Department: Electives

Course Title: Advancement Via Individual Determination (AVID) Tutor

Course Number: 1950

Grade Level: 11-12

Prerequisite: Approval from the AVID Site Team. Success with a grade of B or higher in Advanced, Advanced Placement, or college level classes in the areas of English, math, science and history. Student(s) must be able to lead group inquiry sessions, grade tutorial sessions, and demonstrate a level of maturity when working with underclassmen.

Length of Course: Semester or Year (Year is preferred)

Course Description: This course may be taken multiple times for credit.

I   Goals

The student will:

    A. Lead tutorial sessions

    B. Establish with students a rapport that is friendly, but not familiar

    C. Serve as role models for students

    D. Embrace wholeheartedly the philosophy of the AVID program

    E. Keep the AVID coordinator and elective teachers informed of student(s) progress

    F. Keep the AVID coordinator and elective teachers informed of interactions with students

    G. Be flexible in working with different people on different jobs in a variety of subject areas

    H. Support both the needs of students and the needs of the AVID coordinator and elective teachers

    I. Immediately inform the coordinator if they have made a mistake or had a problem in working with a student or a teacher

J.   Work with all students in the class.

K.   Commit themselves to the long-term nature of the program and be dependable

L.   Develop skills for future career opportunities

II   Outline of Content for Major Areas of Study
a. Costa's levels of questioning

   1. Understanding and knowledge of the levels

   2. Use of higher level questioning with the AVID students during tutorial

   3. Analysis of students' questions brought to tutorial

   4. Analysis of students' use of higher level thinking/questioning during tutorial

b. Tutorial techniques and collaboration model-based on AVID methodologies

   1.   Asking questions, versus providing answers

   2.   Encouraging students to work 'as a team' to solve their questions

   3.   Encouraging students to fully understand their work, not just 'get the answer'

c. Leadership skills-based on AVID methodologies

   1.   Acting as a role model for the AVID students

   2.   Leading tutorial sessions

   3.   Analysis and evaluation of student performance during tutorial sessions

III   Accountability Determinants
a. Consistent attendance

b. Daily assessments by AVID elective teachers of ability to lead and guide
    students during tutorial sessions

c. Mid-semester, and semester end formal evaluations

IV   Required Text(s)

Swanson, Mary Catherine et. Al. *The AVID High School Libraries*, San Diego,
CA, The AVID Center, 1996.

V   Supplementary Materials

None