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# Avid tutor training: Strengthening connections between field experience and coursework

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AVID Tutor Training: Strengthening Connections between Field Experience and Coursework

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An Honors College Project Presented to  
the Faculty of Undergraduate  
College of Education  
James Madison University

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By Laura Harris VanDemark

December 2018

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Accepted by the faculty of the Department of Middle, Secondary and Math Education, James Madison University, in partial fulfillment of the requirements for the Honors College.

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PUBLIC PRESENTATION

This work is accepted for presentation, in part or in full, at the Honors College Symposium on December 5, 2018.

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## **Abstract**

Advancement via Individual Determination (AVID) is a national college preparation program that seeks to help students who have the potential to attend college but need extra support and access to resources. This project explores the current connection between the Harrisonburg City Public Schools (HCPS) AVID program and the JMU Middle and Secondary Education teacher candidates placed in AVID classrooms for an undergraduate field experience. Overall, this project seeks to better prepare and improve the effectiveness of JMU students serving as AVID tutors. After reviewing the current training as well as anonymous end of semester course reflections from MSSE 371 students, a voluntary survey was sent to students who had completed the course to gather data on tutor confidence and to identify training weaknesses. To provide a more comprehensive training, modules were created by incorporating student feedback from the course reflections and survey responses as well as utilizing information and resources gained from AVID summer training. The new training consists of four modules; Introduction to AVID, Harrisonburg City Public Schools Logistics, AVID Tutorials and AVID strategies.

## **Introduction**

Advancement via Individual Determination (AVID) is a national college preparation program that seeks to help students who have the potential to attend college but need extra support and access to resources. During my senior year of high school, I interned with the AVID program in its first year of implementation at the school. As an intern, I tutored and mentored freshman and sophomores students with the goal of preparing them to attend a four year college or university. I have always wanted to be a teacher and watching the AVID students grow and become even more excited at the prospect of going to college cemented my desire to teach high school and continue my involvement with AVID. Seeing those students' success continues to be my motivation to be a teacher and it is inexplicably rewarding to hear about their first years of college and plans for the future.

I knew I wanted to work with AVID during my time at James Madison University (JMU) and at the beginning of my sophomore year, I began working with AVID at Harrisonburg High School as a paid tutor. Most of the other tutors working in the AVID elective classes were completing a required field experience within Middle and Secondary Education Teacher Education program. As I talked with these tutors, I learned that many of them were uncomfortable with their role as an AVID tutor and did not see the value in their field experience. I observed what I believed was a missed opportunity for both JMU and AVID students; JMU students were not making the connections between what happened in the AVID elective class and applications for their future classrooms and in turn were not investing in the lives of the AVID students.

## **Purpose**

The purpose of my project is to create a new AVID tutor training program for JMU students who are placed in the AVID classes for their required field experience. This training incorporates feedback from students who have completed this field experience to identify areas that were challenging and provide further information on the tutor's role. By providing a more comprehensive training, this project seeks to improve tutor confidence to allow them to better support the AVID students. This training consists of four modules; Introduction to AVID, Harrisonburg City Public School Logistics, AVID Tutorials and AVID Strategies. These modules go beyond the current one hour class training to provide greater detail on the role of the JMU students in tutorials as well as binder checks, Cornell notes, and study groups.

Overall, this project seeks to improve the effectiveness of JMU students serving as AVID tutors in order to better assist the AVID teachers and students in Harrisonburg City Public Schools. Additionally, the training also seeks to aid tutors in making connections between their General Methods course and their work with AVID in order to make their experiences more relevant to their future careers.

## Literature Review

### What is AVID?

AVID is a national organization that provides support to students who have the potential to attend a higher education institution but may not have the resources to do so. Many students who participate in AVID programs belong to minority groups that are traditionally underrepresented in higher education. AVID is defined as

A global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Established more than 35 years ago with one teacher in one classroom, AVID today impacts nearly 1.5 million students in 46 states and 16 other countries/territories. Teachers are trained in AVID in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. (<http://www.avid.org/what-is-avid.ashx>)

AVID programs are implemented at the elementary (K-5), secondary (6-12), and higher education (community college and 4 year colleges and universities) levels. At the elementary level, AVID seeks to promote best teaching practices to give students a strong academic foundation during the elementary school year. At the secondary level, students must apply in order to participate and those accepted into the program enroll in an AVID elective class. For districts that do not have AVID implemented at the elementary level, students may begin AVID in middle school or during their freshman year of high school depending on the district. AVID for Higher Education supports postsecondary institutions in providing resources to students who may not be prepared for the rigor of college (AVID Handbook, 2017).

The AVID Secondary program focuses on providing college readiness support through student participation in the elective class. The AVID elective classes are taught by trained AVID teachers with the help of trained AVID tutors. Students enroll in the elective instead of other traditional electives such as band or art. In the AVID elective class, students learn

“organizational and study skills, develop critical thinking by asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable” (AVID Handbook, 2017, p. 7).

All AVID students are required to enroll in the AVID Elective class. This course consists of two curriculum days, two tutorial days and a team building day each week. Curriculum days may include activities that incorporate group work, research on colleges, critical reading and writing, and instruction on organizational strategies and notetaking. Tutorial days use trained tutors to help students work through points of confusion from work in an academic course. Upper grade AVID elective classes may substitute some tutorial days for collaborative study groups. Team building days may include guest speakers, binder checks to improve organization, field trips to local colleges, motivational activities or community building games (Garcia, 2018).

### **AVID Essentials**

The AVID program as a whole works to support students by fulfilling the eleven essentials outlined below. Essentials 7 and 8 specifically pertain to this project as the tutors must be adequately trained to lead students through the tutorial process requiring inquiry, collaboration and critical thinking.

AVID’s 11 Essentials (Vander Ark & Ryserse, 2017, p. 11).

1. Targeted student selection process
2. Voluntary participation by students and staff
3. AVID Elective during the school day
4. Enrolling in rigorous curriculum
5. Instruction promoting organization skills and academic self-management
6. Curriculum with strong emphasis on writing and reading
7. Instruction promoting inquiry, collaboration and critical thinking
8. Use of trained tutors
9. Data collection and analysis

10. Committed school and district resources for program costs and certification
11. Collaboration of active interdisciplinary site team.

### **WICOR Methodology for Instruction**

AVID's Writing, Inquiry, Collaboration, Organization and Reading (WICOR) methodology incorporates five instructional areas to create a framework that encourages both rigorous content and support for students. AVID encourages teachers to incorporate as many components of WICOR in instruction as possible. The WICOR framework is focused around skills that AVID believes are critical for future success in college.

When incorporating writing, AVID encourages teachers to do more than just assign their students to write a paragraph or essay. AVID encourages teachers to help their students record new ideas and then process their thoughts. Cornell notes, as well as interactive notes, are used by students in their content classes in order to help facilitate reflection and review of the material by adding thoughts and questions (AVID handbook, 2017). Students may identify areas where they are confused which then serves as the starting point of a tutorial. The use of writing as a way of reviewing and clarifying thoughts helps students to better clarify areas of confusion and provide a focal point for help from a peer, tutor, or teacher (Vander Ark & Ryserse, 2017).

Inquiry is seen most prominently in the tutorial process where students utilize higher order thinking and intensive questioning in order to clarify points of confusion (Vander Ark & Ryserse, 2017). AVID's use of inquiry is highly influenced by Socratic methods of questioning and discussion to encourage learning. Bloom's and Costa's levels of questioning also play an important role in AVID activities to encourage higher level thinking (Garcia, 2018). Students are also required to engage with their notes, whether they be Cornell or interactive, to create questions that expand on the content learned in class. AVID elective classes as well as content

classes may conduct a Socratic seminar to discuss a topic. Students are required to research before class to prepare evidence for both sides of the argument as well as create higher level questions to ask of their peers.

The collaborative approach is one of the aspects that separates AVID from a traditional classroom. A collaborative approaches encourages “active learning through frequent interaction with classmates, tutors, and teachers” in order to help students succeed academically (Vander Ark & Ryserse, 2017, p. 4). Students often participate in group work and may have to provide both self and peer evaluations of their contributions to the project in order to reflect on their interactions with others. AVID stresses collaborative grouping to prepare students for the many times they will work in groups in college and future careers.

Many students struggle with organization, which often interferes with their ability to do well in a class and leads to missing assignments. Students are required to keep an organized binder with a planner, pencil pouch, dividers, class notes, and worksheets. To hold students accountable for being prepared for class, AVID students have binder checks once a week where either a teacher, tutor, or another AVID student evaluate the organization of their binder. In addition to organization of materials, the AVID elective classes focus on time management, study skills, learning styles and short-term and long-term goal setting to help students be more focused and productive with their time (AVID Handbook, 2017).

The final component of WICOR, reading, encourages AVID teachers to utilize the AVID elective class as an opportunity to develop critical reading skills to improve comprehension and the ability to make connections. Teachers often provide students with opportunities to work on SAT Reading test questions to improve overall reading skills and enhance performance on college entrance exams. Crucial literacy strategies such as activating prior knowledge, reading

with a purpose, and understanding text structures and features, and are woven in AVID curriculum to help students read more efficiently and with less frustration. Keeping up with rigorous reading schedules and digesting complex content is often challenging for college students and can be a factor in student success in college. AVID emphasizes reading strategies in order to teach students skills to improve reading and comprehension (AVID Handbook, 2017).

### **Who are AVID students?**

AVID predominantly serves student populations who are typically underrepresented in higher education. In 2017, the national AVID senior class consisted of 86% students of an underrepresented race or ethnicity. Of these students, 75% were from a low socio-economic status, and 56% have parents with no college experience. The majority of AVID students represent a race or ethnic group that is traditionally underrepresented in higher education with 53% of AVID 2017 seniors identifying as Hispanic, 14% as African American or Black, 14% White (not Hispanic) and 13% other (includes Asian, American Indian, or Alaska Native students, students of two or more races and students who declined to state). Of the 56% of students whose parents had no college experience, 30% did not graduate high school (<https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/35/Who%20are%20the%20AVID%20Students.pdf>).

One of the AVID 11 Essentials requires that student participation be voluntary; it is not a remediation program and students should not be forced to participate. Students must apply to the program and while admission factors vary by school, they often include consideration of grades, standardized testing scores, English language proficiency, teacher recommendation, disciplinary referrals, absences, and family history of college. AVID students are also required to meet the requirements of their AVID contract which are discussed and signed at the beginning of each

semester. This contract can include requirements such as maintaining a certain GPA, taking a specified number of Honors, Dual Enrollment, IB or AP classes, maintaining a good attendance record, and staying clear of any disciplinary referrals.

AVID's structure is formed around the following fundamental beliefs; "skills and behaviors for academic success can be taught, a culture of positive academic peer pressure can be created, academic mindsets can be fostered, tutor processes and relationships, and strong student-teacher relationships make all the difference" (Vander Ark & Ryserse, 2017, p. 4).

### **AVID Tutorials**

AVID tutorials differ from the traditional one-on-one tutoring often seen in remediation programs. The AVID tutorial structure centers on a student-led, tutor facilitated group tutoring approach. Students use a collaborative method through Socratic-style questioning to assist the student in clarifying their point of confusion rather than providing an answer. AVID utilizes the student-led collaborative questioning method in order to help teach students to take ownership of their education and better be able to pinpoint areas of confusion (Garcia, 2018).

The tutorial process begins before students enter the classroom on a tutorial day. Students complete a Tutorial Request Form (TRF) for homework the night before (Appendix A). This form requires students to look back through class notes, homework, quizzes, or tests in order to identify an area of confusion. The TRF asks students to identify relevant information they need to solve their problem as well as to provide evidence that they have thought through their area of confusion to the best of their ability. The TRF ends with student identifying their Point of Confusion (POC). The POC can be thought of as the specific question a student would ask a teacher if they were seeking clarification on a homework problem or course concept. For example, a student may reach a step in a math problem where they are confused about how to

apply the given formula. The first two sections of the TRF would show the student's thought process as they worked through the problem and finish with the point at which they did not know what to do next, the POC.

When students enter the classroom on a tutorial day, the teacher or tutors collect the TRFs and grade the pre-work for completion. TRF's are then sorted by subject to create tutorial groups. Once students are grouped, students present their TRF by writing their POC on the whiteboard and then summarizing their area of confusion in a 30 second speech. Members of the tutorial group begin to ask the student presenter questions in order to help him/her reach the answer or clarify a concept. Group members should consult their own notes or make use of laptops or other devices if available to help guide their questioning to aid the student presenter. The tutor may contribute by asking questions of the student presenter but should not give the answer. Additionally, the tutor takes notes for the student presenter and tracks participation of group members in order to assign a collaboration grade for each student at the end of the tutorial. Once the student presenter reaches an answer or has received clarification, the student records the steps they took in resolving the POC on the board to the right of the notes. These steps serve as a record of the thought process for the students to use as a resource if they struggle with a similar problem in the future.

In some cases, students may not reach an answer or fully clarify their POC. In this situation, tutors recommend that the students take their TRF to their content teacher and ask for further help. By recording the steps taken to resolve the POC, the students will be better able to express their confusion to their teacher.

At the end of the tutorial, tutors check that group members took notes and grade their collaboration during the tutorial. Students may receive collaboration points for asking questions,

looking through their resources, or providing the student presenter with background information such as important dates or formulas.

Garcia's study of AVID tutors (2018) describes two main contributions AVID tutors make as part of the "cultural capital" of the AVID elective class in helping prepare students for college. AVID tutors first and foremost serve as facilitators of the Socratic Method during tutorials to help students take responsibility for figuring out points of confusion. Secondly, AVID tutors are expected to serve as mentors for the AVID students by sharing their college experiences, academic strategies, and challenges they have faced. Tutors are encouraged to have informal conversations about college with AVID students during downtime in a tutorial or during transitions in the AVID elective class. Overall, tutors should serve as both an academic resource for students and as a role model for what AVID students are working towards, a focused, determined and organized college student (Garcia, 2018).

In a report of the eight best practices of AVID, an AVID teacher explains that "without tutors, you don't have an AVID program." (Guthrie & Guthrie, 2002, p. 8). The teacher further explained "the strength of AVID, lies in putting writing as the foundation, and providing students access to trained college tutors who guide students toward critical thinking" (Guthrie & Guthrie, 2002, p 8). Tutors provide essential support for students as well as the AVID teacher. Without well-trained, engaged tutors, AVID tutorials often revert to the more typical study hall format.

## **JMU AVID Tutors**

The majority of students are placed in an AVID elective class at either Thomas Harrison Middle School, Skyline Middle School or Harrisonburg High School for their required 15 hour classroom field experience. While Harrisonburg City Public Schools employs a handful of paid tutors, the majority of AVID tutors are involved with the field experience.

The current preparation for the JMU AVID tutors consists of a one hour training held during the regularly scheduled class one week prior to the start of the field experience. Mr. Kirk Moyers, Harrisonburg City Public School AVID District Director facilitates the training and provides an overview of the AVID program and describes how tutors are used in the Harrisonburg AVID classes. Mr. Moyers stresses that in addition to providing academic support for students, it is equally important that AVID tutors serve as a model of what it is like to be a successful and hardworking college student.

The training starts with a quick overview of AVID as a national organization for students in the academic middle who have the potential to attend college but need extra support. Next, Mr. Moyers provides a description of various AVID classes implemented within Harrisonburg City Public Schools as well as statistics on the accomplishments of the last graduating class of AVID seniors. AVID is in its tenth year at Harrisonburg High School and in the fourth year at both Thomas Harrison Middle School and Skyline Middle School. Mr. Moyers explains that Harrisonburg is a very diverse school system with a large English language learner (ELL) population. At Harrisonburg High School, 35% of the student population is currently in the ELL program and a total of 60% of students were in the ELL program at some point during their schooling.

To give the JMU tutors a better sense of who AVID students are, Mr. Moyers describes the AVID elective student profile which includes students who have a 2.0-3.5 GPA, average to high test scores, desire and determination to attend college and display potential to be successful in college with support and preparation. AVID students generally also meet one of the following criteria; they are the first to attend college in their family, they belong to a population that is historically underrepresented at four year universities, they are identified as low socio-economic status or they have a different special circumstance. AVID students at HHS are often taking multiple Honors, Advanced Placement (AP) or Dual Enrollment courses (DE). Mr. Moyers stresses that AVID is not a remediation program, students must take initiative and apply to the program as well as meet certain academic eligibility requirements to remain in the program. The Harrisonburg AVID team takes into account 16 different factors when reviewing applications.

Mr. Moyers also details the professional standards and logistics for working in Harrisonburg City Public schools. In some semesters this information is covered in a handout while in others it is discussed during the training. Information was also provided regarding the procedures for signing in and out using the computer in the main office and wearing the school ID badge at all times. AVID tutors are expected to dress professionally and may not wear clothing that references drugs or alcohol or could be seen as inappropriate. Mr. Moyers reminds students that when they are in the classroom, they are mandated reporters and must tell a teacher of any concern that a student is being abused, is self-harming or poses a threat to the safety of another individual or group.

As a transition to discussing the specific method of AVID tutorials, Mr. Moyers asks students if they are familiar with the Socratic method and inquiry based activities. The group then discusses the importance of the use of questioning as a tool to check for student

understanding and encourage higher level thinking. Mr. Moyers explains the concept of the Curve of Forgetting which illustrates retention of content decreasing drastically in the days after learning new content if it is not reviewed and reinforced. This begins the overview of how AVID tutorials use the Socratic Method to fight this trend by requiring students to review their notes, identify areas of confusion, and work in a collaborative tutorial group to clarify answers or concepts.

Mr. Moyers walks students through the tutorial process chronologically, beginning with AVID students taking Cornell or interactive notes in their core classes. Students review these notes at home, identify an area of confusion and complete a Tutorial Request Form (TRF). JMU tutors are shown the AVID TRF and are given a brief description of each section. Once students hand in their TRF at the beginning of class, tutors should score the pre-work sections and then groups the students in groups of 5-6 by subject area. The Point of Confusion (POC) section of the pre-work is described in the most detail because it is the starting point for the tutorial. Tutors are told that the POC should explicitly show exactly what a student is confused about and should not be the same as the initial question at the top of the TRF.

During the tutorial, tutors are instructed not to stand at the board and teach. They should instead be facilitating the tutorial as students present. Mr. Moyers provides a few suggestions on what to do if no students volunteer to present including, asking who has an upcoming quiz or test, looking through the POCs to find strong questions, calling on someone who hasn't presented in recent weeks or volunteering someone to go. Once a student is at the board, tutors are to take notes for the student presenter and make sure the other students are participating by asking questions. The tutor may help the students by asking for further clarification or looking through their notes but should not, at any point, give the students the answer. If the tutors feels

that the student is still unclear about how to solve their POC at the end of the tutorial, the tutor may ask the student to complete another similar problem. Tutors are reminded that the process of asking questions and thinking critically is more important than finding a single right answer. It is perfectly fine for a tutorial to end without solving the POC, especially if students do not have all the information or skills needed to solve the problem. In these instances, tutors should encourage the student presenter to seek help from their core teacher.

The training wraps up with an overview of how to grade a TRF (Appendix A). In some semesters, example TRFs from Harrisonburg High school students were used in the training.

Below is a breakdown of the grading categories:

| Before Tutorial             |                     | During Tutorial                  |                       |                  |
|-----------------------------|---------------------|----------------------------------|-----------------------|------------------|
| Pre-Work Inquiry<br>____/10 | Resources<br>____/2 | Collaborative Inquiry<br>____/10 | Note-Taking<br>____/3 | Total<br>____/25 |

The following information was provided about the different grading section:

- The initial question and POC cannot be the same. The Point of Confusion should reflect a progression of thought after going through each box of the TRF. Students should not receive any points for POCs that are the same as another box on the TRF or could be googled to find the answer.
- Full resource points should be given to students who have the resources they need to help other students such as class notes, homework sheets or a Chromebook.
- Full notes points are awarded when a student has written down everything that has happened during the tutorial. Students should be taking three column notes (POC, Work, Steps).

- Participation points should be awarded based on how much a student contributes to the tutorial. Students who are engaged and paying attention but do not ask questions should not be given full points.
- Whether students complete the reflection questions after a tutorial is dependent on the grade level. Depending on an MSSE 371 student's grade level placement, they may be asked to check the TRF reflection for completion.

In addition to the training as described above, JMU tutors are also provided with a packet of AVID resources that further explain the tutorial process. The contents of this packet have been modified from semester to semester but generally include a detailed step by step description of the tutorial process, sample questions for Socratic dialogue to help prompt students during tutorials, an explanation of the role of the tutor during specific tutorial steps and a handful of sample TRFs from different subject and grade levels.

## **MSSE 371 Student End of Semester Course Reflections**

As a starting point for my project, I reviewed anonymous, end of semester course reflections from Fall 2015 to Spring 2018. In the end of semester reflections, students were asked to describe their AVID field placement as well as to explain how their experience met or differed from their expectations. Student reflections were reviewed for key words that identified student comfort level with their role as an AVID tutor. Specific focus was placed on areas where students suggested ways to improve the field experience. Three main themes that emerged are described below.

**Theme 1: Students need additional instruction on the role of an AVID tutor. Students also need instruction on AVID as a whole as well as strategies that they observe in the classroom other than tutorials (study groups, Cornell notes, etc).**

The most common reflections detailed a need for further instruction on the role of a tutor within the tutorial process. Students across multiple semesters described being uncomfortable as an authority figure because they were unsure what was expected of them as an AVID tutor. For example, one student wrote,

I believe that I had difficulty with the AVID program in the beginning because I was not comfortable being the authority figure or leader of the group. Once I was more familiar with the program and the students, it was easier for me to let the group run its own course and allow the students to teach each other (Fall 2016).

Additionally, students noted that they felt uncomfortable facilitating a tutorial outside of their subject area (ex: a history major assisting with a geometry tutorial). One student described their experience as

A lot different than I expected it to be. The first week I got instructed by a student that I was taking notes wrong. I came into the high school expecting to teach students about my

grand historical knowledge. However, this was not the case because I was supposed to allow the students to figure out their problems on their own. (Fall 2016)

Students also expressed confusion when it came to assisting with study groups, grading Cornell notes or assisting students with binder checks since these strategies were not covered in the initial training.

**Theme 2: Students want more time with students to develop relationships.**

At Harrisonburg HS, students who are placed in a first block AVID class work with four different classes. Due to the challenging block scheduling of Harrisonburg High School, a handful of students explained that they felt they were not effective as a tutor because they did not have enough time to get to know the students. One student explained,

If I could do this project again I would like to be able to better know my students. Every week I was given a new group of students and I think that it would have been more beneficial to them if we had a relationship so that I could better understand how they learn and where they are struggling (Spring 2016).

Several reflections drew connections between difficulties in achieving strong student participation during tutorials because of the lack of relationships with the students.

**Theme 3: Students wished for more connections between the field experience and the co-requisite general instructions methods course. Students also wanted more instruction on how to incorporate AVID strategies into their future classrooms.**

Students noted that while the field experience and general methods course are co-requisites, there are few connections made between the two. Student comments reflect an interest in connecting what they are learning in the general methods course with the strategies they are seeing in the AVID classrooms. As one student explained, there was a “strong correlation between what I was learning in 370 [the general methods course] to what I was experiencing as

an AVID tutor, so it allowed for me to make some really strong connections between the material and real life practice” (Fall 2017). While some students were able to make the connections on their own, creating more explicit connections between the field experience and the methods course would help students better understand how these strategies can be used in their content classrooms in the future.

In addition to finding these connections, students were interested in identifying ways to use the AVID strategies observed during their placement in their content classes in the future. A student explained “I would like to learn more about instituting this program into both my future classroom and into the school where I go [now]” (Fall 2015). Students also expressed a desire to integrate study groups, tutorials and other methods of students teaching students into their future classrooms but were unsure how to do so.

### **Main Takeaway**

Overall, students identified a variety of ways in which training can be strengthened to allow tutors to be more confident in their role and responsibilities. In addition to these areas identified for improvement, some students felt that their AVID Field Placement was a great learning experience where they were able to be a part of inquiry-based learning, see the value of using groups where students are able to help teach each other, and observe the value of problem solving and the collaborative aspects of tutorials.

## **Survey**

To build upon the themes of the student reflection feedback, we created a survey to ask participants to further reflect on their field experience and provide feedback on their comfort level in their role as an AVID tutor. Questions for the survey were designed based on common themes identified in the student reflections. The survey consisted of nine multiple choice questions and one open ended question allowing students an opportunity to provide comments and suggestions for a new training. See Appendix B for IRB approval and Appendix C for survey questions.

### **Participants and Implementation of the Survey**

Participants consisted of current students and recent graduates of the Middle or Secondary Education Teacher Preparation programs at JMU. Contact information was provided by the Middle and Secondary Education Department Administrative Assistant to ensure only students completed MSSE 370 and 371 were emailed to participate in the survey. The survey was sent out in June 2018. A total of 192 identified students were asked to voluntarily participate in the survey and 35 responses were received.

### **Survey Results**

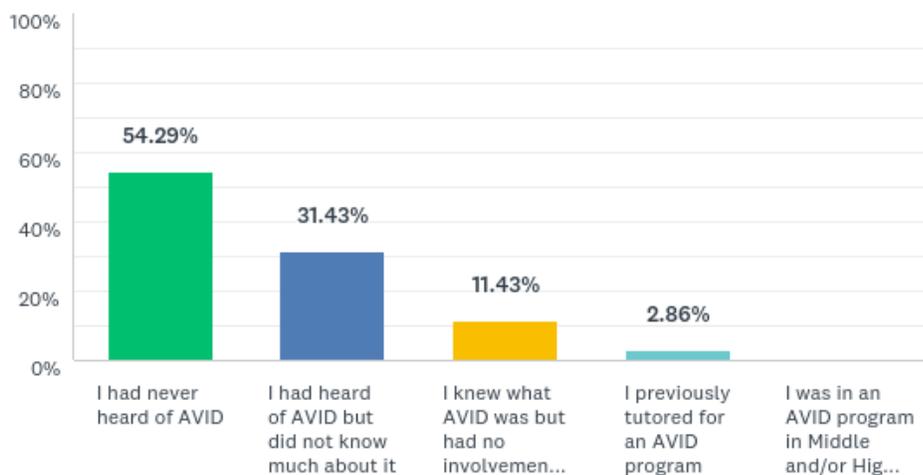
Results from the survey closely align with the main themes which emerged from the analysis course reflections. Questions 1 and 2 provided background information asked respondents to provide background information on they were placed for their field experience as far as school and grade level. Questions 3-9 asked respondents to comment on their role as an AVID tutor and were grouped by themes to best illustrate trends in student responses. Question 10 asked students to provide any additional suggestions they had for improving the field

experience with AVID. These suggestions have been incorporated into the analysis of questions 3-9 to expand on the selected response data. See Appendix D for full responses to question 10.

### *JMU Student Prior Knowledge of or Experience with AVID*

Question 3 asked students about their prior knowledge or experience with AVID before beginning their field placement. This question was included in order to determine what percentage of students had been exposed to AVID methods before the training provided within the field experience course.

Figure 1. Survey Question #3: Which of the following best describes your prior knowledge or experience with AVID?



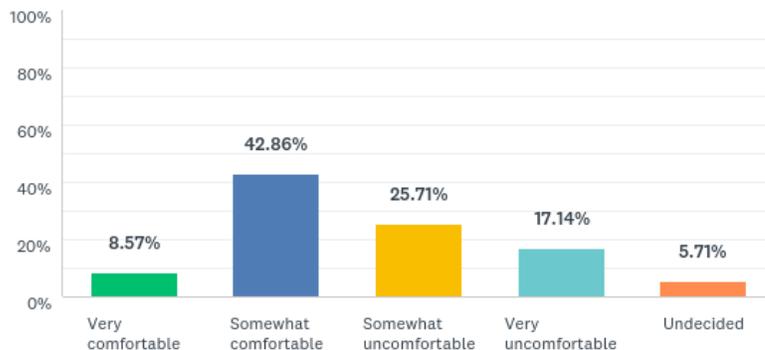
Before beginning their AVID placements, 54% of students had never heard of AVID, 31% had heard of AVID but did not know much about it, 11% knew what AVID was but had no involvement with AVID, and only 3% of students had been previously involved with an AVID program. No students had been a part of an AVID program in middle or high school. This question provides important insight into the lack of confidence students expressed in their course reflections as almost all students had no knowledge of AVID. In creating a new training, it is

necessary to understand that most students in the field experience have no prior knowledge of AVID and needed a more detailed tutor training.

#### *AVID Tutor Confidence: Post-initial Training and Post-Field Experience*

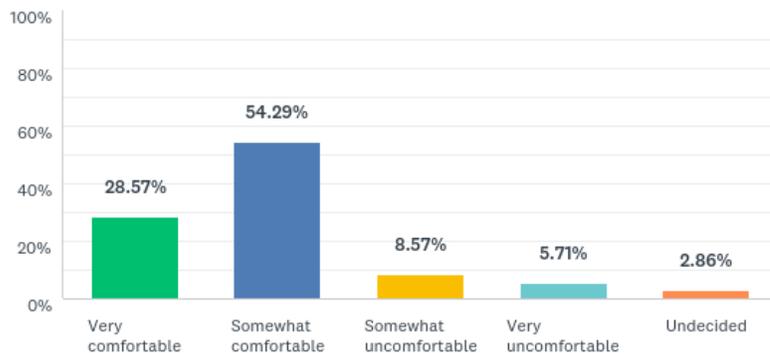
Survey questions 4 and 9 asked respondents to rate their comfort level in their role as an AVID tutor both immediately after the AVID tutor training provided at the beginning of the semester and again after their completion of the field experience. These questions were designed to evaluate the effectiveness of the current training in preparing the students for their role as an AVID tutor. Post-field experience confidence also takes into consideration confidence in their role that may have been developed during the student's time in the AVID classroom over the semester.

Figure 2. Survey Question #4: After AVID tutor training at the beginning of MSSE 371, how comfortable were you with your role as an AVID Tutor?



The results of question 4 are consistent with comments in course reflections where students expressed confusion after the training. After the initial training, only 3 students felt very comfortable and another 15 were somewhat comfortable with their roles of tutors. Other students were not as confident with 9 students somewhat uncomfortable and an additional 6 students very uncomfortable with their role.

Figure 3. Survey Question #9: AFTER COMPLETING your MSSE 371 Field Experience Placement, how comfortable were you with your role as an AVID tutor?



The results of question 9 are also consistent with comments in the end of semester course reflections as a number of students expressed that they were confused throughout the field experience, not just at the beginning. At the end of the semester, 10 students felt very comfortable and an additional 19 were somewhat comfortable as AVID tutors. After the initial training and 15 hours of in classroom time, 3 students remained somewhat uncomfortable and 2 identified as very uncomfortable.

Student responses on questions 4 and 9 showed that a revised, more comprehensive training would be beneficial in helping students feel more comfortable with their role as AVID tutors.

### *Suggestions to Improve AVID Tutor Training*

Question 5 asks students to select all of the answer choices that they believe would improve AVID tutor training. These 7 answer choices were created based on common responses in the end of semester course reflections. Question 8 builds on question 5 and asks students to provide further suggestions for specifically improving the training on a tutors role during AVID tutorials.

Figure 4. Survey Question #5: Select any of the following suggestions you believe would improve AVID tutor training for MSSE 371. Check all that apply.

| ANSWER CHOICES  | RESPONSES |    |
|---|-----------|----|
| Broader overview of the AVID Program as a whole   | 34.29%    | 12 |
| Information on application and selection process for AVID students  | 25.71%    | 9  |
| More detailed instruction on tutor role during tutorials  | 85.71%    | 30 |
| More focus on the study group procedures  | 60.00%    | 21 |
| Participation in a mock tutorial  | 62.86%    | 22 |
| More detailed explanations of AVID strategies other than tutorials (Ex: Cornell Notes, binder checks etc) | 71.43%    | 25 |
| Connections between MSSE 370 Content and AVID strategies  | 54.29%    | 19 |
| Total Respondents: 35   |           |    |

The most common theme from the MSSE 371 course reflections centered on the need for more information about AVID as a whole. A student explained,

I believe we just needed more prep before being thrown into the classroom. It took me until the end of the semester to feel confident in my role, and by then I could not practice any strategies from MSSE 370. (Survey Question 10)

Question 5 asked students to select any areas in which they believe more information would have improved their preparedness to be an AVID tutor. Students overwhelmingly chose more detailed instruction on tutor roles during tutorials with 86% of students choosing this strategy. Second, 71% of students selected that they believe more detailed explanations of AVID strategies other than tutorial would make training more effective. Due to scheduling complications, tutors may be in the classroom for more than just tutorials and they may observe or help with AVID content days utilizing Cornell notes, Socratic seminars or binder checks. Thus it is important to also train tutors in these strategies.

Next, 63% of students selected participation in a mock tutorial would be helpful to better prepare them for their role. One student explained, “I feel like we really need to see how tutorials

actually go in schools rather than that video they showed, because that was a very ideal situation and it's not always like that in the schools" (Survey question 10). Field experience course reflections also suggested that a mock tutorial or more accurate tutorial video would have helped students better envision the tutorial process. In addition to more information on tutorials, 60% of students believe there should be more focus on study group procedures. Study group procedures are not included in the current training though many tutors are asked to assist with study groups with the upper grades at the high school. Lastly, 54% of students were interested in seeing connections made between experiences with AVID and what they were learning in their General Methods course.

Students were less interested in a broader overview of the AVID program and information on the application and selection process for AVID. This differed from the results of the course reflections where a number of students expressed interest in a broader overview of AVID. The smaller number of students who selected this option on the survey may be due to being listed alongside other options they felt were more important.

Question 5 revealed over 87% of students believed more detailed information on the role of the tutor during the tutorial process would be most beneficial to incorporate into a new training. Question 8 asked students to identify the aspects of the tutorial process that were most challenging.

Figure 5. Survey Question #8: Select any of the following AVID TUTORIAL STEPS you thought were challenging or needed further explanation. Check all that apply.

| ANSWER CHOICES   | RESPONSES |    |
|--|-----------|----|
| Grading pre-work   | 50.00%    | 17 |
| Grading collaboration and participation  | 47.06%    | 16 |
| Encouraging students to ask questions  | 47.06%    | 16 |
| Taking notes for the student presenter   | 20.59%    | 7  |
| Asking students questions and not giving answers                               | 47.06%    | 16 |
| Assisting students with identifying or revising their Point of Confusion (POC) | 55.88%    | 19 |
| Total Respondents: 34  |           |    |

Student responses show that 50% of students struggled with grading both the pre-work completed before the tutorial and 47% had difficulty grading collaboration and participation during the tutorial. A smaller number of students, 21%, found taking notes for the student presenter challenging. Students struggled with the inquiry aspects of tutorials with 47% confused about how to encourage students to ask each other questions. Additionally, 47% of tutors had difficulty themselves asking questions of the student presenter and avoiding giving them the answer. Fifty six percent found it challenging to help students with identifying or revising their point confusion (POC). With the exception of taking notes, a relatively equal number of students selected the rest of the aspects of tutorials as challenging or needing further explanation.

#### *Most Common AVID Strategies Observed*

Questions 6 and 7 seek to better understand the AVID strategies observed during their field experience as well as which strategies they participated in most frequently. These questions seek to provide information on how tutors spent their time in AVID classrooms in order to better focus a revised training on the most common strategies AVID tutors are asked to participate in.

Figure 6. Survey Question #6: Select the AVID strategies observed during your placement. Check all that apply.

| ANSWER CHOICES               | RESPONSES |    |
|------------------------------|-----------|----|
| Cornell Notes                | 65.71%    | 23 |
| Socratic Seminars            | 17.14%    | 6  |
| Study Groups                 | 71.43%    | 25 |
| Binder Checks                | 54.29%    | 19 |
| College Preparation Projects | 48.57%    | 17 |
| Tutorials                    | 65.71%    | 23 |
| Total Respondents: 35        |           |    |

Figure 7. Survey Question #7: Rank the following strategies from MOST OFTEN USED to LEAST OFTEN USED. Assign #1 to the strategy MOST OFTEN USED.

|                              | 1            | 2           | 3            | 4           | 5            | 6            | TOTAL | SCORE |
|------------------------------|--------------|-------------|--------------|-------------|--------------|--------------|-------|-------|
| Binder Checks                | 14.71%<br>5  | 11.76%<br>4 | 20.59%<br>7  | 26.47%<br>9 | 11.76%<br>4  | 14.71%<br>5  | 34    | 3.47  |
| College Preparation Projects | 0.00%<br>0   | 23.53%<br>8 | 17.65%<br>6  | 20.59%<br>7 | 29.41%<br>10 | 8.82%<br>3   | 34    | 3.18  |
| Cornell Notes                | 14.71%<br>5  | 20.59%<br>7 | 35.29%<br>12 | 11.76%<br>4 | 11.76%<br>4  | 5.88%<br>2   | 34    | 3.97  |
| Socratic Seminars            | 3.03%<br>1   | 6.06%<br>2  | 9.09%<br>3   | 9.09%<br>3  | 18.18%<br>6  | 54.55%<br>18 | 33    | 2.03  |
| Study Groups                 | 25.71%<br>9  | 25.71%<br>9 | 14.29%<br>5  | 20.00%<br>7 | 14.29%<br>5  | 0.00%<br>0   | 35    | 4.29  |
| Tutorials                    | 42.86%<br>15 | 14.29%<br>5 | 2.86%<br>1   | 8.57%<br>3  | 14.29%<br>5  | 17.14%<br>6  | 35    | 4.11  |

Question 6 asked students to identify AVID strategies that they observed or participated in during their field placement while question 7 asks students to rank the listed strategies from most often used to least often used in order to get a better sense of how AVID tutors spent their time in the classroom. The current training focuses on tutors participating in tutorials but the data from questions 6 and 7 show that tutors are also often helping with study groups, checking Cornell notes and binders, or assisting students with college preparation projects. Both question 6 and 7 show that students are helping more frequently with study groups than tutorials yet study groups are not discussed during initial training. Course reflections included a few comments

from students that they felt useless during study groups because the students were simply working by themselves. A significant number of students observed or assisted with the process of binder checks and the use of Cornell notes. While the use of Cornell notes is introduced during the training, students are not instructed on how to check or grade them. Students placed in Skyline or Thomas Harrison Middle School are often asked to help with binder checks but the process for grading a binder and the rationale for making students keep their binder a certain way is not explained in training.

## **AVID Tutor Training Modules**

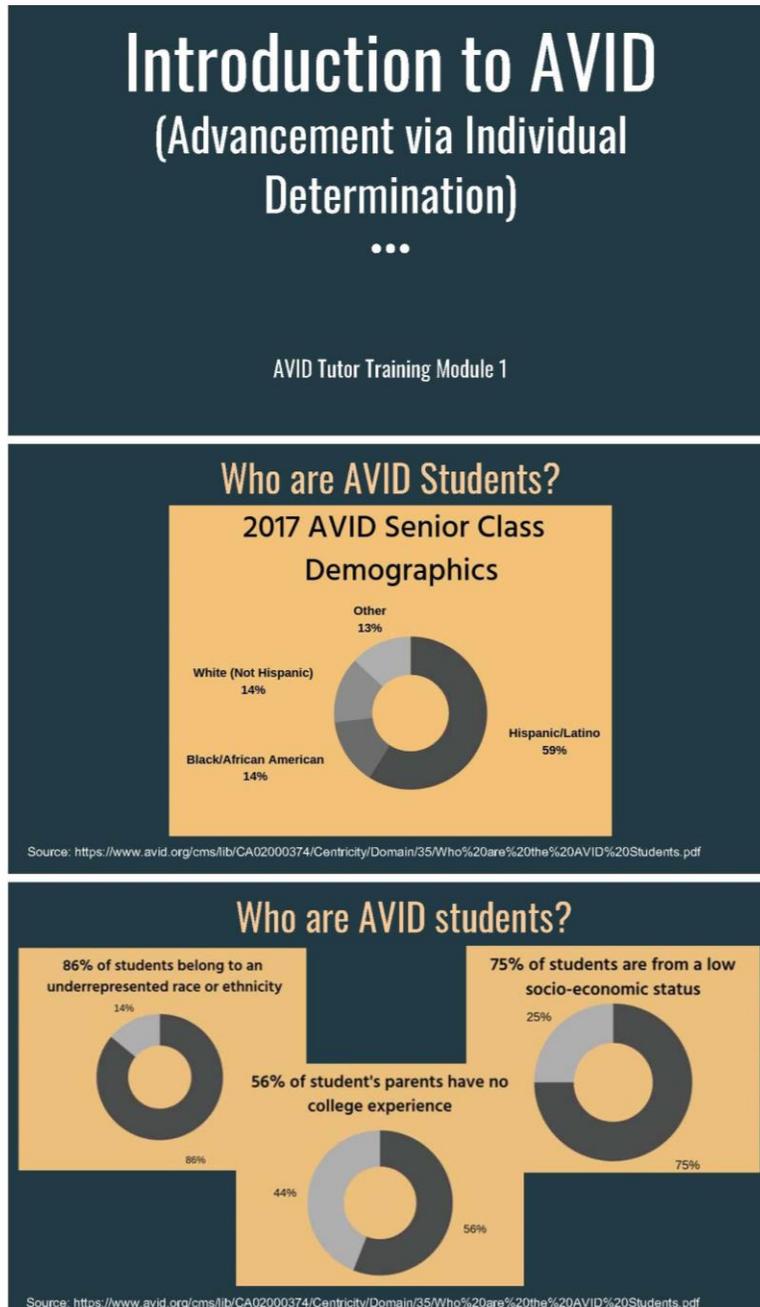
The new training consists of four modules; Introduction to AVID, Harrisonburg City Public Schools Logistics, AVID Tutorials and AVID strategies. These modules provide more information than previously possible with the time constraint of one hour in class. These modules are designed to be completed outside of class so that the in person training can be devoted to mock tutorials and other exercises to model the AVID activities with which tutors will be assisting. The modules also address the main concerns raised in student course reflections and the survey such as further explanation of grading TRFs, facilitating tutorials and assisting with binder checks, Cornell notes and collaborative study groups.

The modules were created using Google Slides and include a compilation of information from the existing training, YouTube videos, AVID online content and AVID materials from the AVID Summer Institute tutor training workshops I attended in July 2018. Each module includes review and discussion questions to reinforce the most important information as well as help students see the relevance of the field experience to their future as teachers.

The following section includes screenshots of the training modules with copyrighted information removed.

## Module 1: Introduction to AVID

Introduction to AVID provides an overview of the AVID program nationally, current implementation in the Harrisonburg City Public Schools, the main AVID methodologies and the role of an AVID Tutor.



## AVID Pre-Assessment

1. Have you heard of AVID before? If so, what do you know about AVID?
2. Based on these statistics, what do you think is the purpose of AVID?
3. Do you think AVID is a remediation program for students who are failing?

## AVID Student Profile

Most AVID students meet most or all of the following criteria:

- Belong to a population traditionally underrepresented in higher education (belong to a minority ethnic group, are considered low socio-economic status, or will be a first generation college student)
- Maintain a 2.0-3.5 GPA
- Average to high test scores
- Display a desire and determination to attend college
- Demonstrate that they are challenging themselves with Honors/AP/DE classes

## People Like Us Video



Source: <https://www.youtube.com/watch?v=x6yBfSH-8>

# WICOR Methodology

Do you think WICOR is important to incorporate into all classrooms?

Find the definition of one strategy from the AVID curriculum bullet you are unfamiliar with.

## Writing

### Writing is:

- A learning tool
- A personal and public communication tool
- A record of thinking

### Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

### The AVID curriculum supports writing through the use of:

- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

## Inquiry

### Inquiry is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

### Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

### The AVID curriculum supports inquiry through the use of:

- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

## Collaboration

### Collaboration is:

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

### Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

### The AVID curriculum supports collaboration through the use of:

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

## Organization

### Organization is:

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

### Students who organize:

- Develop and use processes, procedures, and tools to study effectively

### The AVID curriculum supports organization through the use of:

- Manage their time through prioritizing and goal-setting
- Are prepared for classes, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate
- The AVID curriculum supports organization through the use of:
  - Binder and organizational tools
  - Calendars, planners, and agendas
  - Graphic organizers
  - A focused note-taking system
  - Tutorials and study groups
  - Project planning and SMART goals

## Reading

### Reading is:

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

### Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read

### The AVID curriculum supports reading through the use of:

- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching genres

Source: <http://blackknightavid.weebly.com/wicor-resources.html>

## What does AVID Secondary look like?

- AVID students in middle and high school enroll in an AVID Elective class that takes the place of traditional electives such as band or art.
- AVID elective classes are taught by AVID trained teachers with the assistance of AVID tutors.
- Students participate in a variety of academic support and college readiness activities.

## AVID Elective Class Activities

In the AVID Elective class, students learn “organizational and study skills, develop critical thinking by asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable.”

~AVID Handbook

- Binder Checks
- Cornell Notes
- Tutorials
- Collaborative Study Groups
- Goal Setting
- Time Management
- College Research
- College or Career Field Trips
- Socratic Seminars

## Role of AVID Tutors

- **Provide academic support**
  - Assist with tutorials and study groups
- **Serve as role models**
  - Talk to students about what it is like to be in college
  - Discuss time management, study skills, and organization

"without tutors, you don't have an AVID program...the strength of AVID, lies in putting writing as the foundation, and providing students access to trained college tutors who guide students toward critical thinking."

(Guthrie L. & Guthrie G., 2002, p 8).

## What is AVID? Summary Video

After reviewing the information in this module, watch this video for a summary of AVID. After viewing the video you will be asked to write your own brief summary of AVID.



Video Link: <https://www.youtube.com/watch?v=AnI3C46IUYs&index=5&list=PLaRMHGJmuRn25V0ks6SuroYDxAlkvnDEj>

## Write your own summary of AVID

Using the information from this module and the videos, write a couple sentence summary of AVID addressing the purpose, target students and major components of AVID secondary.

## What questions do you have about AVID?

## Module 2: Harrisonburg City Logistics

Harrisonburg City Public Schools Logistics, details the information AVID tutors need to know such as school locations, professional dress expectations, confidentiality, process for signing in and out as well as the room numbers and contact information for the AVID teachers.

# Harrisonburg City Schools Logistics

...

## AVID Tutor Training Module 2

### Harrisonburg City Public Schools Overview

Review the Virginia Department of Education At-a-Glance Report for Harrisonburg City Public Schools:

<http://schoolquality.virginia.gov/virginia-divisions/division-at-a-glance?division=113>

How do the demographics of Harrisonburg compare to where you attended school?

Which statistic surprised you most? Why?

### Harrisonburg City Public Schools Overview

- 33% of students receive English Language Learner services.
- 60% of students received English Language Learner services at some point in their schooling.
- Students are from 49 different nations and speak over 53 different languages
- Percentage of Economically Disadvantaged Students:
  - Skyline MS: 72%
  - Thomas Harrison MS: 69%
  - Harrisonburg HS: 68%

## Harrisonburg AVID Overview

- Implemented in grades 7-12 at Skyline Middle School, Thomas Harrison Middle School and Harrisonburg High School
- Currently 338 students enrolled (increasing each year)
- 19 AVID elective course sections offered
  - HHS offers an AVID Seminar for English Language Learners with enrollment increasing each year since 2012.
- Last year's 39 seniors offered over \$6.5 million in scholarships
  - Over 1/3 went to school tuition free
  - One student is attending Harvard on a full ride

### Thomas Harrison Middle School

[1311 W Market St,  
Harrisonburg, VA 22801](#)

<https://www.harrisonburg.k12.va.us/thms/>



### Skyline Middle School

[470 Linda Ln  
Harrisonburg, VA 22802](#)

<http://web.harrisonburg.k12.va.us/skms/>



### Harrisonburg High School

[1001 Garbers Church Rd,  
Harrisonburg, VA 22801](#)

<https://harrisonburg.k12.va.us/HHS>



## Thomas Harrison MS AVID

| Teacher Name   | Grade | Email                              | Room # |
|----------------|-------|------------------------------------|--------|
| Mr. Austin     | 7th   | baustin@harrisonburg.k12.va.us     | 102    |
| Ms. Kimberlain | 7th   | hkimberlain@harrisonburg.k12.va.us | 102    |
| Mr. Werner     | 7th   | pwnerner@harrisonburg.k12.va.us    | 207    |
| Ms. Kiracofe   | 8th   | dkiracofe@harrisonburg.k12.va.us   | 209    |
| Ms. Brockman   | 8th   | lbrockman@harrisonburg.k12.va.us   | 209    |

## Skyline MS AVID

| Teacher Name  | Grade | Email                             | Room # |
|---------------|-------|-----------------------------------|--------|
| Ms. McGurn    | 7th   | lmcgurn@harrisonburg.k12.va.us    | 250    |
| Ms. Spensieri | 7th   | jspensieri@harrisonburg.k12.va.us | 166    |
| Mr. Ornstein  | 8th   | rornstein@harrisonburg.k12.va.us  | 134    |
| Ms. Blair     | 8th   | hblair@harrisonburg.k12.va.us     | 201    |
| Mr. Perry     | 8th   | rperry@harrisonburg.k12.va.us     | 160    |

## Harrisonburg HS AVID

| Teacher Name | Grade | Email                           | Room #                 |
|--------------|-------|---------------------------------|------------------------|
| Ms. Oakes    | 11th  | coakes@harrisonburg.k12.va.us   | 509 (2nd floor)        |
| Mr. Hissong  | 10th  | nhissong@harrisonburg.k12.va.us | 124 (1st floor)        |
| Ms. Barr     | 9th   | tbarr@harrisonburg.k12.va.us    | 467 (2nd floor)        |
| Mr. Foster   | 9th   | rfoster@harrisonburg.k12.va.us  | OC7 (Outside Portable) |

## Parking

- Harrisonburg High School:
  - Park in the teacher lot (between baseball/football field and school)
  - Do not park in the front loop visitor spots or in the bus lot.
  - Pick up a temporary parking permit from the office and place the sheet of paper on your dashboard whenever you are at HHS.
- Thomas Harrison MS/Skyline MS:
  - Park in any of the front lots

## Placement Information

- Once you receive your placement, make note of the following information using this module:
  - School Name and Location
  - Teacher Name
  - Classroom Number
  - Where to park
  - Bell Schedule

## Signing In

Enter through the main entrance and be buzzed into the office

- Use the computer to sign in. Click AVID Tutor and enter your first and last name
- Make sure to sign in AND out everytime you are at the school
- Wear the school printed ID at all times

## Professional Dress Expectations

- Dress like a teacher! It will help the students take you more seriously if you look professional.
- No leggings, shorts, jeans, and short dresses or skirts
- No hats
- No clothing with alcohol, drugs, or inappropriate language

## Be Punctual and Check for School Closures

- Arrive at the school at least 10 minutes before the start of your placement
- Tutorial groups are made at the beginning of the period and being late is very disruptive for the students, teacher, and other tutors.
- Make sure to consult the school bell schedule and check the calendar for days off.

## Confidentiality

- You are a mandated reporter- if a student talks about fighting, suicide, abuse or self-harm you must tell the teacher immediately.
- Grades must also be kept confidential- you may not discuss a student's grade with other students.

## Social Media

- Do not interact with students on social media AT ALL
- Make sure all social media profiles are set to private- students will try to look you up.



## Cell Phones



**Tutors should not be on their phones at any point.** There is always a way you can help a student or a teacher.

- High School policy is off and put away unless authorized by the teacher. Many students will use their phones as a calculator. Students also have chromebooks so they should not need to use their phone to look up information.
- Middle School students are not allowed to have phones at all.

## School Closures



- If Harrisonburg is closed- DO NOT go to your placement
  - Check the HCPS website for closure announcements  
<https://harrisonburg.k12.va.us/>
- If JMU is closed- DO NOT go to your placement
- You do not need to make up hours if JMU or Harrisonburg are closed

## Missing a Placement

- If you are going to miss your placement due to illness or an emergency, email your MSSE 371 professor and the AVID teacher you are working with BEFORE your placement.
- Needing to finish a paper, study for a test or meet with a group is not an acceptable reason for missing a placement.
- Any weeks missed due to personal reasons must be made up at a time agreed upon between the tutor and AVID teacher.

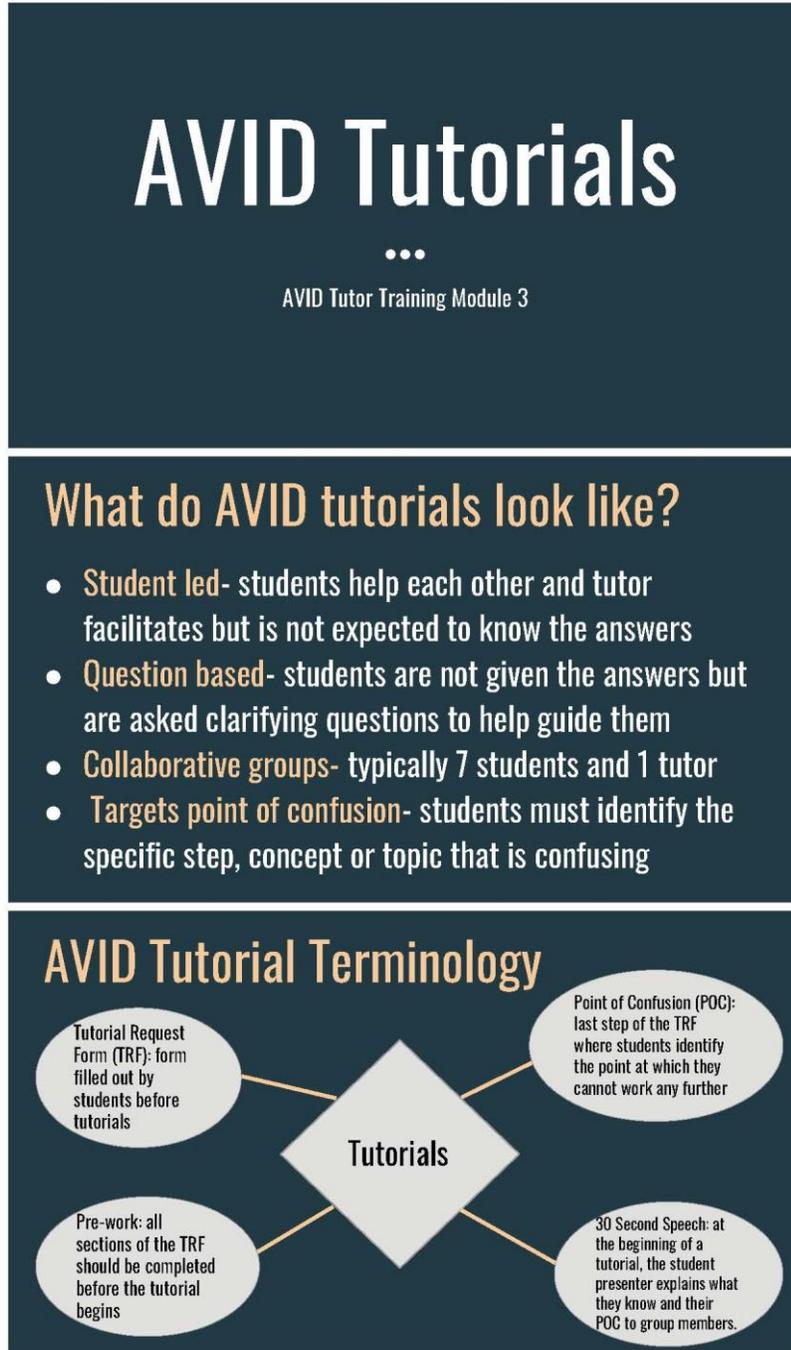
## Review

- What are acceptable reasons for missing your placement?
- Who do you contact if you are missing your placement?
- Do you have to make up your hours if JMU or Harrisonburg City Schools are closed?

**What questions do you have about working in a Harrisonburg City Public School?**

## Module 3: AVID Tutorials

AVID tutorials, breaks down the tutorial process to highlight what AVID tutors are expected to do at each point of the tutorial including explanations for grading student pre-work and participation.



# AVID Tutorials

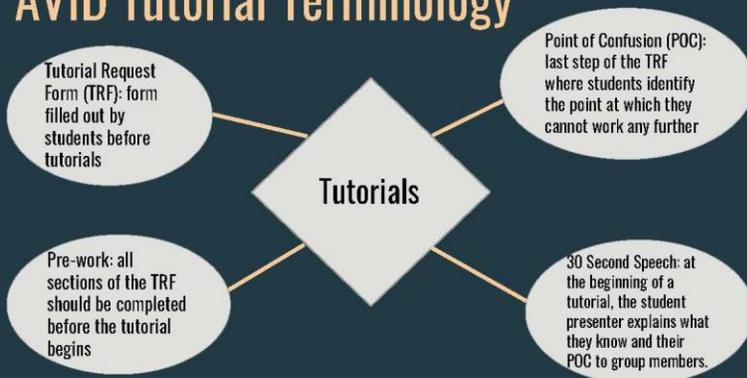
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AVID Tutor Training Module 3

## What do AVID tutorials look like?

- **Student led**- students help each other and tutor facilitates but is not expected to know the answers
- **Question based**- students are not given the answers but are asked clarifying questions to help guide them
- **Collaborative groups**- typically 7 students and 1 tutor
- **Targets point of confusion**- students must identify the specific step, concept or topic that is confusing

## AVID Tutorial Terminology



**Tutorials**

- Tutorial Request Form (TRF):** form filled out by students before tutorials
- Point of Confusion (POC):** last step of the TRF where students identify the point at which they cannot work any further
- Pre-work:** all sections of the TRF should be completed before the tutorial begins
- 30 Second Speech:** at the beginning of a tutorial, the student presenter explains what they know and their POC to group members.

## Sample Harrisonburg Tutorial Request Form (TRF)

Review the TRF and look for the AVID terminology explained on the last slide.

| Tutorial Request Form (TRF) Harrisonburg High School 2018-2019     |                     |                                     |                       |                  |
|--|---------------------|-------------------------------------|-----------------------|------------------|
| Subject:   |                     | Name:                               |                       |                  |
| Teacher:   |                     | AVID Period:                        |                       |                  |
|  |                     | Date:                               |                       |                  |
| Before Tutorial  |                     | During Tutorial                     |                       |                  |
| Pre-Work Inquiry<br>____/10  | Resources<br>____/2 | Collaborative Inquiry<br>____/10    | Note-Taking<br>____/3 | Total<br>____/25 |
| Initial/Original Question:   |                     | Source/ Page # and Problem #: _____ |                       |                  |
| /1   |                     |                                     |                       |                  |
| What I Know About My Question/ Key Vocabulary:                     |                     |                                     |                       |                  |
| 1.   |                     |                                     |                       |                  |
| 2.   |                     |                                     |                       |                  |
| 3.   |                     |                                     |                       |                  |
| /3   |                     |                                     |                       |                  |
| Critical Thinking/ Attempt at Solving/ Example of Similar Problem: |                     |                                     |                       |                  |
| /5   |                     |                                     |                       |                  |
| Point of Confusion:  |                     |                                     |                       |                  |
| /1   |                     |                                     |                       |                  |

## TRF Explained by Section

Review each section of the TRF to gain a basic understanding of the parts of the TRF.

Image removed due to copyright

## Tutorial Process Steps: Before Tutorial

1. Students take **Cornell notes** in core classes
2. Students **complete pre-work** on TRF
3. Students **turn in TRF** and tutor checks and grades **pre-work**

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## Tutorial Process Steps: During Tutorial

4. Tutor groups students by subject
5. \*Student gives 30 second speech describing their POC.  
\*Students and tutor ask student presenter guiding questions.  
\*Students take 3 column notes.
6. Student presenter writes out steps and students and tutor check for understanding with questions
7. Repeat for each student presenter

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## Tutorial Process Steps: After Tutorial

8. Students complete a written reflection (\*some Harrisonburg AVID classes skip this step).
9. Students turn in TRF (students must either show tutor their notes or turn them in with their TRF)
10. Teacher, students and tutor debrief after tutorials (this does not usually happen due to time constraints).

Image removed due to copyright

## Review: Steps of a Tutorial

After reviewing the steps of the tutorial process, summarize the role of the tutor:

Before  
the  
Tutorial

During  
the  
Tutorial

After  
the  
Tutorial

## Asking Guiding Questions

- Asking strong guiding questions is key for successful tutorials
- The next 3 slides provide sample questions tutors can ask to help keep a tutorial on task and moving forward.
- Remember that students in the group should be contributing the majority of the questions but you may ask questions when necessary.

### Guiding Questions: Gathering Information at the start of the tutorial

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### Guiding Questions: Making Sense of the Information

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## Guiding Questions: Apply Knowledge Acquired

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## Three Column Notes

- During the tutorial, Students take notes in the format of three column notes shown below.
  - The tutor should take notes for each student presenter

| Point of Confusion | Notes | Steps |
|--------------------|-------|-------|
|                    |       |       |

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## Role of the Tutor During the Tutorial Process

Tutorials fill a large portion of AVID class time and tutor participation is essential. Read through the tutor facilitation protocol to get a better sense of your role as a tutor during each step of the process.

Identify a step that is confusing or an area in which you would like more information on your role.

## Jason's Tutorial



As you watch this tutorial, pay close attention to the role of the tutor as well as the questions students are asking the student presenter, Jason.

Make note of any parts of the tutorial that are confusing.

Review the next 3 slides to see Jason's TRF, class notes and tutorial notes.

Video link: <https://www.youtube.com/watch?v=2MakZx5aA3g&t=69s>

## Jason's TRF

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## Jason's 3-Column Notes

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## Jason's Class Notes

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### Ways to encourage students to present:

Choose a strong TRF with a good POC and encourage the student to present

Ask: Who has a quiz or test this week? Have the student with the soonest test go first.

What if no one volunteers to present?

Ask: Who hasn't presented recently?

Ask: Does anyone have similar POCs? Allow them to help each other present.

### Ways to encourage students to ask questions:

No one is talking!  
What do I do?

- Ask group members if anyone is in the same class as the student presenter.
- Ask to see the student presenter's class notes and ask questions based on notes.
- Remind group members that they must ask questions to earn their participation points
- Model strong questioning by asking the student presenter questions to help get the tutorial going.

# Grading Prework

**Known/Vocabulary**  
\*Must include vocab word AND definition to receive credit  
\*Must be relevant to Point of Confusion and Initial Question

**Point of Confusion**  
\*The point at which a student can go no further  
\*Should not be a question you can google the answer

Tutorial Request Form (TRF) Harrisonburg High School 2018-2019

| Subject:   |           | Name:                         |             |        |  |
|--|-----------|-------------------------------|-------------|--------|--|
| Teacher:   |           | AVID Period:                  |             |        |  |
| Date:  |           |                               |             |        |  |
| Before Tutorial  |           | During Tutorial               |             |        |  |
| Pre-Work Inquiry   | Resources | Collaborative Inquiry         | Note-Taking | Total  |  |
| ___/10   | ___/2     | ___/10                        | ___/3       | ___/25 |  |
| Initial/Original Question:   |           | Source/ Page # and Problem #: |             |        |  |
|  |           | /1                            |             |        |  |
| What I Know About My Question/ Key Vocabulary:                     |           |                               |             |        |  |
| 1. _____   |           |                               |             |        |  |
| 2. _____   |           |                               |             |        |  |
| 3. _____   |           |                               |             |        |  |
| /3   |           |                               |             |        |  |
| Critical Thinking/ Attempt at Solving/ Example of Similar Problem: |           |                               |             |        |  |
|  |           |                               |             |        |  |
| /5   |           |                               |             |        |  |
| Point of Confusion:  |           |                               |             |        |  |
|  |           |                               |             |        |  |
| /1   |           |                               |             |        |  |

**Initial/Original Question**  
\*Taken straight from a classwork or homework assignment, quiz or test.  
\*Students must identify the source of the question and bring it with them to tutorial

**Critical Thinking Attempts to Solve**  
Students must demonstrate significant effort to solve a problem or find an answer.  
\*Math: progress made in a specific problem  
\*Science: compare and contrast of two vocabulary terms to distinguish roles  
\*English: plot description and main characters involved  
\*Social Studies: causes of a historical event and analysis

## Grading Pre-work

Take a second look at Jason's TRF after reviewing the instructions for grading pre-work. What score would you give Jason and why?

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## Grading At the End of A Tutorial

| Before Tutorial  |           | During Tutorial       |             |        |
|------------------|-----------|-----------------------|-------------|--------|
| Pre-Work Inquiry | Resources | Collaborative Inquiry | Note-Taking | Total  |
| ___/10           | ___/2     | ___/10                | ___/3       | ___/25 |

**How to Grade Collaborative Inquiry (Participation)**

- 8-10 points: very engaged, asks strong guiding questions, provides additional resources for student presenter to use
- 6-7 points: engaged but asks few questions
- 5 points or less: little participation or is disruptive

**How to Grade Note Taking**

Students should be taking 3 column notes for each student presenter during a tutorial.

- 3 points: student took complete notes
- 1-2 points: student took incomplete notes
- 0 points: student did not take notes

## Tips for Grading

### Prework

- Ask students to show you their resources- they should have notes, a homework assignment or a textbook ready to use during the tutorial.
- If you take points off, you **MUST** write a note for the student explaining why (Ex: no credit for POC, write a note reminding them that POCs cannot be the same as initial question)
- Ask a paid tutor or teacher if you are unsure what grade to give

### Participation

- Keep track of the students in your group and the number of times they ask questions. Some teachers use a specific tracking sheet but feel free to make your own if your teacher doesn't use one. This also helps you remember students names.
- Students who present should be given at least 5 points. They must contribute when other students are presenting to earn full point.

## Review

What is one way to encourage a student to present during a tutorial?

What should the tutor and student group members do while a student is presenting their TRF?

What is the purpose of collaborative, student led tutorials? How does this structure help students develop communication and critical thinking skills?

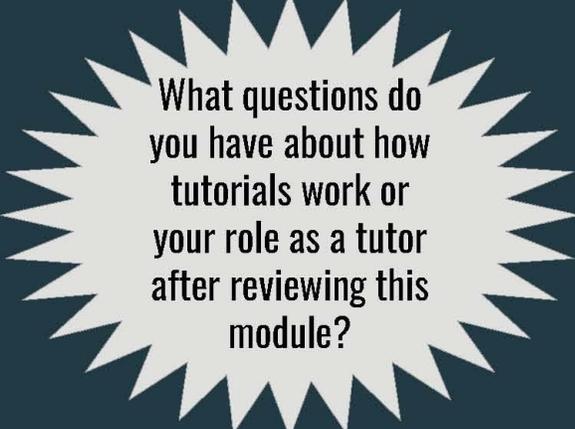
## Tutorial FAQs

- **What if I don't know the subject I am working with or don't know the answer?**
  - This is actually better! Because tutorials are question based, you can contribute questions to help clarify anything you don't know.
  - If you are really stuck, ask the AVID teacher for help, another tutor or find out if there are other students in the room.
- **What if we can't figure out the answer?**
  - It is okay if a tutorial stops without a concrete answer. Sometimes students have not yet been taught the information they need.
  - Encourage students to take their TRF and notes to their teacher and ask for help

## Tutorial FAQs

- **What do I do if a student knows the answer to their POC before they present?**
  - Sometimes students may clarify their POC before they get to the tutorial. If all other students have presented, it can be helpful to have the student present anyway. Students often think they have figured out their POC but may actually still be confused.
  - Have the student complete another similar problem that either reinforces what they have figured out or is more challenging but applying similar skills.

## Questions?



**What questions do you have about how tutorials work or your role as a tutor after reviewing this module?**

## Module 4: AVID Strategies

Module 4, AVID Strategies, covers AVID methods or activities that tutors may be asked to help with beyond tutorials. This module specifically addresses the identified areas requiring additional explanation needed such as Cornell Notes, binder checks and collaborative study group procedures.

# AVID Strategies

...

## AVID Tutor Training Module 4

### Additional AVID Strategies

- In addition to helping with tutorials, you may be asked to help with the following AVID activities:
  - Binder Checks
  - Cornell Note Checks
  - Collaborative Study Groups

### Binder Checks

**Student Role:** AVID students are expected to maintain an organized 3 ring binder that meets the requirements of the Binder Check Form. In some AVID classes, students check each other's binders.

**Tutor Role:** Tutors may be asked to grade binders using the Binder Check Form rubric. Tutors may also be asked to help students organize their binders or monitor students checking each other's binders.

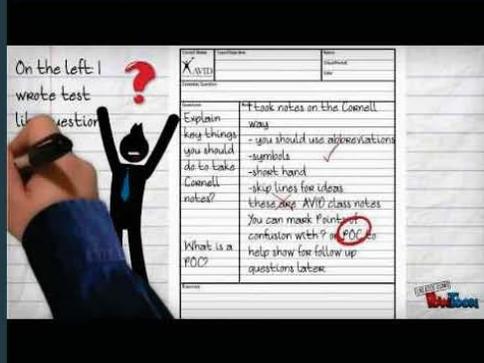
Binder Check # \_\_\_\_\_

### BINDER CHECK FORM

| Binder Owner:  | Checker:        | Period:       | Date:    |
|--|-----------------|---------------|----------|
| Category   | Possible Points | Points Earned | Comments |
| <b>Overall Neatness</b><br>____ Tip Tact (10 pts.)<br>____ Divides neatly labeled (10 pts.)<br>____ No stray papers in backpack, folders, or pockets. (10 pts.)  | 30              |               |          |
| <b>Supply Pouch</b><br>____ Pouch (5 pts.)<br>____ Pens (two or more) (5 pts.)<br>____ Pencils (two or more) (5 pts.)<br>____ Highlighter (5 pts.)   | 20              |               |          |
| <b>Planner</b><br>____ Has a planner/calendar (10 pts.)<br>____ Assignments are recorded for every class, every day (10 pts., minus 3 for every incomplete day)<br>____ Uses planner for extracurricular and personal use (5 pts.) | 30              |               |          |
| <b>Organization</b><br>____ All papers are in the appropriate section. (10 pts.)<br>____ All papers have date written in the appropriate spot. (10 pts.)   | 20              |               |          |
| <b>TOTAL SCORE</b>   | 100             |               |          |

I promise that my assessment of this binder is accurate and honest and that I have followed the school's honor code.

# Introduction to Cornell Notes



Watch this short video for an overview of the Cornell note taking method. Skip to 0:28 for the important information.

As you watch, think about the benefits of using Cornell Notes for retention of information.

## Cornell Notes

### Student Role

- Students take Cornell Notes in their core classes
- Students revise and review Cornell Notes as study strategy
- Students turn Cornell Notes into AVID elective teacher to be graded

### Tutor Role

- Students take Cornell Notes in their core classes
- Students revise and review Cornell Notes as study strategy
- Students turn Cornell Notes into AVID elective teacher to be graded

## Cornell Notes Steps

Which steps help encourage students to review content to reinforce what they have learned?

Would you have your students use Cornell notes in your future classroom? Why or why not?

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## Review: AVID Strategies

What is the role of an AVID tutor during the following?

**Binder  
Checks**

**Cornell  
Notes**

**Collaborative  
Study  
Groups**

## **Limitations and Recommendations**

The greatest limitation stemmed from the unfortunate circumstance that schools must purchase access and become affiliated members in order to have the rights to use AVID curriculum and resources. This posed a major challenge as JMU is not an AVID affiliated institution and therefore no AVID copyrighted materials could be published on any JMU websites. I had originally hoped to create the training through interactive Canvas modules but because Canvas is a JMU website, we had to come up with an alternative. I was able to access the AVID material since Harrisonburg City Public Schools is affiliated with AVID and I was employed by HCPS as an AVID tutor. In order to work around the restrictions, the modules are housed in a Google Drive folder created by Harrisonburg City Public Schools with restricted access by link only.

Since the training could not be created and completed on Canvas as planned, it is recommended that the training be implemented with accompanying modules in Canvas that ask students to respond to prompts, post questions or share their thoughts about the training. Suggestions for discussion questions and comprehension checks have been incorporated into the Google Slides presentations. Ideally, students will complete the modules by reviewing the Google Slides presentations to answer the corresponding questions on Canvas. By using Canvas as the platform for student responses, students will be held accountable for the necessary training information.

In order to better help make connections between the field experience with AVID and the General Methods course, an additional module could be created. This module would specifically list strategies that could be used in each content area. Students would be asked to review the

strategies and brainstorm a way that they would incorporate the strategy into their future classroom.

## Conclusion

While I was working on this project, I had a high school student ask me when I decided I was going to college. This question took me by surprise because as someone whose parents both attended college, I never made a conscious decision to go to college, it was just expected. However, for many of the students I have worked with through AVID over the last four years, going to college was not expected, it was an opportunity they had to fight for. Having the chance to work with students who will be first generation college students has opened my eyes to a whole population of students who might not be able to reach their potential without a program like AVID. These students have exactly the same right to attend a school like JMU that I do, but many of them do not come from families with the resources to take their children on college tours, assist with college and scholarship applications or help them evaluate the quality of prospective major programs. AVID is just one example of efforts to help future first generation students have access to the resources needed to make college a reality. While I hope this project provides tutors with a better concept of the program and increases their confidence in their role as a tutor, I hope it goes beyond the nitty gritty details of AVID to open their eyes to a population of students who need their attention as future teachers. My wish is that these training modules and the accompanying field experience fuel a desire to support future first generation students that will be sitting in each of their classrooms in the coming years.

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**Appendix A: Harrisonburg High School Tutorial Request Form**

**Tutorial Request Form (TRF) Harrisonburg High School 2018-2019**

|  |                             |  |                               |                          |
|--|-----------------------------|--|-------------------------------|--------------------------|
| Subject:<br>Teacher:   |                             | Name:<br>AVID Period:<br>Date:           |                               |                          |
| <b>Before Tutorial</b>   |                             | <b>During Tutorial</b>                   |                               |                          |
| <b>Pre-Work Inquiry</b><br>_____/10                                | <b>Resources</b><br>_____/2 | <b>Collaborative Inquiry</b><br>_____/10 | <b>Note-Taking</b><br>_____/3 | <b>Total</b><br>_____/25 |
| Initial/Original Question:   |                             | Source/ Page # and Problem #: _____      |                               |                          |
|  |                             |  |                               | <b>/1</b>                |
| What I Know About My Question/ Key Vocabulary:                     |                             |  |                               |                          |
| 1.   |                             |  |                               |                          |
| 2.   |                             |  |                               |                          |
| 3.   |                             |  |                               |                          |
|  |                             |  |                               | <b>/3</b>                |
| Critical Thinking/ Attempt at Solving/ Example of Similar Problem: |                             |  |                               |                          |
|  |                             |  |                               | <b>/5</b>                |
| Point of Confusion:  |                             |  |                               |                          |
|  |                             |  |                               | <b>/1</b>                |

## **Appendix B: IRB Approval for MSSE 371 Student Survey on AVID Field Placement**

### Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Laura VanDemark from James Madison University. The purpose of this study is to gather feedback from students who served as an AVID tutor for their MSSE 371 Field Placement in order to improve training materials. This study will contribute to the researcher's completion of her Honors College Capstone Project.

### Research Procedures

This study consists of a 10 question online survey that will be administered to participants through email using Survey Monkey (an online survey tool). You will be asked to answer a series of questions related to experiences with the AVID program during the MSSE 371 field placement.

### Time Required

Participation in this study will require less than 5 minutes of your time.

### Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

### Benefits

There are no expected direct benefits from participation in this study. Results from this survey will be used to create additional training materials for College of Education students serving as AVID tutors during their MSSE 371 Field Experience.

### Confidentiality

The results of this research will be presented and published as required for the Honors College Capstone Project. While individual responses are anonymously obtained and recorded online through the (Survey Monkey), data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. Final aggregate results will be made available to participants upon request.

### Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

### Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Laura VanDemark  
Middle, Secondary and Math Education  
James Madison University  
vandemlh@dukes.jmu.edu

Dr. Dana Haraway  
Middle, Secondary and Math Education  
James Madison University  
Telephone: (540) 568-6995  
harawadk@jmu.edu

### Questions about Your Rights as a Research Subject

Dr. David Cockley  
Chair, Institutional Review Board  
James Madison University  
(540) 568-2834  
[cocklede@jmu.edu](mailto:cocklede@jmu.edu)

### Giving of Consent

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous survey, I am consenting to participate in this research.

<https://www.surveymonkey.com/r/7CVDWCF>

Laura VanDemark  
Name of Researcher (Printed)

May 17, 2018  
Date

Dana L. Haraway  
Research Advisor

***This study has been approved by the IRB, protocol # 19-0003.***

## Appendix C: MSSE 371 Student Survey Questions

<https://www.surveymonkey.com/r/7CVDWCF>

Please answer the following questions regarding your placement in a AVID classroom for the MSSE 371 Field Experience.

### 1. Which of the following schools did you attend for your MSSE 371 Field Placement with AVID

- Harrisonburg High School
- Thomas Harrison Middle School
- Skyline Middle School

### 2. Select the grade level(s) you worked with:

- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade

### 3. Which of the following best describes your prior knowledge or experience with AVID?

- I had never heard of AVID
- I had heard of AVID but did not know much about it
- I knew what AVID was but had no involvement with an AVID program
- I previously tutored for an AVID program
- I was in an AVID program in Middle and/or High School

### 4. After AVID tutor training at the beginning of MSSE 371, how comfortable were you with your role as an AVID Tutor?

- Very comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Very uncomfortable

Undecided

**5. Select any of the following suggestions you believe would improve AVID tutor training for MSSE 371. Check all that apply.**

- Broader overview of the AVID Program as a whole
- Information on application and selection process for AVID students
- More detailed instruction on tutor role during tutorials
- More focus on the study group procedures
- Participation in a mock tutorial
- More detailed explanations of AVID strategies other than tutorials (Ex: Cornell Notes, binder checks etc)
- Connections between MSSE 370 Content and AVID strategies

**6. Select the AVID strategies observed during your placement. Check all that apply.**

- Binder Checks
- College Preparation Projects
- College Preparation Projects
- Cornell Notes
- Socratic Seminars
- Study Groups
- Tutorials

**7. Rank the following strategies from MOST OFTEN USED to LEAST OFTEN USED. Assign #1 to the strategy MOST OFTEN USED.**

Binder Checks

College Preparation Projects

Cornell Notes

Socratic Seminars

Study Groups

Tutorials

**8. Select any of the following AVID TUTORIAL STEPS you thought were challenging or needed further explanation. Select all that apply.**

- Grading pre-work
- Grading collaboration and participation
- Encouraging students to ask questions
- Taking notes for the student presenter
- Asking students questions and not giving answers
- Assisting students with identifying or revising their Point of Confusion (POC)

**9. AFTER COMPLETING your MSSE 371 Field Experience Placement, how comfortable where you with your role as an AVID tutor?**

- Very comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Very uncomfortable
- Undecided

**10. Please provide any additional suggestions you have for improving the 371 Field Experience with AVID**

## Appendix D: Responses for MSSE 371 Student Survey Open Ended Question #10

*Survey Question #10: Please provide any additional suggestions you have for improving the MSSE 371 Field Experience with AVID.*

- Participating in a mock tutorial session would have been very beneficial.
- I was able to work with the same small group for tutorials fairly often, and this made it a much more positive experience for everyone involved because we formed relationships and actually knew a bit about each other. It was much more difficult for me to work with totally different groups of students that I had no previous chance to work with or get to know.
- My AVID classroom was never prepared and/or wanted to partake. Spent the majority of the semester standing around
- More structure, more opportunities to talk to the students about any questions they may have about college in general
- I was stressed and confused often. Perhaps adding different ways to overcome student attitudes and more group management skills to training!
- I think one on one tutoring is more helpful. It would be useful to tutor kids in the same class, as well as only tutoring in areas I am proficient in. Sometimes AVID was a waste of time for both the children and myself
- I know this is not always an option but every week the majority of the students (about 99% of the class) needed help with math. Even though their fellow peers would try their best to guide the student with the POC, if they were unable to answer or figure it out we were not much help either.
- I feel like we really need to see how tutorials actually go in schools rather than that video they showed, because that was a very ideal situation and it's not always like that in the schools.
- I thought Mycenae experience was great but the AVID class did not follow many of the normal AVID procedures it was mostly independent study and helping students individually
- I think there needs to be some explanation on why helping students outside of your own content area will prepare you for teaching. Many of my MSSE 371 classmates complained because this was not content-area focused, but I think there is incredible value in working with students in various subjects and understanding what they are dealing with outside of "your own" classroom.
- The experience I had with AVID was much different than the picture painted by Kirk. These students took this program as a time to get answers from another or just as a free period. Many, many times students would not have POCs from homework or classwork and insist on just sitting there. The teacher did not care much if the student did not participate in groups. To improve this, students need to be held to a higher expectation

that they should come in with POCs and how to behave in groups. On the other hand, it helped to practice building positive student relationships.

- Personally, I do not believe in placing teacher ed students in AVID for 371 field placement. I know a lot of people who dropped the minor due to the field experience, and I don't believe that I got much out of it. I would rather have more experience working in a content based classroom as a TA instead of AVID.
- There were way too many tutors at my placement; none of us were very useful.
- More preparation for grading tutorials
- I know our semester is short, so this isn't very feasible, but I wish we had more time with the students. Because of the block scheduling at HHS, it was hard to connect with students since the groups were always changing. I was lucky that, by chance, I worked with the same group most weeks, but it was a random coincidence. I do think, though, that it really improved my ability to serve them as a tutor because we had a more comfortable dynamic, I was used to their material, and we just had a better bond that made working togetherness easier and more fun.
- I was one of four or five tutors in my placement, so I often had nothing to do. It was also unlike what I had been told to expect: most of the students were self-sufficient and I felt like I was interrupting them, rather than checking in on them.
- I believe we just needed more prep before being thrown into the classroom. It took me until the end of the semester to feel confident in my role, and by then I could not practice any strategies from MSSE 370.
- A video showing an example of a correct tutorial session with the students