Tutor Training Part 1: Self-Paced

These activities are intended to be completed by tutors who were not able to attend a face to face offering of Tutor Training Part 1. Tutors should complete each component, compile their work into a portfolio (as described at the end of this resource), and then submit to the Tutor Trainer and/or District Director.

**Performance Objectives:**

By completing Tutor Training Part 1, tutors will:

* Become familiar with the purpose and structure of the AVID College Readiness System
* Apply Costa’s Levels of Thinking to WICOR strategies and tutorials
* Demonstrate the use of focused note-taking in classrooms and in tutorials
* Apply the steps during the AVID Tutorial Process and lead an effective tutorial group

**Materials**

* An active MyAVID account to access the related videos and materials
* Copy of the AVID Tutor Workbook, which contains all handouts referenced below

**Total Time**

* 8 hours (2 hours per module)

**Module 1: AVID and Tutorials Overview**

Estimated time: 2 hours

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| --- | --- | --- |
| **Tutorial Step** | **Activity Description: Tutors will…** | **Resources** |
| - | Read through the information on the page and watch the Introduction to AVID video. Then compose a short reflection (<200 words) to the prompt “How would you describe AVID to someone who’s never heard of it before?” | **“What is AVID” page:** <http://www.avid.org/what-is-avid.ashx> |
| - | Choose two or more AVID Summer Institute videos to watch. Then respond by summarizing what they:   * Did * Learned * Found interesting * Still have questions about | **AVID Summer Institute Speaker Videos:**  <https://www.youtube.com/user/AVIDaboutAVID> |
| - | Read Handout 1.1b, and then complete Handout 1.2a | **AVID System: Note-Taking Guide**  Handouts 1.1b–1.2a |
| - | Read Handout 1.3a, and then complete Handout 1.3b. | **Top 10 Characteristics of Ideal Tutors**  Handouts 1.3a–b |
| - | Complete Handout 1.8a. | **Tutor Questionnaire**  Handout 1.8a |
| All | Read through Handouts 1.9a–b, and then complete Handout 1.9c. | **Steps in the Tutorial Process** and **Summarizing Pyramid**  Handouts 1.9a–c |
| All | Read Handout 2.1a, watch the On-Demand Module, and then summarize the information in GIST format (Handout 1.2a). | **WICOR-izing Tutorials**  Handout 2.1a  [WICORizing Lessons Schoolwide - On Demand Module (ODM)](http://my.avid.org/content.aspx?ID=7808&VideoPlayer=3806603216001&PlayerID=1651558620001&PlayerKey=AQ~~,AAABVjfVIhE~,_RxIEUn5Y_WASjlNVFNwvedK0MToN54w&videoheight=568&videowidth=700) |
| All | Watch Jennifer’s Algebra II Tutorial video. Then compose a short reflection (<200 words) to the prompt “How are AVID tutorials different from traditional tutorials?” | **Sample Tutorial Video**  [“Jennifer’s Algebra II Tutorial”](https://my.avid.org/curriculum/chapter2.aspx?id=25937) |
| **Recommended Application/Extensions for Module 1:**   * Implement elements of the AVID Tutorial Process during an upcoming study group * Interview 2–3 current or former AVID students about their experience in AVID and AVID Tutorials | | |

**Module 2: Before Tutorials (Steps 1–3 of the Tutorial Process)**

Estimated time: 2 hours

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| **Tutorial Step** | **Activity Description: Tutors will…** | **Resource** |
| 1 | Follow the instructions on Handout 2.4b to complete the activity. | **“Check Out My Agenda” Scavenger Hunt**  Handout 2.4b |
| 1 | Follow the instructions on Handout 2.7b to complete the activity. | **Reflective Learning Log: Step 1: Content Class Connections**  Handouts 2.7a–b |
| 1 | Watch the Cornell Notes for Students On-Demand Module, and then follow the instructions on Handout 2.8a to complete the activity. | **Cornell Notes Practice**  Handouts 2.8a–c  [Cornell Notes for Students ODM](http://my.avid.org/content.aspx?ID=7611&VideoPlayer=1854023280001&PlayerID=1651558620001&PlayerKey=AQ~~,AAABVjfVIhE~,_RxIEUn5Y_WASjlNVFNwvedK0MToN54w&videoheight=568&videowidth=496) |
| 2 | Follow the instructions on Handout 2.16b to complete the activity. | **Reflective Learning Log: Step 2: Pre-Work Is Key**  Handouts 2.16a–b |
| 3 | Follow the instructions on Handout 2.18b to complete the activity. | **Reflective Learning Log: Step 3: Preparing for Tutorials**  Handouts 2.18a–b |
| **Recommended Application/Extensions for Module 2:**   * Take Cornell-style notes in a class, on an article, video, etc. * Complete a sample Tutorial Request Form for a personal point of confusion, and then present the information to a peer via a 30-second speech | | |

**Module 3: During Tutorials (Steps 4–7 of the Tutorial Process)**

Estimated time: 2 hours

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| **Tutorial Step** | **Activity Description: Tutors will…** | **Resource** |
| 4 | Follow the instructions on Handout 3.3b to complete the activity. | **Reflective Learning Log: Step 4: Getting Together**  Handouts 3.3a–b |
| 5 | Follow the instructions on Handout 3.10b to complete the activity. | **Reflective Learning Log: Step 5: Thinking, Questioning and Observing**  Handouts 3.10a–b |
| 5 | Read Handout 3.11c, select three focus areas, and then write about why they chose those areas. | **Tutor Facilitation Protocol**  Handout 3.11c |
| 5 | Watch a tutorial video on MyAVID, and then follow the instructions on Handout 3.12c (3 of 4–4 of 4) to complete the activity. | **Tutorial Video Comparison Chart**  Handout 3.12c (3 of 4–4 of 4) |
| 5 | Read through the Inquiry in Tutorial resources, and then choose five questions from each Costa’s Level to begin using as they tutor. | **Inquiry in Tutorial**  Handouts 3.13a–3.14i |
| 6 | Follow the instructions on Handout 3.15b to complete the activity. | **Reflective Learning Log: Step 6: Get It… Got It… Good**  Handouts 3.15a–b |
| 7 | Follow the instructions on Handout 3.16b to complete the activity. | **Reflective Learning Log: Step 7: How Do You Keep It All Going?**  Handouts 3.16a–b |
| 7 | Follow the instructions on Handout 3.17d to complete the activity. | **Tutorial Scenarios**  Handout 3.17d |
| **Recommended Application/Extensions for Module 3:**   * Practice using Socratic Inquiry in upcoming study sessions, conversations, etc. | | |

**Module 4: After Tutorials (Steps 8–10 of the Tutorial Process)**

Estimated time: 2 hours

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| **Tutorial Step** | **Activity Description** | **Resource** |
| 8 | Follow the instructions on Handout 4.2b to complete the activity. | **Reflective Learning Log: Step 8: Checking Your Checking**  Handouts 4.2a–b |
| 9 | Follow the instructions on Handout 4.4b to complete the activity. | **Reflective Learning Log: Step 9: It’s Almost Curtains**  Handouts 4.4a–b |
| 10 | Follow the instructions on Handout 4.5b to complete the activity. | **Reflective Learning Log: Step 10: Maximizing Tutorial Time**  Handouts 4.5a–b |
| 10 | Follow the instructions on Handout 4.7b to complete the activity. | **Tutor Reflection**  Handout 4.7b |
| **Recommended Application/Extensions for Module 4:**   * Complete a Tutorial Request Form Reflection for a recent point of confusion which you overcame | | |

Portfolio Checklist

## Module 1

|  |  |  |
| --- | --- | --- |
| Assignment | Tutor Check-off | Tutor Trainer Check-off |
| Quickwrite: “What is AVID” |  |  |
| Learning Log: AVID Summer Institute Speaker |  |  |
| 1.2a: Note-Taking Guide |  |  |
| 1.3b: Top 10 Characteristics of Ideal Tutors |  |  |
| 1.8a: Tutor Questionnaire |  |  |
| 1.9c: Summarizing Pyramid |  |  |
| 1.2a: GIST over WICOR-izing Tutorials |  |  |
| Quickwrite: “Jennifer’s Algebra II Tutorial” |  |  |

## Module 2

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| --- | --- | --- |
| 2.4b: “Check Out My Agenda” Scavenger Hunt |  |  |
| 2.7b: Step 1: Content Class Connections |  |  |
| 2.8a: Cornell Notes Practice |  |  |
| 2.16b: Step 2: Pre-Work Is Key |  |  |
| 2.18b: Step 3: Preparing for Tutorials |  |  |

## Module 3

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| --- | --- | --- |
| 3.3b: Step 4: Getting Together |  |  |
| 3.10b: Step 5: Thinking, Questioning and Observing |  |  |
| 3.11c: Tutor Facilitation Protocol |  |  |
| 3.12c: Tutorial Video Comparison Chart |  |  |
| 3.13: Inquiry in Tutorials |  |  |
| 3.15b: Step 6: Get It… Got It… Good |  |  |
| 3.16b: Step 7: How Do You Keep It All Going? |  |  |
| 3.17d: Tutorial Scenarios |  |  |

## Module 4

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| --- | --- | --- |
| 4.2b: Step 8: Checking Your Checking |  |  |
| 4.4b: Step 9: It’s Almost Curtains |  |  |
| 4.5b: Step 10: Maximizing Tutorial Time |  |  |
| 4.7b: Tutor Reflection |  |  |

## After submitting the completed Portfolio, AVID recommends:

* A post-meeting with the Tutor Trainer and/or District Director to:
  + answer any lingering questions or concerns
  + reflect on learning objectives/performance objectives
  + provide site/district-based expectations and protocols
* That tutors observe 2–3 tutorials sessions before facilitating their own tutorial group