



AVID Tutorial Observation and Feedback Tool (*Essential 8*)



School _____ District _____
 Coach _____ Date _____
 AVID Teacher _____ Grade Level: _____ # of Students _____

Before the Tutorial: Observations

Essential 8.1: Setup/Atmosphere

- Room is set up to facilitate collaboration and problem solving.
- Students are grouped around a whiteboard.
- Students are familiar with the tutorial process and facilitate the process.

Classroom environment evidence: college-going culture high expectations collaborative work

Essential 8.1 and 8.4: Tutorial Process/Use of Tutorial Request Form (TRF)

- Students receive tutorial support twice a week. Circle days: M T W Th F
- Students use a Tutorial Request Form (TRF).
- Students arrive in class with TRF completed.

TRF includes: two questions note-taking section student accountability
 written reflection section student/tutor tutorial feedback

- Students have appropriate *Cornell notes and resources* to use during tutorials.

Students are grouped by: subject grade level teacher selection other: _____

Essential 8.2 and 8.3: Tutor Information

Total number of tutors: _____



college tutors _____ cross-age tutors _____ other tutors _____ absent tutors _____

trained tutors _____ untrained tutors _____

- Student/tutor ratio meets 7:1 certification requirement.

Number of returning tutors: _____

Number of tutorial groups: _____

 Tutorial Process Observation Checklist 				
	Not AVID	Tutor Centered	Student Centered	Collaborative
Teacher	<input type="checkbox"/> Grades papers/plans lessons. <input type="checkbox"/> Does not monitor student behavior. <input type="checkbox"/> Works one-on-one with a student for entire period. <input type="checkbox"/> Does not model higher-level questioning.	<input type="checkbox"/> Observes tutorials. <input type="checkbox"/> Coaches tutor to monitor student behavior. <input type="checkbox"/> Works with a number of students one-on-one during the period. <input type="checkbox"/> Sometimes models higher-level questioning.	<input type="checkbox"/> Monitors tutorials. <input type="checkbox"/> Coaches students to monitor their own behavior. <input type="checkbox"/> Stays with 1–2 groups the entire period. <input type="checkbox"/> Models higher-level questioning.	<input type="checkbox"/> Coaches students and tutors in the tutorial process. <input type="checkbox"/> Coaches students/tutors to share responsibility for monitoring their own/each other's behavior. <input type="checkbox"/> Rotates to observe each group during the period. <input type="checkbox"/> Models higher-level questioning; validates students who ask higher-level questions.
Tutor	<input type="checkbox"/> Conducts one-on-one homework help sessions. <input type="checkbox"/> Makes copies or completes teacher requests. <input type="checkbox"/> Asks questions and teaches solution to individual students. <input type="checkbox"/> Does not encourage Cornell note-taking during tutorials. <input type="checkbox"/> Insufficient number of tutors <input type="checkbox"/> No tutors	<input type="checkbox"/> Works with more than two groups during the period. <input type="checkbox"/> Stands in front of group while student presenter is seated. <input type="checkbox"/> Asks questions and teaches the solution. <input type="checkbox"/> Monitors students as they take Cornell notes on student questions.	<input type="checkbox"/> Works with 1–2 groups in a period. <input type="checkbox"/> Works with student presenter at board; discusses possible solutions with the group. <input type="checkbox"/> Asks questions and promotes discussion towards a solution. <input type="checkbox"/> Encourages students to take Cornell notes on all student questions.	<input type="checkbox"/> Coaches and works with one group the entire period. <input type="checkbox"/> Sits with the tutorial group and away from the student presenter. <input type="checkbox"/> Facilitates the group and pushes the thinking of all students to a higher level. <input type="checkbox"/> Takes Cornell notes for the student presenter and models Cornell note-taking for the group members.
Student Presenter	<input type="checkbox"/> Works on homework independently, in student pairs, or one-on-one with tutor. <input type="checkbox"/> Focuses on his/her own work. (There is no structured group interaction.) <input type="checkbox"/> Does not write questions in advance. <input type="checkbox"/> Notes are not recorded on the board	<input type="checkbox"/> Works at board one-on-one with tutor/peer as group listens. <input type="checkbox"/> Presents question at board, and then sits with group as tutor teaches the solution to the group. <input type="checkbox"/> May present higher-level questions from core subject areas. <input type="checkbox"/> Records tutor-driven notes at board. <input type="checkbox"/> Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.	<input type="checkbox"/> Works at board presenting his/her own question to group; tutor occasionally is at board with student. <input type="checkbox"/> Listens and records notes at board while group members discuss questions. <input type="checkbox"/> May present higher-level questions from core subject areas. <input type="checkbox"/> Records group thinking at the board.	<input type="checkbox"/> Works at board presenting his/her question to group as tutor takes Cornell notes. <input type="checkbox"/> Shares prior knowledge with group and uses group member questions to assist in working toward a solution. <input type="checkbox"/> Presents higher-level question based on classroom performance in core subject areas. <input type="checkbox"/> Records own and group thinking on board.
Group Members	<input type="checkbox"/> Work on own homework independently or in pairs, with or without tutor. <input type="checkbox"/> Do not take Cornell notes. <input type="checkbox"/> Do not engage in the discussion. <input type="checkbox"/> Seating arrangement does not promote collaboration.	<input type="checkbox"/> Focus on conversations between tutor and student presenter at the board and provide little input. <input type="checkbox"/> Take Cornell notes with tutor/teacher prompting. <input type="checkbox"/> May engage in the discussion. <input type="checkbox"/> Seating arrangements enable some students to listen and collaborate.	<input type="checkbox"/> Discuss questions being presented. <input type="checkbox"/> Take Cornell notes on each student presenter's question. <input type="checkbox"/> Engage in discussion. <input type="checkbox"/> Seating arrangements promote collaboration and discussion between some individuals in the group	<input type="checkbox"/> Take responsibility for pushing the thinking of all students through the use of inquiry. (This promotes shared leadership.) <input type="checkbox"/> Take detailed Cornell notes on each student's question. <input type="checkbox"/> All engage in discussion. <input type="checkbox"/> Engage in a reflection about the learning process used to arrive at solution. <input type="checkbox"/> Seating arrangements promote collaboration and discussion among all members.