

1.5: Expectations

Expectations: AVID Students

- A. AVID students are actively involved in their own education and grow academically and personally through the support of the AVID College Readiness System.
- B. AVID students become thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading).
- C. AVID students become masters of each stage of the AVID tutorial and the inquiry learning process, as described below:
1. Students take Cornell notes in their academic classes.
 2. Students complete the pre-work on Tutorial Request Form (TRF) from their academic class, Cornell notes, homework, classwork, quizzes and/or tests.
 3. As students enter the room, the teacher/tutor checks the TRFs and Cornell notes from the content class to support the point of confusion question.
 4. Students are divided into tutorial groups to meet the 7:1 ratio.
 5. One student begins the tutorial by presenting an authentic question and 30-Second Speech to the group. The tutor and group members ask questions to guide the student presenter through the critical thinking and inquiry process.
 6. Group members/tutor check the student presenter's understanding of the answer to his/her question by asking clarifying questions. Group members also take three-column notes on the student presenters' questions.
 7. Steps 5 and 6 are repeated for as many group members as time allows.
 8. Students complete a written reflection based on their learning (content and/or process) from the point of confusion.
 9. Students turn in their tutor pre-graded TRFs to teacher for grading and feedback.
 10. Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.
- D. AVID students develop personal pride in themselves, their work and the AVID College Readiness System.
- E. AVID students will:
- Be positive, encouraging and supportive of their classmates.
 - Arrive on time and prepared for class (bring binder, TRF with pre-work completed and related resources—class Cornell notes, textbooks, past tests, etc.).
 - Act as a role model for peers.
 - Become familiar with the specific routines and expectations of their teachers' classrooms.
 - Understand the importance of learning and of achieving academic success.
 - Take an active part in developing academic strength, personal pride and self-advocacy.
 - Demonstrate commitment to themselves, to AVID and to their studies.
 - Communicate effectively with their teachers, tutors and other students.
 - Discuss with AVID tutors common areas of concern.
 - Learn by asking questions (inquiry), not by having answers provided for them.
 - Maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes.
 - Maintain enrollment in college-preparatory classes.
 - Maintain an AVID three-ring binder (with agenda/daily planner/calendar, Cornell notes, assignments in all classes and TRFs).
 - Take Cornell notes daily in all academic classes.
 - Complete all homework assignments (commit to at least two hours of homework every night).
 - Participate in AVID tutorials at least twice a week.
 - Participate in extracurricular activities, field trips and community service.
 - Attend summer school as needed to take additional coursework and/or to raise grades to maintain college eligibility.
 - Prepare for and take college entrance exams such as the Readiness Step®, EXPLORE®, PSAT®, PLAN®, SAT® and ACT®.