# AVID at Glasgow Middle School

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AVID 7 & 8 teacher

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AVID 6 Teacher

# What is AVID?

Advancement

Via

Individual

Determination

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

# AVID's Program Goals

AVID's goal is to ensure that students capable of completing a college preparatory path will:

- **Succeed** in the most **rigorous curriculum**.
- **Actively participate** in the school **community**.
- **Enroll** in a four-year **college**.
- Become **educated** and **responsible** participants and **leaders** in a **democratic society**.

# What is the AVID Elective?

Would your student  benefit from the following?

- Having **discussions** and **collaborative problem-solving** in small groups.
- Learning how to **study effectively** for every subject.
- **Organizing** time, materials, thoughts, and writing.
- Getting and staying **motivated** to succeed in school.
- Exploring a variety of **careers** and pathways to **postsecondary success**.

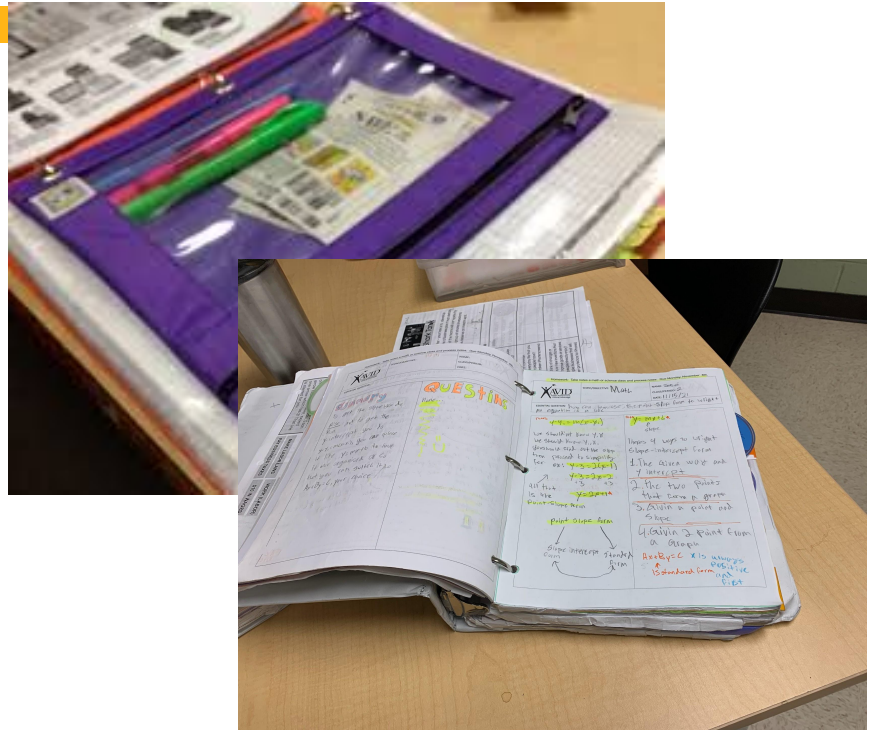
# Who is a strong candidate for AVID?

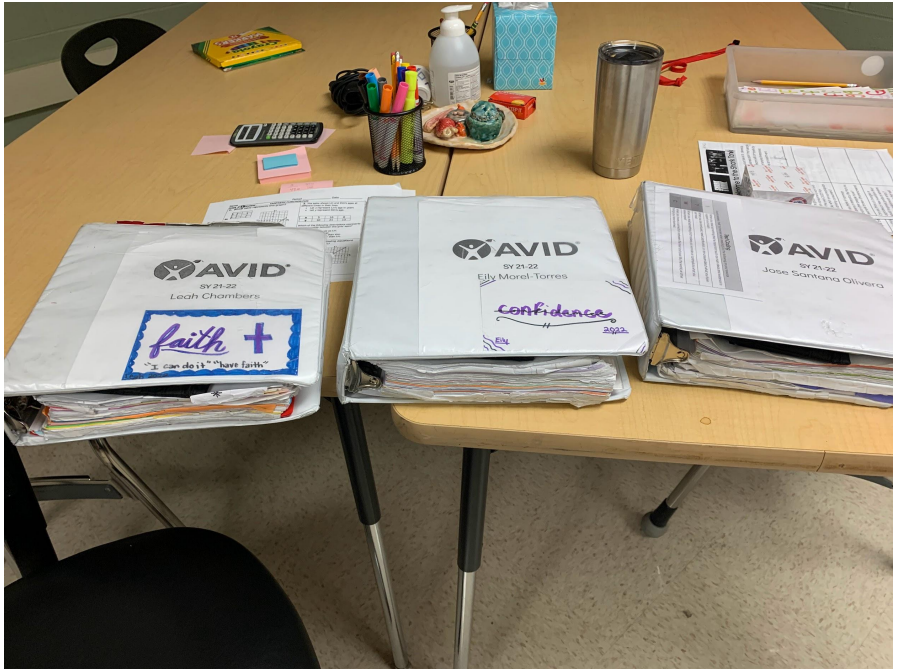
Does your student  fit into one or more of the following categories?

- First in family to attend a four-year college in the U.S.
- Economically disadvantaged
- Current GPA of 2.0–3.5
- Determined to go to college
- Willing to take some advanced courses and put in the necessary work
- Good attendance record
- Appropriate classroom behavior with few or no discipline referrals
- Willing to take AVID as an elective in order to reach goals

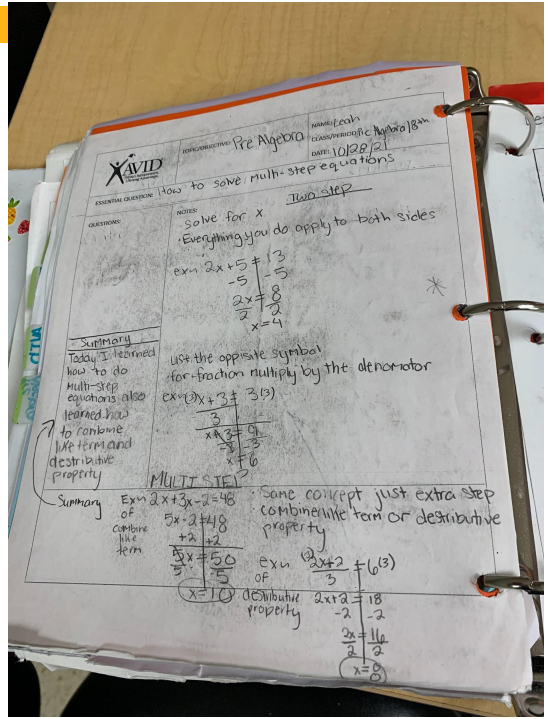
If you've answered "yes" to any of the above, then AVID might be a great match!

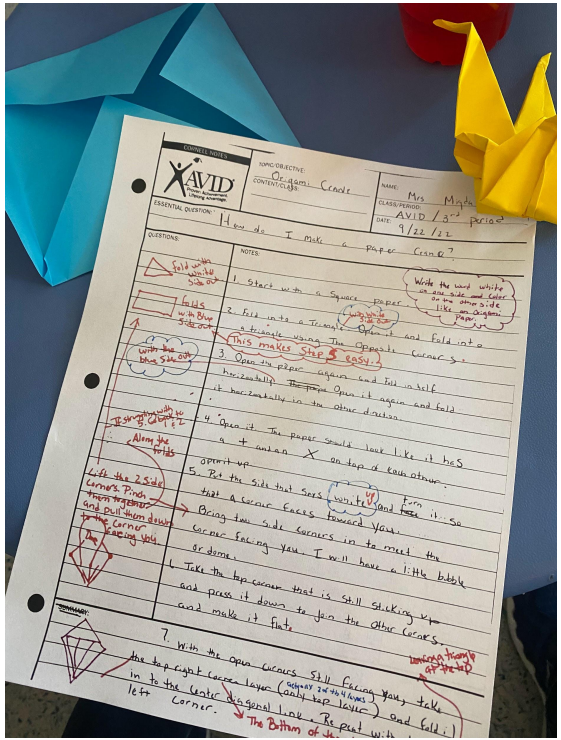
# Binders and Agendas



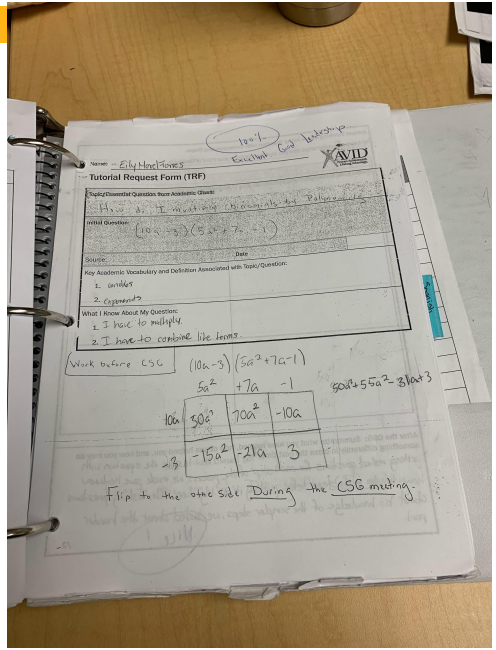
# The Focused Note-Taking Process

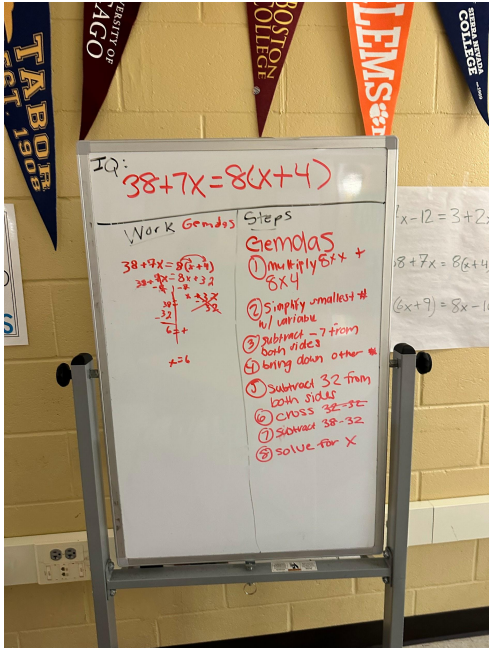


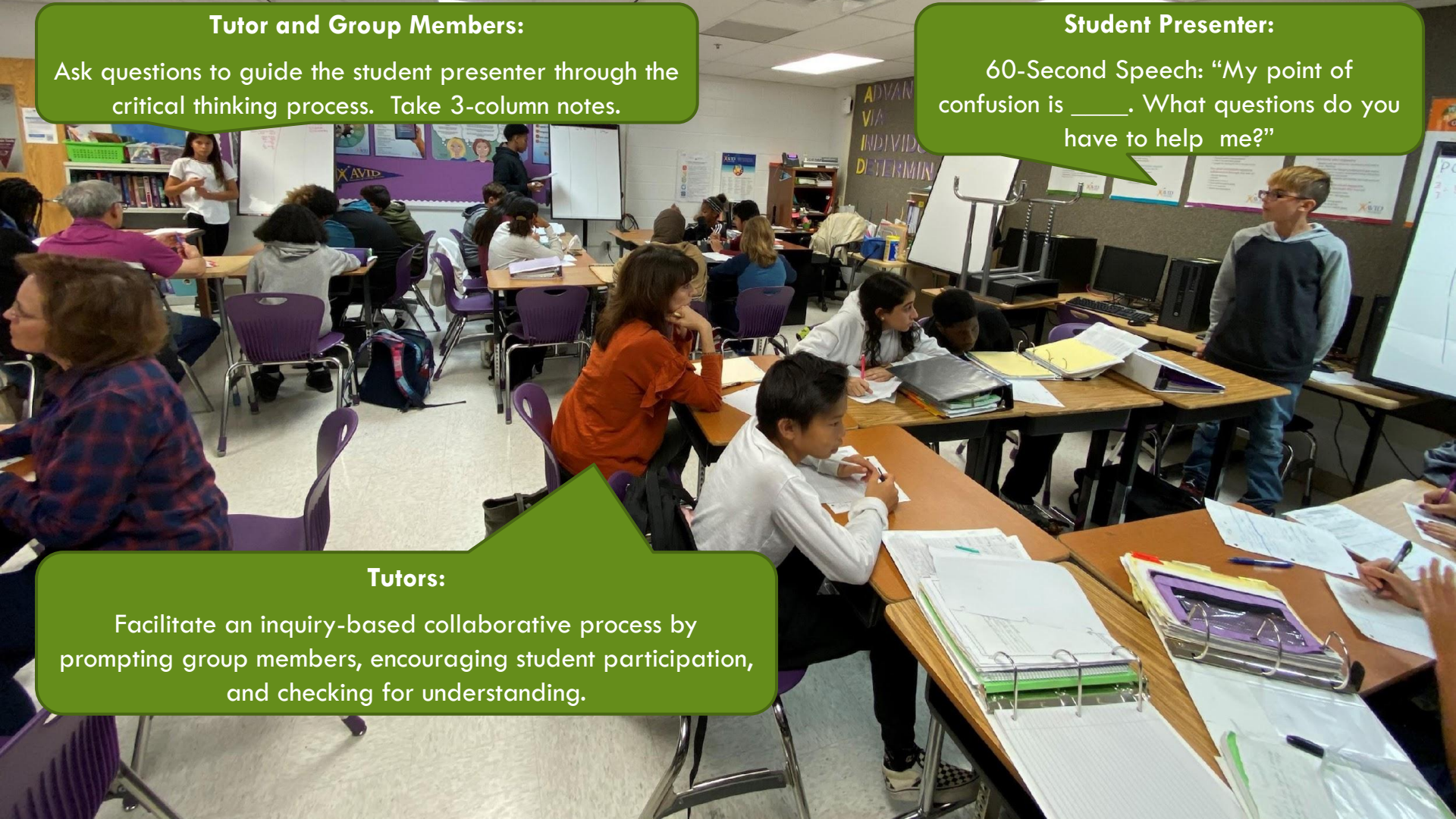

| | |
|---|---|
| **Taking Notes** | **Create the notes.** Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective. |
| **Processing Notes** | **Think about the notes.** Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes. |
| **Connecting Thinking** | **Think beyond the notes.** Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know. |
| **Summarizing and Reflecting on Learning** | **Think about the notes as a whole.** Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective. |
| **Applying Learning** | **Use the notes.** Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned. |

# Tutorials

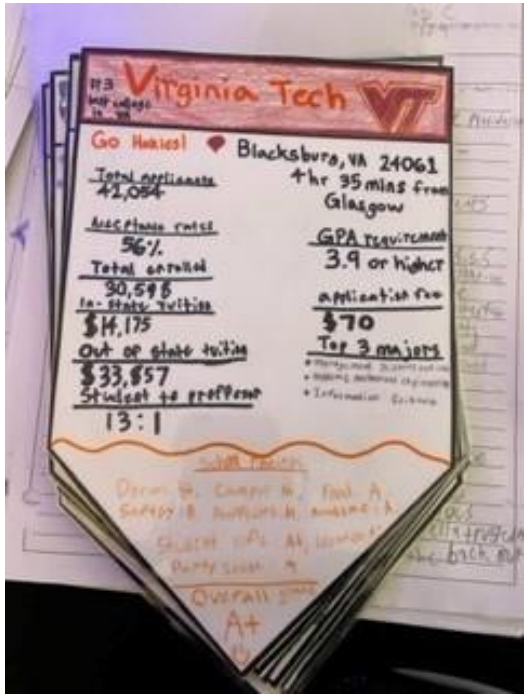

Tutorial Request Form (TRF)
Flip to the other side During the CSG meeting.


IQ:
38+7x=8(x+4)
Work Gemdas Steps
Gemdas

1
Students identify an initial question as they engage in rigorous coursework.
2
Students complete the Tutorial Request Form (TRF) and identify their Point of Confusion (POC).
3
Students divide into groups with one tutor and prepare for the tutorial.
4
Student presenter gives a 60-Second Speech ending with the Tutorial Question from the POC.
5
Students engage in academic conversation using collaborative inquiry.
6
Students check the presenter's understanding as they articulate generalized steps.
7
Student presenter shares the resolution of their POC in a 60-Second Synthesis of their learning.
8
Students repeat steps 4-7 with the next presenter.
9
Students summarize their academic learning and reflect on the tutorial process.
10
Students apply their tutorial skills and learning in their academic classes.
AFTER
BEFORE
DURING
AVID


Tutor and Group Members:
Ask questions to guide the student presenter through the critical thinking process. Take 3-column notes.
Student Presenter:
60-Second Speech: "My point of confusion is _____. What questions do you have to help me?"
Tutors:
Facilitate an inquiry-based collaborative process by prompting group members, encouraging student participation, and checking for understanding.

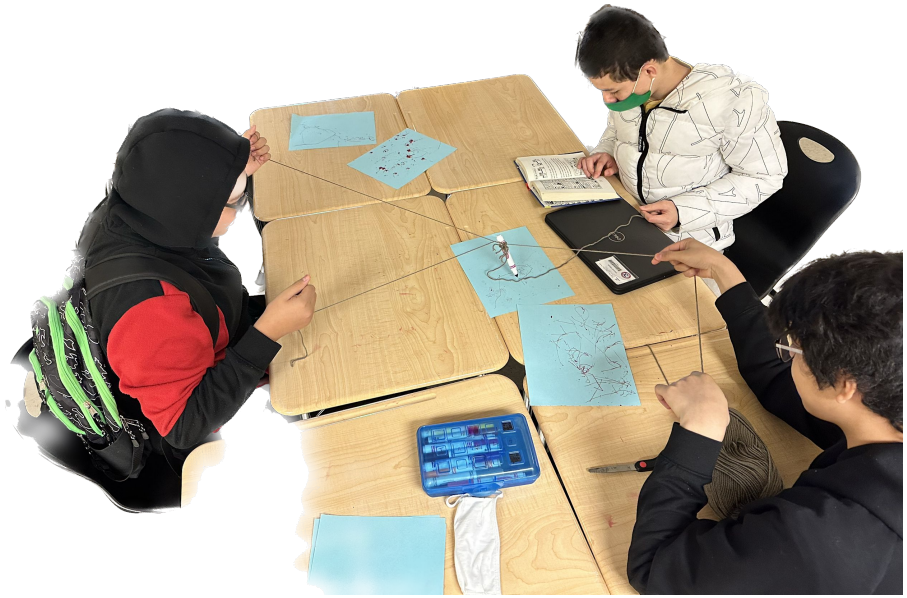
# College and Career Research



College visits this year:
- NVCC
- GMU
- JMU or Maryland

Guest Speakers

# Team Building



# Next Steps

1. AVID Applications (Google Form)

   Due February 20

2. Interviews

Speak to your student's counselor for more information

# What **questions** do you have?

Contact:

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