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THE AVID IMPACT: PROMOTING COLLEGE READINESS AND ACHIEVMENT FOR  
UNDERREPRESENTED STUDENTS

A MASTER'S THESIS  
SUBMITTED TO THE FACULTY  
OF BETHEL UNIVERSITY

BY  
ZACHERY P. VILLARREAL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
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BETHEL UNIVERSITY

THE AVID IMPACT: PROMOTING COLLEGE READINESS AND ACHIEVEMENT FOR  
UNDERREPRESENTED STUDENTS

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August 2021

APPROVED

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I would like to start by thanking my family and friends for supporting my work throughout the entirety of this process. In addition, I would also like to acknowledge my former high school teachers who encouraged and believed in my pursuit of post-secondary education. As a former AVID student, and now an AVID elective teacher, I feel incredibly grateful to have been participated in the AVID program in such a meaningful way. I would like to thank AVID for making all of this possible. I firmly believe that without AVID, I would not be in this situation today. As a result, I want to make AVID a key contributor and force in my best teaching practices as a secondary English teacher, an AVID teacher, and an aspiring administrator. Lastly, I would like to thank God for providing me with the faith, people, and supports to make this dream a reality.

## Abstract

AVID is a college-readiness elective adopted by school districts to promote the pursuit of post-secondary education. The AVID college-readiness elective's mission is to close the achievement gap for underrepresented students by equipping the students with the academic skills necessary for post-secondary success. The research in this thesis highlights how AVID uses college-readiness skills to impact whole-school culture and climate, how AVID impacts specific grade levels and specific student groups, how AVID students are prepared for post-secondary success, and the key strategies and features of the AVID program. The studies explored in this research also point to the significant impact of the relational capacity fostered by the AVID program on the learning and lives of underrepresented students. The application emphasis in this thesis shows the authentic impact that AVID strategies and routines have on students, teachers, and schools. In conclusion, the AVID strategies and skills also teach students how to become lifelong learners and significant contributors to society both inside and outside of the classroom.

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## CHAPTER I: INTRODUCTION

The Advancement Via Individual Determination (AVID) college-readiness elective started in 1980 and was created by Mary Catherine Swanson at Clairemont High School in San Diego, California. The initial goal of AVID was to implement the strongest pedagogical practices into curriculum by identifying the strategies and habits that met the needs of traditionally underrepresented students. Swanson's classroom success resulted in nationwide attention from other educators and school districts. The AVID elective experienced tremendous growth and adoption from regional school districts. As the AVID elective gained traction, the program narrowed its focus to equipping underrepresented students with the skills and knowledge necessary for post-secondary success. The AVID mission shaped and developed into the utilization of college-readiness preparation and skills as a leading force in closing the achievement gap. AVID uses many study strategies and collaboration-based activities to prepare and encourage students to set their sights on college or other post-secondary career paths. The strategies implemented by AVID teach students to understand their own needs as learners and personalize the learning process. This creates self-efficacy and growth mindsets for the students within the program, as it enables them to envision themselves experiencing post-secondary success.

The AVID program impacts whole-school culture in a manner that emboldens students and teaches them how to achieve academic success through strategies centered around self-regulated learning. The key indicators of academic success that AVID highlights are perceived self-efficacy, attendance, GPA, and college-readiness



skills. There are a variety of benefits to teaching AVID students these skills through the program's pedagogic instruction. For instance, AVID participation can correlate to a reduction in the achievement gap for traditionally underserved student groups. As a result, teachers are better able to understand and utilize resources in their district to help all learners take ownership of their education. The AVID influence carries weight on whole-school climate and culture by influencing student and teacher self-efficacy and self-regulated learning through WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. WICOR strategies are a focal point of the AVID curriculum, and directly address Bandura's (1977) four sources of a student's self-efficacy.

AVID also impacts underrepresented students by providing them with the academic supports needed to be successful in high-rigor academic classes. The key routine-based support that AVID uses to help students experience this type of academic success is tutorials. Tutorials are collaborative study groups of five to seven students, led by college-aged tutors, where students can get help with specific learning outcomes that confuse them. The students and tutors use the process of inquiry to help guide each other and solve their points of confusion from their academic classes.

The goal and mission of AVID is to close the achievement gap for underrepresented students by preparing all elective participants for college readiness. As a result, AVID participants must meet the AVID criteria to be accepted into the enrichment program. AVID students are generally from underrepresented student groups, in the academic middle, and first-generation, college-bound students.

Participants are eligible for AVID if they meet the following qualifications: 2.0-3.5 GPA,

college potential with support, enrolled in one advanced course, and committed to routine AVID strategies and habits. AVID is a routine-based elective that uses repetition as a method for helping AVID students reach their post-secondary potential.

AVID also helps students reach their post-secondary potential by providing participants with unique college-readiness and exposure opportunities. Throughout participation in the AVID program, students have multiple chances to hear from college-aged guest speakers and career guest speakers. Students are also taken to community colleges, private four-year universities, and public four-year universities for college campus visits. In addition, students are also exposed to other unique post-secondary information through events such as career expos and college fairs.

Additionally, AVID makes a significant difference in the academic success of elective participants by teaching students the important key skills to academic success in high-rigor classes. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) skills are used to help students achieve this. WICOR skills highlight the key details, habits and skills needed for post-secondary success. Each WICOR skill is practiced in a specific way that reflects how the skill can be used in the transition to college. WICOR skills are also very important to the AVID program because they are very effective in all content areas. Many AVID professional developments focus on educating teachers from all content areas with WICOR skills because of how effective WICOR skills are, especially outside of AVID.

AVID attempts to help students reach their college potential by focusing on the skill of note taking. AVID has a specific way of teaching impactful note taking, which is

called focused note taking. Focused note taking is a five-phase process that instructs students on how to take notes, revise notes, use their notes, and reflect on the notes. The five phases of focused note taking are as follows: taking the notes, processing the notes, connecting thinking, summarizing and reflecting, and applying the learning. Each phase increases an overall understanding of the material by revisiting and annotating the notes. The phases also increase in understanding because they require the students to continuously come back to the notes and consider how they can use the information moving forward, even beyond graded assessments.

AVID also uses high levels of organization and authentic goalsetting to make a difference in the academic success of underrepresented students. Organization is engrained in the AVID curriculum by requiring students to use academic planners. Academic planners are used to track a student's class schedule, assignments, overall school calendar, and extracurricular activities. The process of backwards design is used for impactful goalsetting. Goalsetting is a large part of the AVID curriculum that focuses on teaching AVID students how to set goals in a way that is beneficial to their academic development. AVID shows students how to use short-term or daily goals to reach long-term, trimester- or semester-length goals. AVID goalsetting is specific and meaningful because it asks students to truly reflect on personal and academic needs.

AVID builds students up by first focusing on the relational capacity aspect of learning by creating a classroom where all students feel safe. AVID does this by integrating team-building and relationally-focused activities into the daily curriculum. As a result, the class becomes very close, and the teacher and students start to form an

AVID family atmosphere. When a teacher can establish a positive relationship with their students in the way that AVID promotes, the students feel empowered and supported in an essential way that enables them to believe in themselves. When the focus of a positive rapport is combined with the academic strategies of AVID, marginalized students can thrive together because of how they feel connected with their teacher and peers.

The AVID program uses these strategies and best teaching practices to close the achievement gap for underrepresented students. Closing the achievement gap and preparing underrepresented students for post-secondary success is important because it provides equity to a traditionally inequitable system. Underrepresented student groups and first-generation college students need college access support from programs like AVID because of the numerous constraints and requirements surrounding college admission. In most cases, parents who are not familiar with the post-secondary process lack confidence and resources to help their child meet all of the college requirements. In addition, AVID also helps students identify post-secondary institutions that meet the student's financial and academic needs based on the student's background. As a result, since 1980, AVID has served over 400,000 students at more than 4,000 sites in 45 states and 16 countries.

As research for this study was conducted, the focus of the study became narrowed to how the AVID strategies and skills that are used in the elective make a difference for underrepresented students. The rationale for the topic chosen is driven by the significant and meaningful difference that the educational program makes for

marginalized students. The AVID curriculum specifically addresses the needs of traditionally underserved student populations. AVID aims to accomplish this difficult task by focusing on providing these students with the distinct study skills and mindset needed for career- and college-readiness and success. Additionally, AVID focuses on creating a classroom environment that reflects cultural competency and establishes significant collaboration between students and teachers through a relational capacity focus. The purpose of establishing a positive rapport with the teachers and students is a primary means of support and success for these students inside and outside of the classroom.

The research questions used for identifying the impact of AVID strategies and skills are as follows: How can AVID build college-readiness skills that connect to closing the achievement gap for marginalized and minority students? How does the AVID student-teacher relationship create lifelong learning opportunities for the students and the teacher? In what ways does AVID create meaningful learning opportunities that contribute to career- and college-readiness for impoverished students?

The research and studies reviewed in this paper include both a literature review and an application emphasis. The literature review explores relevant studies that contain evidence of the AVID program's impact and highlights how the research questions are answered. The application aspect of the research is included in Chapters 3 and 4, with the appendixes and research artifacts. The appendixes and research artifacts showcase how the results of the studies can be used to make a significant impact and increase college-readiness for underrepresented students.

## **CHAPTER II: LITERATURE REVIEW**

### **Literature Search Procedures**

Chapter Two evaluates authentic written studies produced on the student-centered implications of Advancement Via Individual Determination (AVID) in preparing underserved students for college and career readiness. The chapter will analyze the impacts of AVID enrollment for diverse and marginalized students at the middle and high school level. It will also closely examine any complications and obstacles AVID faces in meeting the needs of all of its students. The presented material and features of inquiry should analyze the influence of AVID for underserved students, in addition to identifying and recognizing the best practices for AVID implementation at the middle and high school level. The published literature that was used in this thesis was found through searches in the following databases: ERIC, Academic Search Premier, JSTOR, and EBSCO. The publication dates ranged from 2006-2020. These searches were guided by the following key words: "AVID", "College-Readiness", "At-Risk", "College-Prep", "Achievement Gap", and "Relationships".

### **AVID Impact on Whole-School Culture**

The implementation of the AVID program in a school district supports educators in their work towards reducing the achievement gap among minorities (Pugh & Tschannen-Moran, 2016). The measurement of such progress is evidenced through student performance reflected in GPA, self-efficacy, and attendance. In this study, student progress in these categories was used as a performance indicator of the program's effectiveness. The method of conducting this study was quasi-experimental,

which is an interventional study used to estimate the impact of the program on the targeted population. As a result, the participants were selected from schools that were committed to fully implementing AVID. The researchers worked closely with AVID teachers and coordinators to collect self-efficacy data from surveys. The goal of the work was to examine how the time spent in AVID impacted a student's self-efficacy, GPA, and attendance. Students participating ranged from no AVID experience to five years of AVID experience.

In addition, the district was largely populated by Mexican harvest workers. The schools maintained a significant population of lower-performing students. The data was collected from 573 participants, 434 from AVID with varying years of experience, and 139 non-AVID students, who met AVID requirements. The students came from both middle and high school and their ages ranged from 11-19 years old.

The findings in the study indicated that AVID's positive influence on the participants' overall self-efficacy for academic achievement was connected to the amount of time enrolled in the AVID program. This connected to the previous study of Black et al. (2008), which concluded that AVID played a decisive role in improving participants' self-concept in Language Arts. The length of time spent in AVID also improved participants' self-efficacy for self-regulation. The study credited AVID's emphasis on developing organization with a focus on time management, planner, and AVID binder, alongside note-taking as study skills as impactful strategies for improving participants' self-regulation. This was found to be particularly effective for African

American students. A plausible reason for this influence is the connection of self-efficacy to the sense of belongingness (Pugh & Tschannen-Moran, 2016).

The impact of earlier AVID exposure reaffirms that the longer a student is enrolled in AVID, the more likely they are to enter into higher education with college and career readiness skills (Huerta, Watt, & Butcher, 2013). They examined the influence of AVID on middle school rigor and college-readiness skills, while focusing on earlier entry into AVID. The goal of this was to evaluate the difference in AVID program effectiveness by comparing students who took AVID in middle school and high school, versus those who only took the class in high school, as well as examining middle school rigor, and students' high school performance and college readiness. The direct findings indicated that AVID has some impact on a school's rigorous course offerings, which results in students being more prepared for the rigor of higher education via college-readiness skills.

To conduct this study, mixed methods were used to evaluate the overall impact of AVID on middle school rigor and college readiness skills (Huerta et al., 2013).

Qualitative data was gathered from 3,143 AVID seniors' online data collection, while short answer surveys were taken from 1,192 AVID coordinators, teachers, and administrators. Data was then collected from various student groups: AVID seniors, AVID students in high school only, and AVID students in middle school and high school. Stratified sampling and the random sample tool SPSS were used to choose samples from the student groups.



AVID enrolls students who match the criteria of the program after identifying and interviewing students who would benefit from enrolling in the elective course. The evidence presented by the qualitative data revealed the AVID implementation impacts a school district's rigorous course offerings. In addition, when financial limitations hinder a district's ability to offer more rigorous courses, the AVID school focuses on improving rigor and critical thinking in the schools' existing courses. This study also identified investing in rigorous professional development as means for improving the current curriculum.

AVID coordinators at the middle school level in Huerta et al.'s (2013) study commented on AVID's implementation impact saying, "As a result of the increased number of kids enrolled in advanced courses (primarily the AVID students) we offer more higher-level courses to a greater number of students".

The study's findings also showed that AVID seniors who participated in AVID during middle and high school, showed stronger academic performance and were more likely to take rigorous courses. These same students enrolled in more AP courses and participated in more AP exams. The study credits this to the students' longer exposure to AVID, because of how AVID starts planning for post-secondary education during the middle school years (Huerta, Watt, & Butcher, 2013).

Despite the equal success and access to rigorous courses for boy and girl students that AVID provides, the retention and recruitment of boys remains a challenge for the program (Watt et al., 2017). The gender imbalance in AVID has been evaluated in a mixed-methods study, with the intention to identify why boys are underrepresented in

the program. The 200 schools that participated in this study had been implementing AVID for six years and allowed for three years of the schools' demographic data and AVID certification data to be collected. High schools were selected for this study because the gender imbalance in AVID is most evident at the 11<sup>th</sup> and 12<sup>th</sup> grade level for boys. Students who were selected for data collection were those who met the AVID enrollment criteria of the participating school.

Data was collected using a survey titled, *Gender Disparity Questionnaire*, which was sent to participating AVID coordinators. The additional survey used for data collection was titled *Survey of AVID Program and Students* and was used to gather more information from both strong and weak AVID schools. The mixed methods nature of the study used both qualitative and quantitative data collected from the sources. AVID coordinators were chosen because of their involvement in the students' enrollment into and exit from the program. To determine the coordinators' view of the gender disparity, the student survey questions were created from the coordinators' responses. The goal of this study was to examine the gender disparity that is present in AVID high schools and to offer insights as to why male students are underrepresented in the elective (Watt et al., 2017).

The results of the gender imbalance in AVID study illustrated several themes from the study, which included academic identity, and peer and family support in strong and weak AVID schools. An increase in male retention at strong AVID schools was credited to leadership opportunities, and the positive relationships formed between the students and the AVID teacher. Many AVID coordinators communicated that male AVID

students externalized a higher quality of life than their parents, due to post-secondary goals.

Academic identity was highlighted as a method for retaining minority male students in AVID because of how the AVID classroom is a place where male students do not feel the need to accommodate academics for masculinity. AVID coordinators also credited the “AVID Family” as a reason for male students staying in the program. Some male students understand that AVID can help keep them from focusing on the wrong things, and instead put their attention toward college. The findings concluded that leadership and mentorship opportunities are impactful ways to maintain male enrollment in AVID. The study highlighted that using male high school AVID students as a part of the recruitment process for young male AVID students was motivating and successful for both male student groups. Young male role models are a significant contributor to the overall success of AVID male students (Watt et al., 2017).

A major part of AVID’s impact regarding the program’s mission of closing the achievement gap is effectively selecting students for the course. In a mixed-methods study of the success of the AVID selection process, it was found that students who met the AVID criteria, perform significantly higher in rigorous academic courses. To conduct this study, the researchers worked with participants from three urban middle schools in the northeastern United States. The students from the three middle schools were split into two cohorts of 51 students (Black et al., 2008).

The study used a quasi-experimental design to test the AVID program’s level of effectiveness (Black et al., 2008). Data collection was done through a survey, which

students rated themselves on the following components: attitude toward school, academic self-efficacy, self-reported time spent on homework, goals, and academic motivation. AVID parents were also surveyed on their personal impression of the AVID program in the following areas: expectations that their student is enrolled in an advanced course, satisfaction with the program, and perception of their student's attitudes, effort, and achievement. In addition, students' attendance and earned grades were also analyzed as part of the quantitative data. Qualitative data was gathered by the researchers through individual interviews with AVID teachers, AVID coordinators, and principals of the participating schools (Black et al., 2008).

The results from the study showed that AVID students enrolled in Algebra at a higher rate than the comparison students. In addition, the AVID students showed an increase in their grades over the course of the year, whereas the comparison students did not. AVID students also showed higher rates of self-concept with Language Arts, because of the particular focus AVID emphasizes on reading and writing. This connected to the results of the surveys because of teachers commenting that AVID students successfully enrolling and completing rigorous courses because of how the program prepares students for this course work. The parent survey also revealed that parents were overall pleased with the AVID program, and that they anticipated their students taking more advanced course and pursuing post-secondary education. The AVID students who were in the AVID program for their second year showed an increase in their overall academic focus and willingness to engage with their schoolwork (Black et al., 2008).

### **AVID Teacher Impact on Specific Student Groups and Grade Levels**

A 2017 study by Woolridge evaluated the success of middle school AVID students by looking at AVID programs in six schools in one large district. For the study, data was collected from 1,649 students from six different middle schools. Only 222 participants in the study participated in AVID. Standardized testing, grade point average, suspensions, and attendance were used for evaluating student success. The goal of this study was to determine if students who were in AVID during their eighth-grade year would reach greater achievement than those not in AVID. Achievement was broken down into two categories: cognitive and noncognitive outcomes. Cognitive outcomes were test scores and noncognitive outcomes were student behaviors like attendance and suspension rates (Woolridge, 2017).

Research has proven that the AVID program is successful in helping high school students reach academic achievement and preparation for the challenges of college. The purpose of the study was also to determine if the AVID program can be successful in improving academic achievement with eighth grade students. Findings indicated that the AVID students scored higher on tests and maintained a higher overall GPA, but no difference was shown in overall attendance. In addition, AVID students exhibited more studious behaviors and attitudes; as a result, the AVID students had lower suspension rates. More studies would need to be conducted to fully conclude that the AVID program is more successful with eighth grade students (Woolridge, 2017).

Overall, the results of the study point to AVID outlining positive study strategies and behaviors for students at the middle school level. A further component of AVID

analyzed in the study was AVID's focus on rigorous courses for the program's students. The AVID students scored higher on the standardized tests than non-AVID peers; as a result, the study pointed out that AVID students are being better prepared to take higher level courses upon entry into high school. The research suggests that this correlates to AVID students meeting the program expectation and criteria of maintain enrollment in an advanced course. The standardized test results also serve as an indicator of AVID students being better equipped with career and college-readiness skills (Woolridge, 2017)

AVID continuously affirms and builds confidence for underrepresented student groups' college aspirations; in particular, students from Hispanic and Mexican American communities (Lozano et al., 2009). In a follow-up study to researchers' 2007 study, the AVID program was compared to other college access programs in its success in reaching twelfth grade Hispanic students. The study was followed up from when the students were tenth graders. The study also measured if there was any change in the students' college aspirations in the time between tenth and twelfth grade.

The goal of this follow-up study was to identify the differences, if any, in student aspirations and anticipations of college between tenth and twelfth grade among the college access programs (Lozano et al., 2009). The researchers also wanted to identify the primary college preparedness indicators focused on by AVID and the other college access programs. The study was conducted using a mixed-methods approach and the dependent variables were college aspirations and anticipations, with AVID and the other college access groups being the group variable. Upon the follow-up research, student

transcripts were used as college-readiness measures. 139 Hispanic students were selected from two high schools and the students were grouped into non-AVID tenth graders and AVID/GEAR UP tenth graders and compared from the previous study. Data was then collected from a student questionnaire survey and transcripts (Lozano et al., 2009).

The results from the study reviewed the transcripts of the students who participated in the study, and they were used to determine the rigorous courses taken in high school. It was found that the AVID students were the most likely to take all four years of math, which is connected to college and career readiness. AVID students also showed the highest testing performance in Language Arts. The AVID group from the study showed self-regulated learning skills from the study by having a high percentage of students with an existing graduation plan. The results of the study indicated that AVID students applied for more colleges and scholarships than the non-AVID group. The study highlighted the “AVID effect” as a significant influencer of the study. The “AVID effect” was defined as the AVID strategies and procedures existing in the school that translates the school culture into a college-going culture (Lozano et al., 2009).

Building up college-readiness attributes for underrepresented student groups is a primary focus of AVID; however, the program also aims to assist these students in their post-secondary paths into the workplace. The purpose of also striving toward entry into the workforce is to help students correctly prepare and perceive college and career readiness. To examine this and how students prepare for post-secondary pathways, a qualitative study was conducted with Mexican American students in AVID. This method

was used to evaluate how efforts can be made to increase Hispanic academic achievement at the postsecondary level (Kirk & Watt, 2012).

Focus groups were used in this qualitative study and participants engaged in multiparty interviews consisting of seven Mexican American students enrolled in workforce degree programs at a two-year post-secondary institution. To participate in the study, the students had to be enrolled in a technical program, a first-generation collegegoer of Mexican American descent, and have completed an AVID course. The study consisted of seven participants, even though more students had indicated an interest. The focus group interviews were 45 minutes to an hour in length and included open-ended questions that addressed academic achievement and the post-secondary experience (Kirk & Watt, 2012).

The focus group interviews revealed that college success was a major theme from the participants responses; this includes career goals, college completion, and college support. The participants credited AVID skills such as note-taking, critical reading, and writing as supports that were impactful to their academics. The support from AVID also nourished the participants' self-efficacy and self-regulated learning through organizational and goal setting strategies.

The study showed that participants used short-term goals to plan and pave the way toward their long-term goal. The AVID support also contributed to the participants feeling more confident in their academic ability in their other classes. The participants were able to transfer the skills learned in AVID, such as critical thinking and reading, and readily apply them to their college classes. The interviews revealed that confidence



increased for the participants as they completed the AVID program, which correlated to the theme of college success (Kirk & Watt, 2012)

A major factor in AVID's success in closing the achievement gap with underrepresented student groups is the role of the teachers and the focus on relational capacity (Rojas, 2017). In their qualitative study, the influence of relationship building is evaluated with 14 teachers working with Latina/o youth. The best teaching practices that contribute to college access and create a social justice framework for underrepresented students are explored. The purpose of the study is to highlight the impactful teaching practices that support and enrich Latina/o students' college aspirations. The methodology used to conduct this study was qualitative interview studies focusing on the voices of the participants. The participants of the study were all active teachers and had to meet the following requirements: working with mainly Latina/o students, at least three years of experience, and recognized for having a positive relationship with their students (Rojas, 2017).

Most of the teachers worked in smaller classroom settings, which resulted in more personalized approaches for college plans with the students. To collect data, each participant was interviewed about their approach to helping provide college access. This was shown through a college-readiness curriculum for students, such as syllabi, assignments, agendas, clubs, and classroom layout. The study found that the teachers had many common practices as a part of their pedagogy for helping Latina/o students with college access. This included assistance with the college application process,

college talk and focused curriculum, out of the classroom college experiences, and high expectations in rigorous coursework (Rojas, 2017).

The findings indicated that the teachers in the study made an impact on their students with the common practice of college talk, which is creating opportunities to discuss and share college expectations. College talk in this regard was found to make a lasting impact. This connected to another common practice used by the teachers in the study: a college-focused curriculum.

Over half of the teachers in the study cited the crucialness of addressing their students' college-going needs in the curricula. The teachers used classroom assignments that raised the overall awareness of college requirements. Teachers were able to do this by incorporating Language Arts writing standards into personal narrative writing focused on college statements, and with college research projects. College campus visits organized by the teachers were also credited for raising college access for the students in the study. Another important practice used by the teachers in the study was the creation of college-going culture using the physical classroom space. Many of the teachers used college visuals, such as college flags or informational posters to cultivate a college-going environment. The common practices used by the teachers in the study all had a positive impact and strived for empowering Latino/a youth with college access (Rojas, 2017).

In a mixed-methods study, the predictors of college success were evaluated through the performance of AVID graduates' post-secondary success. The purpose of this study was to investigate the degree to which college preparatory accomplishments in high school have an impact on college success. The researchers also evaluated if the students were on track to graduate on time. Lastly, the specific components of AVID were addressed to see how they assisted the students' transition to college (Watt et al., 2011).

To conduct this study, researchers selected 50 university students from Hispanic institutions in South Texas. The selection came from AVID seniors who graduated in 2007 from AVID schools and met the following criteria: students had to participate in AVID for at least two years and belong to an underrepresented student group. Research was completed using quantitative procedures to analyze whether the college predictors provided insight for the students' success. Data was collected from the following sources: high school transcripts, university transcripts, and college credits acquired. In addition, the following measures of college success were used to analyze the impacts of AVID: the student was enrolled in fall and spring semesters of college immediately after graduating high school, the student had a GPA of 2.0 or higher, and the student did not enroll in any remedial classes (Watt et al., 2011).

The findings of the study indicated that the AVID students met the first indicator of college success: enrollment in the fall and spring following graduation from high school. The second indicator, maintaining a GPA of 2.0 or higher was met by 80 percent of the participants. The third indicator was met by 28 percent of the participants;

however, it should be noted that the majority of the students who enrolled in remedial classes needed to do so because of credit deficiencies. Overall, 60 percent of the AVID participants were on track for college completion within six years (Watt et al., 2011).

Major influences of the AVID program presented by the study included the AVID teacher's influential role, note-taking skills, organizational skills, and utilization of resources for academic improvement. Participants communicated that the AVID teacher guided the students through the enrollment process while in AVID and that the AVID teacher was willing to help however they could. The participants also credited notetaking as making a major difference for retention of college material and was used in every course. The AVID students in the study highlighted university-offered resources, such as writing labs, tutoring service, and the financial aid office, as reflective of the supports received while in AVID, which have helped support these first-generation college students in their post-secondary journey (Watt et al., 2011).

According to research, the skills that AVID teaches students to be successful in their high-rigor academic classes in high school, can also be taught during college. In a case study, AVID was evaluated in a community college setting in northern California. Focus groups were conducted with students, faculty, and administrators, in addition to observation of planning meetings. The goal of this study was to implement AVID in a community college setting to evaluate its effectiveness with college students. A major challenge experienced in this study was collective faculty buy-in. Participants consisted of 22 community college students who were enrolled into the AVID class to examine the effects of AVID at the higher educational level. Focus groups and meeting observations

consisted of six members of staff and seven students as participants. It should be noted than the student group added members, totaling to nine throughout the study (Watt et al., 2012).

The AVID students participating in the study communicated a goal of transferring to a four-year university and credited the AVID teacher with helping to reach that goal. The interviews reflected the participants appreciation for the AVID teacher and their ability to address their needs. The students felt supported by the AVID teachers and felt as though they were not on their own. The AVID strategy of notetaking was identified as an AVID essential skill that the participants cited as helpful and important for teaching students how to behave in a college class.

AVID in the community college setting was successful for the participants in the study because they were confident in the teachers' ability to assist in their eventual transfer to a four-year university. The biggest challenge reflected in the study was the regional community of the campus not having a deep college-going culture; as a result, the students' families were not familiar with this culture and were not able to help with the college process. Overall, the findings indicated that the AVID class helped the students reflect a college-going culture in their behaviors and attitudes. The students from these interviews communicated that AVID helped them become more organized, focused, and motivated to do well in their courses. (Watt et al., 2012).

AVID helps embed college-readiness habits in students by focusing on routine-based instruction, so that students become more likely to carry out these behaviors when they leave the program. The retention of these habits was evaluated in a study

with first-generation college-going seniors who were in AVID. Eight high schools from Texas and California were chosen to be involved in the case study with these seniors. Focus groups were formed and the personal relationships between students and teachers were found to be integral to AVID retention of students for all four years. A multiple case study method was used for the study, alongside mixed qualitative methods to ensure more accurate data from the study, in addition to using purposive sampling techniques to further collect data for the study (Watt et al., 2008).

Two schools were chosen due to their success with retaining AVID seniors, and the other two schools were chosen because of their comparative unsuccessfulness with AVID senior retention. The goal of this was to determine and distinguish the differences and commonalities among the schools. All schools in the study needed to have implemented AVID for at least four years. 180 of the 200 surveys that were distributed to AVID seniors were completed and returned. 138 of the 160 teacher surveys were completed and returned. The focus groups had students who were currently AVID seniors and students who used to be in AVID, but had dropped the class prior to their senior year.

Some repeated themes that came from the data collection included the AVID family atmosphere, motivation, scheduling support, financial pressures, teacher preparedness and AVID strategies. The results indicated the relational capacity built into AVID as a major factor in retention rates. A large number of students associated dropping the class with scheduling conflicts. In addition, AVID students communicated that AVID helped prepare them for college or their future. Many teachers also felt that

AVID helped prepare the students for rigorous courses. Teachers, students, and administrators from the study agreed that students need to be committed and remain in the program for it to be most successful. Due to the vast impact of the relationships between teachers and peers in AVID, students in the study communicated a sense of collective efficacy that resembles a family. The AVID students in the study displayed buy-in to these routine-based AVID activities because of the AVID teacher's consistency in advocating for preparedness and determination in pursuing post-secondary academic opportunities (Watt et al., 2008).

When AVID students reach a post-secondary institution, the outcomes of their college successes are often reflected in their first year. The successes of AVID graduates were evaluated in a qualitative study of first-year university and community college students who were previously enrolled in AVID. The students in this study all came from student groups that are underrepresented in higher education and enrolled in AVID for at least one year. Previous work from the researchers determined that GPA and accumulation of college credit while in high school were predictive of college success. Many AVID graduates at both universities and community colleges stayed on track entering their second year of college; however, community college students were acquiring credit at a slower rate. AVID students also showed that they continued to use AVID strategies for studying and staying organized while starting college (Huerta & Watt, 2015).

The purpose of this study was to specifically focus on progression at the post-secondary level for AVID graduates, as well as to evaluate the differences between

students enrolled at universities and those at community college. Only 45.4 percent of students who enroll in four-year colleges complete their degree in the six-year period. In addition, only about 70 percent of freshman return for their second year of school. The data trends downward from there and shows that two-year and community college rates are even lower. The primary reasons for this are the lack of preparation for college, the cost of college, and the quality of the school for the student. (Huerta & Watt, 2015).

The findings from the results of the survey indicated that the participants in the study were more likely to select a community college for financial reasons; whereas participants enrolled at a four-year university were more likely to have considered the school's resources. Regardless of the type of post-secondary institution, the students involved in the study communicated the continued use of learned AVID strategies. It was found that the community college students used academic AVID strategies more frequently. These academic strategies included notetaking, active use of an academic planner, and learning logs. University students in the study revealed that they used more collaborative and social academic AVID strategies. These strategies included collaborative study groups and campus academic enrichment services. AVID strategies were present in both post-secondary settings, and both groups of learners had the common goal of aspiring to achieve a bachelor's degree or higher (Huerta & Watt, 2015).

In another study, the post-secondary progress of AVID graduates in community college versus universities was further evaluated; in particular, how AVID and other high



school accomplishments contributed to college success (Huerta, Watt, & Reyes, 2013). Participation in this research included 85 AVID graduates from 12 Texas high schools. The purpose of the study was to expand on AVID graduates' success in post-secondary settings, and to expand on Watt, Huerta, and Alkan's (2011) work. The expansion included more AVID graduates and post-secondary institutions. This study built on the previous work by picking up with evaluation of how college prep accomplishments make a difference in a student's college success. The study also looked at whether or not students were making sufficient progress to be on track to graduate on time. Finally, students' views of AVID strategies and how the program supported the transition were evaluated (Huerta, Watt, & Reyes, 2013).

50 of the students in the study were at a university and the other 35 were enrolled in community colleges. The selection criteria included the following which was reflected in the previous study: participated in AVID for at least two years, a part of an underrepresented student group in post-secondary education, and attendance at a post-secondary institution in the fall following high school graduation. Data was collected from a survey distributed to the students, as well as via acquisition of the participants' post-secondary transcripts. In addition, each participant's high school transcript was recorded to look at college preparatory achievements and how they translated to college credits. A survey was used to identify the AVID students' view of AVID strategies and components (Huerta, Watt, & Reyes, 2013).

Within the study, the AVID class, the AVID teacher, and enrollment in rigorous high school courses were rated the as the most impactful in the participants' academic

success. On the reverse end of the spectrum, the participants' high school counselor, non-AVID peers, and mainstream high school classes were rated as the least impactful. In addition, the AVID graduates in the study communicated that they used learned AVID strategies in their college courses. Notetaking, collaborative study groups, and an academic planner were used to maintain and achieve academic success at the post-secondary level (Huerta et al., 2013).

### **AVID School-Wide Strategies**

Seglem and Bonner (2016) highlights the AVID process of inquiry used in an eighth-grade English Language Arts class in a rural middle school. The novel used for evaluating the impact of the inquiry process was *Monster* by Walter Dean Meyers. The overall goal of the unit from this study was to analyze the impact of the inquiry process by evaluating how students can use inquiry to form questions relating the text to the larger world. The students participated in three mainstay activities over a three-week period: students blogged about the text, conducted research with non-fiction articles that connected to topics from the text, and interviewed community members who reflected characters in the text. These anchor activities were designed to prepare the students for a Socratic Seminar discussion, where the students would have the opportunity to engage in their understanding of the text and their external findings (Seglem & Bonner, 2016).

The process of inquiry was successful for the students in the study because of how they were able to demonstrate a higher level of thinking and connect their thinking to the text. In addition, students demonstrated high levels of understanding of the

inquiry process, research skills, and discussions, which were reflected in their various assessments. The students also showed an increased awareness of the vocabulary used in the text. The students used the language from the context of the text, *Monster*, and in the interviews they conducted with community members. In addition, the students showed an eagerness to explore further social issues that were presented in the novel that were sparked from the inquiry process (Seglem & Bonner, 2016).

Alvarez and Mehan (2006) evaluated the impact of college readiness at the Preuss School located on the University of California, San Diego campus. The Preuss school students met the following criteria: underrepresented student groups, from a low-income household, entering the sixth grade, and enrolled in a college-prep track designed by the school. The goal of this study was to evaluate the systems of academic and social supports and the impact they made on propelling low-income students towards college readiness. This study was conducted by evaluating the academic and social supports at the Preuss School designed by the administration (Alvarez & Mehan, 2006).

The findings in the study revealed that the Preuss School is committed to maintaining 100 percent enrollment in rigorous classes. This is successful because of the commitment the school shows to its students; for instance, the Preuss School extends the school year to give students multiple opportunities to meet the challenges presented by rigorous classes. The students from the Preuss School credit the commitment to rigorous courses in helping prepare them for the challenges of college-

level classes. To help students prepare for college, the students receive instructional time dedicated to college access and information.

The staff of the Preuss School takes professional development time to identify students who need extra supports, as well as offering after-school services to meet the needs of the students. It is communicated to the students that these various supports are to aid their pursuit of post-secondary education. The first class from the Preuss School graduated in 2004, and 80 percent of the graduates enrolled in a four-year university and 20 percent enrolled in a community college. As a result, the Preuss School maintains a commitment to demonstrating proof that low-income students can succeed in rigorous course with the right academic and social supports (Alvarez & Mehan, 2006).

A 2020 study evaluated the preferences of high school seniors for receiving college and career information. The study was conducted using an online survey asking high school seniors to assess their college and career information preferences. A total of 2,901 high school seniors who took the ACT in February of 2018 participated in the study. The overall goal of the study was to examine sources and preferences of support for accessing career and college information (Owen et al., 2020).

The results indicated that seniors in high school preferred to hear about areas of study from informational social sources, which consist of individuals trained in that area of study and interest. Students also communicated that when it comes to college information, they would prefer to hear from admission counselors or campus representatives. Students from underrepresented groups prefer to learn from admission counselors primarily because of their lack of college access resources at home.

In addition, students also credited feeling more confident in working with school counselors on college applications and necessary career certifications. This was also because the school counselors tended to be more knowledgeable around this information than the students' families. The findings also revealed that above all, students prefer to hear college and career information from a school advocate that they have a rapport with. Students communicated that it is helpful when they are working with an adult who "believes in them" and is "looking out for them". The students in this study communicated that it is more beneficial when they can organize college materials and learn about college and career information from fewer sources. At the most, students want to connect with three sources around career and college information (Owen et al., 2020).

College access programs, such as AVID, combined with early exposure to college and career pathways are essential components for propelling students who are in the academic middle into becoming high-level learners. AVID is one of the longest standing college access programs; as a result, AVID has served as an inspiration to other ambitious college-access programs throughout the United States. One of these programs is TOPS, which is out of the Metropolitan school district of Madison, Wisconsin. TOPS uses the AVID model for shaping their college-access program. In 2019, a study was conducted to examine how both models increase the likelihood of college and career readiness for underrepresented student groups (Kolbe et al., 2019).

Researchers compared and contrasted students in the AVID and TOPS program with students who were not participants in either college-access program. Detailed data

from the Metropolitan Madison school district was used for the study and from the data, two student groups were identified: students who participated in either college-access program during high school and those who met the college-access programs criteria. The participants' test scores, GPA, ELL level, attendance, and behaviors were also taken into account. The researchers also included other indicators such as race, gender, parental education, and free or reduced lunch eligibility.

The results of the study indicated that both AVID and TOPS were successful at identifying students from disadvantaged economic backgrounds (Kolbe et al., 2019). Due to this, many of the AVID and TOPS participants began high school behind their peers. The college-access program participants and non-college-access program participants showed no difference in overall academic performance; however, AVID and TOPS students were found to be more likely to take on an advanced course. They were also more likely to take on other challenges, such as taking the ACT and enrolling in a two-year or four-year post-secondary institution.

Both programs showed that the longer the participant was in either college-access program, the more successful they were in achieving college and career readiness. Students who stayed in the college prep electives, started college at a rate that was 24 percent higher than their non-participating peers. AVID and TOPS students who were first-generation college students showed great promise and progress toward the pursuit of college in comparison to their other first-generation peers. The results indicate that AVID and AVID-like programs are key methods for improving the college-going rates of underrepresented student groups (Kolbe et al., 2019).

In a 2013 study by Watt et al., the college retention and graduation rates for first-generation Hispanic AVID students was evaluated for how the data could be improved. A quasi-experimental approach was used to examine GPAs for a group of freshmen students enrolled in a set of paired courses. The paired classes gave the students similar academic support that AVID reflected. The data was collected through focus groups and small-group interventions. Overall, the students who participated benefited from the support the paired classes provided (Watt et al., 2013).

The purpose of the study was to see how a Hispanic-serving institution implemented AVID strategies to improve retention and graduation rates for first-generation college students. The method of the study was to evaluate the differences in retention rates for first-generation students in a set of paired support classes and a control group of other freshmen. The academic performance was also compared between the two groups in the study. The two cohorts of students were two groups of freshmen involved in the study with different levels of support.

For instance, group A students had instructors and tutors who had been trained in AVID and group B did not. The initial findings indicated no statistical difference between the two groups in GPA; however, the students with the AVID support from the paired classes showed higher likelihood of returning to school the following semester. A major factor in the AVID-supported student group was the meaningful relationships that the students and staff built in the process. This is largely because of the AVID training the tutors and instructor had received prior to working with the students. The strategies were correctly implemented and buy-in level with staff was high (Watt et al., 2013).

Bernhardt (2013) reviewed how AVID provides college access for low-income students and provides the students with the necessary skills for post-secondary success. The purpose of this study was to describe the benefits and differences that educators make for underrepresented students when implementing AVID. The goal of the study was to also highlight the challenges that AVID aims to address that are faced by low-income students and tend to contribute to the difficulty of college access. Things such as securing financial aid, lack of support in the application process, and not enough rigorous course work preparation (Bernhardt, 2013).

Research pointed to AVID being successful in helping low-income students because of how the program provides support in rigorous classes, develops goals connected to college aspirations, and gives direct instruction with the college application process. This helps combat the assumption and commonality of parents who are first-generation college goers having limited assistance in their ability to provide college support. As a result, AVID communicates with parents to nourish cultural capital that supports the students' academics and creates a college-going expectation at home.

The study also highlighted how communication can create a community and further connect parents with beneficial school resources. As stated earlier, Lozano, Watt, and Huerta (2009) reported that AVID provides students with social and cultural capital benefits that they might not have otherwise received. The AVID strategies mentioned in previous studies also reinforce the notion of how things like notetaking, organization, collaboration, and time management drastically influence post-secondary success for underrepresented students. AVID students are also taught to remain



determined when the content and study habits become challenging, and as a result, they can rely on the elective support and navigate the issues (Bernhardt, 2013).

Moreley et al. (2020) evaluated college readiness for first generation Hispanic students. The purpose of the study was to examine and determine the relationship between first-generation Hispanic students participating in the AVID elective. This relationship was analyzed in an urban South Texas school district. College readiness was evaluated by the Texas Success Initiative (TSI), which assists students in reading, writing, and math. The study reviewed how the AVID elective participation over the course of two years played a role in Hispanic students achieving college readiness. The study was conducted with 1,526 junior- and senior-level students from four high schools in an urban South Texas school district. Of the participants, 747 participated in the AVID program (Moreley et al., 2020).

The results presented in the study are consistent with existing research; for example, it was found that AVID students showed more improvement on testing scores than their non-AVID peers, which aligned with Watt's 2003 research. In addition, the research agreed with Mendiola's 2010 research, as the findings indicated that the retention rates for AVID Hispanic students were on-track for college completion within six years. This 2020 study also highlighted Watt's 2015 study and indicated that students who enrolled in a four-year university maintained a higher GPA in high school and enrolled in more AP classes than those who took the community college path. A major implication of the study was that the findings from the TSI scores revealed that AVID

participation in high school resulted in college readiness, evidenced by most of the study participants passing the TSI in all content areas (Moreley et al., 2020).

The AVID influence on students' self-efficacy is evident in the program's support of students' growth as learners and in their overall academic achievement. As a result, it is abundantly clear that the longer a student is enrolled in AVID, the more likely they are to establish strong academic habits that are learned from AVID supports. A major skill that is focused on and developed in AVID is organization. Appendix A connects to Pugh and Tscannen-Moran's 2016 study because of how the findings from the study align with AVID's impact on self-efficacy for self-regulating learning. This is evident within an AVID student in how they focus on developing time management, plan out assignments, and overall organizational skills. Appendix A supports this research and can be applied in a secondary classroom with an AVID-supported academic planner.

The development of self-regulation skills can lead to students taking more initiative in their learning and growth in their metacognition, behaviors, and motivation as a learner (Pugh Tscannen-Moran, 2016). Appendix A can also be applied to a secondary classroom because of how an active planner supports student growth in these areas. When an AVID teacher models the use of an active planner and dedicates instructional time to organization, AVID students will instinctually start to self-regulate their learning. The collaborative aspect of carrying out appendix A with the whole class will also support and improve students overall self-efficacy (Pugh Tscannen-Moran, 2016).

The applicable aspect of the AVID planner in Appendix A is also supported because of how the AVID focus on development of organizational skills stays with AVID students into their post-secondary studies. Watt et al. (2013) study evaluated the

impact and use of AVID strategies for AVID graduates in college. Well over half of the participants in the study communicated that they used an AVID-like planner and organizational system for their academic studies and extracurricular activities. It was also determined that the AVID teacher plays a significant role in preparing AVID students for college success, which is why Appendix A should be applied through the act of modeling and repetition with AVID students. (Watt et al., 2013)

A major theme throughout the research is the importance of longevity in AVID: the longer a student is in AVID, the more likely they are to build the skills that translate into post-secondary success; however, long-term AVID students need to be intentionally selected and families need to be educated on the program to ensure the selection process is effective. Research demonstrates that AVID students who are enrolled in AVID in middle school and high school, rather than only high school, exhibit stronger indicators of academic achievement (Huerta et al., 2013). Appendix B supports the application of this work by providing resources and tools that can be used for effectively recruiting AVID students at both the middle and high school levels, in addition to giving parents a clear image of what AVID entails.

AVID students who enroll in the elective are more likely to take advanced courses in high school. This is addressed in Appendix B, as the AVID application requests that students inform the AVID program of what advanced courses they have taken or would need to take. Appendix B also educates the AVID parents on all AVID requirements and procedures, as well as informing parents of the expectation that the AVID student enrolls in an advanced course. The artifacts represented in Appendix B

also explain the AVID supports that the student will receive as they take on the challenge of a rigorous course. The thorough and informational AVID recruitment process also reaffirms the findings presented in 2013 by Huerta et al. that support the notion that the longer a student is in AVID, the more likely they are to have college-readiness skills that will support enrollment in rigorous courses.

The AVID selection process's effectiveness can be measured by the following variables: attitude towards school, self-efficacy, educational goals, and overall student motivation. In addition, the families of AVID students should have the opportunity to express their voice in regard to the elective's overall effectiveness (Black et al., 2008). Appendix B supports these measures of AVID's effectiveness by educating parents on if their learner fits into the AVID program and what to expect when joining the elective. The students' measurements of academic success used in this study are addressed in Appendix B's AVID application component that asks for the applicant to provide insights into the academic variables used in the study.

Like the 2013 study presented by Huerta et al., AVID students effectively selected for the AVID elective at the eighth-grade level were more present in Algebra than their peers. As a result, the AVID students enrolled in eighth-grade algebra scored higher than non-AVID peers (Black et al., 2008). The successful application of Appendix B ensures that AVID students are effectively selected for the program, and that the applicants are being guided and supported in rigorous classes that correlate to their ability.

Effective selection of AVID applicants into the AVID program also nourishes the development of non-cognitive college-readiness indicators, including classroom behaviors and overall attendance. Cognitive college-readiness indicators, which include grades and test scores, are also impacted with effective AVID selection (Woolridge, 2017). Appendix B is applicable to these cognitive and non-cognitive college-readiness indicators because of how it is used to inform families about the AVID program, but more so, because of how the resources accurately explain how these college-readiness indicators are met. For example, the cognitive outcomes are met with the support and encouragement of advanced courses and are described in Appendix B by the expectations and supports that are in play. The noncognitive outcomes are applicable to Appendix B because of how the AVID student is described and identified by current behaviors and learning habits.

Additionally, the AVID selection process is designed to be a model that selects students with potential, but who need extra support in honing in their college-readiness skills; in particular, students who are underrepresented in education. The AVID student criteria support this selection process because the students who are identified are students who are cognitively able to succeed in advanced courses, and the AVID supports can support growth toward achievement in this area. Appendix B is designed to help parents and students who meet this criteria understand how AVID can provide the support needed to be successful in advanced courses. Appendix B is also applicable to this work because it helps parents with supporting their college-bound learner throughout their secondary education (Kolbe et al., 2019).

A challenge with the AVID recruitment process is the retention of male students in the program. Despite this challenge, Watt et al. (2017) determined that male and female students in AVID are provided equal access in terms of support and opportunities. The research indicates that influential factors that contribute to the retention of male students include the following: academic identity, peer support, and leadership and mentorship opportunities. Appendix C supports the retention of male students because of how it focuses specifically on leadership and mentorship opportunities.

Appendix C illustrates an AVID mentorship program that supports the development of leadership and mentorship skills for older male and female students; however, the aspect of mentorship between older and younger students is applicable to the 2017 study because of how the opportunity can aid the retention of male students in the elective. Watt et al. (2017) study states, "The presence of a male role model is often the key ingredient to the success and motivation of younger boys". The younger students look up to the older male students and then associate AVID with the positive impact made by the older male students. Appendix C is an artifact that can be used in an AVID school district to make such an experience possible.

When older AVID students can practice mentoring younger students, they are more likely to want to remain in AVID because of the relationships established with peers and mentees. Likewise, younger male students who are mentored by older male AVID students, are more likely to want to be a part of the AVID program. This is because of how Appendix C gives older AVID students the chance to be a part of the recruitment

process. In addition, Appendix C supports the notion of male students sacrificing perceived masculinity for their academics, as the artifact describes the mentorship experience as also a tutoring and academic support opportunity for the younger students (Watt et al., 2017).

The AVID elective aims to provide all students enrolled in the program with all the college access information needed to successfully transition from high school to college. Appendix D is a strong example of an applicable artifact that can be used to organize and scaffold all the materials that an AVID student will need for college admission. For example, Lozano et al. (2009) evaluated the college aspirations and anticipations of Hispanic students, and it was found that AVID students, on average, apply to more universities than their non-AVID peers. The AVID students in the study also applied for more scholarships.

Appendix D is applicable to these findings because of how the AVID college crate unit design organizes and scaffolds all the materials needed for post-secondary admission. The college crate scaffolds the process for applying for scholarships, applying to colleges, requesting letters of recommendation, tracking ACT and SAT scores, and applying for financial aid. All the components of Appendix D in the college crate and the way they are scaffolded, create college access for AVID students in a manner that contributes to their achievement; this includes ACT test scores, which is reaffirmed by the research presented in the study evaluating Hispanic AVID students (Lozano et al., 2009).



Appendix D organizes the essential college components in a way that keeps all the materials organized in one spot. High school students are constantly receiving college and career information; however, this information comes to the students from multiple sources, and it is challenging for the students to keep everything organized. High school students prefer to learn about college and career information from fewer sources and from an adult in the school with whom they have a relationship. For first-generation and lower-income students, the importance of having a trusted adult assist with the college process is even more critical for providing equal college access (Owen et al., 2020).

Appendix D is applicable to the research around students' college and career information preferences because of how the AVID college crate houses the important college and career information. The college crate makes it easier for the students to organize the materials they receive and supports the notion of working through post-secondary inquiries with a trusted adult - in this case the AVID elective teacher.

The role of the teacher in supporting the college access of Latina/o youth is important because of how the teacher can use their classroom as a platform for empowering the students to pursue college. A key empowerment tool for Latina/o youth is the stressed importance of post-secondary education to help alleviate social inequities. This can be supported by teachers by creating a college-focused curriculum designed for effectively providing Latina/o youth with equal college access (Rojas, 2017).

A college-focused curriculum includes the designing of assignments that heighten the students' overall understanding of college admission requirements. This

also includes the teachers taking time to intentionally address their learners' specific college needs. Appendix D supports a college-focused curriculum because it directly guides the students through each of their college needs and organizes all the materials connected to college admission requirements. The college crate also fosters college access because of how it pairs with a classroom that reflects a college-going culture (Rojas, 2017).

Incorporating the college application process, alongside admissions and scholarship essays, into the daily curriculum at the high school level is a practice of the Preuss School located in San Diego California (Alvarez & Mehan, 2006). Appendix D directly supports the work of the Preuss School because of how the college crate fosters college admission and enrollment: a direct goal and mission of the Preuss School. Appendix D also matches the practices at the Preuss School as it is a personalized tool that is designed to be a post-secondary planner that tracks the college admission process (Alvarez & Mehan, 2006).

The focus on relational capacity and personal bonds formed between students and teachers is an impactful component to keeping students in AVID, which correlates to the students experiencing post-secondary success. The relationships formed in an AVID class create a sense of collective efficacy that reflects a family atmosphere in AVID. The bonds that AVID students form with each other are a form of academic and social support, which can help students with the social aspect of establishing new relationships in college (Watt et al., 2008).

Appendix E is applicable to the AVID family aspect of the elective because of how it combines critical thinking with relational capacity for others. The team-building activity in Appendix E, the paper chain, nourishes the AVID family atmosphere because it forces students to collaborate and think critically about the task at hand. The support gained from the team building described in Appendix E helps students learn how create new friendships and how to work towards a common goal in a collaborative setting, which, translates to group work in a post-secondary context (Watt et al., 2008).

Furthermore, the focus on relational capacity illustrated in Appendix E nourishes the development of the relationship between the student and the teacher. The teacher and student relationship is important to AVID because of how this relationship can improve students' overall confidence in themselves. Appendix E fosters this development due to the teacher's role in the team-building exercise as the conductor of the activity. This role lends itself to teacher and student connection as the teacher can ask the students guiding and reflective questions. AVID students' peer-to-peer relationships are also further developed because of how Appendix E calls for students to collaborate toward a common goal, which is also the same for all students in AVID in pursuit of post-secondary education (Morley et al., 2020).

Research has concluded that AVID students' success is indicated by the students' ability to establish meaningful relationships with school personnel who can nourish students and give social and academic support. Appendix E connects students to peers who can additionally provide students with social and academic supports, in addition to helping cultivate the relationship between the AVID teacher and student. The AVID

relationships provide students with college access and relational capacities that they may not otherwise have access to. AVID students use the social skills developed from activities described in Appendix E to establish relationships and network throughout their post-secondary journey. The network of relationships established by AVID students while in secondary education aids the development of introspective, social, and academic skills needed for college success (Bernhardt, 2013).

The AVID curriculum places a heavy emphasis on the development of Language Arts skills, in particular critical thinking, reading, and writing. The development of these skills is crucial to AVID students' success in admission into and retention in post-secondary education. In addition, the process of inquiry and reflection are also emphasized, as these processes help AVID students understand how to engage in academic discourse. These critical skills, traditionally taught in Language Arts, connect to helping students make authentic connections between a text and the world (Seglem & Bonner, 2016).

Appendix F supports the development of these skills by having learners engage with the thought-provoking novel, *Tuesdays with Morrie* by Mitch Albom, by completing assessments that nourish the development of critical thinking, reading, writing, and inquiry. The interactive notebook displayed in Appendix F gives students choices in how they engage with the text. Students can use the process of inquiry to brainstorm questions around the theme of the text, collaborate with a peer in dialogue that reflects a seminar process, establish connections between the text and the world, and evaluate multiple perspectives. Appendix F also connects to the use of the process of inquiry to

better understand a text by having the learners reflect on their processes (Seglem & Bonner, 2016).

AVID strategies also assist with retention of first-generation Hispanic students who are entering college. This is accomplished in AVID through the process of building relationships to create a positive classroom culture. The paper chain activity in Appendix E helps nourish this type of classroom culture because it requires the students to work towards a common goal, as well as collaborate in identified roles in a team setting. The relationships built in AVID are even more critical when the teacher takes time to get to know the students and understand their learning the needs. As the teacher guides and observes the team-building activity presented in Appendix E, they can learn more about their students' personal and social needs. The AVID teacher can support the students in the development of these skills by taking time to work with the student in a one-on-one setting. This leads to the students in AVID seeing the AVID teacher as an academic and social support resource. The AVID teachers and students push each other to work towards a common goal and reach post-secondary success (Watt, Butcher, & Ramirez, 2013)

As AVID graduates enter their post-secondary educational journey, they credit college success to many of the learned study strategies from AVID; in particular, the process of focused notetaking is often credited with having a large impact on AVID students' post-secondary success. Findings from a study presented by Huerta and Watt in 2015 indicate that AVID students continue to use AVID strategies in both university and community college settings. Appendix G supports the use of AVID strategies that

are learned in high school because it is an applicable resource that an AVID teacher can use to teach and model notetaking. Appendix G is a tool that teaches students how to take notes without a guided lecture and PowerPoint from the teacher; as a result, students learn to use focused notetaking in a way that translates into college readiness in a post-secondary setting. The skills learned in focused notetaking are fundamental to AVID students staying in college after their first year, because of how the skill of notetaking supports learning in advanced class settings (Huerta & Watt, 2015).

Additionally, students who are underrepresented in higher education and start at a community college continue to use and feel supported by AVID strategies. Students in community college learn how to use notetaking to ask questions about the material, listen in class, and retain information (Watt et al., 2012). Appendix G supports the development of these skills as the lesson and process of focused notetaking requires the students to interact with the notes on multiple occasions after taking the initial notes. In addition, Appendix G supports the act of modeling the note-taking process to effectively teach best practices for taking notes and then applying the notes for academic success.

AVID strategies and supports that are learned in AVID help support students in their transition to college. The most commonly used AVID strategy for AVID graduates in college is the process of focused notetaking. Focused notetaking is a fundamental skill to the AVID program as it not only fosters the students' development in the act of notetaking, but also teaches students how to use and interact with the notes they take.

Focused notetaking is described by researchers as having a lasting impact into college and as a tool that is frequently used by AVID graduates. During the first year of

college, focused notetaking can be impactful because of how it is intertwined with the process of inquiry through question asking, and the process of reflection for identifying how the notes will be used. It is also helpful because it is a specific and organized manner of creating notes, which helps students understand how to take notes in a way that is beneficial. Appendix G also is applicable to post-secondary education and success because it teaches AVID students how to take notes without having the notes displayed in front of them, which reflects a college-like setting (Watt et al., 2012).

## **CHAPTER IV: DISCUSSION AND SUMMARY**

### **Summary of Literature**

The significant impact that the AVID program has on school-wide culture makes a vast difference in the mission of closing the achievement gap for underrepresented students. When AVID is properly implemented at a school district, the teaching staff works collaboratively to promote high self-efficacy for all of the students. This is accomplished by focusing on the essential college-readiness skills that are needed for experiencing academic success in rigorous classes and a post-secondary context. These skills include the following: writing, inquiry, collaboration, organization, and reading (WICOR). These key AVID skills are useful to educational leaders in their efforts to close the achievement gap for underrepresented students; however, the impact of these skills on the students and school is much more evident when the teaching staff is consistent and educated in AVID strategies.

AVID school districts that properly implement the AVID elective also make a difference in school-wide climate and culture by identifying areas of strength and areas in need of improvement. In addition, school culture is boosted by the unique leadership and growth opportunities that are presented to the staff and students, such as staff professional development, student mentorship opportunities, and volunteer work. Parent communication is also a major component to making the elective beneficial to all students and promoting a positive learning environment. Educating parents on college-readiness skills and opportunities makes a significant difference in identifying the underrepresented students who need support in their pursuit of post-secondary education and success. (Pugh & Tschannen-Moran, 2016; Huerta et al., 2013; Watt et al., 2017; Black et al., 2008)



AVID strives to make a difference for underrepresented students by teaching and providing the students with the skills and supports needed to experience success at each grade level that they participate in AVID. AVID students learn to trust and accept the support that the elective offers, largely because of the meaningful relationships established between teacher and students. AVID students learn to be a part of a positive classroom community that deeply cares about both academic and personal growth. The class uses these common goals to build each other up and support one another. As a result, AVID students want to be at school, and they start to enjoy the academic rigor of school. The teacher's positive impact on the students influence the students' overall motivation and aspirations for college, which makes a difference for underrepresented students.

AVID sharpens the focus of post-secondary education as the students progress through the elective and into higher grade levels. For example, as AVID students enter grades 11 and 12, the assessments and curriculum shift to a concentration on college access. The students begin to build their college portfolios to organize all the materials they need for the college application process. They also have numerous opportunities to learn about college and career opportunities through guest speakers, and school-specific or AVID-specific college and career expos. Students feel empowered and have a higher self-efficacy when they are able to learn about colleges and careers and make a personal connection from a guest speaker or college representative. These opportunities also promote the student's personal expectations and aspirations for college (Woolridge, 2017; Lozano et al., 2009; Kirk & Watt, 2018; Rojas, 2017).

AVID graduates feel the impacts of AVID skills, not only in the form of college acceptance, but more importantly, through continued academic success in a post-secondary setting. AVID graduates experience high college retention rates after freshman year because of how the AVID skills transfer and stay with the students post-AVID and high school. For example, active goal setting and monitoring are essential skills that contribute to AVID students' success in college and career settings. In addition, AVID graduates know how to process points of confusion and how to use their resources to leverage academic support. When entering college, AVID students are successful because they are prepared for the social aspects of college, such as relationship building and collaboration (Watt et al., 2011; Watt et al., 2012; Watt et al., 2008; Huerta & Watt, 2015; Huerta et al., 2013).

AVID strategies and skills are key contributors for helping underrepresented students understand their academic potential. The AVID WICOR strategies help students personalize their learning and study strategies in a way that promotes retention, engagement and interaction. These study strategies also make a difference because the students are able to use AVID to practice key academic skills, such as note-taking or the inquiry process on a regular basis. The continuous review and practice of high academic skills help AVID students understand how to prepare for high-level academic assessments, which results in better preparing the students for post-secondary success. (Seglem & Bonner, 2016; Kolbe et al., 2019; Watt et al., 2013; Bernhardt, 2013; Owen et al., 2020; Alvarez & Mehan, 2006).

### **Limitations of the Research**

The original search parameters were limited to address the specific research questions by narrowing and centralizing the focus of the studies on underrepresented students. Furthermore, the search parameters were also limited because the studies used provided qualitative and quantitative data on how significant college-access

programs were to the pursuit of post-secondary education. In particular, the college-access program AVID was used as the primary college-access program for evaluating college-access programs' overall success. AVID is a college-access program that prepares underrepresented students for post-secondary success through learning that focuses on the essential college-readiness skills and habits; as a result, the focus on underrepresented student groups and resources and strategies presented by AVID limited the search parameters of the research. Some studies evaluated college-access programs that provided a very similar criteria to AVID, and due to the similarities to AVID, the college-access counterpart to AVID was also used.

The AVID college-readiness elective is a college-access program that is nationwide, and the program serves students in secondary education, grades 7-12. The search parameters were impacted by this because only AVID-certified schools and middle- or high-school-aged students were used for research. The overall positive impacts made by AVID for underrepresented students and the important strategies used in preparing students with college-readiness skills were highlighted by the search parameters. The scope of the research was also shaped by identifying and utilizing the continuous work of established educational researchers who have focused closely on the positive impacts of AVID and college-readiness programs.

There was plenty of available research that highlighted college-access programs, and in particular, research that highlighted AVID specifically. In anticipation of this research, the fact that AVID-specific research did not entirely dominate the research on college access was slightly surprising. However, the criteria of college-access programs

provided from the research parameters, and the amount of AVID-specific research was adequate for the needs of the literature review.

### **Implications for Future Research**

Implications for future research lead to the conclusion that more research is needed to address the success experienced in post-secondary education by AVID students. The researchers who continue this work should focus on the retention rates for AVID students following the first year of college. Researchers should also aim to focus on the average number of years that it takes for AVID students to graduate with a

degree in their desired field. In addition, the post-secondary success experienced by AVID students entering a community college versus a four-year university should be evaluated further. Additionally, the careers and trades as a post-secondary pathway for AVID students is in need of further research as well.

The impact of newer AVID strategies and skills that are being implemented by the program elective should be studied further. These strategies are modified and updated frequently. Further research should be conducted to identify and analyze the success of AVID students in rigorous or advanced courses. AVID students' GPA and overall academic success before entering the AVID program and after entering the AVID program should be compared and contrasted within future research. The impact of the AVID supports designed to help students in their higher academic classes, such as note-taking skills, inquiry, and tutorials should be evaluated in future studies.

### **Implications for Professional Application**

The research conducted in Chapter 2 has impacted my personal and professional life in a variety of ways. As an AVID graduate and alumni, and an AVID elective teacher, I was personally affirmed by the program's ability to make an impact and a difference for underrepresented students. As an AVID student, I experienced the benefits of a college-access program and utilized the study strategies and post-secondary supports to guide

to college admission. I used everything that I learned in AVID academically to achieve success in college-level classes. Even more importantly, I used what I had learned socially in AVID to build relationships, utilize study groups and campus resources, and ask questions. I am personally very connected to the research from Chapter 2, because I strongly believe that without AVID, I would not have been as successful as a college student, and I do not think that I would be as impactful as a teacher.

As an AVID teacher, this research connected to my professional practice by highlighting the importance of goal setting and relationship building. Relational capacity was a highlighted key contributor for helping AVID students be successful with the program. As an AVID teacher, establishing strong and positive relationships with all of my students is a key component to my practice and success as a teacher. In addition, goal setting is also a key component to my daily classroom practice and as a classroom-routine with my AVID students. Active goal setting is a habit that is very beneficial and transitionally important to an individual's success inside and outside of the classroom.

As a result, based on my personal and professional connections to my research, I think that all public schools should implement AVID or some form of a college-access program that deeply reflects the AVID criteria. It is important for first-generation college students, and underrepresented student programs to have time in their school day to be educated on what it takes to make post-secondary education accessible. The earlier and more frequently this exposure happens, the more likely the students are going to start taking the necessary steps to make strides toward post-secondary preparedness. In addition, all students can reap the benefits of AVID-specific study skills and strategies.

The AVID study skills and strategies help students achieve academic success in their high-level academic courses. The AVID focus on relational capacity can also help more timid students open up more, make friends, and also can help students find an academic and personal identify.

As a teacher, I think that all teachers can benefit from experiencing AVID-specific professional developments. AVID provides teachers with hands-on, interactive, and engaging activities that can be used across content areas to improve and sharpen retention. AVID also has content-specific readings and activities that promote subject-specific vocabulary retention and inquiry. The engaging activities that AVID uses to improve learning for students also help create a more positive classroom environment. This results in the students feeling more comfortable and not being as intimidated to be wrong in front of peers or ask for help in front of peers. AVID classrooms and teachers do this to help establish positive relationships between students and teachers. My personal and professional connection to this research validates that AVID will be fundamental to my teaching and educational vision moving forward and throughout my career.

### **Conclusion**

In conclusion, the AVID elective encourages the pursuit of post-secondary education for underrepresented students, however, the elective provides all students and teachers with strategies and skills that are important to college and career success. The AVID elective empowers underrepresented students by improving their self-efficacy and overall academic achievement, which results in helping close the achievement gap.



AVID also supports the development of underrepresented student groups by focusing on relational capacity and creating a safe and positive classroom environment. This helps the students feel empowered and contributes to the students opening up collectively, resulting in the establishment of positive relationships between teachers and students. The AVID academic strategies help provide the students with what they need to bring their academics to the next level and experience success. When AVID combines the relational capacity focus with the academic pursuit of post-secondary education, the students will feel supported, cared for, and confident in themselves.

## Appendix A

### AVID Planner Lesson Plan

#### Anticipatory Set

- a. 3 Minute quick write response to the following prompt: What organizational strategies must be in place to have a successful tenth-grade year?
- b. Students are instructed to write for the full 3 minutes without stopping, using stream of conscience if they do not know what to write. The students will be introduced to this activity with Google Slides presenting the instructions on the white board.

#### Give Lesson Objective and Purpose

The purpose of this lesson is to show the students how to use a planner as an organizational tool that helps them track school work and extracurricular activities. It is also designed to help students be accountable for tracking and mapping their own lives. In addition to helping students understand obligations and constraints on due dates.

#### Instruction Input

- a. The teacher will distribute the AVID planner to the students. The students will start by filling out their daily schedule by hour. The students will need to know their class schedule and personal preference for organizing materials.
- b. The teacher will use the AVID designed planner and lesson powerpoint to instruct the students. The powerpoint will display the unit's essential question, the lesson objectives, and a step by step procedure for setting up the AVID planner. The planner should be made available for the students digitally or as a paper copy.

#### Modeling

- a. Students will discuss organizational strategies they wrote down in the quick write that they feel are essential to their academic success.
- b. Students will view a "Strong Example" of a planner from previous AVID classes to compare and contrast.
- c. Students will follow along visually with the lesson powerpoint. Students will be instructed and participate verbally as the teacher explains the process of maintaining the AVID planner.

#### Checking for Understanding

- a. Students will practice filling out the AVID planner independently
- b. Students will view the AVID planner rubric for "Weekly Planner Check" assessments
- c. Students will practice setting weekly short term goals in each "Weekly Planner Check", where they identify areas of focus for the next week (academically and personally).

#### Guided Practice

The last five minutes of class will be dedicated to updating the AVID planner for all academic classes. Students will need to check their grades and important due dates. The teacher will check over the students planner to ensure that it is meeting the AVID planner requirements leading up to the independent planner checks.

#### Independent Practice

After the first month of using the AVID planner, students will participate in the "Weekly Planner Check" without dedicated class time. Students will need to show that they are in the habit and understand the objective of important organizational strategies by independently being prepared for the "Weekly Planner Check".



**AVID Planner Rubric**

<p><b>Overall Organization</b> <i>The planner must contain the daily schedule and class times. All assessments and tasks need to be in the dedicated subject area section.</i></p>	<p>4 - Mastered Can practice this skill independently.</p> <p>All assignments are named appropriately. Student comes to class prepared with all materials.</p>	<p>3 - Met Can practice this skill with minimal errors and assistance.</p> <p>Assignments are filed, but there is evidence of no organization within the files.</p>	<p>2 - Almost There Can practice this skill with assistance. May need reminders.</p> <p>Assignments are filed, but there is evidence of no organization within the files.</p>	<p>1 - Still Learning Sometimes practices this skill. Starts, but does not finish.</p> <p>Assignments are not filed properly or renamed/dated.</p>
<p><b>Planner Activity</b> <i>The planner must be organized and neat with complete accounting of due dates and up to date.</i></p>	<p>4 - Mastered Can practice this skill independently.</p> <p>Every day and period has at least one note about what was done in class and what homework needs to be done. There are at least two to-do/action items for next week.</p>	<p>3 - Met Can practice this skill with minimal errors and assistance.</p> <p>Most days are accounted for, but there are a few gaps. There are action/to-do items for next week.</p>	<p>2 - Almost There Can practice this skill with assistance. May need reminders.</p> <p>Most days are accounted for, but there are a few gaps. There are action/to-do items for next week.</p>	<p>1 - Still Learning Sometimes practices this skill. Starts, but does not finish.</p> <p>Planner is minimally used or disorganized. There are no items for next week.</p>
<p><b>Goal Setting</b> <i>Goal must be either something that can be achieved in one week. The goal must be Specific, Measurable, Accurate, Realistic and Time-Bound to one week.</i></p>	<p>4 - Mastered Can practice this skill independently.</p> <p>Goal is clear, realistic, and measurable in 3+ specific steps. There is thorough thought put into the formation of the goal and it is appropriate for the student.</p>	<p>3 - Met Can practice this skill with minimal errors and assistance.</p> <p>Goal is realistic, and measurable in 3 general steps. There is thought put into the formation of the goal, but it may need more development.</p>	<p>2 - Almost There Can practice this skill with assistance. May need reminders.</p> <p>Goal is not completely formed or lacks depth. There has been thought in the creation of the goal, but it may be unrealistic or lack steps.</p>	<p>1 - Still Learning Sometimes practices this skill. Starts, but does not finish.</p> <p>Goal is incomplete, lacks depth, or is repeated from the previous week. There has been no thought in the creation of the goal or its steps.</p>

## AVID Planner Instructional Slides

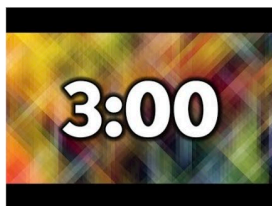
## AVID Planner

*What organizational strategies are important to my success this school year?*

### Essential Question - 3 Minute Quick Write

- *What organizational strategies are important to my success this school year?*
  - Respond to the lesson essential question above in a 3 minute quick write
1. Start writing when the timer starts (wait for teacher's signal)
  2. Do not stop writing until the timer stops - The goal is to write for the entire 3 minutes without stopping
  3. If you are not sure what to write, start listing whatever organization strategies you know about

### 3 Minute Timer



### Pair and Share

- Find a partner to share your response with
  - Decide on one partner to be "Person A" and the other partner to be "Partner B"
1. *One Minute*: Partner A share your response with Partner B - Partner B only listens (no talking or asking questions)
  2. *One Minute*: Partner B share your response with Partner A - Partner A only listens (no talking or asking questions)
  3. *Two Minutes*: Discuss similarities and differences - Ask any clarifying questions

### AVID Planner

- Goal: To have an organizational tool that helps make you more successful this school year
- Organizes your daily schedule and classes
- Helps you track important due dates and map out projects, tests, and daily work
- A place to set weekly goals and hold yourself accountable

### Learning Outcomes

- Maintain an activity log for academic work and extracurricular activities
- Utilize an organizational tool to record school and personal life obligations with constraints on time
- Able to show the process of effective planning and goal-setting

### Weekly Planner Checks

- The AVID planner will be checked each week as a formative assessment
- The planner will be checked for the following:

#### *Overall Organization:*

- The planner has your daily schedule and records and labels assignments by subject area

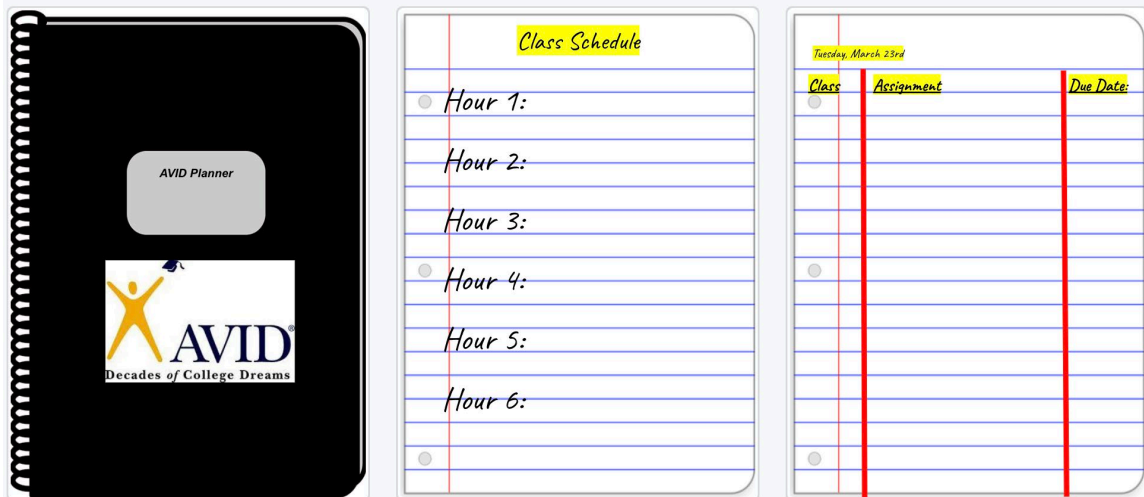
#### *Planner Activity:*

- The planner is being used every day

#### *Goal Setting:*

- Each week you are setting a short-term goal to complete by the next planner check

# AVID Trimester Planner

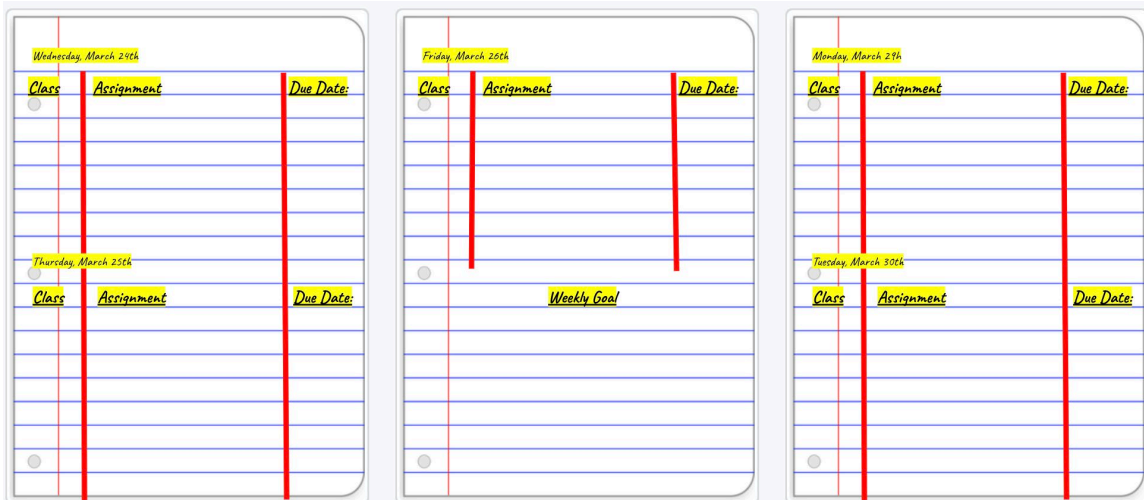


The image shows the cover of the AVID Planner and the first page of the Class Schedule. The cover is black with a white label that says "AVID Planner" and the AVID logo with the tagline "Decades of College Dreams". The first page is titled "Class Schedule" and lists six hours for scheduling.

**AVID Planner**  
Decades of College Dreams

**Class Schedule**

- Hour 1:
- Hour 2:
- Hour 3:
- Hour 4:
- Hour 5:
- Hour 6:



The image shows six pages of the planner, each representing a day from Tuesday, March 23rd to Monday, March 30th. Each page has a table for assignments and a section for a weekly goal.

**Tuesday, March 23rd**

Class	Assignment	Due Date:

**Wednesday, March 24th**

Class	Assignment	Due Date:

**Thursday, March 25th**

Class	Assignment	Due Date:

**Friday, March 26th**

**Weekly Goal**

**Saturday, March 27th**

Class	Assignment	Due Date:

**Sunday, March 28th**

Class	Assignment	Due Date:

**Monday, March 29th**

Class	Assignment	Due Date:

**Tuesday, March 30th**

Class	Assignment	Due Date:



Wednesday, April 23rd		
Class	Assignment	Due Date:
•		
Thursday, April 22nd		
Class	Assignment	Due Date:
•		

Friday, April 23rd		
Class	Assignment	Due Date:
•		
Weekly Goal		
•		

Monday, April 26th		
Class	Assignment	Due Date:
•		
Tuesday, April 27th		
Class	Assignment	Due Date:
•		

Wednesday, April 28th		
Class	Assignment	Due Date:
•		
Thursday, April 29th		
Class	Assignment	Due Date:
•		

Friday, April 30th		
Class	Assignment	Due Date:
•		
Weekly Goal		
•		

Monday, May 3rd		
Class	Assignment	Due Date:
•		
Tuesday, May 5th		
Class	Assignment	Due Date:
•		

Wednesday, May 5th		
Class	Assignment	Due Date:
•		
Thursday, May 6th		
Class	Assignment	Due Date:
•		

Friday, May 7th		
Class	Assignment	Due Date:
•		
Weekly Goal		
•		

Monday, May 10th		
Class	Assignment	Due Date:
•		
Tuesday, May 11th		
Class	Assignment	Due Date:
•		



<p>Wednesday, May 19th</p> <p>Class Assignment Due Date:</p>	<p>Friday, May 21st</p> <p>Class Assignment Due Date:</p> <p>Weekly Goal</p>	<p>Monday, May 24th</p> <p>Class Assignment Due Date:</p>
<p>Thursday, May 20th</p> <p>Class Assignment Due Date:</p>		<p>Tuesday, May 25th</p> <p>Class Assignment Due Date:</p>

<p>Wednesday, May 26th</p> <p>Class Assignment Due Date:</p>	<p>Friday, May 28th</p> <p>Class Assignment Due Date:</p> <p>Weekly Goal</p>	<p>Monday, May 31st</p> <p>Class Assignment Due Date:</p>
<p>Thursday, May 27th</p> <p>Class Assignment Due Date:</p>		<p>Tuesday, June 1st</p> <p>Class Assignment Due Date:</p>

<p>Wednesday, June 2nd</p> <p>Class Assignment Due Date:</p>	<p>Friday, June 4th</p> <p>Class Assignment Due Date:</p> <p>Weekly Goal</p>	<p>Monday, June 7th</p> <p>Class Assignment Due Date:</p>
<p>Thursday, June 3rd</p> <p>Class Assignment Due Date:</p>		<p>Tuesday, June 8th</p> <p>Class Assignment Due Date:</p>

## Appendix B

### AVID Recruitment and Selection Informational Presentation

#### **What is AVID?**

AVID -- Advancement Via Individual Determination -- is a nationally recognized college and career readiness program which is used by many schools throughout the United States. AVID is a school's commitment to preparing students for postsecondary success.

#### **AVID Elective for Grades 7-12**

The AVID program enrolls students at both the middle school and high school levels. The students in AVID have the opportunity to stay in the elective each year, and stay with their same AVID teacher for middle school and high school.

AVID students are viewed as academic and social leaders in their community. As students, they participate in rigorous courses and exemplify themselves as students who deeply care about their education. As members of the community, they involve themselves in many different student groups, activities, athletics, and volunteer work.

AVID seniors have the ability and the opportunity to graduate with college knowledge, scholarships, and acceptance to many different postsecondary institutions.

#### **Major Components of AVID**

- Routine-based Learning
- Instruction on Organizational Skills
- Mindset, Motivation, and Goal-Setting Activities
- Guest Speakers
- School Sponsored Campus Visits



#### **Is AVID right for Your Student?**

- Could your student challenge themselves more?
- Could your student benefit from supported time management strategies?
- Does your student have questions about college and career options?
- Is your student determined to be successful inside and outside the classroom?
- Does your student set goals?
- Does your student maintain strong attendance and school spirit?

***If you answered 'yes' to any or all of these questions, AVID could be right for your student. To be considered for next year's AVID program, please complete the AVID application using the link below.***

**[AVID Application](#)**

## AVID Application

## AVID Application

Please respond to all the questions or prompts in complete sentences.

\* Required

First and Last Name \*

Your answer \_\_\_\_\_

What is your preferred method of contact? \*

- Phone
- Email
- Other

What grade will you be in next year? \*

- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Have you every applied to be in AVID or been enrolled in an AVID class before? \*

- Yes
- No

If yes, when and where were you previously enrolled in AVID? If no, write "N/A" \*

Your answer \_\_\_\_\_

Will you be the first member of your family or one of the first members of your family to attend or graduate from a four-year university? \*

Option 1

What concerns do you have about being accepted or staying enrolled in college? \*

Your answer \_\_\_\_\_

What are some of your career goals? What do you want to do as an adult? \*

Your answer \_\_\_\_\_

What groups, organizations, or activities are you involved in? \*

Your answer \_\_\_\_\_

Have you taken any advanced academic classes in school? \*

Option 1

If you answered yes, what classes? If no, write "N/A" \*

Your answer \_\_\_\_\_

What advanced classes would you be willing to try with extra support? \*

Your answer \_\_\_\_\_

What do you like about school? \*

Your answer \_\_\_\_\_

What do you struggle with at school? \*

Option 1

Why do you think AVID is right for you? \*

Your answer

---

**RETURNING AVID STUDENTS ONLY:** Why do you want to join AVID again? If not a returning AVID student, write "N/A" \*

Your answer

---

Submit

## AVID Registration Presentation



### AVID's Mission is...

To close the achievement gap by preparing all students for college readiness and success in a global society. **AVID's** systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.

### Requirements for Enrollment...

- Achieve and maintain a minimum 2.0 cumulative GPA
- Maintain good attendance and citizenship on and off campus
- Enrollment in at least one rigorous academic course
  - (based on student ability)
- Actively participate in classes
- Come to AVID with completed TRFs on Tutorial days
  - (every Tuesday and Thursday)
- Maintain an organized Binder and Planner
  - (paper or digital)
- Participate in community service and extracurricular opportunities as best as they can

### Strong AVID Candidates

- Are typically in the "Academic Middle" (1.9-3.5 GPA)
- Take rigorous classes but need or want support
- Need or want routine-, self-advocacy-, and collaboration-building activities
- Are ready to take their learning and academic progress to the next level
- Want to join the AVID program!

### The Weekly AVID Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorial	AVID Curriculum	Tutorial	Relational Capacity Activities, Guest Speakers, Field Trips and Binder Checks

### The AVID Curriculum Overview

- Routines
- WICOR Strategies
- Goal Setting and Reflection
- Career- and College-Readiness

### AVID Routines

- Binder/Planner
  - Paper-based or digital based on student preference
  - Checked weekly for use and organization
- Tutorials
  - Every Tuesday/Thursday
  - Collaborative homework help
- Focused Note-Taking
  - A five-step process for note-taking and information retention
- Goal-Setting and Reflection

### WICOR

- AVID builds students college and career readiness skills by focusing on WICOR
  - W: Writing
  - I: Inquiry
  - C: Collaboration
  - O: Organization
  - R: Reading
- WICOR is embedded in every class, but AVID directly teaches these strategies





### College and Career Readiness

- Guest Speakers
  - Career Representatives
  - College Representatives/Recruiters
  - Current College Students/Alumni
  - Military
- Academic and Technical Writing
  - Routinely used
  - Process-based to structure polished writing
- College Enrollment Help
  - Scholarship Search
  - FSA ID/FAFSA done in class
  - College Application support
  - Unique, AVID-only Scholarship opportunities

### How to Become an AVID Learner...

- Students get recommended/referred to the program by their teachers
- Students complete an application
- Students undergo an interview process

## Appendix C

## AVID Mentorship Program

## AVID Mentorship Interest Survey

## AVID Mentorship Interests Survey

Please complete the AVID Mentorship Interests Survey. This survey is designed to help pair you up with a mentor or mentee that best matches your needs and interests as a learner and an individual.

\* Required

First and Last Name \*

Your answer \_\_\_\_\_

Please check your strongest academic subjects. \*

- Math
- Social Studies
- Language Arts
- Science
- World Language

Please check your weakest academic subjects.

- Math
- Social Studies
- Language Arts
- Science
- World Language

Please check all personal interests and hobbies. \*

- Writing
- Animals
- Camping/Outdoors
- Winter Sports
- Summer Sports
- Art
- Books/Reading
- Video Games
- Social Media
- Theater
- Cooking/Baking
- Television
- Movies
- Making New Friends
- Board Games
- Family Time
- Computers/Technology
- School

Submit

## AVID Mentorship Application

## AVID Mentorship Program

Please fill out this application for the AVID mentorship program. Along with this application, you will need approval from a teacher reference.

**\* Required**

Name (first and last) \*

Your answer \_\_\_\_\_

What grade are you in? Please keep in mind that juniors and seniors have priority.

\*

- 10th
- 11th
- 12th

Please list your school email so we can reach you about your application process.

\*

Your answer \_\_\_\_\_

Check all the academic subjects that you feel comfortable supporting and helping a middle school student with. \*

- Math
- Social Studies
- Language Arts
- Science
- World Language
- Other: \_\_\_\_\_

Why are you interested in being a mentor? Please keep your response between 3-5 sentences. \*

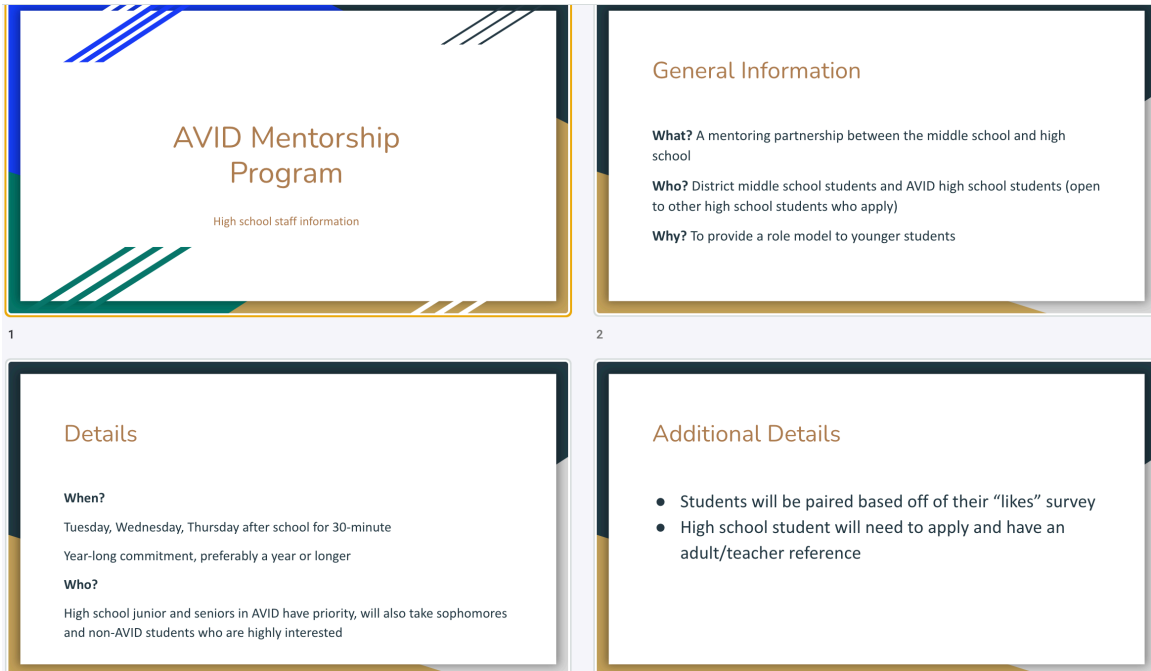
Your answer \_\_\_\_\_

Please list a teacher below as a reference. \*

Your answer \_\_\_\_\_

Submit

## AVID Mentorship Informational Slides



The image displays four informational slides for the AVID Mentorship Program, arranged in a 2x2 grid. Each slide has a white background with a decorative border in blue, green, and gold. The top-left slide is the title slide, the top-right is 'General Information', the bottom-left is 'Details', and the bottom-right is 'Additional Details'.

**Slide 1: AVID Mentorship Program**  
High school staff information

**Slide 2: General Information**  
**What?** A mentoring partnership between the middle school and high school  
**Who?** District middle school students and AVID high school students (open to other high school students who apply)  
**Why?** To provide a role model to younger students

**Slide 3: Details**  
**When?**  
Tuesday, Wednesday, Thursday after school for 30-minute  
Year-long commitment, preferably a year or longer  
**Who?**  
High school junior and seniors in AVID have priority, will also take sophomores and non-AVID students who are highly interested

**Slide 4: Additional Details**

- Students will be paired based off of their "likes" survey
- High school student will need to apply and have an adult/teacher reference

## Appendix D


## AVID College Crate Unit Design

## Unit Design Template

<b>Title of Unit</b>	College Crate Portfolio	<b>Grade/Course</b>	AVID 11
<b>Developed by</b>	Zac Villarreal	<b>Approximate Time Frame</b>	3 Weeks

Desired Results	
<b>Enduring Understandings</b> (help students make deeper meaning of unit knowledge and skills and build toward competencies)	<b>Essential Questions</b> (help students make deeper meaning of unit knowledge and skills and build toward competencies)
Students will understand the purpose of creating and the contents of a “College Crate”, which will keep all college materials organized.	What is the importance in keeping all of my college materials organized?
<b>Knowledge</b> (what is it we want our students to know?)	<b>Skills</b> (what is it we want our learners to do?)
<p>Students need to know what they are interested in for potential careers and areas of study.</p> <p>Students need to know the skills they need for these careers or majors.</p> <p>Students need to know how to research colleges, careers, and majors</p> <p>Students need to know how to access academic information, such as GPA and transcripts.</p> <p>Students need to know how to access FAFSA and apply.</p> <p>Students need to know how to apply to colleges.</p> <p>Students need to know how to ask for a letter of recommendation.</p> <p>Students need to know how to write a college admissions essay and a scholarship essay.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Scholarship essays and admissions essays</li> <li>Taking notes on the careers and majors of interest</li> </ul> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>Asking questions for researching colleges that are the best fit</li> <li>Asking questions about FAFSA and how to apply for college</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing their work and progress with others</li> <li>Asking teachers or coworkers for letters of recommendation</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Keeping all college materials organized and in one place</li> <li>Knowing how to request access for transcripts and application information.</li> </ul>



<p>Students need to know knowledge of self to determine what post secondary option is the best fit.</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Reading through colleges information to determine what school is the best fit</li> <li>• Carefully reading technical texts, like applications or FASFA to ensure the students are correctly filling out these forms.</li> </ul>	
<p><b>Standards</b> (embedded in competencies, enduring understandings and essential questions, knowledge and skills)</p>		
<p>Compare various college campus structures, services, and opportunities.          Research and evaluate scholarship offerings.          Engage in a variety of information gathering to determine match, reach, and safety school to mitigate summer melt and undermatching during the selection process.</p>		
<p><b>Evidence of Learning</b> </p>		
<p><b>Which Desired Result is this Aligned to?</b></p>	<p><b>Authentic Performance Tasks</b>          (provides evidence that students can apply their learning to new and authentic situations in order to assess their understanding and ability to transfer their learning. Most likely to align with competencies)</p>	<p><b>Evidence Evaluation Criteria</b>          (rubrics, checklists, success criteria, portfolio evidence, etc.)</p>
<p>Students need to know what they are interested in for potential careers and areas of study.</p> <p>Students need to know the skills they need for these careers or majors.</p> <p>Students need to know knowledge of self to determine what post secondary option is the best fit.</p> <p>Students need to know how to access academic</p>	<p>Vision Board</p> <p>Career Interest Research</p> <p>Major Interest Research</p> <p>College Search</p>	<p>Portfolio Evidence</p> <p>Portfolio Evidence</p> <p>Portfolio Evidence</p>

information, such as GPA and transcripts.		Portfolio Evidence
<b>Which Desired Result is this Aligned to?</b>	<b>Additional Evidence</b> (provides evidence of what students know and can do. Formative evidence and/or more likely aligned with knowledge and skills)	<b>Evidence Evaluation Criteria</b> (checklists, accuracy, got it/not yet, success criteria, etc.)
<p>Students need to know how to write a college admissions essay and a scholarship essay.</p> <p>Students need to know how to access academic information, such as GPA and transcripts.</p> <p>Students need to know knowledge of self to determine what post secondary option is the best fit.</p>	<p>College Essay</p> <p>Transcript Request</p> <p>Letter of Recommendation</p>	<p>Rubric</p> <p>Portfolio Evidence</p> <p>Portfolio Evidence</p>
<b>Unit Vocabulary</b> (academic language, tier 2, tier 3, etc.)		
College Preparedness, Evaluate, Scholarship, FAFSA, Finances, Vision Board, Letter of Recommendation, Major, GPA, Tuition, Transcripts, Essay		

## AVID College Crate Introduction Lesson Plan

Anticipatory Set

- a. Focus student's attention. Essential question: **What is the importance of keeping all of my college materials organized?**
- b. AVID students will have been working with advanced college preparedness skills throughout their enrollment in the AVID program. The College Crate lesson will be a portfolio where students can keep track of all college readiness information and materials.
- c. The students will use the "College Crate Portfolio" to start assembling and organizing their college preparedness materials. They will start by creating a vision board consisting of images and words that represent their future. They will also identify and very briefly research careers they are interested in.

Give Lesson Objective and Purpose

The lesson objective is to create a portfolio that organizes all the information needed to start searching for colleges that fit their interests. Students will compare and contrast colleges, resources, opportunities, and scholarships. They will also use knowledge of selves and learning preferences to determine schools that are a good fit for their goals.

Instruction Input

- a. The teacher will provide the editable College Crate Portfolio. The students will be able to start identifying career interests and goals using the guided instructional text in the portfolio. They will also be able to customize to match their personality and interests.
- b. Teacher selects the means for teaching the information: will it be from a book, film, record, filmstrip, diagram, picture, real object, demonstration, field trip, etc.? The College Crate Portfolio will include links to resources and tools to assist students in identifying colleges that match career interests. In addition, they will have resources and be able to identify colleges that match their academic performances with GAP requirements and ACT scores. The portfolio also includes essential information regarding FASFA, along with common admissions and scholarship essay prompts.

Modeling

- a. Students should see examples of finished products (story poem, model, diagram, graph, etc.) Or; The students will go through the College Crate one step at a time. For instance, they will first complete and share the "Vision Board" section in small groups. They will have the opportunity to see each other's work and also reflect through academic discourse on how they created the vision board.
- b. Students will see the process as the teacher instructs and walks them through the College Crate Portfolio. The teacher will provide example of each piece of the portfolio with artifacts from their personal college journey. The example will help students see a strong product and also build up a positive classroom environment.

c. The teacher will provide verbal instruction with the College Crate Portfolio displayed for the students to follow along with. The teacher will display each section as the students work and complete each section at their own pace. The teacher will also toggle between the instructional text and a strong work example. The teacher will also point out and model using the helpful links and resources embedded in the portfolio.

#### Checking for Understanding

- a. Sampling: posing questions and getting answers from a representative member of a group; Students will have numerous opportunities to share each section of their “College Crate Portfolio”, in both small and large group settings. Students will first share with small groups of 2-3, and then aloud as a class.
- b. Students will complete a 3-2-1 activity as an exit slip as they finish working on the “College Crate” sections. For example, after researching the “Majors” section of the “College Crate”, they will complete the 3-2-1 on a separate sheet of paper. The 3-2-1 will require the following: Three things the students found interesting from the research, two things the students want to know more about and one question they have.
- c. Students will complete each section of the “College Crate Portfolio” and submit each section upon completion.

#### Guided Practice

Under supervision of the teacher, students need to perform all (or enough) of the tasks so clarification or remediation can occur immediately as needed.

The teacher will provide remediation and clarification as needed by floating around to each student to check-in their overall progress. The students will have already seen the teacher model the process. Everything in the “College Crate” will be designed to be used in the students college application and search process, which will create deeper intrinsic motivation for the students.

#### Independent Practice

The student will continue to work on the “College Crate Portfolio” throughout the trimester. When the student completes sections during AVID curriculum class days, they will submit the sections they have completed.

## AVID College Crate Interactive Slides (Student Handout)

**AVID**  
College, Career, and Finances  
2020-2021

Name: \_\_\_\_\_

### Vision Board

THE MOST RELIABLE WAY TO PREDICT THE FUTURE IS TO CREATE IT!  
-ABRAHAM LINCOLN

THE FUTURE BELONGS TO THOSE WHO BELIEVE IN THE REALITY OF THEIR DREAMS!  
-FRANKLIN ROOSEVELT

### Vision Board

On this slide add images/text/figs that represent your vision for your future to create a vision board. If you are stuck, you can Google "vision boards" for ideas.

### Career

When I grow up I want to be...

### Career

The career I am most interested in is: \_\_\_\_\_

I am interested in this career because:

The skills required for this career are:

The average salary for this career is: \$ \_\_\_\_\_

Are you unsure of what you want to do, the skills required for a career, or the average salary for a career? Use the [College Board Major and Career Search](#) to learn more about potential major and career options.

### Major

WORK HARD, STAY POSITIVE, MAKE IT HAPPEN!

### Major

The major I plan to pursue is: \_\_\_\_\_

Use this space to record information or learning about the your major.

Are you unsure what you want to do? Do you want to learn more about a major? Use the [College Board Major and Career Search](#) to learn more about potential major and career options.

### Colleges

DO OR DO NOT, THERE IS NO TRY!  
-YODA


### Colleges

Use the link below to help you with your college search if you don't know where you want to go.

[College Board College Search](#)



FAFSA




Cover Vision Board Career Major College ACT/SAT Transfer Letters FAFSA Scholarship

FAFSA

Information to come!

Cover Vision Board Career Major College ACT/SAT Transfer Letters FAFSA Scholarship

Scholarships



Cover Vision Board Career Major College ACT/SAT Transfer Letters FAFSA Scholarship

Scholarships

Information to come!

Cover Vision Board Career Major College ACT/SAT Transfer Letters FAFSA Scholarship

## Appendix E

## AVID Team Building Lesson Plan

Anticipatory Set

- a. The class will be introduced to the lesson's essential question: How do communication skills contribute to team effectiveness?
- b. Students will be given a chance to respond to the essential questions in small groups consisting of peers seated near them. The teacher will call on students to share their responses with the class.
- c. The students will be introduced to the Fun Friday activity. In AVID, to promote an AVID family-like atmosphere, the class will have Fun Friday's. These activities will consist of team building focused exercises to promote AVID strategies and communication skills. The Fun Friday activity will be the paper chain.

Give Lesson Objective and Purpose

The purpose of this lesson is to focus on the elements of teamwork and the skills required to communicate effectively in a team setting. Being able to operate in a team setting is an essential component of working in any collaborative environment, such as the workplace, school, and family life. The purpose of this activity is to also promote the feeling of the AVID family, and encourage a positive classroom environment.

Instruction Input

- a. The students will be familiar with team building and relational capacity AVID family focused activities from early school year activities. The students will visually and verbally follow instruction with the Google Slides prepared by the teacher.
- b. The teacher will deliver the instruction visually and verbally using the prepared Google Slides. Students will also have access to the Google Slides from printed off instructions.

Modeling

- a. The teacher will take the students through each slide, starting by introducing the goal of the activity and then explaining the rules. The goal is to build the longest paper chain using only two pieces of paper, glue, and scissors. The students will be given 5 minutes to plan and strategize and then 15 minutes to construct the paper chain. The students cannot touch the materials until the 15 minute timer starts.
- b. The teacher will explain and show a few ways they might construct the paper chain. The teacher will show the students that they could cut long strips and fold each strip into a chain link as an option. The teacher will explain that the students can collaborate and create the chain anyway they want to create the longest chain,



- c. The teacher will then put the students into their teams. The teacher will organize the students and explain that they should start by deciding on roles, however, it will be up to the team.

#### Checking for Understanding

- a. The teacher will answer any questions from the class.
- b. The teams will be given 5 minutes to plan.
- c. The teams will be given 15 minutes to build the paper chain. After 15 minutes, the teams will bring the paper chain into the hallway, where they will display how long the chain is.

#### Guided Practice

The students will plan, build, and show the paper chain they built. After determining the longest paper chain, the students will return to their teams to complete the reflection questions on a separate piece of paper.

#### Independent Practice

The 5 reflection questions will be displayed for the students to answer individually. The teacher will give the students 2-3 minutes between each question and encourage students to discuss the questions in their teams. After each question has been answered, the teacher will call on teams to share responses and thoughts in a socratic seminar style.


## AVID Team Building Instructional Slides

# Paper Chain

*Essential Question: How do communication skills contribute to team effectiveness?*

### Paper Chain - Goal

**Goal:**  
*Using just two pieces of paper, scissors, and glue, work as a team to build the longest chain*



### Paper Chain - Rules

**You will be working in assigned Teams of 3**

**Rules:**

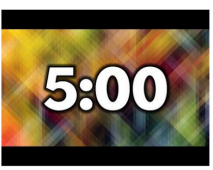
- 5 Minutes to Plan and Strategize
- 15 Minutes to Create the Paper Chain
- Cannot Touch Materials Until 15 Minutes Timer Starts
- All Team Members Must Contribute to Building the Chain

### Paper Chain - Teams


Team #1 -  
 Team #2 -  
 Team #3 -  
 Team #4 -

### Paper Chain - Planning

*You have 5 minutes to plan how to build your paper chain -- You may use a scratch piece of paper to plan*



### Paper Chain - 15 Minutes to Build



### Paper Chain - Debrief

***In your Teams, answer the following reflection questions***

***Each person needs to record their own answers on a separate sheet of paper***

***Share your answers with with your team members***

***Be prepared to share with the class***

**Reflection Questions:**


1. What role did you play in planning and building your paper chain?
2. Did all team members have a specific role? How did your team determine roles?
3. What was your team's greatest challenge?
4. What communication skills were most important to your team's success?
5. If you were to plan a paper chain with a new team, what would you do differently?

## Appendix F

*Tuesdays With Morrie* Unit Design

<b>Title of Unit</b>	Tuesday With Morrie	<b>Grade/Course</b>	AVID 10/11
<b>Developed by</b>	Zac Villarreal	<b>Approximate Time Frame</b>	3 Weeks

Desired Results	
<b>Enduring Understandings</b> (help students make deeper meaning of unit knowledge and skills and build toward competencies)	<b>Essential Questions</b> (help students make deeper meaning of unit knowledge and skills and build toward competencies)
<p>Be able to read about another person's personal journey and growth and apply to their personal situation.</p> <p>Understand how aphorisms (life lessons) presented in the text can be applied to your life.</p> <p>Understand how the text can be used to reflect your own life or provide insight to another's life.</p>	<p>How can an individual learn about one's self by reading about the life and struggles of another person?</p>
<b>Knowledge</b> (what is it we want our students to know?)	<b>Skills</b> (what is it we want our learners to do?)
<p>Read a non-fiction text and complete use choice assessments to show an analysis of the text.</p> <p>Know how to use WICOR strategies to increase critical reading skills.</p> <p>The definition of WICOR.</p> <p>The definition of aphorism.</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>Written paragraphs analyzing impactful aphorisms from the text.</li> </ul> <p>Inquiry</p> <ul style="list-style-type: none"> <li>Creating critical thinking and discussion questions from the aphorisms presented in the text.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>Discussing the impactful aphorisms with others and comparing and contrasting responses.</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>Recognizing how the aphorisms in the text can be applied to different real life settings.</li> </ul> <p>Reading</p>

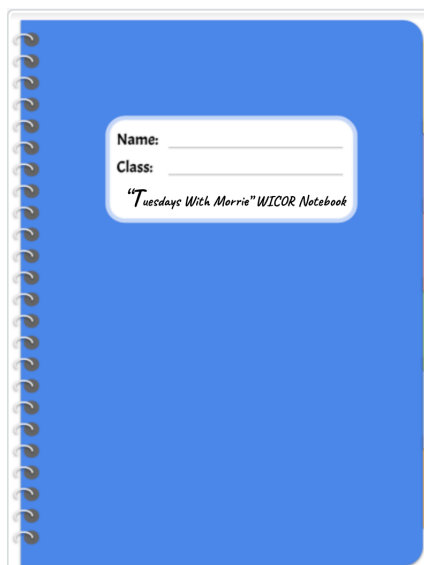
	<ul style="list-style-type: none"> <li>• Reading about different universal aphorisms.</li> <li>• Comparing and contrasting where the aphorisms are presented and applicable to other texts.</li> </ul>	
<b>Standards</b> (embedded in competencies, enduring understandings and essential questions, knowledge and skills)		
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<b>Evidence of Learning</b> 		
<b>Which Desired Result is this Aligned to?</b>	<b>Authentic Performance Tasks</b> (provides evidence that students can apply their learning to new and authentic situations in order to assess their understanding and ability to transfer their learning. Most likely to align with competencies)	<b>Evidence Evaluation Criteria</b> (rubrics, checklists, success criteria, portfolio evidence, etc.)
<p>Reading about different universal aphorisms. Comparing and contrasting where the aphorisms are presented and applicable to other texts.</p> <p>Recognizing how the aphorisms in the text can be applied to different real life settings.</p> <p>Discussing the impactful aphorisms with others and comparing and contrasting responses.</p>	<p>Read the text <i>Tuesdays with Morrie</i></p> <p>Select 5 Aphorisms          Select 3 different WICOR Responses to analyze aphorisms.</p>	<p>Select 5 impactful aphorisms to track as you read.</p> <p>Select 5 impactful aphorisms to track as you read.</p> <p>Select 3 WICOR responses to analyze aphorisms.</p>

	In Class Discussions	Socratic Seminar Academic Discourse.
<b>Which Desired Result is this Aligned to?</b>	<b>Additional Evidence</b> (provides evidence of what students know and can do. Formative evidence and/or more likely aligned with knowledge and skills)	<b>Evidence Evaluation Criteria</b> (checklists, accuracy, got it/not yet, success criteria, etc.)
Choice of WICOR Assessment	WICOR Response #1	Rubric
Choice of WICOR Assessment	WICOR Response #2	Rubric
Choice of WICOR Assessment	WICOR Response #3	Rubric
Written paragraphs analyzing impactful aphorisms from the text.	WICOR Response #3	Rubric
Creating critical thinking and discussion questions from the aphorisms presented in the text.	WICOR Analysis Paragraph of most impactful aphorism	Portfolio Evidence
Discussing the impactful aphorisms with others and comparing and contrasting responses. Recognizing how the aphorisms in the text can be applied to different real life settings.	Socratic Seminar	

**Unit Vocabulary** (academic language, tier 2, tier 3, etc.)

WICOR, Aphorism, Interactive Notebook, Critical Reading, Socratic Seminar, nonfiction

## Tuesdays With Morrie WICOR Interactive Notebook



## 3 "Tuesdays With Morrie" Aphorisms

- Tuesdays With Morrie is filled with Aphorisms
- **Aphorism:** Basically a life lesson, an observational truth, or a lesson communicated in plain speaking terms
- **Examples:** "Actions speak louder than words", "You made your bed, now lie in it", "All good things come to those who wait"
- You are going to be choosing 5 Aphorisms of your choice to track throughout the novel

## 4 Tracking Aphorisms (5 Formative Points)

- Read through the Aphorisms that will be in the novel (They are on the next 2 pages)
- Take note of Aphorisms that stand out or impact you
- Highlight your top 5 Aphorisms
- List your 5 Aphorisms on the page after the list, titled "My Aphorisms - DUE: 2/25"
- Submit a screenshot of the Aphorisms to Schoology

## 5 Aphorisms in "Tuesdays With Morrie"

- "Accept what you are able to do and what you are not able to do."
- "Accept the past as fact, without denying it or discarding it."
- "Learn to forgive yourself and to forgive others."
- "Don't assume that it is too late to get involved."
- "Find someone to share your heart, give to your community, be at peace with yourself, try to be as human as you can be."
- "The culture we have does not make people feel good about themselves. And you have to be strong enough to say if the culture doesn't work, don't buy it."
- "The most important thing in life is to learn how to give out love, and to let it come in."
- "Love is the only rational act."
- "Sometimes you can't believe what you see; you have to believe what you feel."
- "What if today were my last day on earth?"

## 6 Aphorisms in "Tuesdays With Morrie"

- "Once you learn how to die, you learn how to live."
- "If you accept you are going to die at any time, then you might not be as ambitious as you are."
- "There is no foundation, no secure ground, upon which people may stand today if it isn't the family."
- "Don't cling to things, because everything is impermanent."
- "... If you've found meaning in your life you don't want to go back. You want to go forward. You want to see more, do more. You can't wait until sixty-five."
- "... love is how you stay alive, even after you are gone."
- "... the big things—how we think, what we value—those you must choose yourself. You can't let anyone—or any society—determine those for you."
- "Be compassionate. And take responsibility for each other. If we only learned those lessons, this world would be so much better a place."
- "... there is no such thing as 'too late' in life."

## 7 My Aphorisms

- 1.
- 2.
- 3.
- 4.
- 5.

8 **WICOR Skills**

- Writing:** Written Responses to the aphorisms
- Inquiry:** Asking Questions about the aphorisms
- Collaboration:** Sharing about the aphorisms with others
- Organization:** Drawing or making connections to the aphorisms
- Reading:** Reflecting on other texts where the aphorisms could be applied

9 **WICOR & Aphorism Responses**

- You will need to use W-I-C-O-R elements to respond to 3 of the 5 Aphorisms you chose (3 NOT all 5)
- Choose a different W-I-C-O-R element to use for the 3 Aphorisms responses
- Choose from a Written, Inquiry, Collaboration, Organization, Reading focused activities for the responses
- The W-I-C-O-R activities are listed on the next page

10 **WICOR - Responses**

- Writing:** 5-8 Sentence response to selected aphorism -- How does the aphorism have an impact on you?
- Inquiry:** Create 3-5 questions about how the selected aphorisms is impactful -- Read the aphorism to someone and ask the questions and record their responses to each question.
- Collaboration:** Discuss an Aphorism that is Influential to you with a classmate ("What do you think about this?") Write a 5-8 sentence response highlighting what you and your classmate discussed. (Agree, disagree?)
- Organization:** List 3-5 Ways this message could be shared with the world. Create an example for each. Provide a 1-2 sentence reflection saying which method would be best for sharing with the world.
- Reading:** List 3-5 Books, Articles, Short Stories, Social Media Posts, Videos, Movies, Television Shows that connect to the aphorism. For each connection, provide a 1-2 sentence reflection: How does the aphorism connect to this and what does this say about the message?

11 **My WICOR - Responses**

- 
- 
- 

Submit a screenshot of this to Schoology

12 **WICOR - Responses Grading Criteria**

- 2 Points: Chosen Response Requirements**
  - Response meets the chosen WICOR skill requirements
  - Response matches the required amount of writing, questions, recording, or creating
- 2 Points: Spelling and Grammar**
  - Response is proofread for spelling errors
  - Correct punctuation is used for chosen response
- 2 Points: Reflection**
  - Response makes a connection from the aphorism in the text to the world or to self
- 4 Points: Content and Analysis of Aphorism**
  - Response shows strong understanding of how aphorism is impactful on self and others in the world
  - Applies response to self or real world

10 Summative Points for each = 30 total

13 **WICOR & Aphorism Response #1**

**WICOR Skill:** \_\_\_\_\_

**Aphorism:** \_\_\_\_\_



14 **WICOR & Aphorism Response #1 - DUE: 3/2 (Continued, if need)**

●

●

●

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15 **WICOR & Aphorism Response #2 -**

**WICOR Skill:**-----

**Aphorism:**

●

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16 **WICOR & Aphorism Response #2 - (Continued, if need)**

●

●

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17 **WICOR & Aphorism Response #3 -**

**WICOR Skill:**-----

**Aphorism:**

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18 **WICOR & Aphorism Response #3 - (Continued, if need)**

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19 **Final Reflective Paragraph**

- Choose the Aphorism that is most impactful to you (Even if you already used it)
- Respond to the following prompt: How does the aphorism apply to your life? Provide specific reasons or evidence from the text to support your answer.
- Response needs to be a full paragraph (at least 6 sentences)
- The paragraph should include the following: Topic sentence, several supporting sentences (specific reasons or evidence from the text), and a concluding sentence.
- Write the final reflective paragraph on the next page

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*Final Reflective Paragraph -*

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## Appendix G

## AVID Focused Note-Taking Lesson Plan

Anticipatory Set

- a. Introduce Essential Question: What are the five phases of Focused Note-Taking and how can I apply them?
- b. Students in the AVID program will be introduced to Focused Note Taking when they first enroll in the elective. Each year the students in the elective will review the process of focused note taking.
- c. The instruction will be provided with Google Slides instructional powerpoint for the class to follow and take notes.

Give Lesson Objective and Purpose

The objective of the lesson is to help the students establish a note taking process that they use throughout high school and into their postsecondary journey. The purpose is also to help students use note taking as a way to better understand the content they are learning. Note taking is a skill that is essential for students to be successful in college, which is another underlying purpose behind routinely teaching and learning about the focused note taking process.

Instruction Input

- a. The students will need a review of each of the five phases of note taking, along with examples of each phase. Students will also need to practice each phase by all taking notes on the same thing.
- b. The teacher will use a Google Slides presentation to review the note-taking process. The teacher will also use a video that shows the students how to make chocolate chip cookies to practice the focused note taking process.

Modeling

- a. The students will see descriptive instructions of each of the five phases in the Google Slides.
- b. Students will see the focused note taking process when the class watches the video on how to make chocolate chip cookies. The teacher will take focused notes as the class also takes notes. The video will be viewed two times.
- c. Students will be verbally instructed alongside the visual powerpoint to help them understand what each phase is and how it works in the note-taking process.

Checking for Understanding

- a. Students will be able to ask questions as the teacher is going through the instructional powerpoint. Students can also record any questions they have in their notes as part of the focused note-taking process.

- b. Students will be given opportunities to share the information that they captured in their notes, and also explain their reasoning for marking the notes how they did.
- c. Students will take notes on a video explaining how to make chocolate chip cookies.

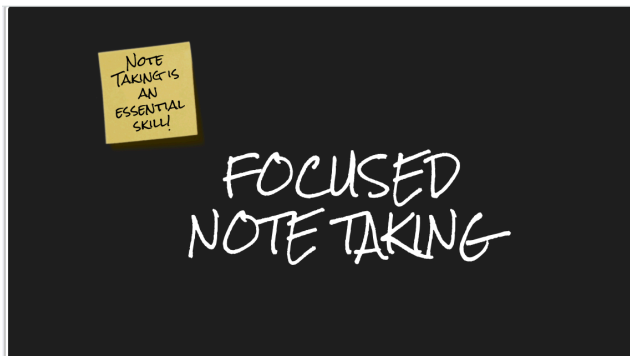
#### Guided Practice

Students will take focused notes on the video and go through each phase of the focused note taking process. The students will be expected to write a reflection of their notes and will be coached through how to do this after they finish the video. The reflection will be 2-3 sentences for the students to summarize how the information in the notes will be useful moving forward.

#### Independent Practice

Students will need to interact with their notes independently one week after taking their notes to avoid forgetting what they learned. They will also need to apply the focused note taking process to their other academic classes. Throughout the school year, the AVID class will revisit and review the focused note taking process.

## AVID Focused Note-Taking Instructional Slides




NOTE TAKING IS AN ESSENTIAL SKILL!

# FOCUSED NOTE TAKING


1

## Assignment Description



In this assignment you will review the 5 phases of focused note taking and you will create a set of focused notes from a TED talk.

2



WHY TAKE NOTES?

WATCH THIS VIDEO!



3

VISIT [TED.COM/TALKS](https://www.ted.com/talks) AND SELECT A VIDEO YOU ARE INTERESTED IN WATCHING. HERE ARE A FEW SUGGESTIONS:

1. [Looks aren't everything, believe me, I'm a model](#)
2. [The best kindergarten you've ever seen](#)
3. [Everyday leadership](#)
4. [Grit: The power of passion and perseverance](#)
5. [How to speak so that people want to listen](#)
6. [The power of introverts](#)
7. [The danger of a single story](#)
8. [What adults can learn from kids](#)

Provide the link to the video you choose here:

[Add your link here!](#)

**PHASE 1**  
TAKE NOTES

Add an image of your notes here!

7

**PHASE 2**  
PROCESSING NOTES

Interact with your notes!

Color-key:  
10 minutes - Blue  
24 hours - Red  
7 days - Green

Phase notes by underlining, highlighting, circling, questioning, adding, and deleting to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.

8

**PHASE 2**  
PROCESSING NOTES

Add an image of your notes with processing here!

9

**PHASE 3**  
CONNECTING THINKING

Use your notes to connect and reflect on what you are learning and adding your own thinking to gain greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.

10

**PHASE 3**  
CONNECTING THINKING

Add an image of your notes with connecting thinking here!

11

**PHASE 4**  
SUMMARIZING/REFLECTING

Example 4: You can't add fractions if the denominator (the number on the bottom) is not the same on all the fractions you are adding (once you have made a common denominator for all the fractions, you simply add the numerators (the numbers on top) together. At the end, you have to check to see if you need to simplify the fraction. This process is not very difficult as long as I remember the thing about the common denominators and don't just add the top and the bottom across.

Good Example

Poor

This chapter talks about the smartest Empire of Charogga Khan. It talks about the life of Charogga Khan and how he came to power. Then, it explains how the empire Charogga Khan built was like under his rule. Finally, the chapter talks about his death and how the empire got divided. This was interesting information that will be very useful for me in my life.

Put together all the important aspects of your notes and your learning about them to form a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the learning objective.

12

**PHASE 4**  
SUMMARIZING/REFLECTING

Add an image of your notes with summarizing/reflecting here!

13

**PHASE 5**  
APPLY LEARNING

Use your notes to evaluate your learning and to help you apply or demonstrate what you have learned.

14

PHASE 5  
APPLY LEARNING

ADD YOUR FOCUSED NOTES TO YOUR DIGITAL BINDEZ CHECK!

15

**SORT THE FOLLOWING POST-ITS INTO THE TWO CATEGORIES.**

Effective Note Taking/Studying	Ineffective Note Taking/Studying
<ul style="list-style-type: none"> <li>✔ Taking every piece of information as having the same importance</li> <li>✔ Prioritizing content by separating main ideas from smaller details</li> <li>✔ Not asking for help</li> <li>✔ Charming or hearing a marathon study session</li> <li>✔ Creating questions and answering or discussing them</li> </ul>	<ul style="list-style-type: none"> <li>✘ Revisiting material over spaced intervals</li> <li>✘ Asking a friend or educator to repeat things that are unclear</li> <li>✘ Learning information in its original form or order</li> <li>✘ Tagging the information you don't know as "new"</li> <li>✘ Studying the same way for every type of assessment</li> </ul>

\*If you click on the edge of the post-its, the text and post-it should transfer together

PHASE 5  
APPLY LEARNING

16

EXAMPLE OF FOCUSED NOTES

EXAMPLE OF FOCUSED NOTES

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16

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