

## INSTRUCTIONAL PRACTICE: Processing Tutorial Roles and Expectations

It is important that every tutorial team member understands the expectations that come along with their role. Additionally, understanding the progression of tutorials across grade levels enables educators to guide the tutorial process toward the continual refinement of skills. This activity helps all tutorial team members clarify the expectations of their roles in the tutorial process.

### Instructional Goals

Students will:

- Clarify the expectations of their role and the role of other tutorial team members in the AVID Tutorial Process.
- ⚓ Share responsibility among group members.

### Resources

- *Tutorial Progression Chart* (Educator Resource)
- *Understanding Expectations* (Educator/Student Resource)
- *Expectations: AVID Teacher* (Educator Resource)
- *Expectations: AVID Tutor* (Educator/Tutor Resource)
- *Expectations: AVID Student* (Educator/Student Resource)

### Preparation for Instruction

- Prepare a list of any district/site-specific expectations beyond the expectations outlined in the provided resources.
- Review *Educator Resource: Tutorial Progression Chart* to understand how tutorials unfold across grade levels and ultimately lead to the Senior Tutorials process.
- Note that this is an overview activity. The fully detailed roles and responsibilities for each tutorial team member will be covered in Chapter 3: During the Tutorial.

### Instructional Strategies

- Instruct students to work with partners or small groups to review the *Expectations* resources for each tutorial team member. As they review the expectations, they should read like a tutorial content expert and circle key words and underline important concepts related to tutorial team member expectations.
- After reviewing the expectations resources, ask students to individually complete *Educator/Student Resource: Understanding Expectations* with the information relevant to their role as a tutorial team member.
- Then, ask students to find a partner in the room and take turns summarizing their role as a tutorial team member. As partners share, they should attempt to help each other refine their original work and to address the questions they have regarding their expectations.
- Debrief by charting and addressing questions students still have about their role.

### Variation

- Be sure to include any district/site-specific variations needed for each tutorial group member role.

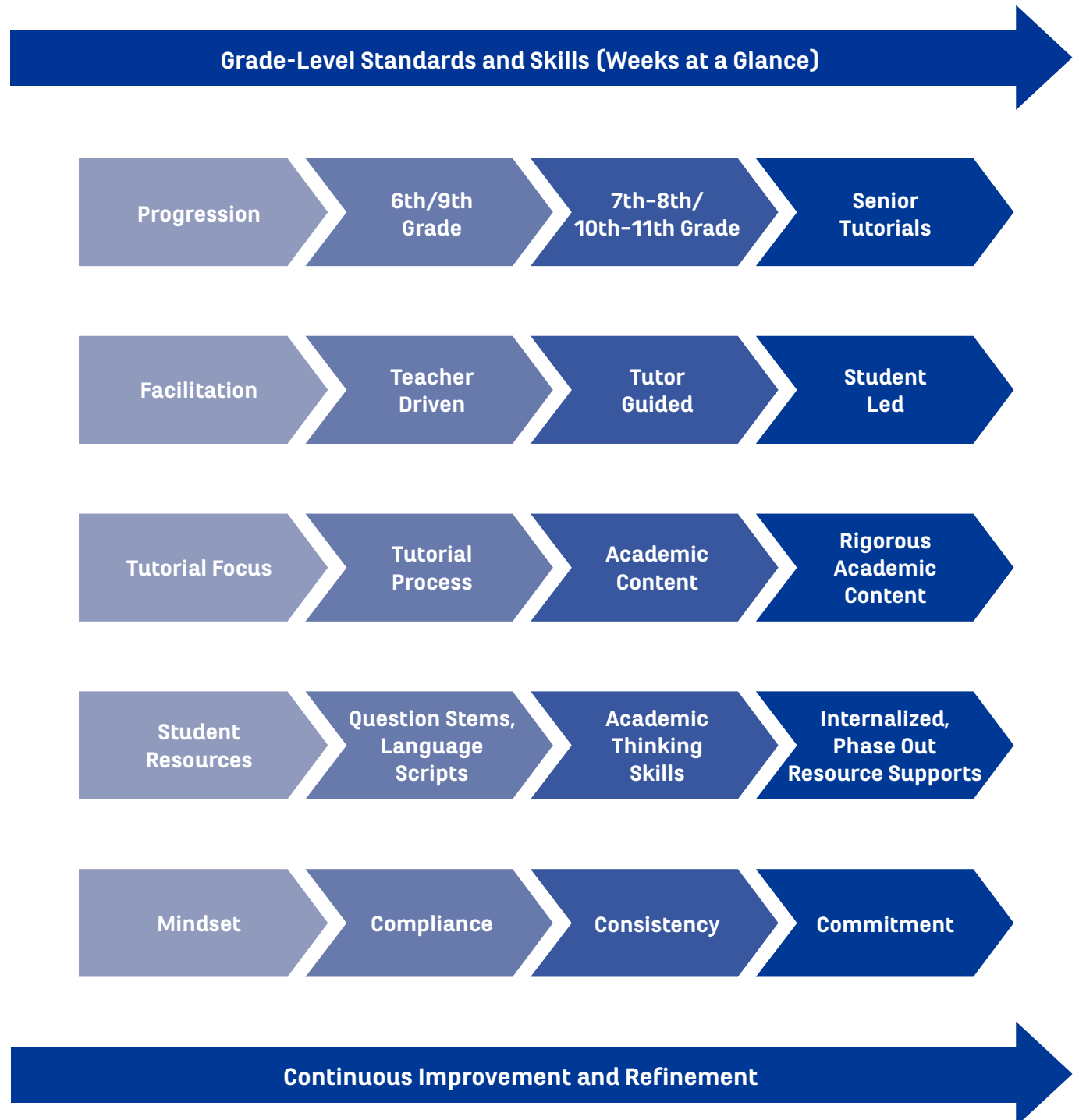
### Extensions

- Use the *Expectations* resources as a starting point and have students draft their own list of expectations for each role.
- Students can create one-pagers or word splashes to further communicate the role of each tutorial group member.
- Conduct a mock tutorial where students take turns role playing each role within the tutorial team.
- Share *Educator Resource: Tutorial Progression Chart* with students so that they can begin to understand where they are in the tutorial progression and what they can expect as they move forward. Have them create their own grade-level expectations for one or two rows on the chart.



## Tutorial Progression Chart

At the start of the tutorial progression, whether implementing tutorials in 6th grade or 9th grade, students are focused on learning the 10 Steps of the AVID Tutorial Process, which is steeped in metacognition. As they attain skills through grade-level standards and their academic courses simultaneously become more rigorous, they shift their focus toward the content, using the tutorial steps as the routine to access the material. Observation and coaching of focus areas allow for continuous improvement of tutorials.





# Understanding Expectations

Read and circle key words and underline important concepts on the tutorial team member *Expectations* resources that follow this page. Pay special attention to the expectations listed for your role in the AVID Tutorial Process. List any district/site expectations that apply to you.

Name	
My Role	<input type="checkbox"/> Teacher <input type="checkbox"/> Tutor <input type="checkbox"/> Student (as student presenter and group member)
Teachers only: Additional expectations specific to my district/site.	
List five of the most important understandings you have regarding the expectations for your role.	
List two questions you have regarding the expectations for your role.	





## Expectations: AVID Teacher

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1. The AVID teacher takes an active part in coaching classroom tutors and in developing the academic and personal strength of AVID students.
2. The AVID teacher makes regular observations of tutorials in order to assess needs and plan remediation based on the continuous improvement process.
3. The AVID teacher takes care in implementing the AVID Elective in accordance with the defined parameters.
4. The AVID teacher becomes a master of the stages of the AVID Tutorial Process and the inquiry learning process, and coaches students and tutors to ensure they have a thorough understanding of their role and responsibilities.
5. The AVID teacher assists AVID tutors and students in developing personal pride in, and commitment to, AVID.
6. Responsibilities of the AVID Elective teacher include:
  - Implementing the AVID curriculum.
  - Using lessons grounded in AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.
  - Ongoing monitoring of the progress of AVID students.
  - Training, coaching, and debriefing the tutorial process with tutors and students.
  - Participating in all AVID Elective teacher and/or Site Team meetings.
  - Assisting with and participating in all AVID functions (e.g., parent meetings, AVID field trips, tutor recruitment/training, and staff development).
  - Attending AVID trainings in the summer and throughout the school year.

## Expectations: AVID Tutor

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1. The AVID tutor takes an active part in developing the academic and personal strength of AVID students.
2. The AVID tutor becomes thoroughly grounded in AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.
3. The AVID tutor becomes a master of each stage of the AVID Tutorial Process and the inquiry learning process, understanding and performing their role and responsibilities with increasing skill.
4. The AVID tutor assists students in developing personal pride in AVID participation.
5. The AVID tutor:
  - Assists students in the successful completion of college eligibility requirements and in becoming college ready.
  - Provides academic support for students in rigorous courses.
  - Serves as a role model to AVID students.
6. 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:
  - Complete AVID tutor training.
  - Be positive and professional.
  - Arrive on time and prepared for class.
  - Act as a role model and wear appropriate attire at all times.
  - Assist students in maintaining their AVID organizational tools (e.g., calendar, assignment sheets, TRFs, and daily focused notes from academic classes).
  - Actively participate in collaborative groups and tutorials.
  - Participate in AVID field trips and motivational activities, when possible.
  - Inform the teacher in advance of absences or late arrival on a tutorial day.
  - Become familiar with the specific routines and expectations of each AVID teacher's classroom.
  - Facilitate the tutorial learning process and implement AVID methodologies.
  - Adhere to district/site policies and procedures.



## Expectations: AVID Student

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1. AVID students are actively involved in their own education and grow academically and personally through the support of AVID.
2. AVID students become thoroughly grounded in AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies.
3. AVID students become masters of each stage of the AVID Tutorial Process and the inquiry learning process, understanding and performing their roles and responsibilities with increasing skill.
4. AVID students develop personal pride in themselves, their work, and AVID.
5. AVID students will:
  - Be positive, encouraging, and supportive of their classmates.
  - Arrive on time and prepared for class (e.g., bring binder, TRF with pre-work completed and related resources—class focused notes, textbooks, past tests).
  - Act as a role model for peers.
  - Become familiar with the specific routines and expectations of their teachers' classrooms.
  - Understand the importance of learning and of achieving academic success.
  - Take an active part in developing academic strength, personal pride, and self-advocacy.
  - Demonstrate commitment to themselves, to AVID, and to their studies.
  - Communicate effectively with their teachers, tutors, and other students.
  - Discuss common areas of concern with AVID tutors.
  - Learn by asking questions, not by having answers provided for them.
  - Maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes.
  - Maintain enrollment in college-preparatory classes.
  - Maintain an AVID binder that includes an agenda, daily planner/calendar, focused notes, assignments in all classes, and TRFs.
  - Take focused notes daily in all academic classes.
  - Complete all homework assignments every night.
  - Participate in AVID tutorials at least twice a week.
  - Participate in extracurricular activities, field trips, and community service.
  - Attend summer school as needed to take additional coursework and/or to raise grades to maintain college eligibility.
  - Prepare for and take college entrance exams such as the SAT® and ACT® suite of assessments.