

Pacing Chart Check boxes below as lessons are completed and place in the certification evidence folder for Essential 8.2 to document the 16 hours of training.

Content	Handouts	Audience	Time Frame	Individual Activity or Teacher Support Needed
Unit 1: AVID Overview 1.1: The AVID Program <ul style="list-style-type: none"> o Introduction to AVID o AVID Program: Note-taking Guide 	1.1.1 1.1.2	Teacher/Tutor Tutor/Student	30 minutes	Individual
1.2: The Mission of AVID <ul style="list-style-type: none"> o AVID Mission Statement (p. 1) o “Getting the GIST” Activity (p. 2) 	1.2.1	Tutor/Student	30 minutes	Individual
1.3: The Ideal Tutor <ul style="list-style-type: none"> o The Top 10 Characteristics of Ideal Tutors o Cornell Note Activity 	1.3.1 1.3.2	Tutor	45 minutes	Individual
1.4: The Initial Tutor Meeting <ul style="list-style-type: none"> o Suggested Topics for the Initial Tutor Meeting o Initial Tutor Meeting: Cornell Note Activity 	1.4.1 1.4.2	Teacher/Tutor	60 minutes	Teacher support needed
1.5: Expectations <ul style="list-style-type: none"> o Expectations for AVID Tutorial Team Members(Site Tutor Trainer, AVID Teacher, AVID Tutor, AVID Students/Venn Diagram) 	1.5.1	AVID Tutorial Team	60 minutes	Teacher support needed
1.6: AVID Contracts <ul style="list-style-type: none"> o Tutorial Team Member Contracts o AVID Site Tutor Trainer Contract o AVID Elective Teacher Contract o AVID Tutor Contract o AVID Student Agreement/Contract (Middle Level) o AVID Student Agreement/Contract (High School) 	1.6.1 1.6.2 1.6.3 1.6.4 1.6.5 1.6.6	AVID Tut. Team Site Tutor Trainer/Teacher	20 minutes	Teacher support needed

1.7: Questionnaires <ul style="list-style-type: none"> o Tutor Questionnaire o Student Questionnaire 	1.7.1 1.7.2	Tutor	20 minutes	Individual
1.8: Tutorial Process Overview <ul style="list-style-type: none"> o The 10 Steps of the AVID Tutorial Process o Steps in the Tutorial Process o Summarizing: Pyramid 	1.8.1 1.8.2 1.8.3	Tutor/Student	60 minutes	Individual
1.9: Tutorial Process Brainstorming Activity <ul style="list-style-type: none"> o The Ideal AVID Tutor and Student 	1.9.1	Tutor/Student	20 minutes	Individual

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Unit 2: Before the Tutorial 2.1: Agendas/Calendar <ul style="list-style-type: none"> o Before the Tutorial (Steps 1–3) o Helpful Hints for Using a Calendar/Agenda o “Check out My Agenda” Scavenger Hunt (p. 1) o Sample Student Agenda (p. 2) o Is Your Calendar Full? 	2.1.1 2.1.2 2.1.3 2.1.4	Tutor/Student Tutor	45 minutes 15 minutes	Individual Teacher support needed
2.2: Binder Checks <ul style="list-style-type: none"> o The Importance of Your Binder o AVID Binder Review (p. 1) o Binder Check-off Sheet (p. 2) o AVID Binder Check Grading Practice Using AVID Forms o Got P-M-I for Your Binder Check? o AVID Binder Check Using the Classroom Form o Kudos and Critiques o Providing Feedback (Form A): Acceptable Evaluation o Providing Feedback (Form B): Unacceptable Evaluation 	2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.2.6 2.2.7 2.2.8	Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor/Student	5 minutes 15 minutes 45 minutes 30 minutes 30 minutes	Individual Individual Teacher support needed Teacher support needed Individual
2.3: Tutorial Process: Step 1 <ul style="list-style-type: none"> o Step 1: Taking Cornell Notes o Reflection: Prepping for Tutorials 	2.3.1 2.3.2	Tutor/Student	15 minutes	Teacher support needed

2.4: Cornell Notes Activities				
o Cornell Note Practice	2.4.1	Tutor/Student	30 minutes	Individual
o Is There a Short Cut?	2.4.2	Tutor/Student	45 minutes	Individual
o Sample Cornell Notes	2.4.3	Tutor		
o Practice Makes Perfect	2.4.4	Tutor		
o Grading Cornell Notes	2.4.5	Tutor/Student	30 minutes	Teacher support needed
o Cornell Note-Taking Checklist	2.4.6			
o Cornell Notes Rubric	2.4.7			
o Cornell Notes in Your Classroom	2.4.8	Tutor	15 minutes	Teacher support needed

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2.5: Inquiry <ul style="list-style-type: none"> o Three-Story House (Costa's Levels of Questioning) o Vocabulary: Costa's Levels of Thinking and Questioning o Content Specific Questions o POSERS: Photograph Analysis Strategy o Pledge of Allegiance o What's in a Cartoon? o Name That Tune o What Do Inquiring Minds Wanna Know? o Moving on Up: Writing Higher Level Questions o Making the Connections Between Inquiry and Tutorials 	2.5.1 2.5.2 2.5.3 2.5.4 2.5.5 2.5.6 2.5.7 2.5.8 2.5.9 2.5.10	Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor	30 minutes 30 minutes 30 minutes 30 minutes 30 minutes 60 minutes 45 minutes 30 minutes	Individual Individual Individual Individual Individual Teacher support needed Teacher support needed Individual
2.6: Tutorial Process: Step 2 <ul style="list-style-type: none"> o Step 2: Completing the Tutorial Request Form as Homework o Reflection: Questions are Key 	2.6.1 2.6.2	Tutor/Student	15 minutes	Teacher support needed
2.7: Tutorial Request Forms <ul style="list-style-type: none"> o What's In a Tutorial Request Form? o Tutorial Request Form o You Be the Judge! o Tutorial Request Form o Making the Grade! o Student Sample: Tutorial Request Form 	2.7.1 2.7.2 2.7.3 2.7.4 2.7.5 2.7.6	Tutor/Student Tutor/Student Tutor	10 minutes 30 minutes 30 minutes	Individual Teacher support needed Individual

2.8: Tutorial Process: <i>Step 3</i> o Step 3: Preparing for Tutorials in the AVID Classroom o Reflection: Do You Have a Handle on It?	2.8.1 2.8.2	Tutor/Student Tutor	15 minutes	Teacher support needed
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2.9: Collaborative Learning Groups <ul style="list-style-type: none"> o Working With Collaborative Learning Groups o Traditional vs. Collaborative o Flying Solo or in a Group? o Collaborative Group Work Interview o The AVID Brain (Pair-Share Activity) o Learning Style Inventory o More About Learning Styles o Learning Styles Classroom Observation o What Kind of Learner Are You? o Making Connections Between Collaborative Groups and Tutorials Groups 	2.9.1 2.9.2 2.9.3 2.9.4 2.9.5 2.9.6 2.9.7 2.9.8 2.9.9 2.9.10	Tutor Tutor/Student Tutor Tutor/Student Tutor/Student Tutor/Student Tutor/Student Tutor	20 minutes 15 minutes 30 minutes 15 minutes 60 minutes 45 minutes 30 minutes 10 minutes	Individual Individual Teacher support needed Individual Teacher support needed Individual Teacher support needed Individual
Unit 3: During the Tutorial 3.1: Observation and Feedback <ul style="list-style-type: none"> o Key Terminology o AVID Tutorial Observation and Feedback Tool o Tutorial Process Observation Checklist 	3.1.1 3.1.2 3.1.3	Tutor/Student Tutor/Student Teacher/Tutor/Student	30 minutes 45 minutes	Teacher support needed Teacher support needed

3.2: Effective Tutorials				
o Using the P-Q-R-S-T Technique	3.2.1	Tutor/Student	45 minutes	Individual
o Guidelines for Effective Tutorials	3.2.2			
o Share One/Get One	3.2.3	Tutor/Student	30 minutes	Teacher support needed
o Using "I" Messages	3.2.4	Tutor	30 minutes	Individual
o Tutorial Group Norms	3.2.5	Tutor/Student	45 minutes	Teacher support needed
3.3: Tutorial Process: <i>Step 4</i>				
o Step 4: Dividing into Tutorial Groups	3.3.1	Teacher/Tutor	15 minutes	Teacher support needed
o Reflection: Get it Together!	3.3.2	Tutor	15 minutes	Teacher support needed

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3.4: Setting up the Tutorial <ul style="list-style-type: none"> o Seating Arrangements o T-Chart/T-List 	3.4.1 3.4.2	Tutor	30 minutes	Individual
<ul style="list-style-type: none"> o Just Draw It! 	3.4.3	Tutor	15 minutes	Individual
3.5: Collaborative Work <ul style="list-style-type: none"> o Let's Collaborate! (Group Activity) o Reflection: Let's Collaborate! 	3.5.1 3.5.2	Tutor/Student	60 minutes	Teacher support needed
3.6: Tutorial Process: Step 5 <ul style="list-style-type: none"> o Step 5: Beginning the Tutorial Session o Reflection: Observing and Questioning 	3.6.1 3.6.2	Teacher/Tutor Tutor	15 minutes	Teacher support needed
3.7: Presenting and Questioning <ul style="list-style-type: none"> o How to Present A Question o Observation Form 	3.7.1 3.7.2	Tutor/Student	45 minutes	Teacher support needed
<ul style="list-style-type: none"> o Using Tutorial Question Stems o Using the Inquiry Process in Tutorials 	3.7.3 3.7.4	Tutor/Student	30 minutes	Individual
3.8: Tutorial Process: Step 6 <ul style="list-style-type: none"> o Step 6: Checking for Understanding o Reflection: Get It? Got It? Good! 	3.8.1 3.8.2	Teacher/Tutor Tutor	15 minutes	Teacher support needed
3.9: Tutorial Process: Step 7 <ul style="list-style-type: none"> o Step 7: Repeating the Inquiry Process for All o Reflection: How Do You Keep It All Going? 	3.9.1 3.9.2	Teacher/Tutor Tutor	15 minutes	Teacher support needed

3.10: More Tutorial Essentials				
o Writing Higher-level Questions Flowchart	3.10.1	Teacher/Tutor/Stud.	15 minutes	Teacher support needed
o Tutorial Question Analysis	3.10.2	TeacherTutor/Stud.	45 minutes	Teacher support needed
o Goals for AVID Tutorials	3.10.3	Tutor/Student	30 minutes	Teacher support needed
o Evaluating Student Performance	3.10.4	Tutor	45 minutes	Teacher support needed
o Written Feedback—Letter to Student	3.10.5	Tutor	15 minutes	Individual
3.11: AVID Tutorial Make-ups				
o Suggested Tutorial Make-up Activities	3.11.1	Teacher	15 minutes	Individual

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3.12: Determining Area(s) of Greatest Need <ul style="list-style-type: none"> o Grade/Tutorial Analysis Activity (Background and Student Sample) o Grade/Tutorial Analysis (Part A) o Grade/Tutorial Analysis (Part B) o Grade/Tutorial Analysis (Part C) 	3.12.1	Teacher/Tutor/Student	20 minutes 45 minutes 45 minutes 45 minutes	Teacher support needed Teacher support needed
Unit 4: After the Tutorial 4.1: Tutorial Process: Step 8 <ul style="list-style-type: none"> o Step 8: Reflecting on Your Learning o Reflection: Checking Your Checking? 	4.1.1 4.1.2	Teacher/Tutor Tutor/Student	15 minutes	Teacher support needed
4.2: Reflections <ul style="list-style-type: none"> o Think About It o Reflective Learning Log o Higher-Level Reflections 	4.2.1 4.2.2 4.2.3	Teacher/Tutor Student Tutor/Student	15 minutes 15 minutes 20 minutes	Individual Individual Individual
4.3: Tutorial Process: Step 9 <ul style="list-style-type: none"> o Step 9: Providing and Receiving Tutorial Feedback o Reflection: It's Almost Curtains! 	4.3.1 4.3.2	Tutor/Student Teacher/Tutor	15 minutes	Teacher support needed

5.4: Coaching the Student Presenter				
o The Student Presenter's Role in Tutorials	5.4.1	AVID Tutorial Team	5 minutes	Teacher support needed
o Student Presenter Reflection	5.4.2	Student	25 minutes	Teacher support needed

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5.5: Coaching the Group Member <ul style="list-style-type: none"> o The Group Member's Role in Tutorials o Group Member Reflection o Group Member Observation (p. 1) o Tutorial Process Observation Check Sheet (p. 2) o Reflection: Tutorial Process Observation (p. 3) o Tutorial Process Observation Debrief (p. 4) o Monthly Group Goal Setting Sheet 	5.5.1 5.5.2 5.5.3 5.5.4	AVID Tutorial Team Student AVID Tutorial Team Tutor/Student	25 minutes 5 minutes 45 minutes	Teacher support needed Teacher support needed Teacher support needed

<p>5.6: Family Involvement</p> <ul style="list-style-type: none"> o Family Involvement o Dinner Table Talk for Families (English) o Dinner Table Talk for Families (Spanish) 	<p>5.6.1</p> <p>5.6.2</p> <p>5.6.3</p>	<p>Site Tutor Trainer/Teacher</p> <p>Site Tutor Trainer/Teacher/Student</p>	<p>30 minutes</p> <p>60 minutes</p>	<p>Teacher support needed</p> <p>Teacher support needed</p>
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