



### **Academic Language and Literacy Architects: Language Building Through Culture and Identity**

The Academic Language and Literacy Architects Community of Practice is designed to engage elementary through postsecondary educators in becoming language architects. This session will provide educators with resources to cultivate and maintain a learning system that insists on rigor, breaks down barriers, aligns the work, and advocates for students. Through the implementation of language-building routines and scaffolded instruction, educators will explore how they support students in using their voice, culture, identity, and language to access and produce rigorous and language-rich content. They will leverage AVID's college and career readiness skills by coaching students to nurture and grow their own student agency, opportunity knowledge, and rigorous academic preparedness. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **AVID District Leadership 1 (ADL 1)**

The AVID District Leadership 1 (ADL 1) Community of Practice is designed to engage new AVID District Directors who are beginning their learning journey. This first training will focus on understanding the roles and responsibilities of the District Director as well as understanding AVID's mission, certification process, and data collection. District Directors will explore coaching for AVID implementation; Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) strategies; and AVID research-based resources. This learning experience prepares District Directors by blending WICOR with digital strategies to support sites in preparing students with the skills they need to be college- and career-ready. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is only for those who are designated as the new District Director on the district's AVID contract.

### **AVID District Leadership 2 (ADL 2)**

The AVID District Leadership 2 (ADL 2) Community of Practice is designed to engage those who are designated as the District Director on the district's AVID contract. In ADL 2, participants navigate the wealth of AVID curriculum in the AVID libraries; calibrate through hands-on activities; visit AVID National Demonstration Schools; learn the AVID College and Career Readiness System (ACRS), along with its datadriven components; refine their coaching skills; and deepen their understanding of AVID's certification system and the many resources available on My.AVID.org. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This fall learning experience is only for those designated as the District Director on the district's AVID contract who have completed ADL 1.

## **AVID District Leadership 3 (ADL 3)**

The AVID District Leadership 3 (ADL 3) Community of Practice is designed to engage those who are designated as the District Director on the district's AVID contract. The third of the five ADL training sessions, Certification of AVID/ACRS, focuses on coaching, supporting, and certifying the elementary program and secondary program Domains, as they relate to the fidelity of AVID implementation. This session focuses on systemizing AVID Schoolwide as well as making connections between the site goals, classroom observations, and the coaching plan. Participants will also create a plan to establish an AVID College and Career Readiness System (ACRS) at their site to support college and career readiness and student achievement. Visits to an AVID National Demonstration middle school and an AVID Elementary site promote discussion around alignment of the AVID system. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This winter learning experience is only for those designated as the District Director on the district's AVID contract who have completed ADL 1 and 2.

## **AVID District Leadership 4 (ADL 4)**

The AVID District Leadership 4 (ADL 4) Community of Practice is designed to engage those who are designated as the District Director on the district's AVID contract. This fourth ADL training will focus on deepening leadership and expansion strategies, as related to the AVID College and Career Readiness Framework and schoolwide AVID implementation. District Directors will also engage in strategic planning to refine district implementation to build and sustain AVID sites. This session includes updates on AVID curriculum and initiatives to meet the needs of returning District Directors. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is only for those designated as the District Director on the district's AVID contract who have completed ADL 1, 2, and 3.

## **AVID District Leadership 5 (ADL 5)**

The AVID District Leadership 5 (ADL 5) Community of Practice is designed to engage AVID District Directors and district leaders enhancing their AVID College and Career Readiness System (ACRS) for all students districtwide. Participants will network with other district leaders through professional learning and collaboration opportunities. The AVID College and Career Readiness Framework supports current district strategic plans, initiatives, and the essential role of district leadership in AVID implementation. This professional learning will focus on the direct impact of district leadership on high-quality AVID implementation. District practices that support AVID Schoolwide with a focus on rigorous academic preparedness, opportunity knowledge, and student agency are sustained through the four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments. This experience is designed for the District Director and two additional district leaders to attend as a team. The cost for all three team members to attend this training is included in the district contract.

**Prerequisite:** This learning experience is only for those designated as the District Director on the district's AVID contract who have completed ADL 1, 2, 3, and 4.



### **Advancing the District Director Role**

The Advancing the District Director Role Community of Practice is designed to engage experienced and veteran AVID District Directors. This Community of Practice focuses on the continuation of deepening leadership and expansion strategies as they relate to the AVID College and Career Readiness Framework and AVID Schoolwide/Districtwide, through professional learning and collaborative discourse. The course also includes updates on AVID curriculum and initiatives to meet the needs of returning AVID District Directors. Each year, this course is revised with new content. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for those designated as the District Director on the district's AVID contract who have already completed ADL 1, 2, 3, and 4.

### **AVID Elective: Implementing the Foundations of Instruction (Level 1)**

The AVID Elective: Implementing the Foundations of Instruction Community of Practice is designed to engage middle and high school educators serving as new AVID Elective teachers and AVID Site Coordinators. This Community of Practice will learn the foundational elements of implementation of the AVID Elective: AVID Elective Standards, the Coaching and Certification Instrument, and the AVID College and Career Readiness Framework. Participants will learn how to use AVID Elective resources, such as the Weeks at a Glance curriculum and AVID tutorial unit plans, to teach college and career readiness skills through embedded Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) strategies. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools introduced in this Community of Practice can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID Elective member sites for the upcoming school year and new AVID Elective educators/Site Coordinators at existing sites.

### **AVID Elective: Tutorials and Refining Implementation (Level 2)**

The AVID Elective: Tutorials and Refining Implementation Community of Practice is designed to engage middle and high school AVID Elective teachers and/or AVID Site Coordinators who previously attended professional learning for implementation of the AVID Elective. Participants will learn to empower students to exercise their agency through the 10 Steps of the AVID Tutorial Process. Participants will deepen WICOR® strategies and refine their use of resources, focusing on Framework Fridays to expand students' opportunity knowledge. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools introduced in this Community of Practice can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for contracted secondary AVID Elective site members who have completed the first-year training for implementation.



### **AVID Elective: Advancing Agency for Teachers and Students (Level 3)**

The AVID Elective: Advancing Agency for Teachers and Students Community of Practice is designed to engage middle and high school educators serving as experienced AVID Elective teachers and AVID Site Coordinators. This Community of Practice will activate teacher agency to expand AVID Schoolwide, deepen awareness of refinements in resources, and provide opportunities for increasing student leadership, financial literacy, and service learning. Participants will practice strategies for coaching tutorial members before, during, and after tutorials. Each year, this course is revised with new content and may be retaken. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools introduced in this Community of Practice can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for contracted secondary AVID Elective site members who have completed the first- and second-year training for implementation.

### **AVID Elementary PreK–2**

The AVID Elementary PreK–2 Community of Practice is designed to engage primary educators new to AVID by exploring strategies and resources focused on pre-emergent and emergent learners. This Community of Practice will support elementary preK–2 teachers in blending Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) with digital strategies to prepare students with the skills they need to activate their own potential and pathway to college and career readiness. Educators will gain an understanding of their role in an AVID Schoolwide system that provides differentiated instruction to build a culture of student success. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID Elementary member sites for the upcoming school year and new AVID Elementary educators and Site Coordinators at existing sites.

### **AVID Elementary 3–6**

The AVID Elementary 3–6 Community of Practice is designed to engage educators new to AVID in exploring strategies and resources focused on diverse learners. This Community of Practice will support elementary teachers of grades 3–6 in blending Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) with digital strategies to prepare students with the skills they need to become independent learners and to be ready for college and careers. Educators will gain an understanding of their role in an AVID Schoolwide system that provides differentiated instruction to build a culture of student success. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID Elementary member sites for the upcoming school year and new AVID Elementary educators and Site Coordinators at existing sites.



### **AVID Excel Elective: Implementing the Foundations of Instruction (Level 1)**

The AVID Excel Elective: Implementing the Foundations of Instruction Community of Practice is designed to engage AVID Excel teachers, site administrators, and District Directors who are new to AVID Excel®. This learning experience will support participants in implementation of the Foundations of Instruction and key components of the AVID Excel Elective and the incorporation of research-based instructional routines into lesson design and instructional delivery that will support academic language acquisition for long-term English language learners. Participants will begin to learn how to monitor and coach students and tutors in implementing rigorous Scholar Groups while maintaining a focus on academic language development. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID Excel member sites for the upcoming school year and new AVID Excel educators, Site Coordinators, and site administrators at existing sites.

### **AVID Excel Elective: Scholar Groups and Refining Implementation (Level 2)**

The AVID Excel Elective: Scholar Groups and Refining Implementation Community of Practice is a Year 2 CoP designed to engage AVID Excel® teachers, site administrators, and District Directors. This learning experience focuses on deepening the implementation of foundational AVID Excel routines and instructional practices. Participants will learn to empower students through the 10 Steps of the AVID Excel Scholar Group Process to develop reading comprehension, text analysis, and language production skills. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for contracted secondary AVID Excel site members who have completed the first-year training for implementation.

### **AVID Excel Elective: Advancing Learning and Language Routines (Level 3)**

The AVID Excel Elective: Advancing Learning and Language Routines Community of Practice is designed to engage AVID Excel® teachers, site administrators, and District Directors who previously attended AVID Excel professional learning. This learning experience will deepen participants' understanding of the Foundations of Instruction as a diagnostic tool for making informed and intentional decisions about instruction. Participants will further develop their skills as learning and language coaches in the AVID Excel classroom and apply those skills to lesson design. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for contracted secondary AVID Excel site members who have completed the first- and second-year training for implementation.



## **Computer Science for the Content Classroom in Collaboration With Amazon Future Engineer– Elementary**

The Computer Science for the Content Classroom in Collaboration With Amazon Future Engineer – Elementary Community of Practice is designed to engage non-computer-science educators of grades preK–6 across all content areas. The focus of computational thinking and problem-solving will bring awareness that the thinking processes of computer science are applicable to elementary-aged students. In any elementary grade level or content area, this experience will expand participants’ toolbox of effective thinking strategies for students’ learning and success in more advanced coursework. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

## **Computer Science for the Content Classroom in Collaboration With Amazon Future Engineer – Secondary**

The Computer Science for the Content Classroom in Collaboration With Amazon Future Engineer – Secondary Community of Practice is designed to engage non-computer-science educators of grades 6–12 across all content areas. The focus of computational thinking and problem-solving will bring awareness that the thinking processes of computer science are applicable to all disciplines. Whether a participant’s content area is ELA, social studies, art, or another discipline, this experience will expand their toolbox of effective thinking strategies for students’ learning and future careers. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

## **Cultivating Writing Schoolwide – Elementary**

The Cultivating Writing Schoolwide – Elementary Community of Practice is designed to engage and empower elementary educators of grades preK–6 with foundational knowledge and strategies to increase skills and confidence in writing as a powerful tool in a 21st century learning environment. Educators across all discipline areas will gain strategies for teaching the writing process and building an understanding of the academic modes of writing (persuasive, expository, narrative, and descriptive) as well as writing for a range of academic purposes. Participants will explore the power of metacognitive writing to cultivate literacy and student agency, with a focus on primary and intermediate learning environments. This collaborative experience allows educators to support learners in accessing rigorous content and writing like content experts. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None



## **Cultivating Writing Schoolwide – Secondary**

The Cultivating Writing Schoolwide – Secondary Community of Practice is designed to engage and empower secondary and postsecondary educators with knowledge and strategies to increase skills and confidence in writing as a powerful tool in a 21st century learning environment. Educators across all discipline areas will gain strategies for teaching the writing process and building an understanding of the academic modes of writing (argumentative, expository, narrative, and descriptive) as well as writing for a range of academic purposes. Participants will explore the power of metacognitive writing to cultivate both literacy and student agency. This collaborative experience allows educators, regardless of familiarity with the instruction of writing, to explore strategies to help students access rigorous content and write like content experts. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

## **Creating Engaging and Rigorous Classrooms**

The Creating Engaging and Rigorous Classrooms Community of Practice is designed to engage all elementary through postsecondary educators in cultivating a community of learners by preparing educators, counselors, and site leaders to scaffold student success with rigorous content. Educators will explore the framework of AVID Digital Learning: The 4 A's® to meaningfully integrate digital strategies and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) instructional practices to differentiate instruction and increase student agency. Participants will explore strategies to build connected communities through relational-capacity activities to foster supportive and equitable learning spaces. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

## **Digital Teaching and Learning**

The Digital Teaching and Learning Community of Practice is designed to engage educators in experiencing and exploring digital strategies and resources appropriate for students in grades 3–12. This learning experience will cover essential digital citizenship and social and emotional learning (SEL) topics grounded in supporting students and educators who are navigating the current digital world.

Participants will connect with colleagues through a technology-rich environment, and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) skill development will be modeled for digital settings. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None



### **Early College, CTE, and Postsecondary**

The Early College, CTE, and Postsecondary Community of Practice is designed to engage dual enrollment, Early College High School, P-TECH, Career and Technical Education (CTE), and postsecondary instructors and leaders in an experience built around the AVID College and Career Readiness Framework. Educators will learn to apply Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) strategies to support student engagement, access to rigor, college success, and career readiness. Teachers, counselors, and leaders will investigate, analyze, design, and develop best-practice instruction with an emphasis on metacognition for the classroom, laboratory, and/or online environments. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **English Language Arts**

The English Language Arts Community of Practice is designed to engage ELA educators of grades 6–12. Participants will become familiar with and deepen their understanding of intentional integration of speaking and listening, writing to communicate, and how the AVID Critical Reading Process provides access to rigorous nonfiction, fiction, and nontraditional texts. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **Fostering an Equitable and Engaging Culture in Classrooms**

The Fostering an Equitable and Engaging Culture in Classrooms Community of Practice is designed to address and meet the need for preK–12 and postsecondary educators, counselors, and site leaders to foster an equitable and engaging culture for learning. Participants will explore current research and engage in critical conversations around the composition of a culturally responsive classroom. This collaborative experience will engage participants in strategies that will guide them in creating a supportive classroom community, empowering student voice, and establishing and maintaining rigorous expectations. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **History/Social Science**

The History/Social Science Community of Practice is designed to engage history, social science, and humanities educators (grades 6–12) in developing engaging, inquiry-based strategies that will increase students' ability to think, read, and write like a historian. Participants will experience and design learning around rigorous Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) methodologies to scaffold learning and promote critical thinking and analysis of source material. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None





### **Instructional Coaches and Elective Educators**

The Instructional Coaches and Elective Educators Community of Practice is designed to engage instructional coaches and elective educators of grades 6–12 (for example, teachers of art, world languages, or music) in the use of AVID instructional practices. This training is not for teachers of the AVID Elective. Participants will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) instructional strategies through a hands-on approach to ensure students' engagement, access to rigor, and future readiness and success. This experience will provide tools to connect with a diverse population of learners. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **Leading Change for Educational Equity**

The Leading Change for Educational Equity Community of Practice is designed to engage teams of three or more members of district- and school-based leadership in creating a strong infrastructure to lead change to support educational equity for all students. Participants will explore a defined leadership theory of action that addresses educator beliefs and behaviors, identifies campus-wide conditions, and supports AVID Schoolwide implementation and sustainability to ensure college and career readiness for all. Participants will return to their schools equipped with a systemic approach to identify specific strategies to accomplish, anticipate, and troubleshoot potential obstacles and barriers and implement lasting change to provide equitable opportunities for all students. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **Leading Change for Educational Equity 2: Systems**

The Leading Change for Educational Equity 2 (LCEE 2): Systems Community of Practice is designed to engage teams of three or more members of district- and school-based leadership. LCEE 2: Systems focuses on strengthening schoolwide systems thinking, utilizing the Plan-Do-Study-Act framework for continuous improvement, and developing data analysis and accountability measures to support systemwide capacity building. Participants will learn strategies to effectively lead systems improvement that promotes coherence and increases the intrinsic motivation among teachers and staff to ensure equity, access, and opportunity for all students to become college- and career-ready. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is designed as a follow-up to the Leading Change for Educational Equity training. Partners can select up to four days of training focusing on the Domains (Instruction, Systems, Leadership, and Culture) for their LCEE 2 professional learning experience.



## **Leading Change for Educational Equity 2: Instruction**

The Leading Change for Educational Equity 2 (LCEE 2): Instruction Community of Practice is designed to engage teams of three or more members of district- and school-based leadership. LCEE 2: Instruction reinforces the connection between the Domains of Leadership, Systems, and Culture to move schools forward in the Domain of Instruction. This training provides a framework for establishing a clear sitebased definition of rigor and deepening participants' understanding of intentional use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) strategies for increasing rigor in the classroom. Teams will also examine systems of data needed to measure next-level readiness while building the leadership needed to deepen AVID's schoolwide impact in the Instruction Domain to create the conditions for college readiness for all. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is designed as a follow-up to the Leading Change for Educational Equity training. Partners can select up to four days of training focusing on the Domains (Instruction, Systems, Leadership, and Culture) for their LCEE 2 professional learning experience.

## **Leading Change for Educational Equity 2: Leadership**

The Leading Change for Educational Equity 2 (LCEE 2): Leadership Community of Practice is designed to engage teams of three or more members of district- and school-based leadership. LCEE 2: Leadership focuses on the AVID College and Career Readiness Framework through the lens of leadership. The course looks intentionally at vision-, mission-, and purpose-driven leadership and its alignment to policy, practices, and behaviors. The course looks directly at the role of a leader and identifies specific beliefs, behaviors, and skills that effective leaders need to successfully implement the school-improvement cycle at their site to better serve scholars and teachers. This session will examine how to successfully build leadership capacity to support the AVID College and Career Readiness System. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is designed as a follow-up to the Leading Change for Educational Equity training. Partners can select up to four days of training focusing on the Domains (Instruction, Systems, Leadership, and Culture) for their LCEE 2 professional learning experience.

## **Leading Change for Educational Equity 2: Culture**

The Leading Change for Educational Equity 2 (LCEE 2): Culture Community of Practice is designed to engage teams of three or more members of district- and school-based leadership. LCEE 2: Culture emphasizes that a culture grounded in equity, access, and opportunity is foundational for preparing all students to be college- and career-ready and that culture is instrumental in establishing aligned and interdependent systems, ensuring mission- and vision-driven leadership, and fostering a rigorous instructional framework so that all students are on the path to college and career readiness. Participants will learn strategies to confront personal biases and actively seek out and eliminate barriers that limit students' access and opportunities. They will also utilize tools and resources to create an effective plan for sustaining a culture that allows students to achieve their college and career goals. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is designed as a follow-up to the Leading Change for Educational Equity training. Partners can select up to four days of training focusing on the Domains (Instruction, Systems, Leadership, and Culture) for their LCEE 2 professional learning experience.



## **Math**

The Math Community of Practice is designed to engage math educators of grades 6–12. The learning focus builds on strategies that emphasize the use of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) as learning tools. Participants will engage in learning using a variety of digital tools, including an interactive notebook (INB), designed to enhance rigorous instruction and student engagement through dynamic activities. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **Mathematics: Cultivating a Discourse-Rich Classroom – Elementary**

The Mathematics: Cultivating a Discourse-Rich Classroom – Elementary Community of Practice is designed to engage and meet the needs of preK–6 elementary educators, counselors, and site leaders to develop mathematicians through cultivating a discourse-rich mathematics learning environment. Participants will explore the teacher moves necessary to empower students to engage deeply in mathematics, communicate their ideas, and connect their thinking to that of others. This collaborative experience will engage participants in strategies that they can implement to create a culture for discourse, utilize a variety of mathematical representations, ask intentional and higher-level questions, and gather evidence of student thinking and learning. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **Mathematics: Cultivating a Discourse-Rich Classroom – Secondary**

The Mathematics: Cultivating a Discourse-Rich Classroom – Secondary Community of Practice is designed to engage the needs of secondary (grades 6–12) and postsecondary educators and site leaders to develop mathematicians through cultivating a discourse-rich mathematics learning environment. Participants will explore the teacher moves necessary to empower students to engage deeply in mathematics, communicate their ideas, and connect their thinking to that of others. This collaborative experience will allow participants to experience strategies that they can implement to create a culture for discourse, utilize a variety of mathematical representations, ask intentional and higher-level questions, and gather evidence of student thinking and learning. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None



### **One-Day District Leadership (ODDL)**

The One-Day District Leadership (ODDL) Community of Practice is designed to engage district-based leadership embarking on their AVID journey or enhancing their AVID College and Career Readiness System (ACRS) for all students districtwide. The AVID College and Career Readiness Framework supports current district strategic plans, initiatives, and the essential role of district leadership in AVID implementation. This learning experience will focus on the direct impact of district leadership on highquality AVID implementation. District practices that support AVID Schoolwide with a focus on rigorous academic preparedness, opportunity knowledge, and student agency are sustained through the four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture. To respect the schedules of our district leaders, this learning experience will have an abbreviated schedule. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None

### **School Counselors**

The School Counselors Community of Practice is designed to engage all school counselors using a variety of digital tools to differentiate learning for those who are both new and experienced with AVID. This community emphasizes developing knowledge, skills, and understanding of the AVID College and Career Readiness Framework. Participants will experience AVID strategies as they learn the school counselor’s role in supporting the AVID Elective classroom and college-going culture schoolwide. Participants will acquire the tools necessary to be active members of the college and career readiness team on their campus. Using different AVID methodologies, this Community of Practice will focus on identifying and sharing resources that support student success. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID member sites for the upcoming school year and new school counselors at existing sites.

### **Science**

The Science Community of Practice is designed to engage science educators (grades 6–12) in the use of AVID instructional practices. Educators will experience learning using collaborative structures to build science literacy through inquiry. They will engage in rigorous instruction using a variety of digital tools and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) strategies. Learning topics include interactive notebooks (INBs), focused note-taking, reading and writing for disciplinary literacy, and collaborative structures to enhance inquiry. Participants will engage in both synchronous and semisynchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None



### **Site Leaders – Experienced**

The Site Leaders – Experienced Community of Practice is designed to engage site-based leadership with prior AVID leadership training as well as experience leading AVID implementation and/or refinement at their sites. Participants will continue their investigation of the AVID College and Career Readiness Framework, as well as the four AVID Schoolwide Domains, to refine existing practices and develop new strategies for maximizing AVID’s impact at their site. Leaders will leave with a collection of personalized action steps as they work to make AVID a driver for system-wide change on their campus. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for contracted secondary AVID Site Leaders who have completed the first-year training for implementation.

### **Site Leaders – New**

The Site Leaders – New Community of Practice is designed to engage members of elementary and secondary site-based leadership. This learning experience will provide educators with the knowledge, skills, and tools needed to accelerate the schoolwide impact of their AVID College and Career Readiness System (ACRS) and achieve the mission of ensuring college and career readiness for all students. Educators will examine the Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework to explore how the four AVID Schoolwide Domains—Instruction, Systems, Leadership, and Culture—can be aligned to create sustainable change that transforms educators and entire campuses. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** This learning experience is for new contracted AVID Site Leaders and new Site Leaders at existing sites.

### **Transforming Literacy Through Content-Area Reading**

The Transforming Literacy Through Content-Area Reading Community of Practice is designed to engage elementary through postsecondary educators in realizing what happens when we leverage reading in all content areas to eliminate literacy gaps. Educators will explore diagnostic teaching opportunities that build students’ content-area reading skills to help minimize the divide that exists between students who read at grade level and those who do not. Participants will engage in collaborative activities to understand the importance of disciplinary literacy and how providing students with a variety of texts can expand their comprehension and content knowledge, experience the AVID Critical Reading Process, and explore ways to gradually release the responsibility for the process to their students. This collaborative experience will empower every educator with the knowledge, strategies, and skills to develop a culture of reading for accessing rigorous content in all grade levels. Participants will engage in both synchronous and semi-synchronous learning. All strategies, digital activities, and digital tools experienced can be leveraged in face-to-face or virtual learning environments.

**Prerequisite:** None