Advancement Via Individual Determination (AVID), Level IV

PEIMS Code: N1290033

Abbreviation: AVID4

Grade Level(s): 11-12

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 IV focuses on writing and critical thinking expected of first- and second-year college students. Students complete a final research essay project from research conducted in AVID III. In addition to the academic focus of the AVID IV, there are college-bound activities, methodologies, and tasks that should be achieved during the fourth year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID IV students are required to develop and present a portfolio representing their years of work in the AVID program.

Essential Knowledge and Skills:

(a) General Requirements. This course is recommended for students in Grade 12. Students shall receive one credit for the successful completion of this course.

(b) Introduction.
   (1) AVID IV focuses on writing and critical thinking expected of first- and second-year college students. Students complete a final research essay project from research conducted in AVID III. In addition to the academic focus of the AVID IV, there are college-bound activities, methodologies, and tasks that should be achieved during the fourth year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID IV

students are required to develop and present a portfolio representing their years of work in the AVID program.

(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) determine how a globally and digitally aware, responsible, and contributing citizen acts;

(B) evaluate the impact of personal decisions on others and the world;

(C) attend to personal health, safety, including digital security;

(D) evaluate personal financial choices;

(E) create and maintain a network of support for current and future success;

(F) develop, demonstrate, and maintain personal motivation related to academics;

(G) self-monitor and seek help when necessary;

(H) demonstrate persistence and adaptability; and

(I) identify and demonstrate self-awareness strategies and skills.

(2) The student exhibits leadership skills independently. The student is expected to:

(A) demonstrate integrity and ethical leadership;

(B) pursue leadership opportunities; and

(C) manage and resolve conflict with others.

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

(A) analyze a writing task;

(B) compose a variety of text types;

(C) revise writing to improve clarity and accomplish the writing purpose;

(D) edit and proof-read their own writing and the writing of others;

(E) publish writing by distributing to varied audiences;

(F) evaluate appropriate format to take notes to meet the note-taking objective; and

(G) synthesize learning and identify next steps in the writing process.

(4) The student applies inquiry skills independently. The student is expected to:

(A) use questioning techniques to engage in discussions and think critically about content and concepts;

(B) generate questions in response to a misunderstood concept or problem;

(C) investigate source material on opposing sides of a selected topic;

(D) identify generalized processes that could be used to solve similar problems;

(E) analyze and adapt processes to new situations or problems;

(F) evaluate learning and make connections between new learning and previous learning, their experiences, themselves, or their world;

(G) evaluate and modify personal actions to promote learning and academic success;

(H) evaluate the validity and reliability of both digital and print sources;

(I) synthesize and organize information effectively using a variety of digital tools;

(J) cite evidence and support claims; and

(K) present research findings, customizing the presentation for the intended audience.

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

(A) work productively and effectively in diverse teams with diverse perspectives;

(B) establish and maintain relational capacity with others;

(C) respect individual contributions;

(D) facilitate group discussions in order to clarify confusion and check for understanding;

(E) use technology as a tool for communication and collaboration;

(F) communicate clearly both verbally and non-verbally;

(G) listen effectively to decipher meaning;

(H) use correct grammar when communicating; and

(I) adapt speech to a variety of contexts and communicative tasks.

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

(A) use organizational systems to access and archive materials efficiently;

(B) organize and allocate time based on priorities and task completion;

(C) identify and plan for the steps necessary to accomplish various goals;

(D) monitor progress towards goals and revise goals appropriately, leveraging technology; and

(E) organize information, indicating relationships between ideas.

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

(A) select a text according to the reading purpose;

(B) preview text to connect with or build background knowledge;

(C) examine key academic and content-related vocabulary to deepen comprehension of texts;

(D) interact with the text to process information as it is read; and

(E) monitor comprehension by using academic thinking skills.

(8) The student increases college preparedness by advancing their knowledge of college terminology and aspects of college acceptance. The student is expected to:

(A) analyze personal attributes of academic, social, and financial capability related to college selection;

(B)   describe the role that grants and loans play in college financing;

(C)   determine an education plan and college path aligned to personal goals; and

(D)   assess and complete college admission requirements, including testing and application.

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

(A)   analyze personal abilities, skills, and interests related to career selection;

(B)   explore key career-related information;

(C)   determine and develop the specific academic skills and attitudes required for readiness in a particular 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.