Advancement Via Individual Determination (AVID), Level II

PEIMS Code: N1290002

Abbreviation: AVID2

Grade Level(s): 10-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Advancement Via Individual Determination (AVID) is a series of courses that prepare students for college readiness and success. Students receive instruction using a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own student agency, giving students voice and often choice in how they learn.

AVID II students refine the AVID strategies to meet their independent needs and learning styles. Students continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school and community involvement, they refine their time management and study skills accordingly. Students expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis focuses on specific strategies to understand complex texts. Lastly, students narrow down their college and careers of interest based on personal interests and goals.

Essential Knowledge and Skills:

(a) General Requirements. This course is recommended for students in Grade 10. Students shall receive one credit for the successful completion of this course.

(b) Introduction.

(1) AVID II students refine the AVID strategies to meet their independent needs and learning styles. Students continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school and community involvement, they refine their time management and study skills accordingly. Students expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis focuses on specific strategies to understand complex texts. Lastly, students narrow down their college and careers of interest based on personal interests and goals.

(c) Knowledge and Skills.

(1) The student develops student agency through exploration of personal interests, individual choices, and character. The student is expected to:

(A) compare extracurricular and community service activities within the school and community;

(B) review and determine activities that assist with self-care and healthy habits;

(C) determine personal areas of need and develop goals and actions to address those areas;

(D) apply concepts of personal budgeting, spending, and making responsible financial decisions;

(E) explore the benefits of developing a support network, including peers and adults, for academic and future success;

(F) analyze how individual motivators and self-monitoring of motivation impact academic performance;

(G) determine personal levels of grit and perseverance in relation to growth mindset;

(H) apply self-awareness strategies and skills, including SLANT (site in the front of the class, lean forward, ask questions, nod your head, and track the teacher); and

(I) analyze similarities between key learning points and new contexts.

(2) The student applies leadership and ethical conflict resolution skills. The student is expected to:

(A) evaluate traits connected to responsibility, integrity, and ethical interactions with others;

(B) determine what leadership opportunities exist across the school;

(C) analyze personal conflict management style; and

(3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:

(A) develop writing skills related to the argumentative mode of writing;

(B) analyze a writing task to determine the purpose, format, style, and audience;

(C) generate multiple ideas that support, explain, or enhance the writing topic or theme;

(D) compose first drafts using ideas and information gathered during prewriting;

(E) write multiple drafts incorporating feedback and observations;

(F) analyze and edit the sentence structure of writing to create interest and complexity;

(G) determine the best way to present writing to entire class such as through an oral presentation;

(H) document information from a lecture, written text, or visual representation with an emphasis on recording main ideas and important information;

(I) determine a note-taking style with an emphasis on condensing information by using abbreviations, symbols, or paraphrasing; and

(J) create written summaries by pulling together the most important information and personal connections related to the objective or Essential Question.

(4) The student develops inquiry skills leading to research and analysis of a topic or problem. The student is expected to:

(A) develop inquiry skills through focused observations and analyses;

(B) identify the specific point of confusion related to a misunderstood concept or problem;

(C) evaluate learning and make connections between new learning and previous experiences;

(D) evaluate learning strategies that were employed, assess their effectiveness and analyze how strategies could be adjusted future;

(E) brainstorm ideas for research topics to address a research prompt;

(F) determine the relevance, validity, and reliability of information found within sources;

(G) organize information, sources, and data that support the research prompt;

(H) integrate quotes to support claims and reference text, while providing proper citation; and

(I) determine appropriate format to share research to entire class such as an oral presentation.

(5) The student applies collaboration and presentation skills in the classroom setting. The student is expected to:

(A) self-regulate and hold peers accountable to following group norms about shared responsibility;

(B) summarize points of agreement and disagreement from varying perspectives;

(C) apply effective conflict management skills to include the use of relational capacity with classmates;

(D) ask clarifying questions to group members to facilitate understanding of academic content from core classes;

(E) use technology to collaborate with classmates and community members via social media and collaborative websites such as Google Hangouts;

(F) distinguish between effective and ineffective language during interactions;

(G) describe and apply effective non-verbal communication tools when speaking, including body language and eye contact;

(H) demonstrate active listening skills during academic conversations;

(I) use academic vocabulary when communicating; and

(J) determine appropriate register for a small group of peers.

(6) The student identifies and applies organization and time management skills. The student is expected to:

(A) refine usage of organizational tools such as binders, portfolios, or digital folders and systems that support academic success;

(B) create and maintain an activity log or tracking system of community and extracurricular activities and hours;

(C) use an organizational tool to record obligations and constraints on time;

(D) demonstrate the process of backwards mapping; and

(E) apply visual frameworks to organize language and comprehend key concepts.

(7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:

(A) assess if a text is appropriate according to the reading purpose;

(B) make predictions about the text using text features;

(C) assess relevant prior knowledge and identify gaps;

(D) use tools to deepen understanding of vocabulary;

(E) determine appropriate critical reading strategies to accomplish the reading purpose through the lens of a content expert; and

(F) extend beyond the text evaluating and synthesizing key learning.

(8) The student demonstrates college preparedness by discussing college terminology and various factors of college acceptance. The student is expected to:

(A) identify personal attributes for academic, social, and financial capability related to college selection and aspirations;

(B) evaluate the significance of GPA at different stages of the academic journey;

(C) evaluate college options and define terminology such as private, for profit, public;

(D) evaluate personal eligibility for scholarships or grants;

(E) analyze how academic plans and course completion support progress toward desired major;

(F) determine which high school courses or opportunities align with college goals and plans;

(G) assess campus-, district-, or community-based opportunities, such as dual credit or online learning, to earn college credit in high school; and

(H) research match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; and

(I) select college entrance exams based on the student's choice of postsecondary education.

(9) The student discusses personal career options. The student is expected to:

(A) analyze personal attributes for academic, social, and financial compatibility related to career selection;

(B) appraise career fields and career pathways, including what resources and opportunities are available locally;

(C) investigate best fit career fields based on academic, social, and financial fit; and

(D) analyze how academic plans and course completion support progress toward desired career field.

Recommended Resources and Materials:

The recommended resources and instructional materials include the AVID Library and the AVID Professional Learning opportunities. Schools implementing the AVID elective course found the AVID Libraries to be useful support materials. The libraries contain resources for the AVID Elective Class and for schoolwide college readiness for all students.

Academic Reading Strategies / Clunis, T. (2013). Academic reading strategies. San Diego, CA: AVID Press.

AVID Academic Language and Literacy: A Schoolwide Approach / Bennett, S., Nagle, J., Scerrato, A., Castruita, J., & Platts, K. (2016). AVID academic language and literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID College and Careers: A Schoolwide Approach / Croce, A., Gerdes, K., Lamar, D., Lopez, H., Mata, D., Robin, J., & Scerrato, A. (2017). College and careers: A schoolwide approach. San Diego, CA: AVID Press.

AVID College Readiness: Working with Sources / Johns, A. M. (2009). AVID college readiness: Working with sources. San Diego, CA: AVID Press.

AVID Critical Thinking and Engagement: A Schoolwide Approach / Bendall, P., Bollhoefer, A., & Koilpillai, V. (2015). AVID critical thinking and engagement: A schoolwide approach. San Diego, CA: AVID Press.

AVID Culturally Relevant Teaching: A Schoolwide Approach / Boyko, T., Briggs, P., Cobb, M., Dragoo, H., Ferreira, L., O'Connor, J., & Sanders, J. (2016). AVID culturally relevant teaching: A schoolwide approach. San Diego, CA: AVID Press.

AVID for Higher Education Socratic Tutorial Support Guide / Krohn, B. (2015). AVID for Higher Education Socratic tutorial support guide. San Diego, CA: AVID Press.

AVID for Higher Education: High Engagement Practices for Teaching and Learning / Shapiro, D., & Cuseo, J. (2017). AVID for Higher Education: High engagement practices for teaching and learning. San Diego, CA: AVID Press.

AVID Reading for Disciplinary Literacy: A Schoolwide Approach / Allen, D., Duffy, M. M., Garcia, M. B., & Chippeaux, S. (2019). AVID reading for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID Writing for Disciplinary Literacy: A Schoolwide Approach / McKinney, C., Glazebrook, B., Sanders, J., & Shapiro, D. (2018). AVID writing for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID Tutorial Guide / Daws, T., & Schiro, P. (2012). AVID tutorial guide. San Diego, CA: AVID Press.

Preparing for College / Neumann, S., & Lopez, H. (2012). Preparing for college. San Diego, CA: AVID Press.

Social Sciences Student Engagement Strategies / Nicholson-Preuss, M. L. (2013). Social sciences student engagement strategies. San Diego, CA: AVID Press.

Supporting Math in the AVID Elective / Bugno, T. (2011). Supporting math in the AVID Elective. San Diego, CA: AVID Press.

The College Student's Guide to Public Speaking / Harlow, W., & Grant-Brown, J. (2012). The college student's guide to public speaking with AVID's WICOR strategies. San Diego, CA: AVID Press.

The Student Success Path / Solomon, B. (2011). The student success path. San Diego, CA: AVID Press.

Recommended Course Activities:

The Instructional Domain includes a focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR strategies), Character Development, Communication, and College Preparedness in the AVID class and is encouraged schoolwide in all subject areas. Student activities include:

- Socratic Seminars,
- Costa's Levels of Thinking,
- Philosophical Chair discussions,
- collaborative activities, and
- inquiry-based tutoring.

Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- binder checks;
- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades;
- completed college applications; and
- class participation.

Teacher qualifications:

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

Additional information:

Interested districts should contact Barbara Copeland at bcopeland@avid.org or (972) 591-2525.

AVID elective teachers participate in extensive content area professional learning during AVID Summer Institute and Path trainings. The content of these sessions targets the instructional skill

development specifically aligned with success in rigorous courses in the foundation content areas. We therefore request completion of the Implementation strand at the AVID Summer Institute or Path (2-3 days of intense professional learning), as well as the expressed desire to be an AVID teacher.

Schools use the professional training at AVID Summer Institute (SI) as a strong resource for guiding implementation of the course. The AVID Summer Institute includes online learning and face-to-face learning. Before the SI, participants have pre-work (launches) to complete. Costs for SI started at $850 in 2020.

Additionally, thousands of Texas educators attended content-specific AVID Path trainings, learning to incorporate effective instructional strategies into their TEKS-aligned content curriculum. Path training starts at $450.

AVID Center provides a plethora of online resources for AVID schools and educators. The lesson plans for each day of the AVID class are the Weeks at a Glance (WAG) that AVID class teachers use as the basis for their curriculum and instruction. The WAG are what AVID teachers use to make sure they are covering the AVID Standards (seen as the Essential Knowledge and Skills in this document). We have online learning in the form of On Demand Modules and virtual trainings to enhance the professional learning of all educators at AVID sites. We also have an extensive file sharing area online so that AVID educators can have access to resources that they need for College Readiness schoolwide.