

Advancement Via Individual Determination



Coaching Inquiry-based Collaborative Tutorials for Increased Student Achievement

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AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Scripting the AVID Tutorial

- Keep a running record of everything that happens during tutorials
- Do not make any judgments
- Use shorthand
- Do not worry about connecting events
- Create a seating map of the “focus” tutorial group
- Number the students
- Use the numbers to identify which student is speaking in the script

T = tutor

P = student presenter

Sample scripting notes:

T: Who would like present their question first?

4: I would! I have a test today and I have to know this!

6: Me too! I studied all night.

T: Okay, then Patrick get us started with your 30 second speech. Be sure to conclude with your point of confusion.

Example:

3 T 5
2 6
1 7
4(P)
(Board)

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

Subject: Algebra Standard/Essential Ques.:	Name: Itzel AVID Period: Date:
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Initial Question: Explain the steps to solve for x. $\sqrt{\frac{3x}{5}} - 4 = 2$	Source, page # & problem #: Book prob #
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Key academic vocabulary/definition associated with topic/question:

1. square root - A number b such that $a^2 = b$. \sqrt{b} is the principle square root. $-\sqrt{b}$ is the negative square root. -3 and 3 are square roots of 9 .
2. isolate - to get by itself; alone

What I Know about My Question:

1. Have to add 4 to both sides to get x alone.
2. I know I have to square it

Critical Thinking about Initial Question:

$$\begin{array}{r} \sqrt{\frac{3x}{5}} - 4 = 2 \\ +4 \quad +4 \\ \hline \left(\sqrt{\frac{3x}{5}}\right)^2 = 6^2 \end{array}$$

POC
 ← I don't get why it's not

$$\frac{3x}{5} = 36 \qquad \frac{9x}{25} = 36$$

Identify General Process and Steps:

Step 1: add or subtract #'s not under $\sqrt{\quad}$ sign

Step 2: square both sides

Step 3: multiply denominator

Step 4: divide by $\textcircled{\#}x$

Question from Point of Confusion:

Reflection (If you presented your question you must answer two of the first three prompts; if you did not present you must answer last two prompts)

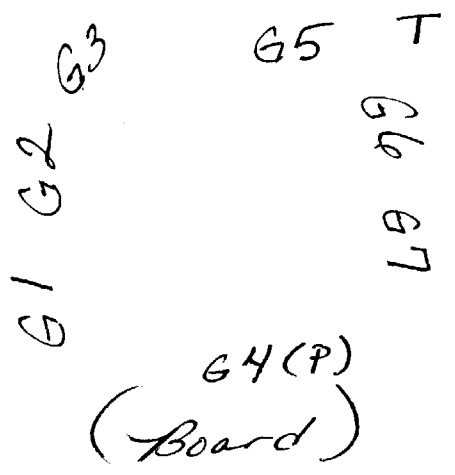
1. My point of confusion was...
2. What I learned about my point of confusion is...
3. I gained a new/ greater understanding of my point of confusion by/when...
4. This learning is important because it connects to my previous learning/experience, myself, and/or my world (circle one), in the following way...
5. What I found meaningful about today's tutorial session is...

Tutorial Scripting Form

Date:	Teacher:	Grade Level:	Tutor:	Observer:
10/31/11	McGinnis	8	Itzel	Site Coordinator

Tutorial Seating Map:

(Focus: formation, Group members represented as numbers (G1), student presenter (P), tutor (T), and AVID elective teacher (AET))



Scripting Notes:

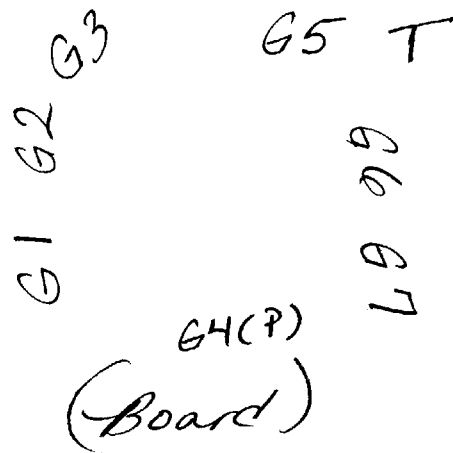
- T: ? (set-up)
- T: directive to share questions
- G1: ? define
- G2: ? Justify
- G3: ? identify/solve
- G4: ? explain
- G5: ? identify
- G6: ? explain
- G7: ? justify
- T: ? present first?
- G4: volunteers
- G4(P): Initial Question
- G4(P): POC
- G3: ?
- G4(P): explain/ref. notes
- G7: ?
- G4(P): ?/explanation
- G1: ?
- G4(P): statement
- G5: ?
- G4(P): ?
- G1: ?
- G7: ?
- G7: ?/example
- G4(P): ?
- G4(P): !
- G4(P): apply to another example
- G4(P): !/POC/skipped step
- T: ?/reflect on learning process
- G4(P): !
- G2: ?
- G4(P): !
- T: Transition to next presenter

Tutorial Scripting Form

Date:	Teacher:	Grade Level:	Tutor:	Observer:
10/31/11	McGinnis	8	Itzel	Site Coordinato

Tutorial Seating Map:

(**Focus:** formation, Group members represented as numbers (G1), student presenter (P), tutor (T), and AVII elective teacher (AET))



Scripting Notes:

- | | |
|--------|--------|
| T: | G4(P): |
| T: | G1: |
| G1: | G4(P): |
| G2: | G5: |
| G3: | G4(P): |
| G4: | G1: |
| G5: | G7: |
| G6: | G7: |
| G7: | G4(P): |
| T: | G4(P): |
| G4: | G4(P): |
| G4(P): | G4(P): |
| G4(P): | T: |
| G3: | G4(P): |
| G4(P): | G2: |
| G7: | G4(P): |
| | T: |

Two-Column Note-taking (In class--During the Tutorial)

Take two/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 Grade/ Tutorial Analysis: 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





Reflecting on Coaching Your Students



To create effective, collaborative tutorials, it is essential to use specific strategies and techniques as you coach students through this process. Record your responses to the questions below.

QUESTION	RESPONSE
What strategies do you use to show the value of tutors'/students' ideas and comments?	
What questioning techniques do you use to help tutors/students think more deeply about a subject?	
How do you coach tutors/students to move beyond the immediate homework problem and think critically about the work?	
What strategies do you use to incorporate the students' Cornell notes and other resources into tutorial work?	
What strategies do you use for including students who are not prepared (e.g., have no question, resources, or Cornell notes)?	
How do you facilitate written or oral reflection among students at the end of the tutorial session?	

QUESTION	RESPONSE
<p>What do you do to create a positive learning environment and to ensure that students value their learning time?</p>	
<p>How do you know that your groups of students are well-functioning tutorial groups?</p>	
<p>How do you keep students on task and guide them to be active participants in learning?</p>	
<p>What do you do to maintain a professional and positive rapport with tutors/students?</p>	
<p>How do you encourage tutors/students to help each other and share their knowledge?</p>	
<p>What strategies do you use to identify individual needs within a group? How do you prioritize in order to meet all tutor/student needs?</p>	

 Tutorial Process Observation Checklist 				
	Not AVID	Tutor Centered	Student Centered	Collaborative
Teacher	<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 questioning.	<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 questioning.	<input type="checkbox"/> Monitors tutorials. <input type="checkbox"/> Coaches students to monitor their own behavior. <input type="checkbox"/> Stays with 1–2 groups the entire period. <input type="checkbox"/> Models higher-level questioning.	<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 observe each group during the period. <input type="checkbox"/> Models higher-level questioning; validates students who ask higher-level questions.
Tutor	<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 Cornell note-taking during tutorials. <input type="checkbox"/> Insufficient number of tutors <input type="checkbox"/> No tutors	<input type="checkbox"/> Works with more than two groups during the period. <input type="checkbox"/> Stands in front of group while student presenter is seated. <input type="checkbox"/> Asks questions and teaches the solution. <input type="checkbox"/> Monitors students as they take Cornell notes on student questions.	<input type="checkbox"/> Works with 1–2 groups in a period. <input type="checkbox"/> Works with student presenter at board; discusses possible solutions with the group. <input type="checkbox"/> Asks questions and promotes discussion towards a solution. <input type="checkbox"/> Encourages students to take Cornell notes on all student questions.	<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. <input type="checkbox"/> Facilitates the group and pushes the thinking of all students to a higher level. <input type="checkbox"/> Takes Cornell notes for the student presenter and models Cornell note-taking for the group members.
Student Presenter	<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 write questions in advance. <input type="checkbox"/> Notes are not recorded on the board	<input type="checkbox"/> Works at board one-on-one with tutor/peer as group listens. <input type="checkbox"/> Presents question at board, and then sits with group as tutor teaches the solution to the group. <input type="checkbox"/> May present higher-level questions from core subject areas. <input type="checkbox"/> Records tutor-driven notes at board. <input type="checkbox"/> Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.	<input type="checkbox"/> Works at board presenting his/her own question to group; tutor occasionally is at board with student. <input type="checkbox"/> Listens and records notes at board while group members discuss questions. <input type="checkbox"/> May present higher-level questions from core subject areas. <input type="checkbox"/> Records group thinking at the board.	<input type="checkbox"/> Works at board presenting his/her question to group as tutor takes Cornell notes. <input type="checkbox"/> Shares prior knowledge with group and uses group member questions to assist in working toward a solution. <input type="checkbox"/> Presents higher-level question based on classroom performance in core subject areas. <input type="checkbox"/> Records own and group thinking on board.
Group Members	<input type="checkbox"/> Work on own homework independently or in pairs, with or without tutor. <input type="checkbox"/> Do not take Cornell notes. <input type="checkbox"/> Do not engage in the discussion. <input type="checkbox"/> Seating arrangement does not promote collaboration.	<input type="checkbox"/> Focus on conversations between tutor and student presenter at the board and provide little input. <input type="checkbox"/> Take Cornell notes with tutor/teacher prompting. <input type="checkbox"/> May engage in the discussion. <input type="checkbox"/> Seating arrangements enable some students to listen and collaborate.	<input type="checkbox"/> Discuss questions being presented. <input type="checkbox"/> Take Cornell notes on each student presenter's question. <input type="checkbox"/> Engage in discussion. <input type="checkbox"/> Seating arrangements promote collaboration and discussion between some individuals in the group.	<input type="checkbox"/> Take responsibility for pushing the thinking of all students through the use of inquiry. (This promotes shared leadership.) <input type="checkbox"/> Take detailed Cornell notes on each student's question. <input type="checkbox"/> All engage in discussion. <input type="checkbox"/> Engage in a reflection about the learning process used to arrive at solution. <input type="checkbox"/> Seating arrangements promote collaboration and discussion among all members.