# AVID Content Classroom Observation Form

Note: This form may be used in its entirety for a comprehensive classroom observation or selected sections of the form may be used for a shorter, more focused observation.

Teacher: _____     Content Area: _____

Period: _____     Grade Level: _____     Number of Students: _____     Date: _____

## Learning Environment

| Expectations | Things to Look For | Observation Notes |
|---|---|---|
| **College Readiness Environment**<br><br>***Guiding Question***<br>*To what extent do you see symbolic reinforcements of a college-readiness environment?* | ☐ College banners/pennants/posters<br>☐ Graduation requirements, testing notices<br>☐ College entrance requirements<br>☐ Student samples of rigorous coursework<br>☐ Evidence of teacher's college experience | |
| **Physical Evidence of AVID Strategies**<br><br>***Guiding Question***<br>*How do the classroom arrangement and visual materials maximize the use of AVID learning strategies?* | ☐ Opportunities for collaborative grouping<br>☐ Students seated at tables (dyads, triads)<br>☐ Student-centered seating arrangement<br>☐ Purposeful integration of technology (whiteboards, document cameras, smart boards, etc.)<br>☐ Evidence of behavioral norms<br>☐ Print-rich environment (exemplars, strategic word walls, learning activity guidelines, WICOR posters, etc.)<br>☐ Student binders to organize student work | |

**Overall *Commendations* on Learning Environment:**



**Overall *Recommendations* on Learning Environment:**

# Instructional Techniques and Learning Strategies

| Writing to Learn and Writing Process | | |
|---|---|---|
| **AVID Essentials** | **Things to Look For** | **Observation Notes** |
| **Writing**<br><br>***Guiding Questions***<br><br>*1. In your observation of Writing to Learn strategies, how do they develop students' critical thinking skills and enhance their writing?*<br><br>*2. What evidence have you observed that students are able to differentiate and produce both summaries and reflections?*<br><br>*3. What evidence do you have that students can use the steps of the writing process to develop a polished piece of writing? Do the students demonstrate the steps in the writing process?* | **Students utilize:**<br>☐ a variety of writing types<br>☐ Cornell notes with questions in the left margin and summaries<br>☐ pre-writing activities, quickwrites to develop thinking<br>☐ graphic organizers<br>☐ timed or "on-demand" writing<br>☐ summaries and reflections<br>☐ the writing process<br>☐ the AVID writing curriculum<br>☐ AVID Weekly to stimulate writing | |
| Inquiry | | |
| **AVID Essentials** | **Things to Look For** | **Observation Notes** |
| **Inquiry**<br><br>***Guiding Questions***<br><br>*1. What evidence do you see that students understand and apply the critical thinking process?*<br><br>*2. How do students demonstrate their questioning skills?*<br><br>*3. How do students challenge themselves, their classmates, and their teachers to think critically?* | **Teachers ask questions so students:**<br>☐ analyze an academic task and articulate the expectations<br>☐ process information and make connections<br>☐ synthesize information into new understandings<br>☐ evaluate information and hypothesize<br>☐ extend/apply learning<br><br>**Students ask questions to:**<br>☐ seek clarification<br>☐ probe for additional information<br>☐ problem-solve<br>☐ self-regulate* and self-advocate | |

| Inquiry *(continued)* | **Students demonstrate ownership by:**<br>☐ reflecting and acting upon essential questions, concepts, and academic tasks<br>☐ defending point of view and decisions<br>☐ articulating multiple perspectives<br>☐ extending/applying learning<br><br>*Self-regulate: The ability to self-assess one's thinking process to determine strengths, areas of need, and gaps of learning (metacognition) | |

| **AVID Essentials** | **Things to Look For** | **Observation Notes** |
| --- | --- | --- |
| **Collaboration**<br><br>***Guiding Questions***<br><br>*1. What activities or structures are evident that demonstrate students' collaborative interaction versus students' cooperation?*<br><br>*2. What evidence do you see of students working collaboratively as active and engaged learners?* | **For collaborative interaction in the classroom, students:**<br>☐ demonstrate strong sense of mutual respect and support<br>☐ develop products and solve problems together<br>☐ engage in rigorous academic discourse<br>☐ challenge one another to think deeply about the task at hand<br>☐ focus on the content and build on each other's thoughts<br><br>**Collaborative learning activities include:**<br>☐ Socratic questioning/seminar<br>☐ Philosophical Chairs<br>☐ Jigsaw activities<br>☐ collaborative research projects<br>☐ collaborative "processing" and checks for understanding<br><br>**Collaborative structures include:**<br>☐ Numbered Heads Together<br>☐ Think–Pair–Share<br>☐ Think–Write–Pair–Share<br>☐ Carousel<br>☐ Fishbowl<br>☐ Inside/Outside Circles | |

| Organization | | |
|---|---|---|
| **AVID Essentials** | **Things to Look For** | **Observation Notes** |
| **Organization**<br><br>***Guiding Questions***<br><br>*1. What evidence is available that suggests students use organizational skills to manage their academic lives?*<br><br>*2. What evidence do you observe that suggests there are classroom procedures that promote organization in the classroom?* | **Students:**<br>☐ maintain organized, up-to-date binders and organizational tools<br>☐ keep calendars, planners and/or agendas up to date<br>☐ use a Focused Note-Taking system<br>☐ plan short-term and long-term projects<br>☐ use SMART goals to achieve personal and academic goals<br>☐ use Writing to Learn strategies to organize their thoughts<br><br>**Teachers:**<br>☐ evaluate binders and organizational tools<br>☐ assist students in using time management strategies<br>☐ evaluate and maintain high expectations for student note-taking<br>☐ develop procedures for classroom activities, such as tutorial/study groups<br>☐ assist students in planning for projects | |

| Reading to Learn | | |
|---|---|---|
| **AVID Essentials** | **Things to Look For** | **Observation Notes** |
| **Reading**<br><br>***Guiding Questions***<br><br>*1. What evidence exists that students comprehend and think critically about a variety of types of reading?*<br><br>*2. What evidence do you see that students can explain their strategies to read effectively?* | **Students:**<br>☐ read expository and persuasive texts<br>☐ mark the text: number, circle, underline, chart, etc. (Interact with the Text)<br>☐ use Cornell Notes/SQ5R (Interact with the Text)<br>☐ understand and use reciprocal teaching (Interact with the Text)<br>☐ engage in metacognitive discussion (Extend Beyond the Text)<br>☐ summarize and reflect (Extend Beyond the Text)<br><br>**Teachers:**<br>☐ set reading purpose task/prompt (Plan for Reading)<br>☐ determine pre-reading activities that build or tap into prior knowledge and engage and motivate (e.g., KWL)<br>☐ utilize concept mapping (Build Vocabulary)<br>☐ use AVID Weekly | |

**Overall *Commendations* from Content Classroom Observation:**

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