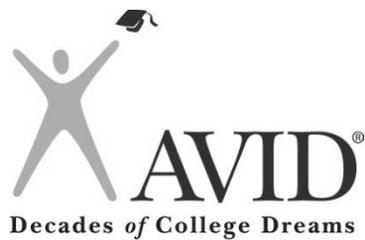




Chemawa AVID Tutor and Intern Handbook

**Chemawa Indian School AVID Program
Salem, Oregon
2013-2014**



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What is AVID

AVID stands for Advancement Via Individual Determination and it is an international program that helps under-represented groups get the skills they need to not only be successful in high school but also to apply to college and be successful once they get there. For more information about the international AVID organization please visit the AVID website (www.avid.org). At Chemawa the use of the AVID program means many things. It is a community of teachers, tutors, students and other stake-holders who all want to see students at Chemawa excel. All subject area teachers use essential AVID skills within the framework of their lessons. These include:

- Cornell Notetaking
- WICOR strategies
- Collaborative learning activities
- College readiness skills
- Organizational skills

Also we have an AVID class for every grade level at Chemawa. Students join the AVID class voluntarily but they commit for an entire year to go above and beyond in all of their classes. This includes taking notes even when it is not asked for, keeping an agenda of all of their assignments and schedule, participating in events and service opportunities outside of class and committing to work towards acceptance to a 4-year university.

AVID Class Schedule and Attendance Policy

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|----------|-----------------|----------|---|
| AVID Curriculum | Tutorial | AVID Curriculum | Tutorial | Motivational Activities and Binder Checks |

- Tutors need to come on tutorial days and Fridays. Please schedule your times with your college tutor coordinator so that we can ensure good coverage of the AVID classes. We need to have at least 3 tutors per AVID class for tutorial. On Fridays coming to class helps you build relationships with students and mentor them in their academic endeavors.
- Please check the class webpage for tutors for specific times and dates of AVID classes. (<http://avidatchemawa.weebly.com/avid-interns-and-tutors.html>).
- Interns need to come to at least 1 tutorial day per week, 1 curriculum day per week and also on Fridays unless otherwise arranged between you and the AVID teacher.
- As an intern or tutor you are expected to be on time to class. Please model timeliness for students consistently. Also regular attendance of class is what creates a bond and relationship between you and the students. If you are not there on a regular basis you will not be able to establish a relationship with students and will not be able to fully appreciate this unique learning opportunity.
- If you can not come to a class when you are scheduled to be there please contact your AVID teacher by email or phone.

- Remember always that you are volunteering for two reasons: 1) to learn something and 2) to help students to become better. This means that you should treat your attendance at AVID class as if it was a job. Leave whatever personal issues are happening in your life outside of the class. Make the time you spend in class about the students. If you are having a hard time doing that please speak to an AVID teacher or your college tutor coordinator. We will always help. Keeping your personal life outside of the classroom will help you focus on students and you will see incredible returns on your time and effort. Watching students grow academically, socially and personally is the reason we all come to class every day!

Tutor Responsibilities:

- 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:**
 - 1) Assists students in the successful completion of college eligibility requirements and in becoming college ready.
 - 2) Provides academic support for students in rigorous courses.
 - 3) Encourages students to enroll in a four-year college or university after high school graduation.
 - 4) 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:**
 - 1) Be positive and professional.

- 2) Arrive on time and prepared for class.
- 3) Act as a role model and wear appropriate attire at all times.
- 4) Assist students in maintaining their AVID binders (with calendar, assignment sheets, TRFs and daily Cornell notes from academic classes).
- 5) Actively participate in collaborative groups and tutorials.
- 6) Participate in AVID field trips and motivational activities (when possible).
- 7) Inform teacher in advance of absences/tardies on a tutorial day.
- 8) Become familiar with the specific routines and expectations of each AVID teacher's classroom.
- 9) Facilitate the tutorial learning process and implement AVID methodologies.
- 10) Adhere to district/site policies and procedures.
- 11) Complete tutor training.

CISPP Interns Play a Slightly Different Role

The Chemawa AVID Internship (CAI) was created to ensure that there will always be committed and reliable Willamette students supporting the AVID program at Chemawa Indian School. This internship is designed for students who have prior experience working with Chemawa students and staff through the Willamette University Chemawa Indian School Partnership Program and desire to have a more significant presence at Chemawa.

The CAI's primary role is to serve as a teaching assistant to the AVID teacher and a mentor to the AVID students. Duties that all interns are required to perform include: attending AVID classes and events, serving as a tutor in AVID specific curriculum, assisting the AVID teacher with classroom data collection to measure programmatic standards of success, and collaborating with AVID teachers to develop community and leadership development activities one day a week. In addition, interns are expected to take on one large programmatic responsibility per semester. These may include but are not limited to: maintaining a listserv and bulletin board with the purpose of making students aware of applications for summer programs, internships, scholarships, and colleges, planning a college field trip, organizing inspirational classroom guest speakers from the Native community and beyond, or organizing community service opportunities for AVID students.

All AVID interns will be provided with AVID tutor training. AVID interns will attend AVID class at least three times a week, one of which must be Friday, due to the fact that speakers and leadership/community development activities are to occur on Fridays. For the remaining two days, AVID interns should attend one TRF day and one general curriculum day. AVID interns will also collaborate with Chemeketa students serving as tutors in the AVID classrooms.

Interacting With Students

You must comply with all of the following guidelines while interacting with Chemawa Indian School students. It is a strict expectation of the school that you will be professional in all of your student contacts. You are in a position of trust and therefore must agree to all of the following expectations:

1. It is never, under any circumstances, acceptable to date a student enrolled at Chemawa Indian School while you are serving as a tutor or intern at the school.

2. You are also not allowed to transport students at any time, either in your vehicle or to escort them alone on any transportation.
3. Please DO NOT “friend” students on facebook or other social media sites. When students become 18 or graduate high school (which ever comes last) you may “friend” them.
4. Please keep records of email and text conversations with students. We recognize that email and text can be effective ways to communicate with students but you must always be appropriate when you communicate. Remember that you are acting in the capacity of a role model.
5. Please report inappropriate communications that students initiate with you. If they ask you to get them illegal substances you need to report it. If they harass you or bully you in their communications you must report this to a teacher or counselor at the school.
6. As a volunteer at the school you are a mandated reporter. If during your communication with students they reveal to you or you become concerned about possible harm to the student or another minor, either at school or in the past, you are required by law to report it to the teacher, a counselor or whichever school authority you can contact the soonest. According to federal law there are timelines involved for reporting abuse of any kind (emotional, physical, sexual...etc.) so you must speak to a school adult right away.
7. Because you are a mandated reporter please do not promise students that you won't tell something that they disclose to you. This could potentially put you in a very unsafe situation where you have to choose between following the law and breaking a student's confidence or committing what could potentially be a federal offense. If, at any time, you are unsure or uncomfortable please refer a student to a counselor or a teacher. You can often go with them to talk to an adult but talking to an adult is always important.
8. Please do not use your cell phone or other unapproved electronic device while in class. Students may not do this and it is your responsibility to model good behavior.
9. Visit the AVID at Chemawa website for a page about the history of boarding schools in the United States and dos and don'ts for interacting with Chemawa Students:
<http://avidatchemawa.weebly.com/the-boarding-school-environment.html>.

Interacting with your AVID Teacher:

It is expected that you will meet with your AVID teacher at least once a week, even if it is only for 5 minutes, to discuss upcoming events, concerns and ideas. AVID teachers value the feedback of interns and tutors. Whatever ideas you have please do not hesitate to share them! Practice professional communication skills when you are speaking with your AVID teacher though. AVID teachers are incredible sources for letters of recommendation and help. Please treat the relationship with respect.

Dress Code for Chemawa Interns and Tutors

Please follow the school dress code and remember at all times that as a mentor you need to dress and act in a manner that models successful student behavior at all times:

Student's dress should be appropriate, neat, clean and in keeping with health, sanitary, and safety practices. Final determination will be made by school administration. Any personal property deemed inappropriate or disruptive to the educational process will be confiscated and returned to the student's home address. To clearly maintain a positive environment, the following are NOT acceptable at school or school-sponsored activities:

- Any clothing or jewelry, including buckle or items with gang symbols, nicknames, weapons, drug/alcohol references, profanity, or obscene language. Hairnets, skull caps and bandanas of any color are not permitted. This does not prohibit use of these items for sports, as deemed appropriate by the individual coach. Insane Clown Posse clothing and jewelry will not be allowed to be worn on campus at any time.
- Clothing that is predominately a solid color (particularly red and blue) – including shirts, belts, shoelaces, or pants (blue jeans are ok).
- Apparel, jewelry, accessory, notebook or manner of grooming that, by virtue of its color arrangement, trademark or any other attribute, are specifically identifiable as belonging to a disruptive group or gang. This includes all Insane Clown Posse or "Hatchetman" jewelry.
- Face paint (i.e. Insane Clown Posse)
- Necklaces or items around the neck resembling nooses.
- Graffiti or gang-related symbols, including gang nicknames, drawings, or lettering on clothing, notebooks, backpacks, or assignments.
- Any clothing or item with racial put downs, sexually demeaning pictures, words, numbers or sexual innuendo.
- Any clothing or an accessory that disrupts the learning process of students.
- Pant legs should be worn evenly and not drag the ground.
- Belts are to be worn in belt loops. No part of the belt should be left hanging.
- Clothing such as halter tops, tube tops, muscle shirts, sagging pants, backless tops/dresses, or revealing clothing that exposes inappropriate areas including undergarments.
- Chains such as security, wallet, and dog chains.
- Metal spiked clothing or accessory items are not permitted.
- **Hoods are not to be worn on the head while in the building or in class.**

When you enter the building:

After you have successfully completed your background check you will be issued a parking pass if you are going to be driving to campus. Park your car in the visitor/employee parking just outside the academic building. Come in the academic entrance to the school and proceed to the school secretary's desk. Sign in at the visitor sign in book and get an ID from the school secretary. Please return the ID badge to him/her when you leave and sign out from the building. If you are walking in from the bus you will need to present your ID at the gate to get past the guard.

Handling difficult situations with students or class:

Remember always that the teacher is there in class for your safety as well as the safety of the students. If something is happening that you are uncomfortable with please communicate it to the teacher. If that does not work then please use the Intern and Tutor page on the AVID at Chemawa website to report concerns or talk to a building administrator or counselor. We do not expect you to handle really difficult situations on your own. There are always resources available to you. Use them.

Discipline within the classroom and handling defiant students:

At times in AVID class students may refuse to do what you ask them. This is normal teen age behavior. It is not, however, your responsibility to be the disciplinarian. Report defiant behavior to the teacher and let him or her deal with it. At the same time often during tutorials students respond better if you tell them what you expect rather than asking them always to do something. You may give options. All of the following are good ways to modify student behavior within a group setting:

- When you conduct a tutorial tell a student that you would like them to present their question first. Set up the order at the beginning so the students know what to expect. Don't ask students who wants to go...often they will not speak up. You could start with something like, "If there is no one who really wants to present right away, then Billy you will present your question first and then Kayleena and then Joey."
- If students are putting their head down then speak to them encouragingly. Ask them if they are sick or need help in some way. If it is something you can fix then do it. If not please refer them to the teacher.
- If a student is not acting in a way that is normal to what you usually see from them then feel free to ask them what is wrong. Remember though that the focus of tutorial is the tutorial process. If students are not ready for class please refer them to the teacher.
- Be proactive in the AVID class. You have a lot of expertise in what it takes to be a successful student. Feel free to share that and to also share your ideas with the teacher!

Tutorials in AVID Class

The AVID tutorial is an essential part of the AVID class and it could not happen without you! During tutorial process we practice all of the skills that are most essential to success in college and life after high school. These include reading, writing, critical thinking, problem solving, collaboration and presentation skills. Your goal as the tutor is to unobtrusively direct the student teams in conducting this process. You will know you are doing a great job when the students are talking more than you and the talk is all about the question posed by the student. Be encouraging, upbeat and positive. Use the handouts on the following pages as a reference when you are conducting tutorials.

Page 12 is a quick reference guide to the tutorial process. Note that not all of the tutorial process should take place during class. Page 13 gives the first three steps of the tutorial process which should ideally be done when students enter the classroom. As class begins on tutorial days you should be

Grading the TRF Sheet

| Tutorial Request Form (TRF) | | | | | | |
|---|-----------|-----------------------|----------------------------------|------------|-------|--|
| Pre-Work Inquiry (BEFORE tutorial) | | | | | | |
| Subject: Standard or Essential Question: | | | Name: AVID Period: Date: | | | |
| Pre-work Inquiry | Resources | Collaborative Inquiry | Note-Taking | Reflection | Total | |
| /20 | /*5 | /20 | /10 | /20 | /75 | |
| Initial or Original Question (what I don't understand): | | | Worksheet or Page #: Brought: | | | |

These are the boxes I need you to grade before you leave class. You can finish the grading if you have time and/or you are feeling generous!

Tutors are responsible for grading whether or not the student brings the notes and other information needed to help them answer the question (Resources), Collaborative Inquiry (See rubric below), and whether or not the

student was taking notes the whole time. It is helpful when tutors grade the Pre-Work Inquiry (the front page of the TRF) and the Reflection (back page of the TRF) but it is not necessary. Just the circled boxes on the TRF form are necessary and expected for tutors to grade. Please initial next to the sections you graded so that the teacher knows it was you who graded it and not the student writing in their own grade.

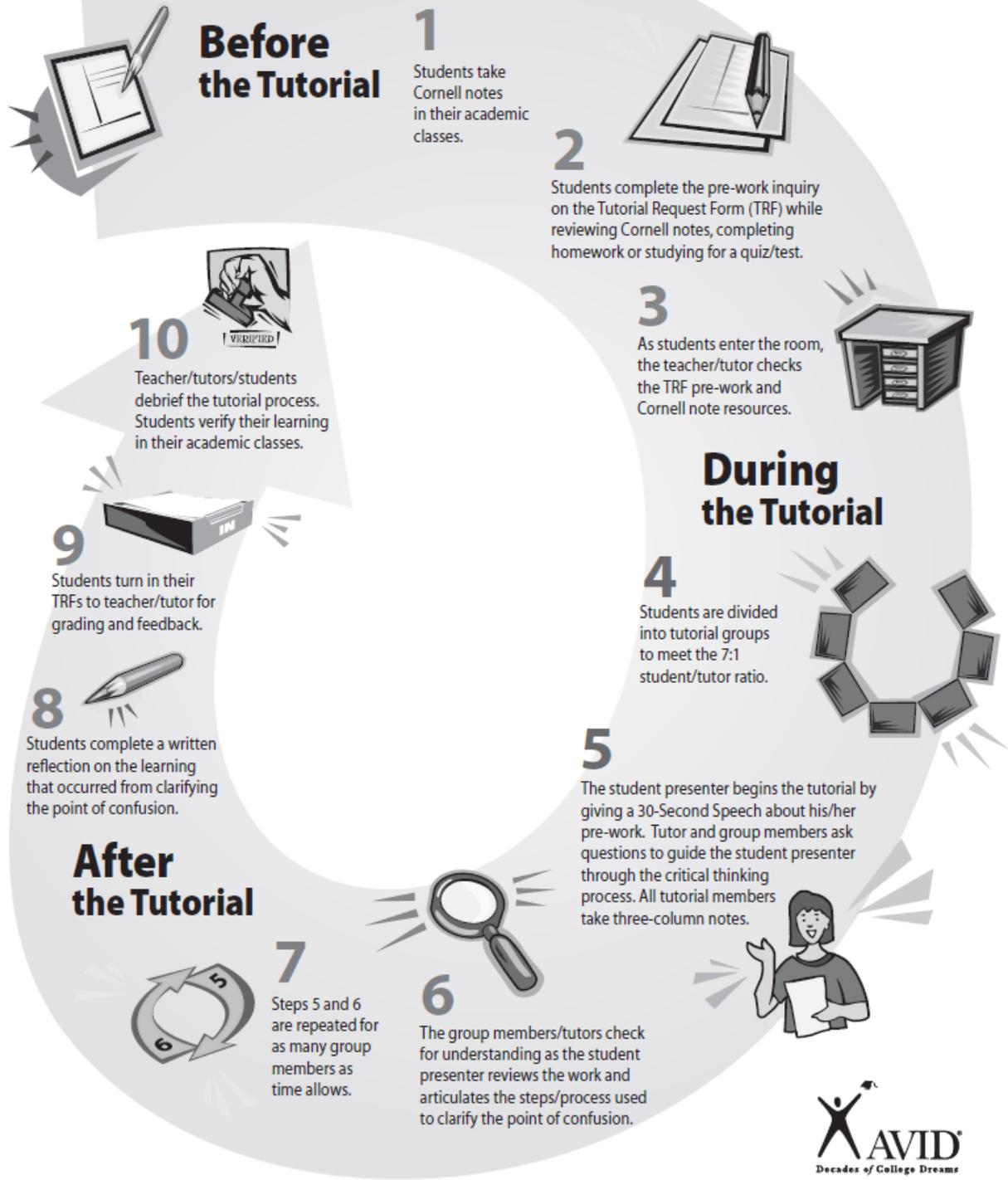
Use the rubric on the back of the TRF page to grade student collaboration. This is a good opportunity for you to coach the student on good collaborative skills. Be kind but firm with students and talk to them about what you think they could have improved on.

| | | | | | |
|------------------------------|---|---|---|---|---|
| SLANT | 0 | 1 | 2 | 3 | 4 |
| On Task/Focused | 0 | 1 | 2 | 3 | 4 |
| Asking Questions | 0 | 1 | 2 | 3 | 4 |
| Encourages Others | 0 | 1 | 2 | 3 | 4 |
| Respectful, Kind and Patient | 0 | 1 | 2 | 3 | 4 |

- *Slant: Did the student sit in the "U", lean forward, ask good questions, nod their head or react to the speaker, and talk to others in the group in a friendly manner?*
- *On Task/focused: Was the student engaged with his/her head up for the entire time?*
- *Asking questions: Did the student ask good questions that helped others understand their question?*
- *Encourages others: Was the student encouraging and polite to other group members?*
- *Respectful, Kind and Patient: Was the student respectful, kind and patient to other group members?*
- * *Use this rubric to coach students on how they can best participate in tutorial. The total points go on the front of the TRF in the "collaboration" box.*

The Tutorial Process: Quick Reference Diagram

Steps in the Tutorial Process

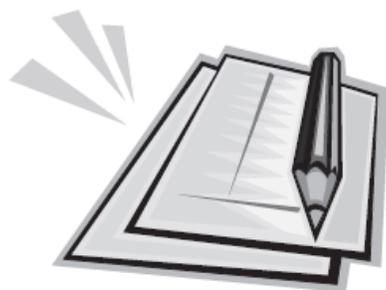
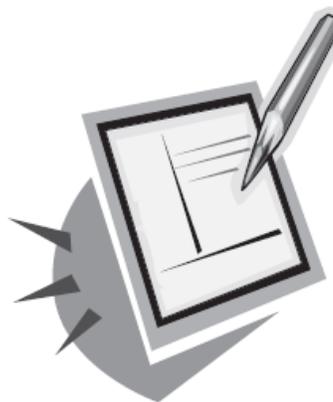


1.9: Tutorial Process Overview

Before the Tutorial (Steps 1–3)

Directions: Read and note the key components of each step of the tutorial process by circling the key terms and underlining the main ideas.

- 1** In their academic classes, students take Cornell notes guided by the Essential Question on the material presented in lectures, textbook readings, videos, handouts, etc. After class, students review their notes, create questions in the column on the left and write a summary at the bottom of the page responding to the Essential Question. (See the Focused Note-Taking CD and Cornell note section of this book for detailed information.)



- 2** While completing homework/studying for tests/ reviewing Cornell notes the night before a tutorial, students identify a point of confusion. Using the Tutorial Request Form (TRF), students complete the pre-work leading to the point of confusion. This pre-work includes: initial question, key vocabulary associated with the question, prior knowledge, critical thinking about the initial questions and the steps/ process used to identify the point of confusion.

Note: The TRF also includes: accountability for bringing resources, using collaborative inquiry, taking notes and reflecting.

- 3** As students enter the room, the teacher/tutor checks the TRF pre-work and resources. The resources students bring to support their point of confusion include: Cornell notes, textbooks and quizzes.



From AVID Tutor Workbook avid.org 2

1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

- 4** Teacher/tutor places students in tutorial groups of 7 or fewer, meeting the 7:1 student/tutor ratio. It is important for the tutor to communicate with the teacher to determine the method used to group students (Tutorial Analysis Grade Reflection, question content, core teacher, etc.). Group members sit in a semi-circle (horseshoe shape) to facilitate communication/collaboration among all students, facing a board on which the student presenter can record his/her pre-work and point of confusion.



- 5** The student presenter writes the point of confusion (POC) question on the board and explains to group members his/her pre-work by giving a 30-Second Speech. Next, group members ask questions using the Levels of Thinking to probe deeper into possible approaches to solving the point of confusion. During this inquiry process, the student presenter begins to make sense of the question and records notes on the board while group members take three-column notes on what he/she has written.



Group members are not responsible for finding the answer to the student presenter's question; their primary goal is to prompt the thinking and guide the student presenter, using critical thinking.

The tutor's responsibility is to coach/facilitate the inquiry process among group members, rather than interacting one-on-one with the student presenter. The tutor sits in the group and takes three-column notes for the student presenter during the time he/she is at the board. The tutor should have no more than one equal voice in the tutorial.

From AVID Tutor Workbook avid.org 3

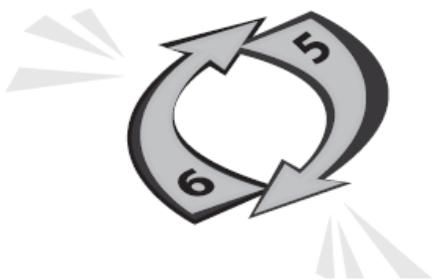
1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)**6**

Group members/tutors help the student presenter think about the steps or process used to clarify his/her point of confusion. Checking for understanding occurs as the student presenter reviews with the group the work completed and articulates the steps or process used. The steps/process can be recorded on the whiteboard in a third column.

**7**

Steps 5 and 6 are repeated for as many group members as time allows. If time runs out before some students have had a chance to present, make sure there is a system in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session that the critical thinking process does not enable the students to clarify a point of confusion. In this situation, the session can be used to create questions to take back to the content teacher for additional support, a tutor or student from another group could assist the struggling group, or a content teacher can come in to offer support as a guest tutor.



From AVID Tutor Workbook avid.org 4

1.9: Tutorial Process Overview

After the Tutorial (Steps 8–10)

- 8** Following the tutorial session, all students write a reflection on their learning on the TRF. If a student did not have the opportunity to present, he/she can reflect on his/her learning based on another presenter's point of confusion. If time permits, students can share their reflections with a partner, the group or the whole class.



- 9** At the end of the tutorial session, students turn in the TRF to the tutor/teacher for grading and feedback. Students keep their three-column notes taken during the tutorial session. The TRF grade is based on: the pre-work inquiry, resources, collaborative inquiry, three-column notes on presenter's point of confusion and the reflection.

- 10** Teacher/tutors/students collaborate to debrief the tutorial—its effectiveness, concerns of the participants and ideas for refinement. Students then take what they have learned about their point of confusion back to their content area classes to verify their learning.

Note: The teacher and tutor schedule time to meet again to debrief the tutorial process.



From AVID Tutor Workbook avid.org 5

| Tutorial Request Form (TRF) | | | | | |
|--|-----------------------------|--|--|------------------------------|-------------------------|
| Pre-Work Inquiry (BEFORE tutorial) | | | | | |
| Subject: Standard or Essential Question: | | | Name: AVID Period: Date: | | |
| Pre-work Inquiry /20 | Resources /*5 | Collaborative Inquiry /20 | Note-Taking /10 | Reflection /20 | Total /75 |
| Initial or Original Question (what I don't understand): | | | Worksheet or Page #: _____ *I brought: _____ | | |
| | | | | | /1 |
| Academic Vocabulary: Please define each term. | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| | | | | | /4 |
| What I know about my question: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| | | | | | /5 |
| What do my notes or book say?: | | | Actions/Steps (What do I <u>need to do on my own</u> to find the answer?): | | |
| | | | | | |
| /3 | | | /2 | | |
| Write a clearer question or write the conclusion you have come up with here. | | | | | |
| | | | | | /5 |

|  Tutorial Request Form (TRF) Pre-Work Inquiry (Before the Tutorial) Think-A-Loud | | | | | |
|---|-------------------------------|---|--|--------------------------------|----------------------------|
| Subject: Standard/ Essential Question: | | | Name: AVID Period: Date: | | |
| Pre-work Inquiry /12 | Resources /1 | Collaborative Inquiry /2 | Note-Taking /3 | Reflection /7 | Total /25 |
| Initial/ Original Question: (Directly from book, quiz/test, notes, etc.) Source, page # & prob.#: _____ <ul style="list-style-type: none"> • “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: <ul style="list-style-type: none"> • “What are the key academic vocabulary words I need to understand?” • “What is the definition from my book or notes?” • “Can I define them in my own words?” /2 | | | | | |
| What I Know about My Initial Question: <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?” • “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 does 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 (POC): (This the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.) /2 | | | | | |

Three-Column Note-taking (In class – During the Tutorial)

Take three-column notes during tutorial on three-column note-taking paper. Keep these notes in your binder to use when you are studying.

Reflection (Finish this in class, after tutorial, and hand it in for your tutorial grade!)

Were you a student presenter today? yes no

Did you learn something you did not previously know or understand during tutorial today? yes no

In the space below, elaborate on the following questions as you reflect on the tutorial process:

I didn't understand... _____
 _____ /1.

I figured out... _____
 _____ /4.

It helped me most when... _____
 _____ /2.

Now that I understand this I will be able to.... _____
 _____ /3.

The thing that I am proud of is... _____
 _____ /2.

One thing I will do better next time is... _____
 _____ /3.

Other comments/reflections.... _____
 _____ /5.

| | | | | | |
|------------------------------|---|---|---|---|---|
| SLANT | 0 | 1 | 2 | 3 | 4 |
| On Task/Focused | 0 | 1 | 2 | 3 | 4 |
| Asking Questions | 0 | 1 | 2 | 3 | 4 |
| Encourages Others | 0 | 1 | 2 | 3 | 4 |
| Respectful, Kind and Patient | 0 | 1 | 2 | 3 | 4 |

Binder Checks

Another important aspect of the AVID tutor responsibilities is checking student binders. Try to use the binder grading sheet (page 21) as a chance to have a conversation with the student. Coach them in how to be a successful student. If you don't currently keep a binder like this then I suggest you try it. This will mean that your advice to students is authentic. Be firm, but encouraging. There are 5 components to a perfect AVID binder:

1. At least 6 sets of Cornell Style Notes dated within the last week that have questions in the left-hand column, a summary that discusses the essential question, have key words circled and important ideas underlined or highlighted (10 points for each set you find that qualifies). Give partial credit for sets of notes that meet some of the criteria but not all. See page 24 for an example.
2. The weekly calendar or agenda. Student calendars should have something written into the box for each class period. There should be check marks next to notes showing that the student has gone back and reviewed/written a summary for the notes. There should also be a check mark next to each completed assignment. Days of the week should have dates and the different class periods should be labeled. See page 23 for an example.
3. Organization: There should be a section in the student's binder for every academic class they have behind a tab with the name of the class on it. Behind the tab you should see a class syllabus, then a class assignment tracking sheet, then any notes that the student has taken for the class, then incomplete assignments, and then returned assignments for that term. Also in the binder should be a pencil pouch with spare pencils. The binder should have no loose papers or papers in folders.
4. Neatness: Look for all around neatness of the binder. Are the edges getting worn down? Do the papers in the binder have frayed edges on them from a spiral notebook? Is it easy or difficult to find things?
5. For the Bonus perform the "shake test". Pick the binder up and hold it by the spine with the pages hanging down. Shake the binder and look for things to fall out. If nothing falls out then the binder passed!
6. Write in the comments your suggestions for the student to improve his/her binder.

Binder Grading and Response Sheet

Name: _____

Date: _____

Period: _____

Tutors: Please use this sheet to grade student binders today. Look for at least 2 pages of Cornell Notes (with a summary at the end of each) for each academic class, an updated agenda and assignment sheets in each section. Try the “shake test” If the binder passes then give them the extra credit.

Binder Grade Sheet

| Category | Points Possible | Points Earned | Comments |
|------------------------------|-----------------|---------------|-------------|
| Notes | 60 | | |
| Calendars | 50 | | |
| Organization | 25 | | |
| Neatness | 15 | | |
| Bonus | 10 | | |
| Total | 150 (+10) | | |
| <i>Evaluator's Signature</i> | | | <i>Date</i> |

Students, please answer the following questions to help you reflect on your binder today:

What areas were you strong in?

What areas will you improve in for next week?

Example of a Complete Weekly AVID Calendar:

Name: Idallis Riggs Dates: 9/9/13 - 9/13/13

| | Monday: 9/9 | Tuesday: 9/10 | Wednesday: 9/11 | Thursday: 9/12 | Friday: 9/13 | Saturday/Sunday: |
|---------------------|---|---|--|--|---|--|
| Class: U.S. History | Lecture - Civil War Beginnings ✓ Read pages 7-10 & take Cornell Notes ✓ | Lecture: Civil War Major Battles ✓ Major Battles Worksheet ✓ | Lecture: Civil War Major Battles Cont. ✓ Collaborative activity: Re-creating the battle of Shiloh ✓ | Lecture: Civil War Major Battles Cont. ✓ Review for Quiz ✓ | Civil War Battles Quiz "862" Read pages 11-15 & take Cornell Notes ✓ | 9/14 10:00am - Leave for OSU Promland - Return to school at 11:00pm 9/15 9:00am - Cross Country Practice 9/15 6:00pm - Movie night @ the auditorium |
| Class: Chemistry | Safety Notes - Student Survey ✓ | Study the safety contract ✓ Safety Game ✓ Safety Quiz ✓ | Mini Lab #1: Using the microscope to view the submicroscope - Lab report due Friday 9/13 ✓ | Time to write lab reports or retake safety exam - Read and take notes over Ch. 7 Sections 1 & 2 ✓ | Mailbox Report Due ✓ Fishbowl activity for ch. 7 readings ✓ | |
| Class: English | Had a dental appt. - Read Edgar Allan Poe "The Raven" ✓ - Write reaction Paragraph | Notes over how to identify poetry structures ✓ - Identify poetry structures in "The Raven" ✓ | Group poetry writing practice ✓ - Write a poem featuring 2 of the structures from the notes ✓ | Round Robin poetry structure identification ✓ - Study for poetry structures quiz ✓ | Poetry Structures Quiz ✓ Finish/Robin poetic structures poem ✓ - Due Monday 9/9 | |
| Class: Art | Dental Appointment - Copy notes over Apoi Kachina Dolls ✓ - Draw classic Kachina Doll | Notes over how to identify classic traditional artists in drawings ✓ | Create a charcoal drawing in the style of one of the artists from the notes - Need to finish Friday | Read and take notes over classic traditional artists in paint ✓ | Research and make one of the classic paints ✓ - Finish charcoal drawing ✓ | |
| Class: Math 3 | Notes for Section 1.3 ✓ Page 151 & #s 2-21 even ✓ | Notes for Section 1.4 ✓ Page 20-21 #s 2-30 even ✓ | Notes for section 1.6 ✓ Page 24 #s 2-34 even ✓ | Study for Ch. 7 Exam ✓ Study game ✓ | Ch. 7 Exam ✓ | Doodle Box © Need to get: Shampoo & Conditioner Noodles Water balloons |
| After School | 7:00pm - Math 3 study group Library | 4:30pm - Student Council Meeting | Sue Darts Birthday - 4:00 in the kitchen 6:15pm - AVID club meeting | | 3:30pm - Sign up for town trip - Trip @ 6:00pm | |

Notice the following items:

- Look for check marks next to notes and assignments signifying that they have completed the summary for notes or handed in the assignment.
- Look for something written in each class period. It should either say what they did that day or what was assigned.
- Look for events written into the weekend and the evening boxes. Students should be keeping track of everything.

| | | | |
|--|--|---|--|
|  | | TOPIC/OBJECTIVE: <i>The topic that the teacher is teaching about that day goes here.</i> | NAME: CLASS/PERIOD: <i>Task them to put the time rather than the period.</i> |
| ESSENTIAL QUESTION: <i>All Cornell Notes must have an essential question written here. If they are having a hard time you can help them write one.</i> | | | |
| QUESTIONS: This area is where students write their questions about the subject they are taking notes on. They also write headings for the sections of the notes. | NOTES: This section is where students should be taking notes during class. Later on they need to read back through their notes and add information from the book or information that they have not yet written down. They also need to highlight or underline the main ideas and also circle and define any key words they do not know yet. | | |
| SUMMARY: <i>The summary should be a 3-7 sentence review of the notes focused on the essential question.</i> | | | |

Cornell Notes

Students should be taking Cornell Notes in all of their academic classes. Use the image on this page to help you understand what you should see in their notes when you help them use notes to solve problems in tutorial and when you grade their binders. If you have never practiced Cornell Note-taking you might want to try it in your College classes. Also on Cornell Notes pages you should see some evidence that the student has used their notes to review information. It should be folded where the student used it to study for a quiz. There should be underlining, highlighting and key words should be

circled with extra information added.

Contacts

| | | | |
|--|--------------------|--|--------------------|
| Amanda Ward | 503-399-5721 x 345 | Beth Sigman | 503-385-8759 |
| Amanda.ward@bie.edu | | Elizabeth.sigman@bie.edu | |
| The AVID Room | 503-399-5721 x 320 | School Secretary Jeanette Singer | 503-399-5721 x 242 |