buildings _____

Location Hint: You’ll find them at the top of Janz steps.

9. Franklin D. Murphy Sculpture Gardens—What is the name of the sculpture at the eastern-most entrance to the gardens? _____

Location Hint: Next to the entrance to the Public Policy Building.

10. The Inverted Fountain—What is the famous scientific equation seen on the wall of Knudsen Hall near the roof? _____ *Location Hint:* You can hear the music nearby.

Thanks to Paul Bullock, AVID Los Angeles County, for contributing this activity.

Student Activity 16.2 (2 of 2)

College Scavenger Hunt: University of California, Los Angeles *(Answer Key)*

1. The Alumni Association on September 30, 1984
2. Gymnastics and tennis
3. (Students complete sketch or drawing)
4. (Teacher must visit store to determine possible answers)
5. (Teacher must visit store to determine possible answers)
6. A pool table
7. 87 steps; Bobby Kennedy and Martin Luther King, Jr.
8. Powell Library, Royce Hall, Haines Hall, Kinsey Hall
9. Why
10. $E = mc^2$



“I don’t know any single person in the country who has done more for our school children than AVID founder Mary Catherine Swanson.”

—Jay Mathews, columnist for *The Washington Post* and author of *Class Struggle: What’s Wrong (and Right) with America’s Best Public High Schools*

UNIT SEVENTEEN: PORTFOLIO

Introduction

The AVID portfolio is a tool that provides students an ongoing opportunity to evaluate progress toward the ultimate goal of success in college. The portfolio must be more than a collection of student work and records amassed during one's academic career. Students should be encouraged to use the portfolio to reflect, at least yearly, upon the journey of learning that has brought them that much closer to graduation and their plans beyond. The portfolio, used as an authentic assessment in the AVID class, allows students to evaluate achievement relative to earlier performance, recognize patterns in work, pinpoint areas of improvement, and target areas of challenge for future focus. The portfolio should be an integral tool in goal setting, measuring progress, and modifying pathways. Ultimately, the portfolio will document growth and aid students in becoming self-directed learners.

At the end of each academic year, students should be encouraged to use the "Portfolio Guiding Questions" to help them evaluate the work in their portfolios. Each student should write a cover letter addressing the guiding questions, thereby drawing conclusions about the quality of his or her work and the progress made in the course of that school year. The letter should acknowledge improvements and developing strengths. It should indicate target areas for future improvement. It should report on achievement with respect to prior goals and introduce new goals for the ensuing year. The writer should reference specific pieces of work, and compare work early in the year to more recent pieces in the portfolio. While the process should be qualitative and authentic for the student, the teacher may wish to create a rubric to establish the expectation of the letter's content. Beyond the written evaluation, the teacher may wish to establish a format for presentation either to the class, the student's parents, or school administrators.

In addition to the "Portfolio Guiding Questions," scaffold the portfolio evaluation process by adjusting the focus from year to year. Students address a given prompt at the end of each grade-level. The following are some suggestions for prompts by grade level.

6th Grade

What parts of AVID do I find most useful and exciting? How is this reflected in my work?

7th Grade

What can I do in my last year of middle school to best prepare me for a college pathway?

8th Grade

How have I been prepared for high school? How does my plan for high school success take advantage of my areas of strength and account for my areas of challenge?

9th Grade

What electives will I seek out in the next three years? Why? How do they align with my goals and interests? What service organizations and/or clubs can I commit to through high school? How do these commitments fit into my plan to reach college? How are they aligned with my goals and interests? What academic areas will I seek out tutoring for? What academic areas might I be able to help my peers in?

10th Grade

How has my course of study lead me to select Advanced Placement courses for my junior year?

11th Grade

What career goals do I have that embrace my interests and strengths? What colleges will I seek admission to, based upon these areas of interest and strength, and my college research thus far? What goals do I have for my senior year?

12th Grade

Student presents a completed AVID portfolio, narrating a growth experience through the AVID program, utilizing student work and portfolio items to document progress toward the college goal. Student will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.

How has my AVID experience prepared me for college? What academic areas am I considering for future focus in a major, minor or pre-professional course of college study? How does my plan for college success take advantage of my areas of strength and account for my areas of challenge?



Student Handout 17.1

Portfolio Guiding Questions

- What is your favorite piece of work in the portfolio? Why? What does it say about you?
- Looking at a piece of your written work from the beginning of the year and one from the end of the year, where do you notice improvement? What have you improved in your writing?
- At what have you improved in general? Is there any work that demonstrates this?
- What areas would you like to improve in? Why?
- What seems to be your greatest strength as indicated by your work? Is it a specific skill? For instance, are you a strong writer or presenter? Is it a subject area? For instance, is your highest graded work always in science?
- Have your academic interests or goals shifted in any way since the start of the year?
- Has any of the work in the portfolio been the result of collaboration? Did you work with other students to produce it? What did you learn about yourself in that process?
- How does the completion of this work bring you closer to your graduation goals and your college goals?
- What were the highlight learning experiences of your year? Why?
- What projects or units of study were your least favorite? Why? What could you do in the future to have more success with such projects or tasks?
- What have you learned about yourself this year?
- If you had to increase the time you studied next year by an hour a day, what skill or subject area would you spend that time on? Why? What piece(s) in your portfolio demonstrates a need for such focus?
- How has AVID contributed to your growth as a student? Is there any work that demonstrates this?



“The AVID program provides students with powerful instruction and support networks to help them be successful. Within our district we’ve found that students who participate in the AVID program are eager and prepared to enter rigorous coursework while in high school.”

—Dr. Eric J. Smith, Superintendent of Maryland’s
Anne Arundel County Public Schools

UNIT EIGHTEEN:

RESOURCES

Study Skills

Books

Study Power: Study Skills to Improve Your Learning and Your Grades by William R. Luckie, Ph.D., and Wood Smethurst, Ed.D.; paperback.

How to Read a Book by Mortimer J. Adler, Charles Van Doren; paperback

What Smart Students Know: Maximum Grades, Optimum Learning, Minimum Time by Adam Robinson; paperback

The 7 Habits of Effective Teens: The Ultimate Teenage Success Guide by Sean Covey; paperback

Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Process, Skills, Resources, and Suggestions for Success, Ninth Edition by Dave Ellis; paperback

Essential Study Strategies by Walter Pauk; paperback

How to Study in College by Walter Pauk; paperback

Been There, Should've Done That II by Suzette Taylor; paperback

Confessions of a College Freshman: A Survival Guide for Dorm Life, Biology Lab, the Cafeteria, and Other First-Year Adventures by Zach Arrington; paperback

Black College Student's Survival Guide by Jawanza Kunjufu; paperback

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian; paperback

MLA Handbook for Writers of Research Papers (6th ed.) by Joseph Gibaldi; paperback

Writers Inc: A Student Handbook for Writing and Learning by Patrick Sabranek, Dave Kemper, Verne Meyer; paperback

Team Building

The Big Book of Team Building Games: Trust Building Activities, Team Spirit Exercises, and Other Fun Things To Do by John W. Newstrom; paperback

Team-Building Activities for Every Group by Alanna Jones; paperback

Public Speaking

Speak Up with Confidence: A Step-by-Step Guide for Speakers and Leaders by Carol Kent; paperback

Speak Up with Confidence: How to Prepare, Learn, and Deliver Effective Speeches by Jack Valenti; paperback

Effective Teaching Strategies

Strategic Teaching & Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve by California Department of Education, Sacramento 2000

Words, Words, Words: Teaching Vocabulary in Grades 4–12 by Janet Allen; paperback

Inquiry

Books

Taxonomy of Educational Objectives: The Classification of Educational Goals by a Committee of College and University Examiners. Handbook I: Cognitive Domain. Benjamin S. Bloom (Ed.), et al. New York, Longmans, Green, 1956.

Taxonomy of Educational Objectives: The Classification of Educational Goals by a Committee of College and University Examiners. Handbook II: Affective Domain. D. R. Krathohl, et al. New York, David McKay Co., Inc., 1964.

Web Sites

<http://www.valdosta.edu/> (Once at this Web site, enter “Bloom’s Taxonomy” under “search.”)

<http://www.umuc.edu/ewp/bloomtax.html> (additional information on Bloom’s)