

Bell Work: My Story

- Before we begin, please take a few moments to write about one of the following topics:
 - 1) your favorite place (where you grew up, visited, dreamed of going)
 - 2) something that makes you excited (food, music, colors, etc)
- Remember, this is your story, exclusive to you!

Equity and College Readiness: The AVID Approach



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The Participants Will...

- Understand the AVID System
- Practice using Cornell Notes
- View recent data and research
- Understand ELCR (English Language College Readiness)
- Practice CRT (Culturally Relevant Teaching)
- Use strategies to support ALL students

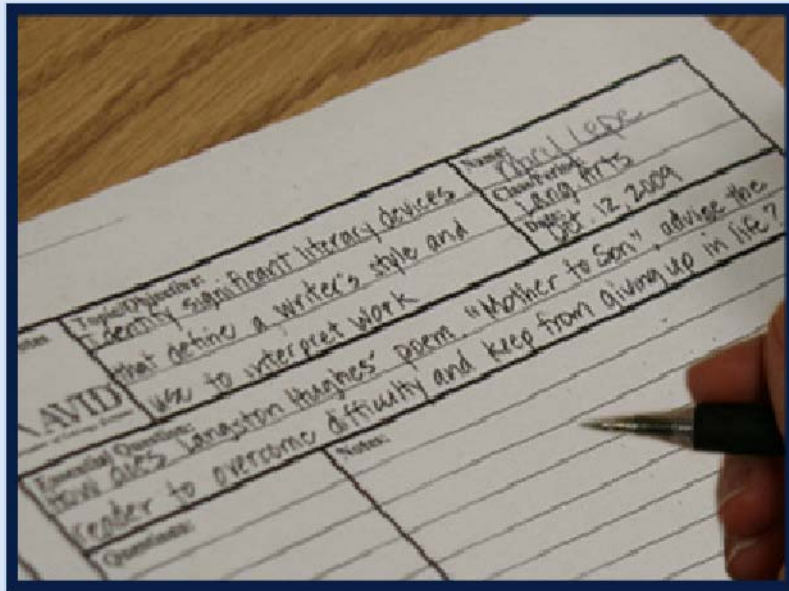
Focused Note-Taking

The form is titled 'Focused Note-Taking' and features the AVID logo in the top left corner. It includes fields for 'Class/Period' and 'Date' at the top right. Below these is a section for 'Essential Question'. The main body of the form is divided into two columns: 'Questions' on the left and 'Notes' on the right, both with horizontal lines for writing. At the bottom, there is a 'Summary' section with horizontal lines.

- C REATE FORMAT
- O RGANIZE NOTES
- R EVIEW & REVISE
- N OTE KEY IDEAS
- E XCHANGE IDEAS
- L INK LEARNING
- L EARNING TOOL

- W RITTEN FEEDBACK
- A DDRESS FEEDBACK
- Y OUR REFLECTION

1- Create Format



Essential Question:
How does the
AVID system provide
equity and support
for
college readiness?

2 - Organize Notes

- Listen and take notes in your own words.
- Paraphrase what you hear.
- Skip lines between ideas.
- Abbreviate.
- Use symbols.
- Write in phrases.
- Use bullets/lists.
- Recognize cues.

Cornell Notes	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
What is the significance of the speaker in the poem?	<u>1. Speaker -</u> <u>voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown</u> or <u>specific</u> (like character)	
How does a poet's choice of speaker affect the mood/meaning of a poem?	<u>Impt.</u> - Poet's <u>choice of speaker</u> - <u>contributes to the poem's mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view</u> regarding same	

What is AVID?

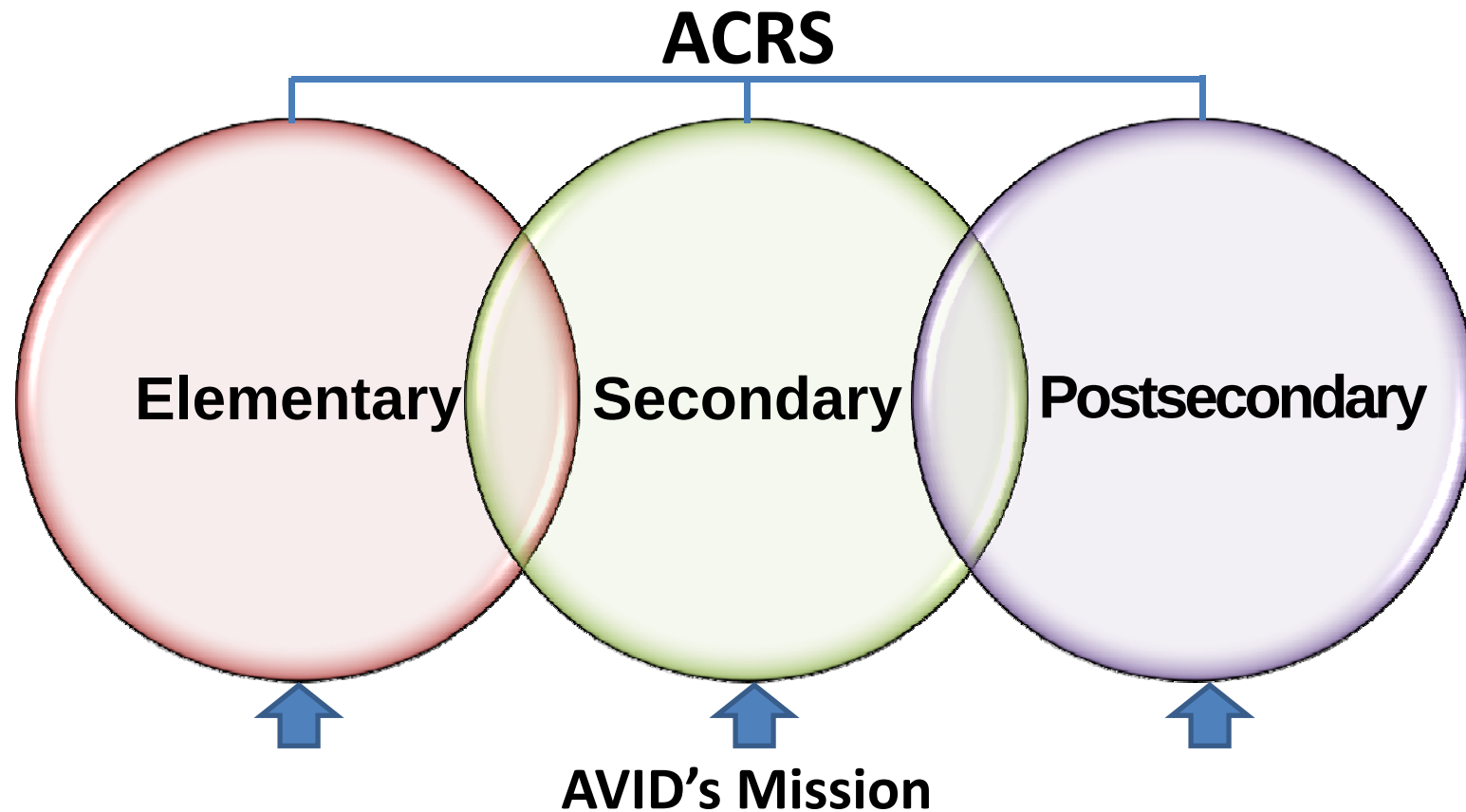
- A structured **college preparatory system** working directly with schools and districts
- A **direct support** structure for first-generation college goers, grades 4-16
- A **schoolwide approach** to curriculum and rigor



What is AVID?

- **A non-profit, college readiness system**
- A support structure for typically **low-income, underserved students**
- For **elementary through postsecondary** grade levels
- **A schoolwide approach** to rigorous curriculum
- **Professional development** for educators

The AVID College Readiness System



*AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.*

What is the AVID Environment?

- **A regularly scheduled academic elective class for AVID Students**
- **Rigorous curriculum required for all students**
- **Trained college tutors for the AVID academic elective**
- **An interdisciplinary AVID site team**
- **Parent workshops focusing on academic support and college awareness**
- **Professional development focusing on AVID methodologies of writing, inquiry, collaboration, and critical reading – WICR**
- **District, regional, and state support**

READING

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

ORGANIZATION

- Binders and Organizational Tools
- Calendars, Planners, and Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials and Study Groups
- Project Planning and SMART Goals

WRITING

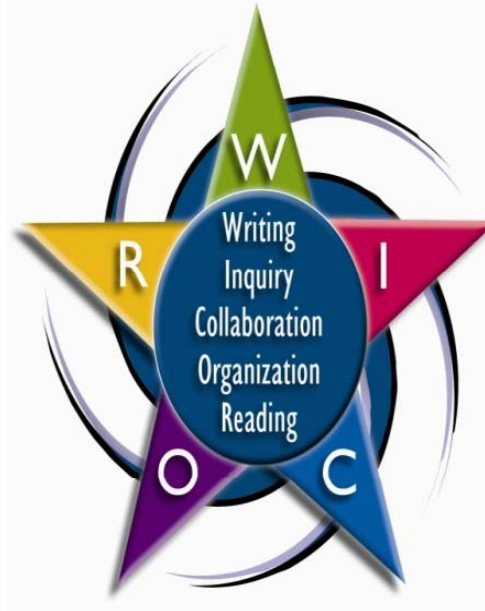
- Cornell Note-Taking
- Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

INQUIRY

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects



AVID's Eleven Essentials

Implementing AVID

- 1. Student Selection
- 2. Voluntary Participation
- 3. AVID Elective During School

The AVID Elective

- 4. Rigorous Curriculum
- 5. Reading and Writing Curriculum
- 6. Inquiry Emphasis
- 7. Collaboration
- 8. Trained Tutors

Supporting AVID

- 9. Data Collection & Analysis
- 10. Resource Commitment
- 11. Active Interdisciplinary Site Team

People Like Me

Who are the AVID
Students?

Quick Write

- Write to reflect about the connection between *People Like Me* and the students you work with.

A sample week in the AVID Elective

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for block schedule		

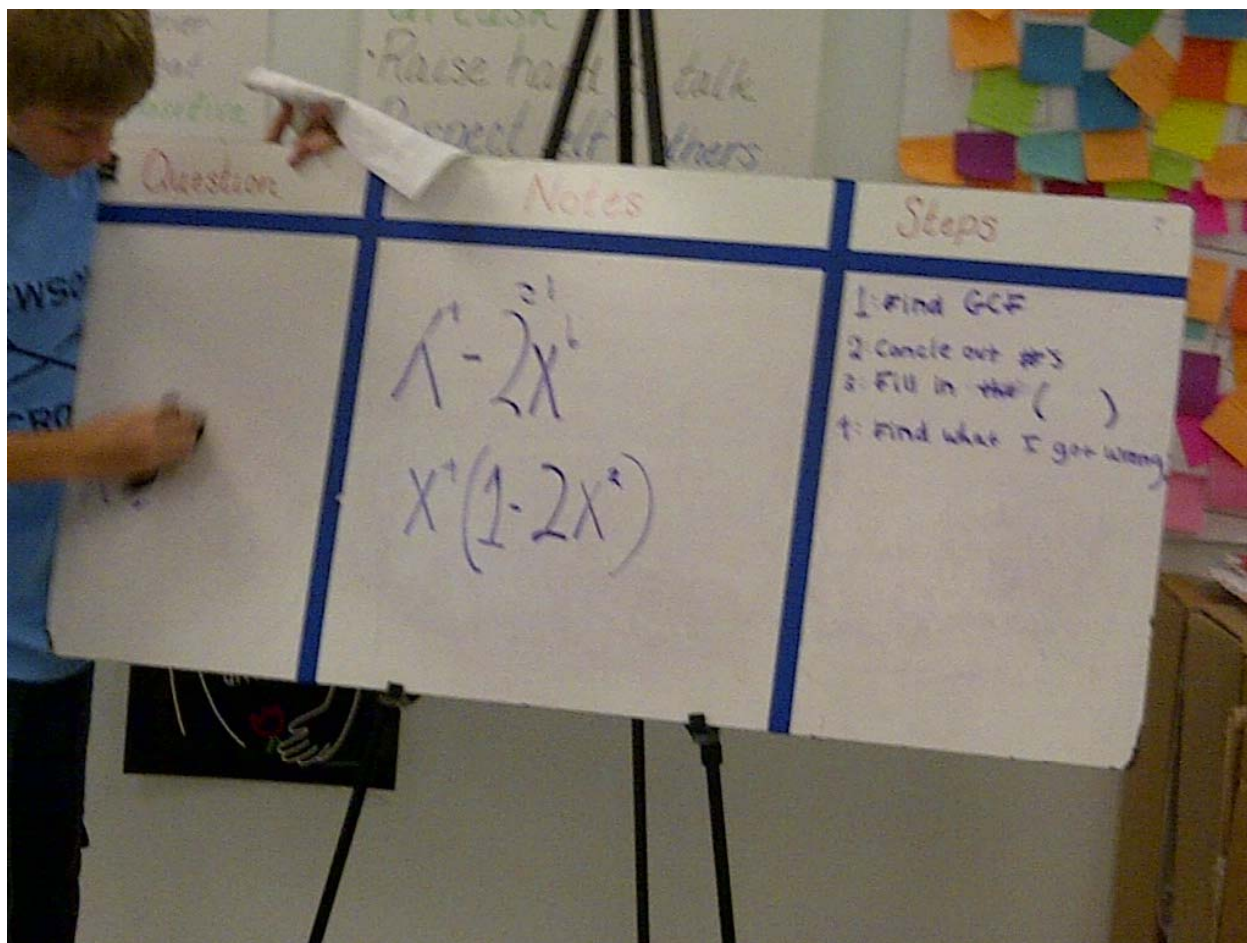
Curriculum:

- Writing
- College and Careers
- Strategies for Success
- Critical Reading

Tutorials:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars

Tutorial Support for Rigorous Courses



More than 30 years of success

In just over 30 years, AVID has become one of the most successful college-preparatory programs for low-income, underserved students, and today reaches more than **425,000 students** in approximately **4,800 schools** in **48 states** and **16 other countries/territories**.

Since 1990, more than 110,000 AVID students have graduated from high school and planned to attend college.

Barriers

What are the barriers for low-income students, bilingual and those who are the first in their families to attend college?

- Teacher and school perceptions
- Family fears/lack of resources
- The peer group
- Lack of academic preparation
- "The Hidden Curriculum"
- Increased competition for college spaces



The Challenge

Low Expectations:

- ❑ 71% of students plan to attend college
- ❑ 32% of teachers expect their students to attend college
- ❑ 51% of parents believe their children will attend college

Research: What have we learned?

- Rigorous courses matter most
 - (Adelman, U.S. Dept. of Ed, others)
- Socioeconomic status can be removed as a factor
 - (Adelman, Mehan)
- Support, both academic and social, is vital
 - (Mehan, Watt, Treisman)
- Schoolwide achievement follows a college prep focus
 - (Watt)
- 70% of U.S. grads start postsecondary education; only 50% complete four-year college and universities
 - (National Commission on the Senior Year)

Meeting the challenge

- Develop as **readers and writers**
- Develop deep **content knowledge**
- Know content specific **strategies** for reading, writing, thinking, and talking
- Develop **habits, skills, and behaviors** to use knowledge and skills



Why does AVID work?

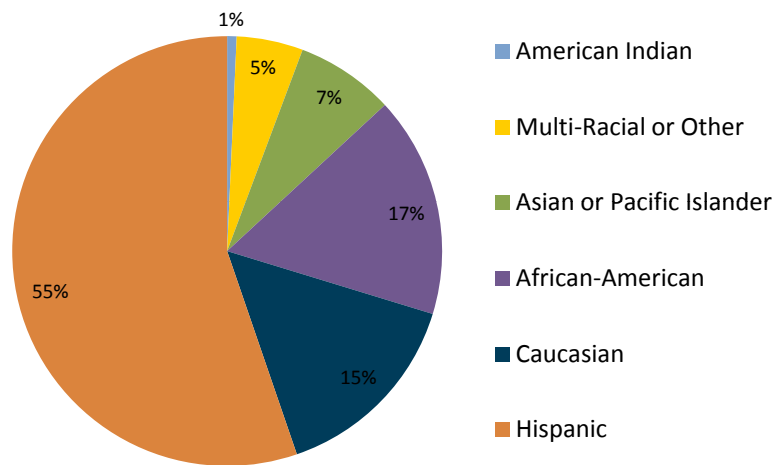
- Places AVID students in rigorous curriculum and gives them the support to achieve
- Provides the explicit “hidden curriculum” of schools
- Provides a team of students for positive peer identification
- Redefines the teacher’s role as that of student advocate

AVID Graduates

- 91.3 percent plan to enroll in a college or university
 - 58.3 percent plan to enroll in a four-year university
 - 33.0 percent to enroll in a two-year college

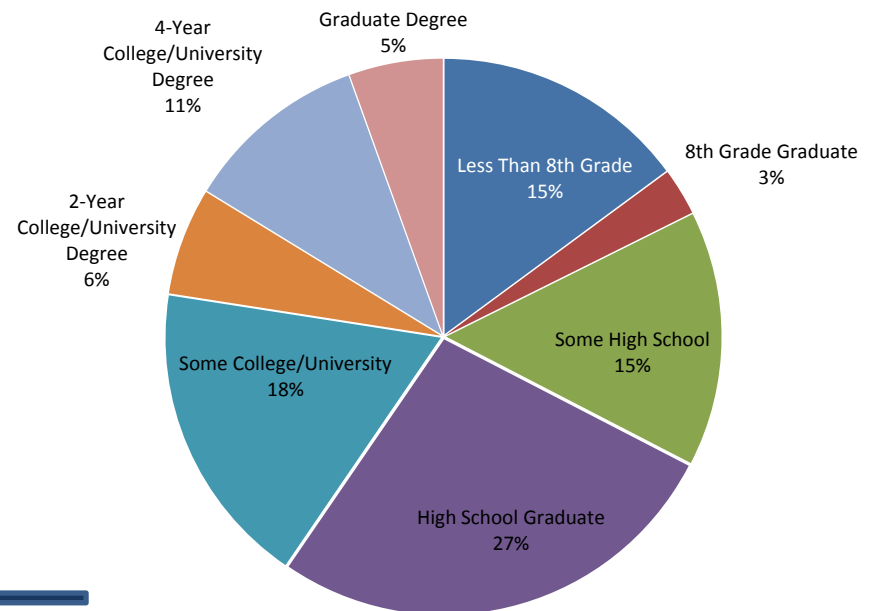
Demographics: 2011 AVID seniors

Ethnicity



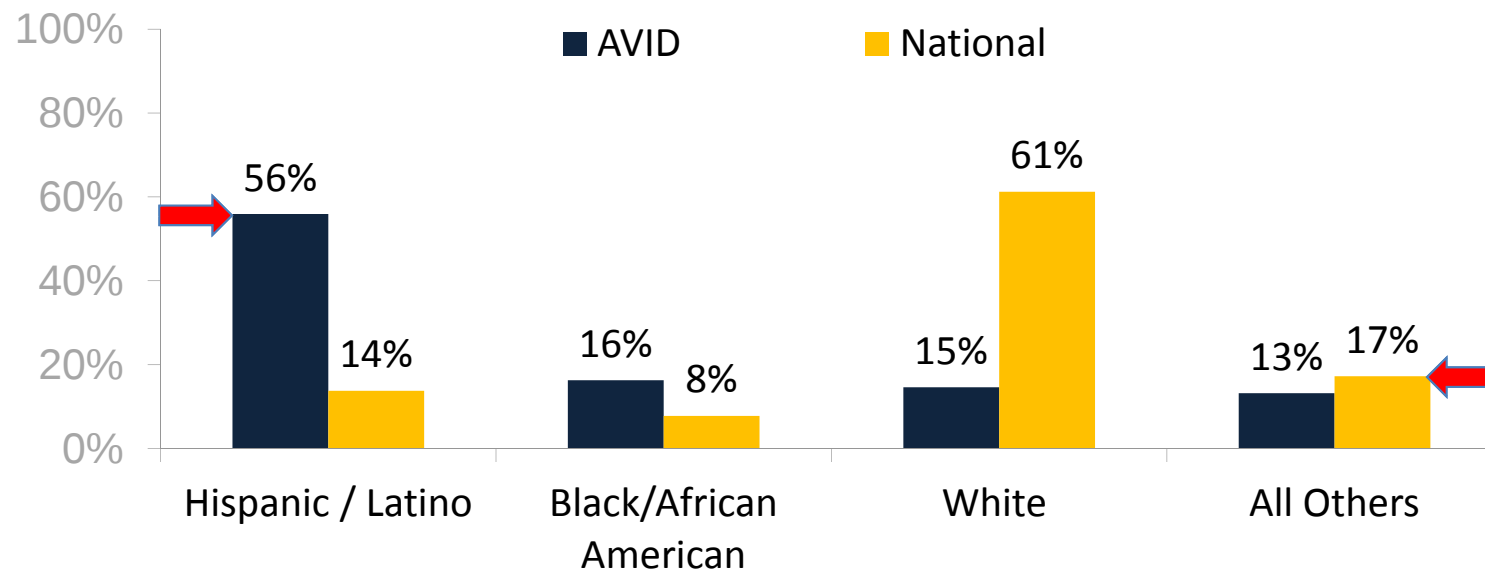
69% qualify for free and reduced-price lunch

Parent's Highest Level of Education



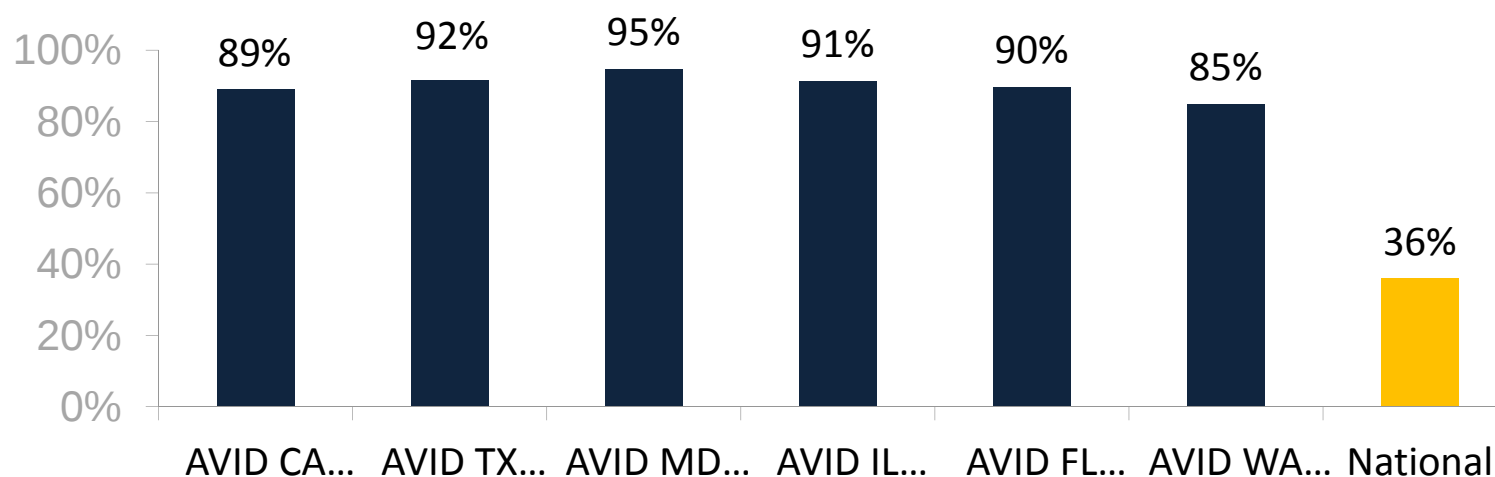
Ethnic breakdown of AP[®] test-takers

The rate of Latinos taking AP exams is over *four times higher* among AVID students than among U.S. students overall.



Completing college-entrance requirements

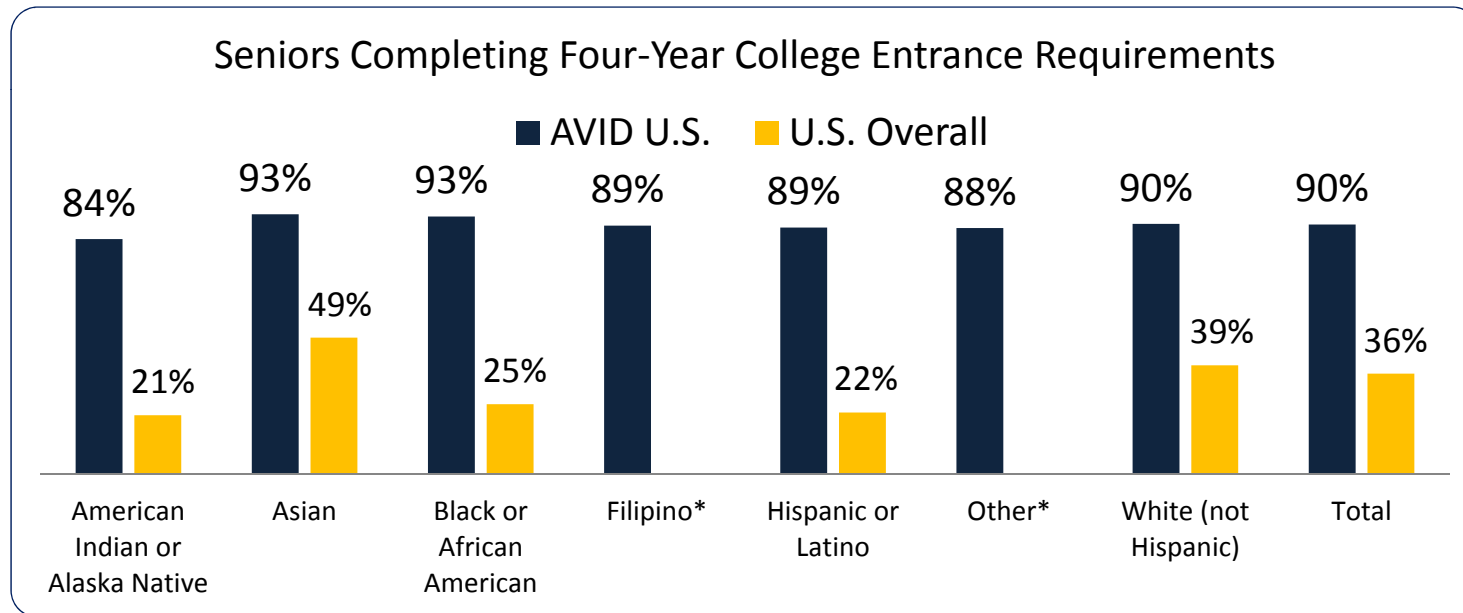
AVID students complete four-year college entrance requirements at a rate at least *two times higher* than the national rate.



AVID Senior Data Collection 2010-2011, AVID CA n = 15522; AVID TX n = 3923; AVID NC n = 709; AVID IL n = 1307; AVID FL n = 1117
COMPARATOR: U.S. Overall: The Manhattan Institute for Policy Research, Center for Civic Innovation, Education Working Paper No. 8 February 2005, Jay P. Greene and Marcus A. Winters

AVID closes the achievement gap

All racial groups complete four-year college entrance requirements at a rate of 84% or higher



AVID Center. AVID Senior Data Collection. Study of 27,891 AVID Seniors, [Electronic Database]. (2010 - 2011).

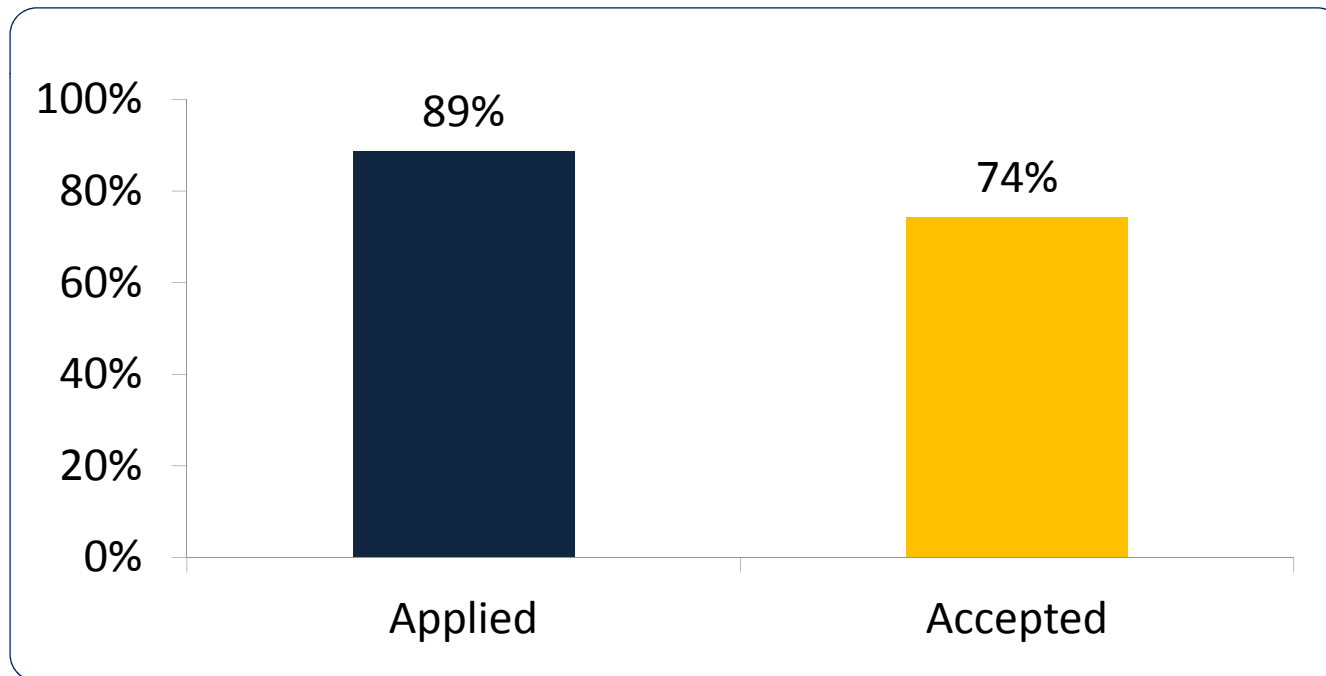
Manhattan Institute, Education Working Paper 3. 2003. Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S."

*(Filipino and Other not classified in Manhattan Institute study.)

National data represents the most current comprehensive data available

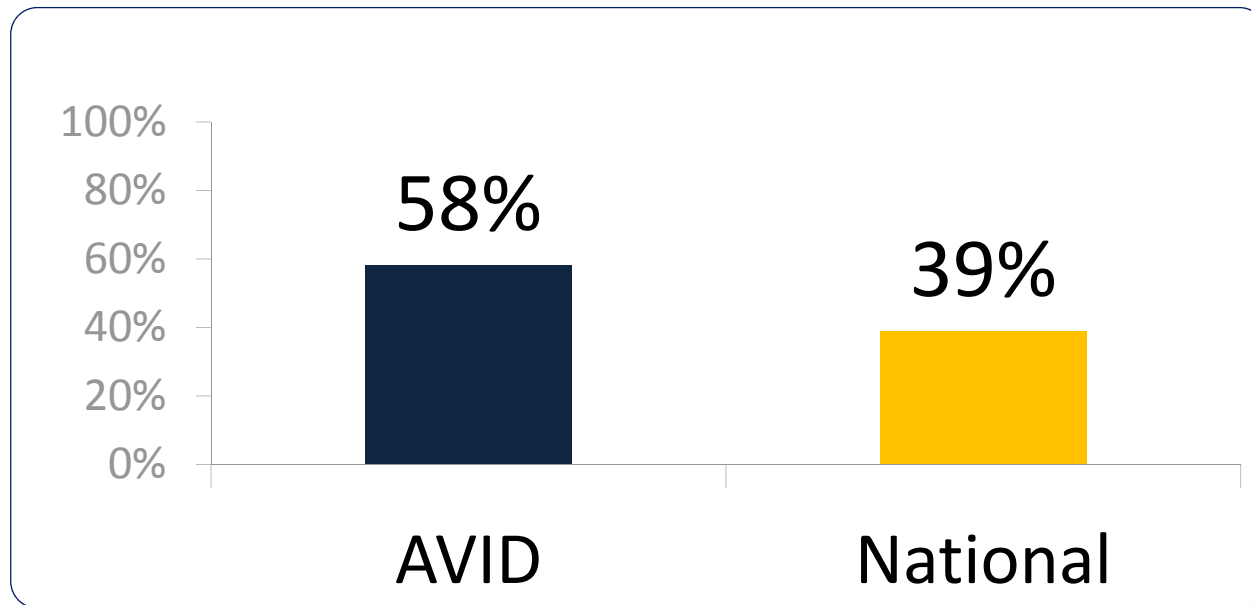
Getting accepted to 4-year colleges

***Almost 3 out of 4 AVID graduates
were accepted to a four-year college.***



Eighth graders taking algebra

The number of AVID 8th graders enrolled in Algebra is *almost 50% higher* than the national average.



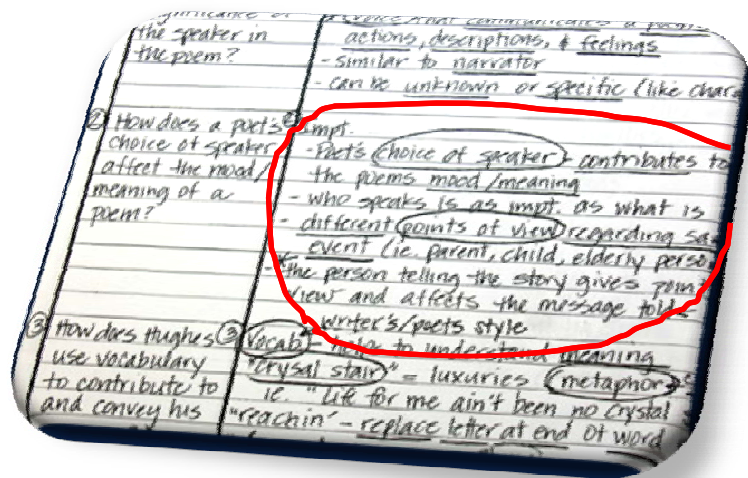
AVID General Data Collection 2010-2011, 8th graders enrolled in AVID, n = 65,835
COMPARATOR: National Center for Educational Statistics (NCES), Early Childhood Longitudinal Study, 2007
<http://nces.ed.gov/pubs2010/2010016.pdf>

3- Review & Revise Notes ...

Cornell Notes  Provider of College Success	Topic/Objective: Solving <u>Systems of Equations</u> (SoE)	Name: Class/Period: Alg. 1, 20 Date: Oct. 12, 2009
Essential Question: How do you solve (SoE) by substitution? <i>> solution will be an ordered pair</i>		
Questions:	Notes System of linear equations (SoE) - 2 or more linear equations in the same variables Steps to solving by (sub): <i>if possible</i> 1. Solve 1 eq. for its variable w/ coeff. of 1 or -1 2. Sub the expression from step 1 into other eq. 3. Solve that eq. to get value of 1st var. 4. Sub value of 1st var. into original eq. & solve for 2nd var. 5. Write the values from #3 & #4 as an ordered pair Check? Ex. Solve $y = 3x + 2$ (Eq. #1) $x + 2y = 11$ (Eq. #2) Step 1 $y = 3x + 2$ ← Eq. 1 already solved for y $x + 2y = 11$	
Summary:		

- Reread
- Note Key Ideas
- Exchange Ideas
- Generate questions

4 - Note Key Ideas

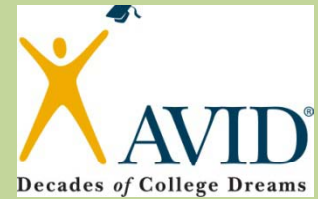


- Identify first “chunk” or “big idea” of the notes.
- Write a question about the main idea of that “chunk” on LEFT.
- Repeat until all “chunks” are identified with corresponding questions.

English Learner College Readiness



AVID's ELL Initiative



AVID Mission

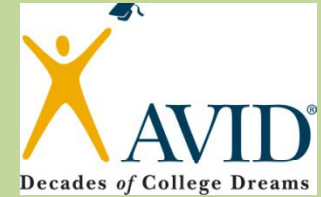
AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.



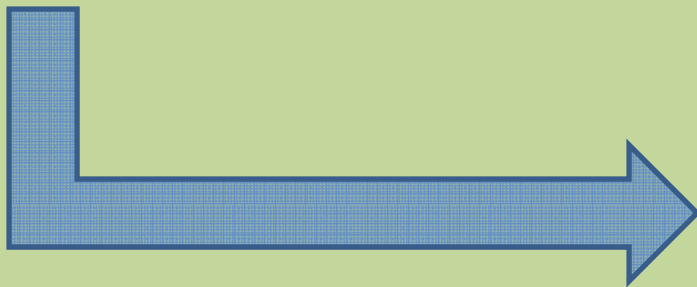
ELL Mission

To ensure that English learner students, especially **long-term** ELL's, have full access to **AVID and college-preparatory coursework.**

Why long-term ELLs?

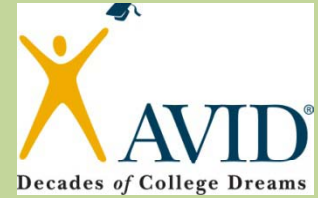


- Most “stuck” subgroup
- Require specific support



- Acceleration
- Access
- Explicit instruction
- Re-engagement
- Relationships
- Role models & “Believers”

What are characteristics of long-term ELLs?



Designated ELL for 6-7 years; appear “stuck”

Most born in U.S. and attended all U.S. schools

Orally fluent in English (deceiving!)--BICS

Reading and writing below grade level—lack CALP

Insufficient literacy in primary language; may use an informal version of their primary language

Often disengaged with school; work to stay “invisible”

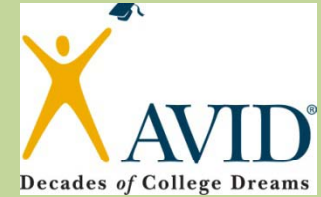
(From California Tomorrow)

**Middle school, pre-AVID program
designed to interrupt the path to long-
term ELL status, accelerate language
acquisition, and put on track to AVID
and college preparatory coursework**

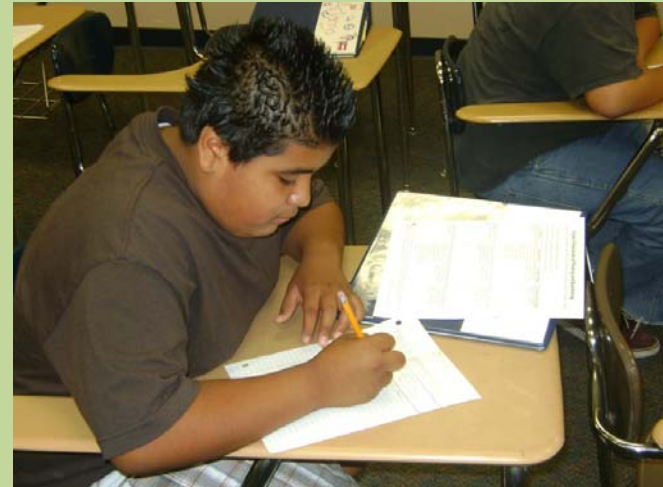
ELCR Middle School Goal



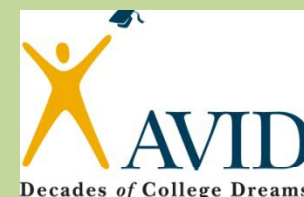
ELCR Student Profile



- ***US Schools:*** 4 years or more (as of 6th grade)—on the way to long-term ELL status
- ***English Language Proficiency Exam:*** Overall intermediate and early advanced
- ***ELA Standards Test:*** Below proficient (or on the bubble)



- ***College Aspirations:*** Interested in going to college; desire to achieve
- ***ELA Courses:*** Usually scheduled for general ed. ELA courses (vs. ELD)



English Learner College Readiness (ELCR)

Middle school “pre-AVID” English language development program for intermediate ELLs to **accelerate academic language acquisition and entrance to AVID and college preparatory course work**

Bi-literacy

Explore how heritage language courses can be available to students as pathway to **bi-literacy & AP language in high school**

Family Connection

Workshops available for **families to build academic language together and support college readiness**

AVID Family

ELCR is part of AVID “family”—collaboration is encouraged

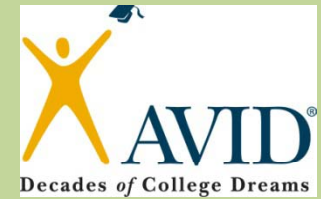
Summer & Yearlong Course Sequence (AVID Excel)

Language development courses with **AVID “overlay”** starting summer between **6th & 7th grades** and continuing through **summer between 8th & 9th**, including **7th grade yearlong elective & 8th grade yearlong elective**—leads to 9th grade AVID

Professional Learning

Content area and AVID Excel teachers receive 2 years of targeted PL and work together to plan instruction that supports academic language building and student achievement

English Learner College Readiness



AVID Excel Course Sequence

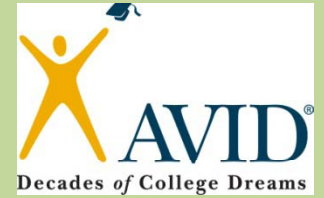


7th & 8th grade summers include community-based experiences

Common “Strands”

- Reading
- Writing
- Oral Language
- Academic Vocabulary
- Study Skills
- Self-determination/Leadership

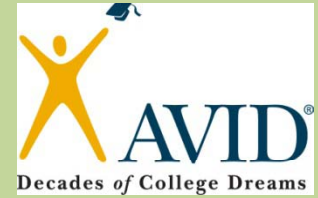
English Learner College Readiness AVID Excel Course Sequence



KEY FOCUS:

Academic language building with
AVID strategies for support

English Learner College Readiness AVID Excel Course Sequence

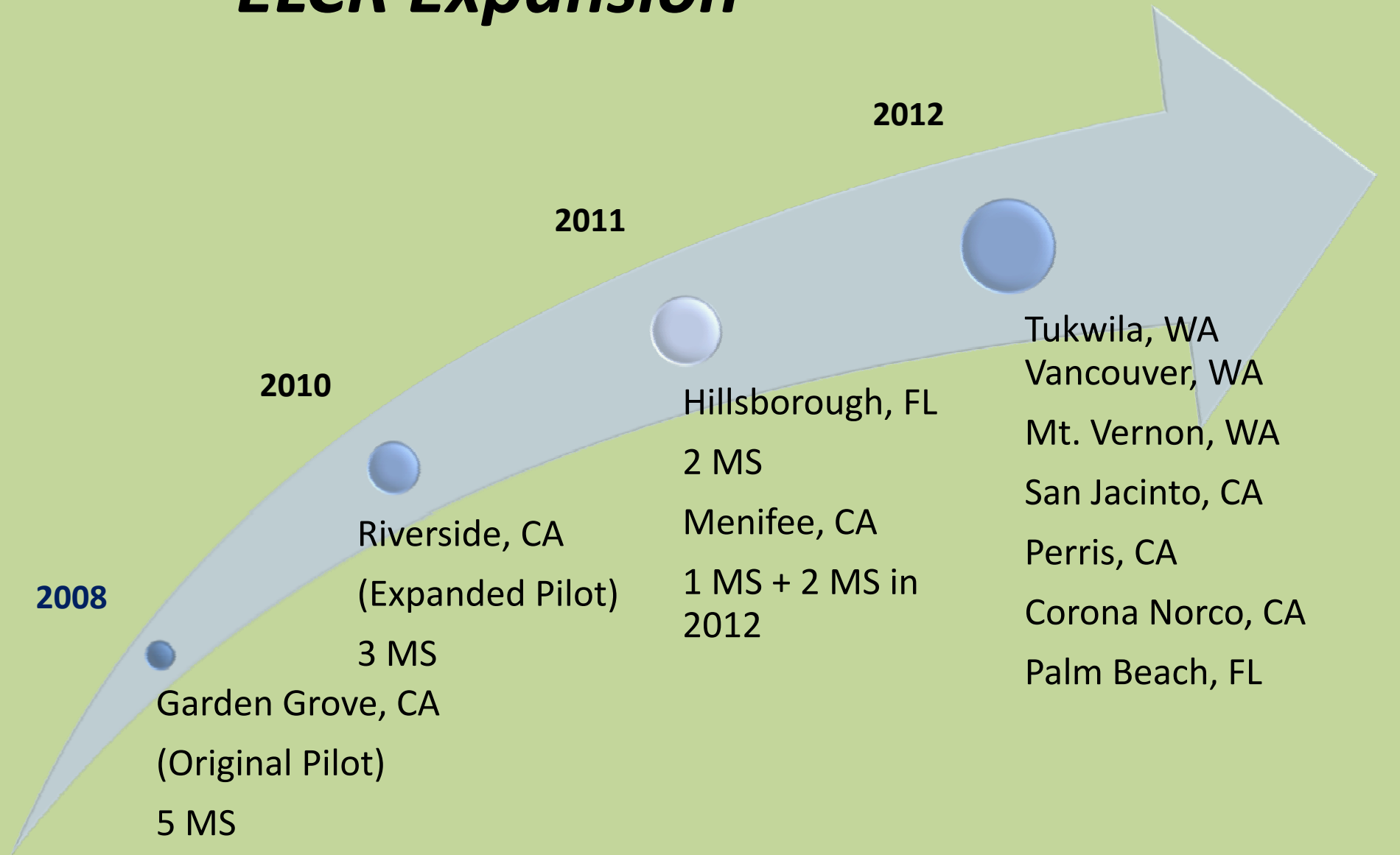


What It's Not:

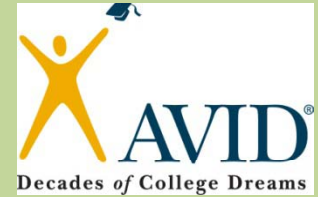
An AVID class for ELL students

- Is not part of AVID certification
- Primary focus is LANGUAGE first

ELCR Expansion



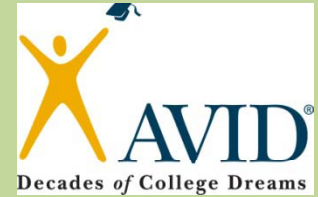
Preliminary research (CA pilot sites) shows...



- Increased motivation, resilience, engagement, & academic risk-taking
- Increased oral language use in formal register
- College preparatory course enrollment in HS
- AVID elective acceptance in HS
- Fewer D's & F's (based on comparison group)
- Accelerated movement on CELDT (CA English Language Development Test)
- Increase in performance levels on CST ELA (CA Standards Test)

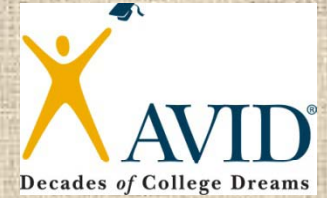
...longitudinal data will give us ELL redesignation rate; HS graduation rate; college preparatory course completion; college application and acceptance rate

Appropriate Districts for ELCR



- Underachieving long-term ELL subgroup
- Strong AVID reputation & feeder pattern (middle level to high school)
- Commitment to college readiness for ELL students
- Resources for curriculum, professional development, summer courses, tutors (Title I, III, EIA funds, & grants)
- ELCR District Leader designated (for coaching & program oversight)

Table Talk



- What did you learn about ECLR?
- What impact would ELCR have on your schools?

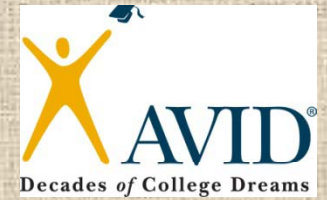


- Culturally Relevant Teaching means that teachers create a bridge between home and school, while still meeting expectations of the district. It uses the background, knowledge and experience of the students to inform lessons and methods.

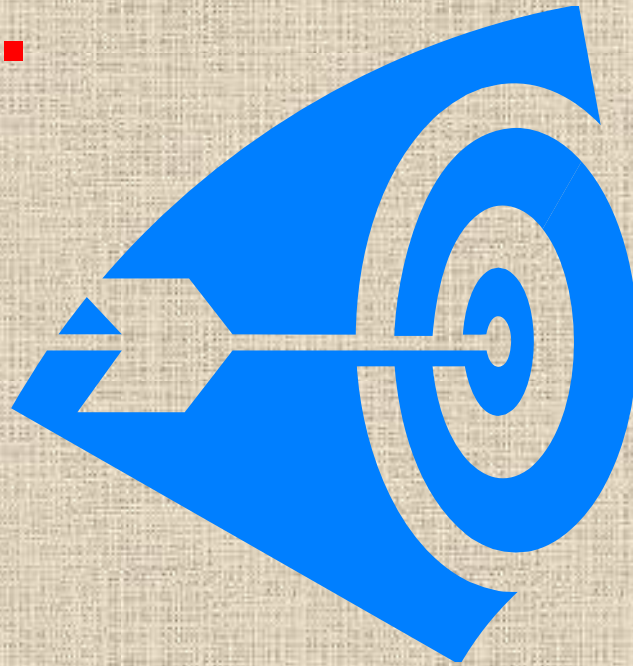


Culturally Responsive Teaching (G. Gay) is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. It teaches to the strengths of the students.

•What is your perception of equity?

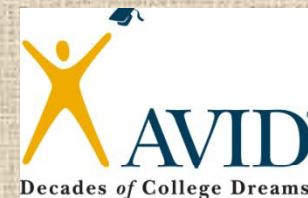


**Equity is moving
students from different
places to common
places.**



**Equity Is
NOT Equal**

Infusing Culture Across Content Areas



Math

- Charts, Graphs and Statistical Information on the gender, ethnicity, religions, holiday traditions, languages spoken, or daily activities.
- Menu Math
- Word Problems

Science

- Scientist and their contributions
- Animals and their habitats
- Climate
- Simple Machines and their use in different countries
- Biomes
- Topographic and weather maps
- Adapters and voltages

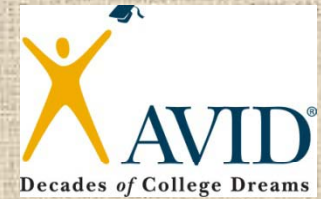
Social Studies

- Compare and contrast cultures to that of American Culture.
- Country Reports through research (Culture Grams)
- Holidays around the World
- Holocaust

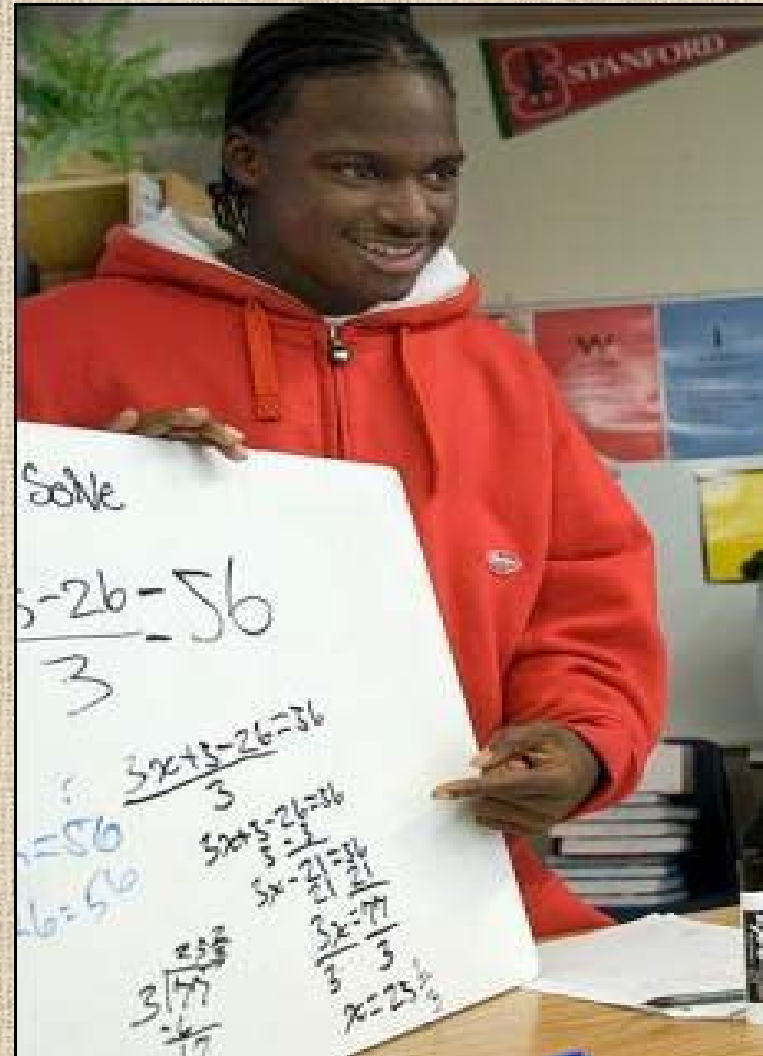
Language Arts/Reading

- Literature
- Podcasts/Skype with Authors from different countries
- Thematic units infusing culture
- Language Registers/Code-Switching

AVID and Rigorous Courses



- The students in rigorous courses should reflect the demographics of your school.
- Diversity of ethnicity and
- gender should be in all
- classes and assignments.
- What do your classrooms reflect?
- Rigor + Support = Success

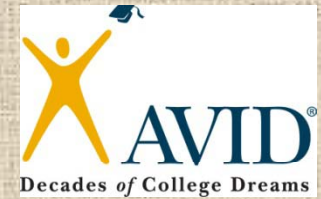




**My teachers respect me, for who I am,
where I come from, and where I am
going.**

Brandon Cobb

What Is the Most Powerful Influence?



“When students, the ultimate consumer of quality teaching, are asked what this means to them, they are unequivocal in their answer; a caring teacher who accepts ‘no excuses’ and who refuses to let them fail!”

Closing the Achievement Gap: A Vision For Changing Beliefs and Practices, 2006

- ***It is about Relational Capacity***

6 – Link Learning

- Review notes.
- Synthesize and combine main ideas.
- Address the Essential Question.
- Link the answers from the questions on the left.

Cornell Notes  AVID Decades of College Dreams		Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Lang. Arts Class/Period: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?			
Questions:		Notes:	
① What is the significance of the speaker in the poem?		① <u>Speaker</u> - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be <u>unknown</u> or <u>specific</u> (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?		② <u>Impt.</u> - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) * the person telling the story gives point of view and affects the message told ← P.O.V.	
③ How does Hughes use vocabulary to contribute to and convey his message?		③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (metaphor) compares 2 things ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) " 'cause" = because → slang var. lang. used by group speech act.	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."			

Is College the Answer?

“AVID is by far one of the greatest things to happen to the educational system...As far as getting students to college, I don’t think that needs to be the objective. The objective is to give kids the tools so that they can love learning, so that they respect books and knowledge.”

- Victor Villaseñor

AVID Parent

Pulitzer Prize Nominee

Contact Information

Kelley Zulueta:

kzulueta@avidcenter.org

Liza Ferreira

