

Teacher: _____ Date: _____
 Hour: _____ Grade Level: _____ Number of Students: _____
 Observer: _____



Supporting AVID Instruction Observation/Walk-Through Checklist

LEARNING ENVIRONMENT

Expectations	Look For:	Notes:
Motivational Environment	<input type="checkbox"/> Samples of student work <input type="checkbox"/> Inspirational quotes, Motivational posters <input type="checkbox"/> Student recognition <input type="checkbox"/> Class Goals	
College/Career Orientation	<input type="checkbox"/> College pennants/posters <input type="checkbox"/> College brochures, information <input type="checkbox"/> Testing notices, graduation requirements <input type="checkbox"/> Career information	
AVID Evidence	<input type="checkbox"/> AVID poster/ mission statement/pennant <input type="checkbox"/> WICR posters/explanation <input type="checkbox"/> Levels of Inquiry Posters (Costa's/Bloom's) <input type="checkbox"/> GT Enhanced AVID Posters <input type="checkbox"/> Cornell Notes Information <input type="checkbox"/> Binder Information	

INSTRUCTIONAL TECHNIQUES AND LEARNING STRATEGIES

These items **should be** evidenced in the AVID classroom **everyday**:

AVID Essential	Look For:	Notes:
Binders	<input type="checkbox"/> Organized by subject using dividers <input type="checkbox"/> Supply pouch for pens/pencils etc. <input type="checkbox"/> Papers in appropriate folders <input type="checkbox"/> Evidence of current use <input type="checkbox"/> Use of daily planner /assignment page	
Evidence in the binder of Writing to Learn	Use of Cornell Notes: <input type="checkbox"/> Notes (right-hand section) <input type="checkbox"/> Questions/ organizing (left-hand section) <input type="checkbox"/> Summarizing the learning (bottom section) Additional writing activities <input type="checkbox"/> Learning logs, Collins Writing Type 1-4, examples of writing activities <input type="checkbox"/> Heading/Topic/Date/Essential Question or Learning Target/Objective	

These items **may be** evidenced in the AVID classroom on Curriculum Days depending on the activity:

Notes:

<p>Reading to Learn</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Setting purpose, pre-reading activities <input type="checkbox"/> Critical Reading Strategies-marking the text, marginal notes etc. <input type="checkbox"/> Note-taking (Cornell), concept mapping <input type="checkbox"/> Summarizing, reflecting, extending <input type="checkbox"/> Discussions, literature circles
<p>Inquiry</p>	<p>Teachers ask questions so that students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather/recall data/information. <input type="checkbox"/> Analyze/organize data/information. <input type="checkbox"/> Extend/apply learning. <p>Students ask questions to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek clarification. <input type="checkbox"/> Probe for additional information. <input type="checkbox"/> Extend/apply learning.
<p>Writing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of Collins Writing Types 1-4, quick writes, essays, poetry <input type="checkbox"/> Collins Terminology (Focus Correction Areas, ROL, Peer Edit, Teacher Guided Edit) <input type="checkbox"/> Student Writing Folders with Collin's Format <input type="checkbox"/> Evidence of AVID Curriculum writing assignments
<p>Collaboration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students have opportunity to work with each other <input type="checkbox"/> Evidence of projects, assignments completed by groups <input type="checkbox"/> Evidence students understand various roles of group members <input type="checkbox"/> Evidence of team building activities <input type="checkbox"/> Evidence of student support, AVID "Family" <input type="checkbox"/> Students work together to solve issues
<p>Motivational Day</p>	<p>Socratic Seminar/Philosophical Chairs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are prepared for discussion <input type="checkbox"/> Students listen and respond to one another <input type="checkbox"/> Students' contributions forward discussion <p>Speaker</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are prepared for speaker <input type="checkbox"/> Students ask relevant/respectful questions <input type="checkbox"/> Students listen and take notes <p>Team Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students work collaboratively toward a goal <input type="checkbox"/> Students support each other <input type="checkbox"/> Strong sense of support and community <input type="checkbox"/> Students reflect on learning

Teacher: _____ Date: _____

Lead Tutor: _____

Hour: _____ Grade Level: _____ Number of Students: _____

Observer(s): _____

Supporting AVID Instruction Tutorial Observation

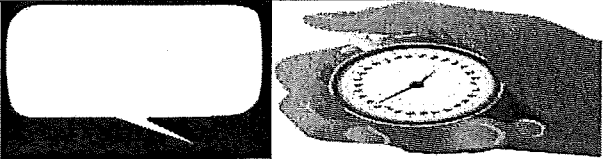

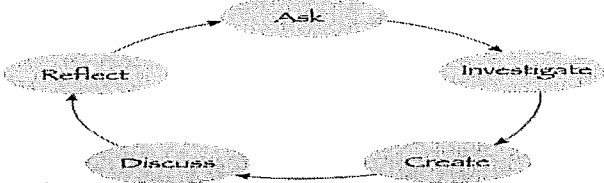
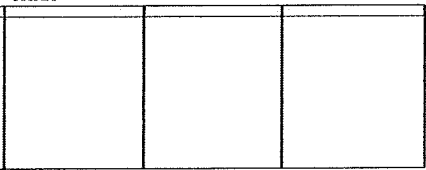
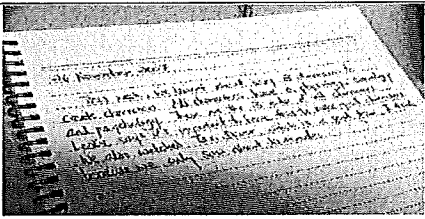
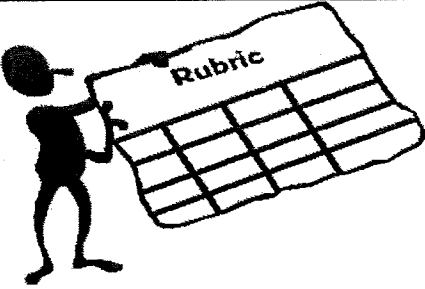


Notes:

Students	<ul style="list-style-type: none"><input type="checkbox"/> Students arrive to class with a completed Tutorial Request Form<input type="checkbox"/> Students are in small groups facilitated by a tutor, 7:1 ratio<input type="checkbox"/> Students have desks/chairs arranged in a semicircle or rectangle around a large white board<input type="checkbox"/> Student presenters give their 30 Second Speech<input type="checkbox"/> Students present their questions and take notes on a whiteboard<input type="checkbox"/> Students use academic vocabulary during tutorials<input type="checkbox"/> All students are engaged in the tutorial<input type="checkbox"/> Tutors and students use inquiry to promote discussion<input type="checkbox"/> Students pursue understanding with mutual respect<input type="checkbox"/> Students take 3-Column Notes<input type="checkbox"/> Students use a tutorial notebook<input type="checkbox"/> Students refer to content Cornell notes or texts when necessary<input type="checkbox"/> Students write a reflection on the TRF
Tutors	<ul style="list-style-type: none"><input type="checkbox"/> Tutors are trained in AVID methodologies<input type="checkbox"/> Tutors exhibit a professional demeanor – arriving on time and consistently<input type="checkbox"/> Tutors model high-level questioning & push the thinking of all students<input type="checkbox"/> Tutors treat students with respect and dignity<input type="checkbox"/> Tutors facilitate the collaboration of all students<input type="checkbox"/> Tutors stay with a single group for at least a class period<input type="checkbox"/> Tutors take 3-Column notes for the student presenter<input type="checkbox"/> Tutors assess student work on the TRF<input type="checkbox"/> Tutors provide feedback on the TRF to support student improvement
Teachers	<ul style="list-style-type: none"><input type="checkbox"/> Teachers model high level thinking and push the thinking of all students<input type="checkbox"/> Teachers handle discipline as needed<input type="checkbox"/> Teachers coach students and tutors in the tutorial process<input type="checkbox"/> Teachers monitor the class at all times, participating in tutorials when appropriate<input type="checkbox"/> Teachers debrief with tutors at least once a week to keep on top of student progress<input type="checkbox"/> Teachers provide feedback to tutors and students on the tutorial process<input type="checkbox"/> Teachers support the tutors and their expertise<input type="checkbox"/> Teachers listen to ensure that students in tutorial groups are prompting with questions and then follow-up with re-teaching strategies as needed

Final Notes of Tutorial Visit: _____

Crucial Components of Tutorial

<p>30 Second Speech</p>	
<p>Academic Vocabulary</p>	
<p>Inquiry Based Discussion: "why..., how do you know..., what were your steps"</p>	
<p>Three Column Note-taking</p>	
<p>Written Reflection</p>	
<p>Student improvement based on feedback</p>	

Teacher: _____ Date: _____

Hour: _____ # of Students: _____ Grade: _____

Binder Feedback

Binders	Student 1	Student 2	Student 3	Student 4	Student 5
Organized by subject using dividers					
Supply pouch – with materials					
Papers in appropriate sections/folders					
Evidence of current use					
Use of daily planner/assignment page					
A.V.I.D.					
Use of Cornell Notes					
Notes (right-hand section)					
Questions (left-hand section)					
Summary (bottom section)					
Tutorial Notebook					
Collins' Writing (Types 1-4)					
Learning Logs					
Essential Question/Learning Targets					
English Language Arts					
Use of Cornell Notes					
Notes (right-hand section)					
Questions (left-hand section)					
Summary (bottom section)					
Writing Activities/Graphic Organizers					
Essential Question/Learning Targets					
Mathematics					
Use of Cornell Notes					
Notes (right-hand section)					
Questions (left-hand section)					
Summary (bottom section)					
Writing Activities/Graphic Organizers					
Essential Question/Learning Targets					
Science					
Use of Cornell Notes					
Notes (right-hand section)					
Questions (left-hand section)					
Summary (bottom section)					
Writing Activities/Graphic Organizers					
Essential Question/Learning Targets					
Social Studies					
Use of Cornell Notes					
Notes (right-hand section)					
Questions (left-hand section)					
Summary (bottom section)					
Writing Activities/Graphic Organizers					
Essential Question/Learning Targets					