

4.7: Coaching the Tutor

The Tutor's Role in Tutorials

Checklist

In a collaborative tutorial, the tutor does the following:

- Works with one group the entire period and sits away from the front of the group
- Takes three-column notes for student presenter
- Facilitates questioning and interaction between the student presenter and the group members
- Pushes the thinking of all to a higher level through inquiry

Coaching the Tutor

Ways in which the AVID Site Coordinator/Site Tutor Trainer/teacher might provide coaching include:

- Validate group members who ask questions of student presenters
- Check student presenter's and group members' understanding of the point of confusion
- Track and monitor resources, collaborative inquiry and note-taking during tutorial
- Model how to use critical thinking and how to ask higher-level questions of the student presenter
- Ask coaching questions that help tutors and students improve their note-taking skills and their use of inquiry, collaboration and reflection

1.3: The Ideal Tutor

The Top 10 Characteristics of Ideal Tutors

Directions

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

Top Tutors:

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



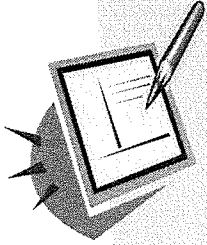
1.5: Expectations

Expectations: AVID Tutor

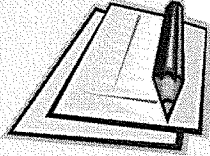
- A. The AVID tutor takes an active part in developing the academic and personal strength of AVID students.
- B. The AVID tutor becomes thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading).
- C. The AVID tutor becomes a master of each stage of the AVID tutorial and the inquiry learning process, as described below:
 1. Students take Cornell notes in their academic classes.
 2. Students complete the pre-work on Tutorial Request Form (TRF) from their academic class, Cornell notes, homework, classwork, quizzes and/or tests.
 3. As students enter the room, the teacher/tutor checks the TRFs and Cornell notes from the content class to support the point of confusion question.
 4. Students are divided into tutorial groups to meet the 7:1 ratio.
 5. One student begins the tutorial by presenting an authentic question and 30-Second Speech to the group. The tutor and group members ask questions to guide the student presenter through the critical thinking and inquiry process.
 6. Group members/tutor check the student presenter's understanding of the answer to his/her question by asking clarifying questions. Group members also take three-column notes on the student presenters' questions.
 7. Steps 5 and 6 are repeated for as many group members as time allows.
 8. Students complete a written reflection based on their learning (content and/or process) from the point of confusion.
 9. Students turn in their tutor pre-graded TRFs to teacher for grading and feedback.
 10. Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.
- D. The AVID tutor assists AVID students in developing personal pride in the AVID College Readiness System.
- E. The AVID tutor:
 - Assists students in the successful completion of college eligibility requirements and in becoming college-ready.
 - Provides academic support for students in rigorous courses.
 - Encourages students to enroll in a four-year college or university after high school graduation.
 - Serves as a role model/mentor to AVID students.
- F. AVID tutors are expected to be active learners, not experts. Because you have been selected as a tutor for this special class, it is expected and understood that you will:
 - Be positive and professional.
 - Arrive on time and prepared for class.
 - Act as a role model and wear appropriate attire at all times.
 - Assist students in maintaining their AVID binders (with calendar, assignment sheets, TRFs and daily Cornell notes from academic classes).
 - Actively participate in collaborative groups and tutorials.
 - Participate in AVID field trips and motivational activities (when possible).
 - Inform teacher in advance of absences/tardies on a tutorial day.
 - Become familiar with the specific routines and expectations of each AVID teacher's classroom.
 - Facilitate the tutorial learning process and implement AVID methodologies.
 - Adhere to district/site policies and procedures.
 - Complete tutor training.

Steps in the Tutorial Process

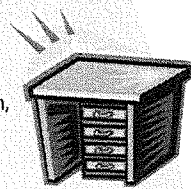
Before the Tutorial



1
Students take Cornell notes in their academic classes.



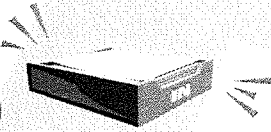
2
Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.



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



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

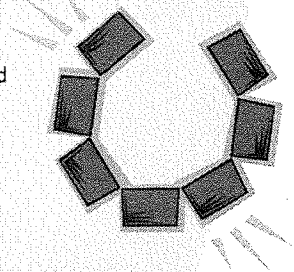


9
Students turn in their TRFs to teacher/tutor for grading and feedback.



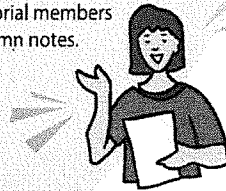
8
Students complete a written reflection on the learning that occurred from clarifying the point of confusion.

During the Tutorial

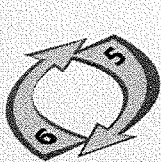


4
Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.

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



After the Tutorial



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

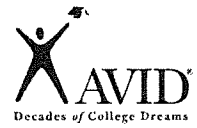


6
The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.



Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



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

5

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

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

Reflection (In Class—After the Tutorial)

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

I was a student presenter during tutorial today: Yes No

My point of confusion was . . . _____

_____ /1

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

_____ /1

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

_____ /2

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

_____ /2

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

_____ /1 *G*

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



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

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

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

Reflection (In Class—After the Tutorial)

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

I was a student presenter during tutorial today: Yes No

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

/7

8



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <i>Think-A-Loud</i>			Name:		
Standard Essential Question:			AVID Period:		
			Date:		
Pre-Work Inquiry ____ /12	Resources ____ /1	Collaborative Inquiry ____ /2	Note-Taking ____ /3	Reflection ____ /7	Total ____ /25
Initial/Original Question: _____ Source, Page # and Problem #: _____ (Directly from book, quiz/test, notes, etc.) • As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don't understand? • How can I simplify and explain this question in my own words? /1					
Key Academic Vocabulary/Definition Associated With Topic/Question: 1. <ul style="list-style-type: none">• What are the key academic vocabulary words I need to understand?• What are the definitions from my book or notes? 2. <ul style="list-style-type: none">• Can I define them in my own words? /2					
What I Know About My Question: 1. <ul style="list-style-type: none">• What do I know about my initial question?• What concept does this remind me of?• How can I organize the information? 2. <ul style="list-style-type: none">• Can I connect this concept to prior knowledge from this content area or another subject?• Can I make a prediction about a reasonable answer? /2					
Critical Thinking About Initial Question: <ul style="list-style-type: none"> • What can I show about my question? • What do the textbook or notes say about this topic? • How do I plan to approach this question; what strategies should I use? • Can I work backwards? • From my initial question, what do I know and what can I show? • Have I done a similar problem/question and what steps did I take to solve it? • Can I break down the question to smaller parts, and if so, what would they be? • Can I call someone from my class to assist me? • Is there a reliable website that can support me in my learning? /3			Identify General Process and Steps: <ul style="list-style-type: none"> • What are the steps to what I know? • What can I show that I can apply to a similar problem? /2		
Question From Point of Confusion: (This is the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.) /2					

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Collaborative Inquiry (In Class—During the Tutorial)

Notes from Inquiry:	Continue to Identify Process and Steps:
<p>(Completed by tutor from what I recorded at the whiteboard.)</p> <ul style="list-style-type: none"> • When the tutor sees or hears the "Ah ha" moment indicating that I understood the point of confusion, he/she will record a "!" • The tutor will record any key words or conversation occurring at the "!" moment so I can more easily identify that I was thinking and/or what assisted me in clarifying the point of confusion. • This "!" can be used for me to reference while I write my reflection. • If my point of confusion is that I don't know what I'm doing wrong in my problem, as we look at my pre-work and rework the problem during the tutorial, the tutor will circle where I was making the error. Then as a group, we will write a question from that point. 	<p>• As I review my work, what were the individual steps I took or process I went through to clarify my point of confusion?</p> <p style="text-align: center;">Three-column notes should be taken on the student's own notebook paper.</p>

Reflection (In Class—After the Tutorial)

My point of confusion was ... _____

/1

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

/1

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

/2

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

/2

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

/1

10



Three-Column Notes

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

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

11

HANDOUT 2.17a



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: Algebra 2		Name: Jennifer	
Standard: Essential Question: Solve for the quadratic equation and graph.		AVID Level: 2*	
Date: 9/29/11			
Pre-Work Inquiry	Resources	Collaborative Inquiry	How-Many
12	11	12	13
Total		17	125

Original Question (Source: Page # and Page #):
Solve the following quadratic equation and graph it:
 $y = x^2 + 2x + 3$ 11

Key Academic Vocabulary/Definition/Answer/With-Tip/Question
1. Completing the square - a process used to make a quadratic expression into a perfect square trinomial. 12
2. Parabola - set of all points in a plane that are the same distance from a given point. 12

What I Know About My Question
1. Part of transforming the equation is using completing the square. 12
2. The first step to graphing after transforming the equation is finding and plotting the vertex. 12

Critical Thinking About My Question
Identify General Process and Steps:
1. To transform the equation you have to start by completing the square.
2. Since you are supposed to graph the equation, that's why you change it to $y = a(x-h)^2 + k$.
3. You find the vertex to plot the first point of the equation.
4. Use a "x" and "y" table to find the other points. 12

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

You are supposed to graph the inequality and end up with a parabola.
But you are supposed to turn the equation to graph it.

x | | | vertex (h,k) 13

Conclusion From My Point of Confusion: By using my prior knowledge of completing the square, how do I transform the equation into vertex form? And what is the process for finding the points? 12



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

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

Reflection (In Class—After the Tutorial)

Key point of confusion is based on a focus area from my Tutorial Analysis Form collection. X Yes No I was a student presenter during tutorial today. X Yes No

In the space below, elaborate on the following questions as you reflect on the tutorial process: What was your point of confusion? What did you learn about the point of confusion? What did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning experiences (yourself and/or the world)? What did you find meaningful about the tutorial session? 17

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

Jennifer's 3-Column Notes

POC ?	Notes	Steps								
By using my prior knowledge of completing the square, how do I transform the equation into vertex form and what is the process for finding the points?	$y = x^2 + 2x + 3$ $y - 3 + 3 = x^2 + 2x + 3$ $y - 3 + (\frac{1}{2})^2 = (\frac{1}{2})^2 + 3$ $y - 3 + 1 = x^2 + 2x + 1$ $y - 2 = x^2 + 2x + 1$ $(x+1)^2 + 2$ vertex: (-1, 2)	1) Use completing the square 2) Fill in the blanks 3) Factor the right side of equation 4) Add (the 2) 5) Find the vertex 6) Find the points near the vertex, plug them into the equation 7) Graph Using those points								
	$y = a(x-h)^2 + k$ vertex: (h,k) $y - 2 = (x+1)^2 + 2$ vertex: (-1, 2)									
	<table border="1"> <tr> <td>x</td> <td>-2</td> <td>-1</td> <td>0</td> </tr> <tr> <td>y</td> <td>3</td> <td>2</td> <td>3</td> </tr> </table> $y = (0+1)^2 + 2$ $y = (1)^2 + 2$ $y = 1 + 2 = 3$ $y = (-2+1)^2 + 2$ $y = (-1)^2 + 2$ $y = 1 + 2 = 3$	x	-2	-1	0	y	3	2	3	
x	-2	-1	0							
y	3	2	3							

Jennifer's Content Class Notes

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

Completing Quadratics

How does the vertex affect the entire graph?
 In order to graph quadratics (parabolas), we have to know how to find the vertex.

Finding the vertex depends on the equation form.

Standard Form	Vertex Form
$f(x) = ax^2 + bx + c$	$y = a(x-h)^2 + k$
vertex is at $x = \frac{-b}{2a}$	vertex = (h,k)

"k" - vertical translation
 "h" - horizontal translation

How can finding the vertex using vertex form be easier than with standard form?

How else can you solve for the equation if it is not a perfect square?

- 1. The completing the square can be used to solve when the quadratic is a perfect square
 - 2. Step 1 - Find 1/2 of b, the coefficient of x
 - 3. Step 2 - Square the result in #1
 - 4. Step 3 - Add the rest of +2 to x^2
- Symbol: $x^2 + bx + (\frac{b}{2})^2 = (x + \frac{b}{2})^2$

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

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3.2: Effective Tutorials

Guidelines for Effective Tutorials

Being part of a program at the forefront of education is highly challenging and requires an extraordinary amount of commitment, yet its rewards more than compensate for the amount of work. More than anything else, tutoring is the best preparation possible for a career in teaching or in any other job that is people-oriented.

Directions: Read and highlight the key concepts on the next two pages.

Camaraderie

AVID tutors and students enjoy a great deal of camaraderie. Together, the tutors and AVID Site Coordinator/teacher rejoice in mutual successes and support each other when encountering classroom frustrations. Tutors accompany students on field trips and often get together for supervised study sessions. Because of the common bond of AVID, tutors, students and the AVID Site Coordinator/teacher become like a family.

As a tutor, you are a role model with the ability to influence a student's attitude about high school, college and career goals. It is imperative that you maintain a positive attitude by treating all students equally in a friendly, respectful manner, honoring their individuality and different learning styles. By maintaining an enthusiastic and professional demeanor that shows genuine interest in your students, you will be able to motivate the formerly unmotivated, bring out introverted students and witness real academic and personal growth.

Because tutors work so closely with students on all aspects of their academic lives, and are closer in age to them than is the teacher, students often view tutors as their friends or peers. What the students need, however, is for the tutor to be a teacher and model, not another friend. Naturally, situations will arise when there is a need for the tutor to listen to students' personal problems, and students will be more open with someone of their own gender and age group. However, it is your legal obligation to inform the AVID teacher when conversations indicate serious problems with drugs, child abuse, etc.

Communication

Tutors are able to share valuable insights about students with the AVID Site Coordinator/teacher and to collaborate on academic plans. Your input will be valued and respected, but remember that the AVID Site Coordinator/teacher is the final authority in the classroom.

Tutors Should Not Do the Following

- Write passes for students.
- Assign tasks to students that take them outside the classroom.
- Take charge of the classroom in the teacher's absence.
- Transport students.
- Provide personal contact information.

Remember that each person in your class is unique. The teaching technique that is effective with one student may be ineffective with another. One may learn best visually, another, verbally. As a tutor, you will want to vary your presentation to give each student the greatest possible chance to learn.

(continued)

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(continued)

Guidelines

1. Allow students *adequate time* to work. You may feel you must talk throughout the tutorial session, but students need uninterrupted time to think, work and respond. As long as you are talking, the students will not internalize what they have learned.
2. Place the *burden of work on the students*, not on yourself. Encourage them by asking questions that will help them be able to find their own answers. Rather than saying, "You need a comma here," say, "You left out a punctuation mark between here and here; can you find it?" Rather than saying, "The author was trying to say . . ." say, "What do you think the author meant when he said . . . ?" Rather than saying, "I'll look up the information between now and our next session," say, "You research that between now and next week. I'll be ready to check what you have found."
3. Require students to call upon all the *resources* they've learned to use—their Cornell notes, fellow students, textbooks and their subject area teachers.
4. Have students write out the *process they used to solve a problem* and/or have them solve another problem of the same type to check their comprehension.
5. If the students finish *early*, *ask the teacher for an activity* your group can work on until the end of the period. Students may also use this time to create additional questions to present by looking for wrong answers on their tests/quizzes.
6. *Be flexible!* There is usually more than one way to do something. You might study most effectively with background music, but your students might prefer total silence. Share with them how you learn, and then allow them to explore what works best for them. For more about learning styles, see *Handouts 3.8a–f*.
7. *Be patient.* Students do not have to do things right the first time they try. Provide the time and encouragement they need to try a different strategy or approach if the first one is unsuccessful.
8. *Never try to bluff* a student. Whenever a student asks a question to which you do not know the answer, refer the student to the teacher or guide him/her to the appropriate resource.
9. Because you are a vital part of the learning environment, keep absences from the classroom to a minimum. Frequent absences and tardiness are a bad example, prevent efficient operation of the class and deny students the full benefits of instruction.
10. *Accept and act on any suggestions* made by the AVID Site Coordinator/teacher.
11. Tutors need to show that they are mentally and emotionally capable of interacting positively with students. *Mutual trust* and understanding are important facets of the effective teaching process. Once you have gained your students' trust, never abuse or take advantage of it.
12. *Report to the teacher on a regular basis.* You are, in the best circumstances, the teacher's eyes and ears concerning the progress of each student.

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3.11: Tutorial Member Protocols and Observations

Tutorial Member Protocol Summary

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

Protocol	Description	Implementation
Student Presenter	<ul style="list-style-type: none"> • "30-Second Speech" • Protocol provides the student presenter with the opportunity to share pre-work and point of confusion with group members. • The sharing of the prior knowledge provides the group members with the background knowledge needed in order to assist the student presenter in clarifying his/her point of confusion. 	<ul style="list-style-type: none"> • Have student presenter deliver 30-Second Speech at the start of the tutorial. • Student presenter should use the TRF when delivering the 30-Second Speech. • Student presenter should also use content class focused notes and the textbook throughout the tutorial.
Group Member	<ul style="list-style-type: none"> • Group Member Protocol provides group members with an outline of the steps they should follow throughout the tutorial process to assist the student presenter. 	<ul style="list-style-type: none"> • Group members should question their own knowledge of the content in order to acknowledge what they know and do not know about the student presenter's question. • If a group member is in the same content class as the student presenter, he/she should use his/her notes during the tutorial in order to create higher-level questions for the student presenter.
Tutor	<ul style="list-style-type: none"> • Protocol provides tutors with step-by-step guidelines of their role throughout the tutorial process. 	<ul style="list-style-type: none"> • Tutors should assist student presenter in delivering his/her 30-Second Speech and clarifying his/her point of confusion through inquiry and facilitation. • Tutors should assist group members in engaging in the inquiry process to assist the student presenter in clarifying his/her point of confusion. • Tutors should also assist in providing the student presenter with opportunities to check his/her understanding of the solution/process, as well as the opportunity to process the new knowledge.
Teacher	<ul style="list-style-type: none"> • Protocol provides teachers with recommendations for creating systems in the classroom to ensure rigorous, inquiry-based tutorials. 	<ul style="list-style-type: none"> • Teachers should determine how students will be grouped and how to select the first student presenter. • Teachers should rotate from group to group to validate student inquiry, and model high-level questioning and taking of three-column notes. • Teachers should provide all students with ample reflection time so students have the opportunity to process new knowledge. • Teachers should debrief with tutors informally and formally to ensure the refinement of tutorials.

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3.11: Tutorial Member Protocols and Observations

Tutor Facilitation Protocol

Steps	Description	Might Sound Like . . .
1	Facilitate the selection of a group member to be a student presenter.	<ul style="list-style-type: none"> • Let's go around our group and read our questions so we can see if there are similar questions. • Is there anyone who has a test or quiz coming up?
2	Take three-column notes (question/ notes/steps or process) from the student presenter's seat.	<ul style="list-style-type: none"> • As you go up to the whiteboard, please hand me your paper and I will sit in your seat and take three-column notes for you.
3	Assist the student presenter in delivering his/her "30 Second Speech."	<ul style="list-style-type: none"> • Please share your 30-Second Speech with us based on your pre-work. • Use your TRF work as talking points for your 30-Second Speech.
4	Support the student presenter in taking three-column notes on the whiteboard.	<ul style="list-style-type: none"> • Let's stop and take a minute to make sure we have everything recorded on the whiteboard. • Now let's make sure we have recorded all our steps in the third column.
5	Facilitate the questioning of the student presenter by prompting group members.	<ul style="list-style-type: none"> • Based on your pre-work and notes on this topic, what questions do you have that would help him understand his POC? • Who is in the same class as Tony, and can create a question based on something you know?
6	Encourage each group member to ask at least one question of each student presenter.	<ul style="list-style-type: none"> • Remember, I'm tracking participation and would like to see everyone ask at least one question of the student presenter.
7	Record student presenter's "ah ha" moment by using an "!".	<ul style="list-style-type: none"> • I'm writing an "!" mark here in your notes since you just clarified your POC. • Remember as you complete your reflection to look at the notes I took for you to reference your "ah ha" moment.
8	Encourage each group member to take three-column notes for each student presenter.	<ul style="list-style-type: none"> • I'll be recording notes for the student presenter. It's your job to record notes from all the group members on your paper. • At the end of this session, you can keep your notes in your binder in the appropriate content area to study, and I'll collect the TRF with your reflection.
9	Check student presenter's understanding.	<ul style="list-style-type: none"> • Now that you understand your point of confusion, would you explain how the steps in the third column connect to the notes?
10	Assist student presenter in delivering the "30-Second Reflect and Connect" aloud to the group and ensure students reflect in writing about their learning.	<ul style="list-style-type: none"> • Would you explain the concept you learned regarding your point of confusion using the 30-Second Reflect and Connect?

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3.12: Presenting and Questioning

Using Tutorial Question Stems

Directions: Use these stems throughout the tutorial process to assist in working through the levels of inquiry. The notes generated from the inquiry process should be recorded in a three-column note format. See three-column note format on the next page.

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

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3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

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

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

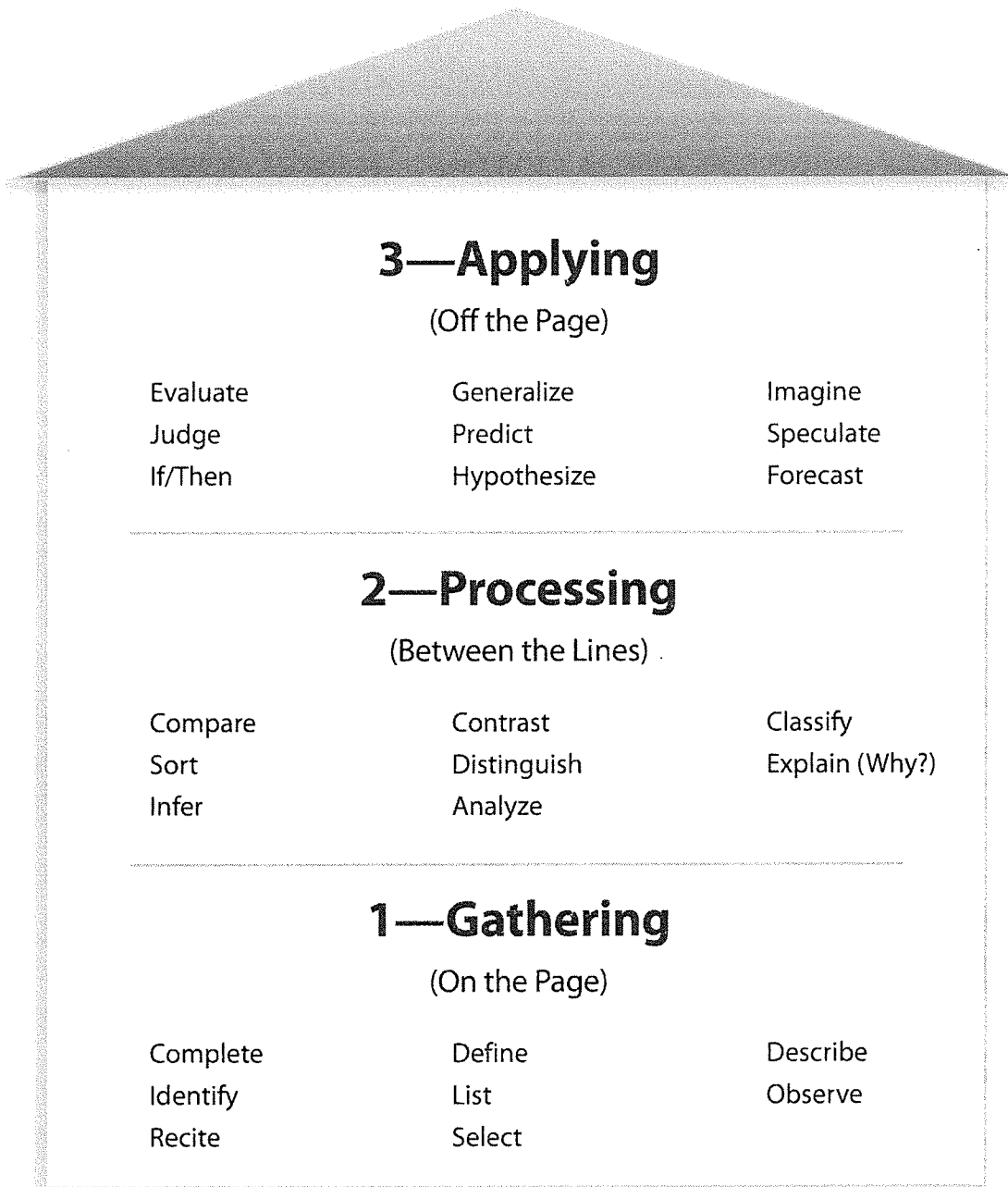
Levels	Description of Inquiry Level	Sample Questions
Level 1	<p>Gather and Recall Information (Gathering/Input)</p> <p>Ask LEVEL 1 questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.</p>	<ul style="list-style-type: none"> • What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	<p>Make Sense Out of Information Gathered (Processing)</p> <p>Ask LEVEL 2 questions to help student begin processing the information gathered, make connections and create relationships.</p>	<ul style="list-style-type: none"> • Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	<p>Apply and Evaluate Actions/Solutions (Applying/Output)</p> <p>Ask LEVEL 3 questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.</p>	<ul style="list-style-type: none"> • How do you know the answer is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

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3.13: Inquiry in Tutorial

Costa's Levels of Thinking

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.



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Costa's Levels of Thinking

	Level	Descriptions	Vocabulary Words for the Levels of Thinking			
Higher-Order Thinking Skills HOTS	APPLYING INFORMATION	(OUTPUT) Applying and evaluating actions, solutions and connections made in order to predict	assemble	develop	make	
			build	devise	plan	
				construct	formulate	produce
				create	imagine	write
			design	invent		
	PROCESSING INFORMATION	(PROCESSING) Making sense out of information; processing the information gathered by making connections and creating relationships	appraise	forecast	select	
			argue	generalize	speculate	
			check	hypothesize	support	
			critique	if/then	test	
			defend	judge	valuate	
			detect	predict	value	
	PROCESSING INFORMATION	(PROCESSING) Making sense out of information; processing the information gathered by making connections and creating relationships	attribute	discriminate	integrate	
			classify	distinguish	organize	
			compare	examine	outline	
			contrast	experiment	question	
			criticize	explain why	sort	
			deconstruct	infer	structure	
			differentiate			
			carry out	employ	operate	
			choose	execute	schedule	
			demonstrate	illustrate	sketch	
			do	implement	solve	
			dramatize	interpret	using	
Lower-Order Thinking Skills LOTS	GATHERING INFORMATION	(INPUT) Identifying and recalling information	classify	explain	recognize	
			complete	identify	report	
			describe	locate	select	
			discuss	paraphrase	translate	
			define	memorize	reproduce	
			duplicate	recall	state	
			list	repeat		

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

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3.13: Inquiry in Tutorial

**Costa's Levels of Thinking and Questioning:
English**

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • Locate in the story where ... • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Illustrate the part of the story that ... • Make a map of ... • What is the origin of the word _____? • What events led to ...? 	<ul style="list-style-type: none"> • What would happen to you if ...? • Would you have done the same thing as ...? • What occurs when ...? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of ... • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present? 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event) ... • Describe the events that might occur if ... • Add something new on your own that was not in the story ... • Pretend you are ... • What would the world be like if ...? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you ...? • How would you solve this problem in your life?

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3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: Science

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • What is ...? • When did ...? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to ...? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a lab to show ... • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find ... • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • What would happen to ___ if _____ (variable) were increased/ decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

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3.13: Inquiry in Tutorial

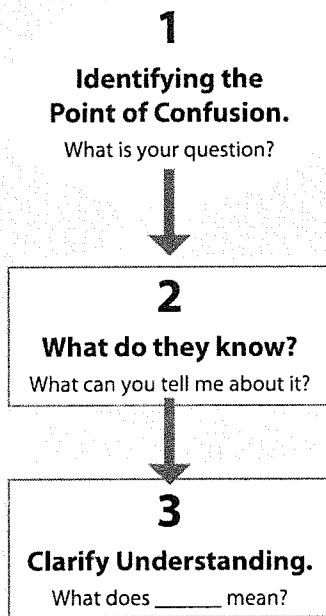
Costa's Levels of Thinking and Questioning: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Make a map of ... 	<ul style="list-style-type: none"> • What would happen to you if ...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as ...? • What occurs when ...? • If you were there, would you ...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to ...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • What would it be like to live ...? • Write a new ending to the event. • Describe the events that might occur if ... • Pretend you are ... • What would the world be like if ...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

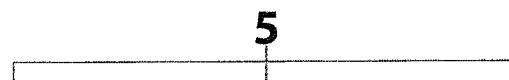
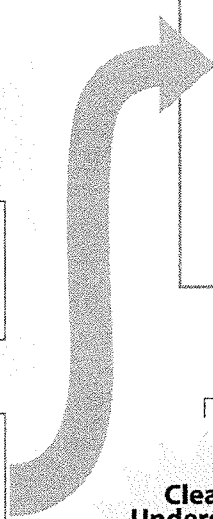
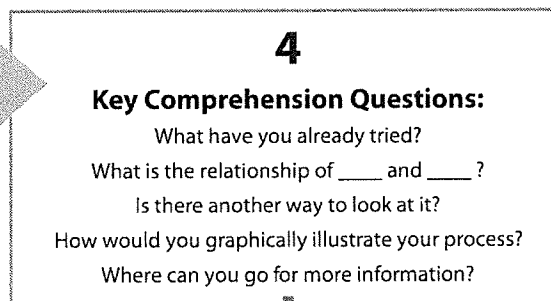
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Inquiry Learning Process

Steps 1–3:
30-Second Speech



Steps 4 & 5:
Group members push the thinking of the student presenter.



Clearly Understands
What would happen if you changed _____?

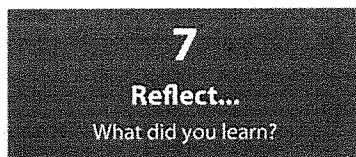
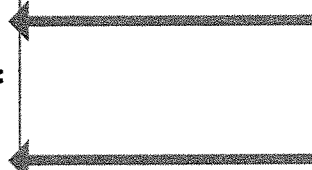
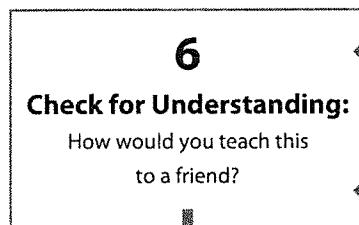
More Inquiry
What have we overlooked?

Confused??
What questions do you still have?

What would happen if you changed _____?

What have we overlooked?

What would happen if you changed _____?



Steps 6 & 7:
Student presenter checks his/her understanding and reinforces his/her learning.

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3.17: More Tutorial Essentials

Checking for Understanding

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

Intellectual Standard	Description
Clarity	<ul style="list-style-type: none"> • Could you elaborate further? • Could you give us an example? • Could you draw a picture of what you mean?
Accuracy	<ul style="list-style-type: none"> • How could we check on that? • How could we find out if that is true? • Are we sure we aren't distorting the truth?
Precision	<ul style="list-style-type: none"> • Could you be more specific? • Could you give us more details? • Could you be more exact?
Relevance	<ul style="list-style-type: none"> • How does what you say relate to the problem? • How does that bear on the question? • How does that help us with the issue?
Depth	<ul style="list-style-type: none"> • What makes this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with?
Breadth	<ul style="list-style-type: none"> • Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways?
Logic	<ul style="list-style-type: none"> • Does all this make sense together? • Are we looking at this reasonably? • Does what you say follow from the evidence?
Significance	<ul style="list-style-type: none"> • Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important?
Fairness	<ul style="list-style-type: none"> • Am I considering all the relevant viewpoints? • Am I being selfish? • Am I being fair to myself and others?

Reprinted from *The Miniature Guide to Critical Thinking Concepts and Tools* by Dr. Richard Paul and Dr. Linda Elder (2009), with permission from The Foundation for Critical Thinking (www.criticalthinking.org).

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3.18: Observation and Feedback

Tutorial Process Observation Checklist

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Grades papers/plans lessons <input type="checkbox"/> Does not monitor student behavior <input type="checkbox"/> Works one-on-one with a student for entire period <input type="checkbox"/> Does not model higher-level thinking <input type="checkbox"/> Does not check that student presenter has resources <input type="checkbox"/> Tutors one tutorial group 	<ul style="list-style-type: none"> <input type="checkbox"/> Observes tutorials <input type="checkbox"/> Coaches tutor to monitor student behavior <input type="checkbox"/> Works with a number of students one-on-one during the period <input type="checkbox"/> Sometimes models higher-level thinking <input type="checkbox"/> Checks that the student presenter has resources to support tutorial questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors tutorials <input type="checkbox"/> Coaches students to monitor their own behavior <input type="checkbox"/> Stays with one or two groups the entire period <input type="checkbox"/> Models higher-level thinking <input type="checkbox"/> Checks that the student presenter uses resources to support tutorial questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Coaches students and tutors in the tutorial process <input type="checkbox"/> Coaches students/tutors to share responsibility for monitoring their own/each other's behavior <input type="checkbox"/> Rotates to all groups during the period <input type="checkbox"/> Models higher-level thinking; validates students who ask higher-level questions <input type="checkbox"/> Checks that the student presenter uses resources to support tutorial questions and for group member questions
Tutor(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Conducts one-on-one homework help sessions <input type="checkbox"/> Makes copies or completes teacher requests <input type="checkbox"/> Asks questions and teaches solution to individual students <input type="checkbox"/> Does not encourage three-column notes during tutorials <input type="checkbox"/> Insufficient number of tutors <input type="checkbox"/> No tutors 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with more than two groups during the period <input type="checkbox"/> Stands in front of group with the student presenter <input type="checkbox"/> Asks questions of the student presenter and teaches the solution <input type="checkbox"/> Checks student presenter's understanding of the solution <input type="checkbox"/> Monitors students to ensure that they take three-column notes on student questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with one or two groups in a period <input type="checkbox"/> Works with the student presenter at the board; supports the student presenter in rewriting question, if necessary; discusses possible solutions with the group <input type="checkbox"/> Asks questions of the student presenter and group members to promote discussion toward a solution <input type="checkbox"/> Checks the student presenter's understanding of the point of confusion <input type="checkbox"/> Monitors and encourages students to take three-column notes on all student questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Coaches and works with one group the entire period <input type="checkbox"/> Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary <input type="checkbox"/> Facilitates the group and pushes the thinking of all students to a higher level through inquiry <input type="checkbox"/> Checks the student presenter's and group members' understanding of point of confusion <input type="checkbox"/> Takes three-column notes for the student presenter to model strategies for the group members <input type="checkbox"/> Encourages all students to take three-column notes on all student questions

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3.18: Observation and Feedback

Tutorial Process Observation Checklist (cont.)

Student Presenter(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Uses only small, individual board <input type="checkbox"/> Works on homework independently, in student pairs or one-on-one with tutor <input type="checkbox"/> Focuses on his/her own work; there is no structured group interaction. <input type="checkbox"/> Does not arrive with completed pre-work <input type="checkbox"/> Does not record notes on the board <input type="checkbox"/> Do not have resources to support his/her question 	<ul style="list-style-type: none"> <input type="checkbox"/> Works at a large, upright whiteboard one-on-one with tutor/peer as the group listens <input type="checkbox"/> Presents question at the board, then sits with the group as the tutor teaches the solution to the group <input type="checkbox"/> Some students present authentic questions from their core subject areas. <input type="checkbox"/> Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. <input type="checkbox"/> Has resources to support his/her questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter <input type="checkbox"/> Listens and records notes at the board while group members discuss questions <input type="checkbox"/> Many students present authentic questions from their core subject areas. <input type="checkbox"/> Records group thinking at the board <input type="checkbox"/> Uses his/her resources for questions during tutorial 	<ul style="list-style-type: none"> <input type="checkbox"/> Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group as the tutor takes three-column notes for the student presenter <input type="checkbox"/> Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution <input type="checkbox"/> Most students present authentic questions based on classroom performance in core subject areas. <input type="checkbox"/> Records own and group thinking on the board <input type="checkbox"/> Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members	<ul style="list-style-type: none"> <input type="checkbox"/> Work on own homework independently or in pairs, with or without tutor <input type="checkbox"/> Seating arrangement does not promote collaboration. <input type="checkbox"/> Do not take three-column notes <input type="checkbox"/> Do not engage in the discussion <input type="checkbox"/> Do not check student presenter's understanding of the process and/or solution 	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on conversations between the tutor and the student presenter at the board and provide little input <input type="checkbox"/> Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. <input type="checkbox"/> Take three-column notes with tutor/teacher prompting <input type="checkbox"/> Some engage in the discussion. <input type="checkbox"/> Some assist in checking the student presenter's understanding of the process or solution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss questions being presented <input type="checkbox"/> Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. <input type="checkbox"/> Take three-column notes on each student presenter's question <input type="checkbox"/> Most engage in discussion around the point of confusion. <input type="checkbox"/> Most assist in checking student presenter's understanding of the point of confusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership <input type="checkbox"/> Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. <input type="checkbox"/> Take detailed three-column notes on each student's question <input type="checkbox"/> All engage in discussion around the point of confusion. <input type="checkbox"/> Assist in checking student presenter's understanding of the process and solution <input type="checkbox"/> Engage in a reflection around the learning process and point of confusion

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4.7: Coaching the Tutor

Tutor Reflection

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

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

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3.18: Observation and Feedback

Reflection/Debrief

Highlights:

Next Steps:

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3.11: Tutorial Member Protocols and Observations

Observing a Fellow Tutor

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

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

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

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4.10: 12th Grade Tutorials**12th Grade Tutorials—4th Quarter
Transition to College Study Groups**

12th grade AVID students should begin thinking about how they will use the AVID tutorial format in college to study with their peers. The purpose of this lesson is to assist seniors in thinking about this transition.

Part 1 Directions:

1. Quickwrite: What do you do as a student to excel in your classes?
2. Prepare to read the article “Studying Students Studying Calculus: A Look at the Lives of Minority Mathematics Students in College” by Uri Treisman by numbering the paragraphs.
3. Guiding question for the reading: What effective strategy to help students excel in their college classes does the author share?
4. While reading, circle any key terms and underline the author’s claims.
5. After reading, write one higher-level question to share in a Socratic Seminar group.
6. Have students arrange themselves in an inner/outer circle and conduct a Socratic Seminar. Ask students to go around the inner circle and share the question they wrote.
7. Use the guiding question or one of the student-generated questions as the opening question to the Socratic Seminar.
8. Throughout the seminar, have the students in the inner circle face the outer circle and discuss comments made in the inner circle. Members of the inner circle may choose to switch places with their outer circle partner.
9. Ask students in the Socratic Seminar the following closing questions, “How can you create an AVID-like tutorial as a college student? What will it look like?”
10. Have students reflect in writing on the following: “Based on the article, the Socratic Seminar discussion and my own experiences, what are some things I need to do in college to ensure that I am successful in my classes?”

Part 2 Directions:

1. On the next tutorial day, have students form content class study groups.
2. Have students bring in content class notes, pre-work completed on notebook paper (without the TRF) and a point of confusion question to their content study groups.
3. Have students take turns sharing their point of confusion question and pre-work with their group. Have the other members of the study group use inquiry to help the student clarify his/her point of confusion.

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4.11: Content Class Study Groups

Directions for Organizing Content Class Study Groups

1. Students review their class notes, textbook, quizzes, tests, etc., and identify a concept/problem that needs additional clarification or a deeper understanding.
2. Students complete the first page of the "Focused Study Group Form" prior to the study group session.
 - a. **Initial/Original Question:** Once students have identified a question/problem, have them record the question on the "Focused Study Group Form" under "Initial/Original Question." Remind students to record this in question form. Have them write down where the question was generated from and the standard/Essential Question for the initial question.
 - b. **Academic/Content Vocabulary:** Students identify a couple of key vocabulary words associated with their question. One or both of these words should be used in the "Question From Point of Confusion."
 - c. **What I Know About My Question:** Students record information about their question. Students are required to know something about their question regardless of whether or not they fully understand the concept. If they spent time in the class listening to the teacher, it is expected that they walk away with some knowledge.
 - d. **Show Preliminary Work:** Students start working out their initial/original question up to the point that they are confused. Once students reach this point, students may write "POC" or "?" to indicate that they cannot go any further.
 - e. **Record Steps or Process:** Students record the steps (math or science) or the process (English or social studies) they went through when completing the previous box, "Show Preliminary Work."
 - f. **Point of Confusion:** Students create a question from the point about which they were confused as noted in the box, "Show Preliminary Work." Students should incorporate one or both of the "Academic/Content Vocabulary" words used above.
3. Form groups of four students to work together in study groups. Have students sit around chart paper or a whiteboard.
4. Assign a student leader to make sure each group member is taking notes during the study group session, using the class notes he/she brought in and asking questions.
5. Each student will take turns putting up his/her question on the whiteboard and sharing what he/she knows about the question.
6. Student leader will ensure that each member helps the student presenter by asking him/her questions to arrive at the solution.
7. Students will end the focused study group process by reflecting on their learning.

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