3.2: Effective Tutorials

Using the P-Q-R-S-T Technique

Directions: Use the P-Q-R-S-T technique to read the "Guidelines for Effective Tutorials" on *Handout 3.2b*; record your responses below.

Technique	Description	Your Response
P	***Preview*** and identify the main parts.	
Q	Develop ***questions*** for which you want to find the answers.	
R	***Read*** and highlight the material. ***Reread*** highlights.	• *Read* and highlight • *Reread*
S	***State*** the central idea or theme.	
T	***Test*** yourself by answering your questions. ***Teach*** the material to someone else; record what you shared.	

3.2: Effective Tutorials

Share One/Get One

Directions: Use what you learned from *Handout 3.2b* to complete this activity with a partner. Chunk learning into smaller parts by taking turns listing main ideas for each category.

Camaraderie

- _____
- _____
- _____

Communication

- _____
- _____
- _____

Tutors Should Not

- _____
- _____
- _____

Adequate Time

- _____
- _____
- _____

Burden on Student

- _____
- _____
- _____

Resources

- _____
- _____
- _____

Process Used to Solve Problem

- _____
- _____
- _____

Flexibility

- _____
- _____
- _____

Trust

- _____
- _____
- _____

3.2: Effective Tutorials

Tutorial Group Norms

It is important to establish norms for working together in tutorial groups.

Note: Each group will need chart paper for Steps 2 and 5.

Student Directions

1. At the bottom of this page, brainstorm a list of norms that enable you to work effectively in a collaborative group setting.
2. Share your individual list with your group. Work together to create a group list of norms on a sheet of chart paper that takes into consideration everyone's individual thinking.
3. Use the collaborative decision-making method (5–3–1) to prioritize the group's norms. Each individual indicates his/her top three norms by recording a 5 next to the most important, a 3 by the second most important and a 1 by the third most important norm. Tally the numbers for each norm.
4. Circle the top five norms on the group list. These norms will be used as guidelines for teachers, tutors and students.
5. Create a poster of your group's top five norms.

Sample norms: Don't interrupt when someone is speaking; each group member must ask student presenter at least one question.

3.5: Determining Area(s) of Greatest Need
Student Sample

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part A)

Student's Name: Eddie Lopez Tutor's Name: Michael Martin

Record your current academic grades below. Be sure to indicate the date.

Date	Math	English	Science	Social Studies	Foreign Language	AVID	Other _____
11-18-11	70% C-	83% B	80% B-	80% B-	NA	91% A-	NA

Based on your current grades, which subject should be your priority for tutorial questions?

Subject priority:

- Algebra
-
-

Specific focus within subject:

- Word problems - changing verbal phrases to variable expressions
- Test preparation - using Cornell notes/homework to study
- Asking questions in class when confused

How can the AVID teacher/tutor/class and content teacher support you in improving your academic grades?

AVID Teacher:

- Arrange meeting with Algebra teacher and me to create plan to improve grade
- Check my grades weekly - review with me

Tutor:

- Hold me accountable for explaining each of my steps during tutorials
- Check my test corrections during contract time - circle errors for me to fix

Class:

- Algebra class > sit next to AVID classmate Cindy for support
- Study group with AVID classmates and teacher, Wed. 3-4

Content Teacher:

- Provide review sheet of test prep. problems to complete prior to test
- Continue lunch time support for AVID students

3.5: Determining Area(s) of Greatest Need
Student Sample

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part B)

Student's Name: Eddie Lopez Tutor's Name: Michael Martin

Use the last four graded Tutorial Request Forms to fill in the chart.

KEY: Content Area: M = Math, E = English, SS = Social Studies, S = Science, O = Other
Where Did Question Come From: CN = Cornell Notes, CW = Class Work, H = Homework, T/Q = Test/Quiz
Grade: A = 100–90%; B = 89–80%; C = 79–70%; D/F = 69% and below

	Content Area for Questions					Where Did Question Come From				Grade on Tutorial			
	M	E	SS	S	O	CN	CW	H	T/Q	A	B	C	D/F
Tutorial #1	X					X				91%			
Tutorial #2		X						X			82%		
Tutorial #3				X				X			84%		
Tutorial #4				X				X				76%	
Overall:	1	1	0	2	0	1	0	3	0	1	2	1	0

Based on the last four tutorials, determine the category that received the most check marks for each area on your Tutorial Request Form. Fill in the following table:

	Content Area for Questions	Where Did Question Come From?	Grade on Tutorial
Overall:	Science	Homework	83% B

In the past two weeks, did your tutorial questions reflect the subject that needs the most work based on your grades? Explain:

No, most of my questions for tutorial came from Science and I have a B-. The area where I am struggling most is Algebra; I need to concentrate on improving this grade by asking Algebra question during tutorial.

How will your questions need to change to improve your performance in your subject priority as stated on page 5 of this handout?

I am going to change my subject area focus. Also, I am going to ask at least one question each week that I missed on test/quiz. I can use the work from tutorial to help with test/quiz corrections to earn points back on my test/quiz.

3.5: Determining Area(s) of Greatest Need
Student Sample

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part C)

(6 Weeks Later or Next Grading Period)

Record your original grades from Part A (page 5) in row 1. Record your current grades in row 2.

	Date	Math	English	Science	Soc. Studies	Foreign Lang.	AVID	Other Music - Adv. Orchestra
#1	11-18-11	70% C-	83% B	80% B-	80% B-	NA	91% A-	85% B
#2	1-20-12	73% C	82% B	81% B-	84% B	NA	90% A-	87% B+

1. Did you improve in your priority subject area? What specifically contributed to your improvement or lack of improvement?

Yes, I improved my Algebra grade 3% from a C- to a C. Although my letter grade did not improve I made progress and I am getting closer to my goal of a B. Focusing tutorial questions in the area of math, using problems I answered incorrectly on the homework, tests, and quizzes, and asking questions during tutorial helped me understand my points of confusion/ mistakes. Also, collaborating with my math teacher, AVID tutor, and classmates gave me support and encouragement.

2. Based on your current grades, how will you use the AVID tutorial to maintain your current performance or to set new focus goals?

Based on my current grades, I will continue to focus on Algebra during tutorials so I can reach my academic goal. I am going to continue to ask questions from problems missed on homework/tests/quizzes. I will also go back to all my old tests and redo corrections that still have errors; I can use these questions in tutorials and resubmit corrections for extra points.

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part A)

Student's Name: _____ Tutor's Name: _____

Record your current academic grades below. Be sure to indicate the date.

Date	Math	English	Science	Social Studies	Foreign Language	AVID	Other _____

Based on your current grades, which subject should be your priority for tutorial questions?

Subject priority:

- _____
- _____
- _____

Specific focus within subject:

- _____
- _____
- _____

How can the AVID teacher/tutor/class and content teacher support you in improving your academic grades?

AVID Teacher:

- _____
- _____

Tutor:

- _____
- _____

Class:

- _____
- _____

Content Teacher:

- _____
- _____

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part B)

Student's Name: _____ Tutor's Name: _____

Use the last four graded Tutorial Request Forms to fill in the chart.

KEY: Content Area: M = Math, E = English, SS = Social Studies, S = Science, O = Other
Where Did Question Come From: CN = Cornell Notes, CW = Class Work, H = Homework, T/Q = Test/Quiz
Grade: A = 100–90%; B = 89–80%; C = 79–70%; D/F = 69% and below

	Content Area for Questions					Where Did Question Come From				Grade on Tutorial			
	M	E	SS	S	O	CN	CW	H	T/Q	A	B	C	D/F
Tutorial #1													
Tutorial #2													
Tutorial #3													
Tutorial #4													
Overall:													

Based on the last four tutorials, determine the category that received the most check marks for each area on your Tutorial Request Form. Fill in the following table:

	Content Area for Questions	Where Did Question Come From?	Grade on Tutorial
Overall:			

In the past two weeks, did your tutorial questions reflect the subject that needs the most work based on your grades? Explain: _____

_____

_____

_____

_____

How will your questions need to change to improve your performance in your subject priority as stated on page 5 of this handout?_____

_____

_____

_____

3.5: Determining Area(s) of Greatest Need

Tutorial Analysis Grade Reflection (Part C)

(6 Weeks Later or Next Grading Period)

Record your original grades from Part A (page 5) in row 1. Record your current grades in row 2.

	Date	Math	English	Science	Soc. Studies	Foreign Lang.	AVID	Other _____
#1								
#2								

1. Did you improve in your priority subject area? What specifically contributed to your improvement or lack of improvement? _____

2. Based on your current grades, how will you use the AVID tutorial to maintain your current performance or to set new focus goals? _____

HANDOUT 3.5c

Tutorial Analysis Grade Evidence

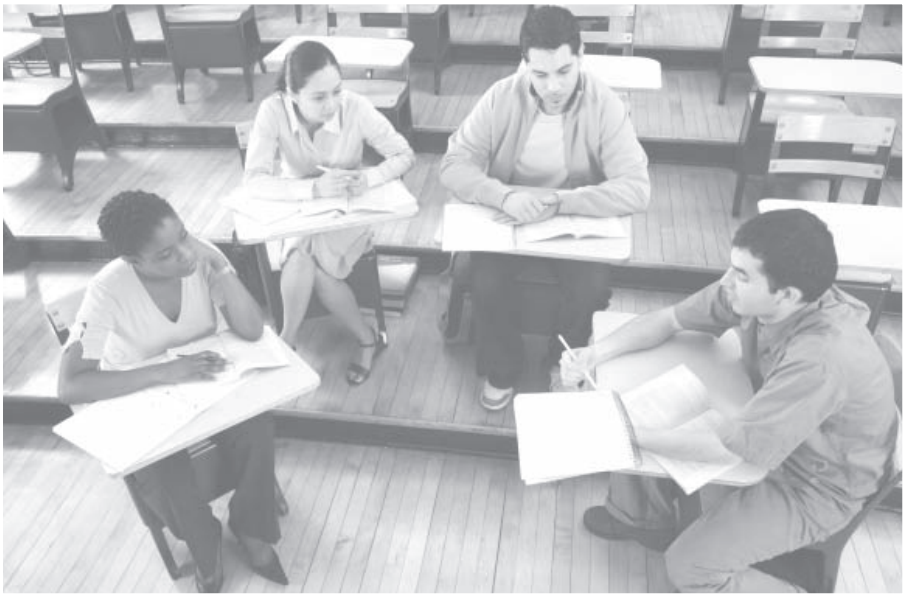
Date: _____

Teacher: Grade Level:	# of Students Enrolled:	Grading Period: circle Sem. 1: GP: 1, 2, 3 Sem. 2: GP: 1, 2, 3
1. Weekly Monitoring of Student Grades: *(List dates)*		
2. Progress Report & Semester Grades:	Students With "C" or better: #: _____ %: _____	Students with "D" or "F": #: _____ %: _____
3. Student Contract & Probation	Name & Subject: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Contract Results: 1. Parent cont. Grade imp. Exited 2. Parent cont. Grade imp. Exited 3. Parent cont. Grade imp. Exited 4. Parent cont. Grade imp. Exited 5. Parent cont. Grade imp. Exited
4. Communication With Core Teachers *(List date, student names, and type of communication.)*		
5. Communication With Parents: *(List date, student names, and type of communication.)*		
6. Motivators for Student Achievement: *(Include date.)*		
7. Other Algebra (only 8th Grade) Rigorous Course **# enrolled:** _____	Students with "C" or better: #: _____ %: _____	Students with "D" or "F": #: _____ %: _____

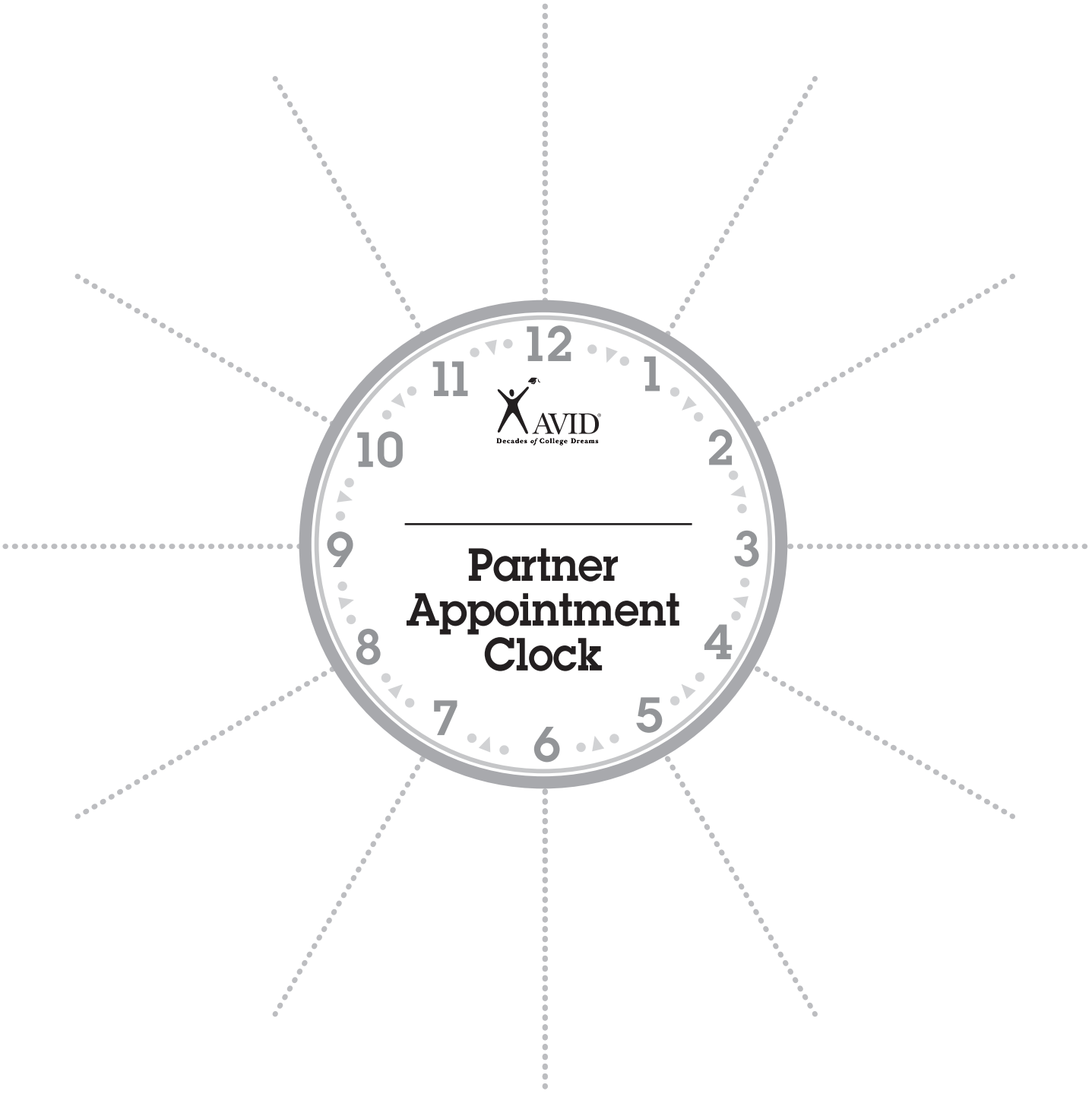
3.7: Collaborative Learning Groups

Making Connections Between Collaborative Groups and Tutorial Groups

Students need to learn how to work collaboratively from the beginning of the year—initially in pairs, then triads and finally in small groups. As a result of their collaboration in varied settings, students will be able to comfortably transition into tutorial groups. The AVID Site Coordinator and Elective teacher will need to establish some form of weekly ongoing communication with AVID tutors as they begin to interact and coach students in the collaborative tutorial process.



3.7: Collaborative Learning Groups



3.7: Collaborative Learning Groups

Flying Solo or in a Group?

Record your thoughts about working in a group and working alone by completing these sentences.

I prefer to work in a group when . . .	I prefer to work alone when . . .
What I find difficult about working in a group is . . .	**What I find difficult about working alone is . . .**

Your preference (working in a group or working alone) is indicative of your learning style. It is important to identify your learning style so you can work collaboratively with others. You will also need to develop sensitivity and awareness to the way others learn best, especially when their styles differ from yours.

3.8: Learning Styles

The AVID Brain

Directions: Read the information below, circle key words and underline main ideas. Then work with a partner to do a think-pair-share to answer the questions on the following page.

Research shows that students process information using all of their senses, but in most students, one sense is dominant. These senses are important in the education process, as they influence the way a student learns and communicates. The most common learning styles (ways of learning) are: auditory, visual and kinesthetic.

The Auditory Learner

Auditory learners learn primarily from listening, and they generally take five to seven seconds to process information. They may not take many notes because this might distract them from hearing the information. The auditory learner tends to look to the side when constructing or recalling information.

The Visual Learner

Visual learners learn primarily from seeing, and they generally take three to five seconds to process information. They like charts and graphs and take lots of notes. The visual learner tends to look up when constructing or recalling information.

The Kinesthetic Learner

Kinesthetic learners learn primarily from touch and experimentation. They can take up to 15 seconds to process information. The kinesthetic learner tends to look down when constructing or recalling information.

3.8: Learning Styles

1. Your Name: _____

2. Partner's Name: _____

Based on the descriptions on the previous page, what kind of learner are you?

Partner 1: _____

Partner 2: _____

What kind of classroom activities do you enjoy best? Why?

Partner 1: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Partner 2: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Learning Style Inventory

Directions: Read each statement below carefully, and circle "yes" if it describes you or "no" if it does not. Please respond honestly, and be sure to answer every statement. There are no right or wrong responses.

1. Making things for my studies helps me to learn.. . . . . Yes No
2. I can *write* about most of the things I know better than I can *tell* about them.. . . . . Yes No
3. When I really want to understand what I have read, I read it softly to myself. . . . . Yes No
4. I get more done when I work alone. . . . . Yes No
5. I remember what I have *read* better than what I have *heard*. . . . . Yes No
6. When I answer questions, I can *tell* someone the answer better than I can *write* it. . . . . Yes No
7. When I do math problems in my head, I say the numbers to myself. . . . . Yes No
8. I enjoy participating in class discussions. . . . . Yes No
9. I understand a math problem that is written down better than one I hear. . . . . Yes No
10. I do better when I can *write* the answer instead of having to *say* it.. . . . . Yes No
11. I understand spoken directions better than written ones. . . . . Yes No
12. I like to work by myself. . . . . Yes No
13. I would rather *read* a story than *listen* to one. . . . . Yes No
14. I would rather *tell* about how a thing works than *write* about how it works.. . . . . Yes No
15. If someone gives me three numbers to add, I can usually get the answer without writing them down. . . . . Yes No
16. I prefer to work with a group when there is work to be done. . . . . Yes No
17. I understand numbers better when I see them than when I hear them.. . . . . Yes No
18. I remember things better after I have written them down.. . . . . Yes No
19. I learn better if someone reads a book to me than if I read it silently to myself. . . . . Yes No
20. I learn best when I study alone.. . . . . Yes No
21. When I have a choice between reading and listening, I usually read. . . . . Yes No
22. I would rather *tell* a story than *write* it. . . . . Yes No
23. *Saying* the multiplication tables repeatedly helps me remember them better than *writing* them. . Yes No
24. I do my best work in a group.. . . . . Yes No
25. I understand a math problem that is *written* down better than one that I *hear*. . . . . Yes No
26. In a group project, I would rather make a chart or poster than find the information that is supposed to go on it. . . . . Yes No
27. Written assignments are easy for me to follow. . . . . Yes No
28. I remember more of what I learn if I learn it alone.. . . . . Yes No
29. I do well in classes where most of the information has to be read. . . . . Yes No
30. I would enjoy giving an oral report to the class. . . . . Yes No

31. I learn math better from *spoken* explanations than from *written* ones. . . . . Yes No
32. If I have to decide something, I ask other people for their opinions. . . . . Yes No
33. *Written* math problems are easier for me to do than *oral* ones. . . . . Yes No
34. I like to make things with my hands. . . . . Yes No
35. I don't mind doing written assignments. . . . . Yes No
36. I remember things I *hear* better than things I *read*. . . . . Yes No
37. I learn better by *reading* than by *listening*.. . . . . Yes No
38. It is easy for me to tell about the things I know. . . . . Yes No
39. It makes it easier for me if I can say the numbers of a problem to myself as I work it out. . . . . Yes No
40. If I understand a problem, I like to help someone else understand it, too.. . . . . Yes No
41. *Seeing* a number makes more sense to me than *hearing* one. . . . . Yes No
42. I understand things better when I am involved in making something for the project. . . . . Yes No
43. The things I write on paper sound better when I say them. . . . . Yes No
44. It is easier for me to remember what I have *heard* than what I have *read*. . . . . Yes No
45. It is fun to learn with classmates, but hard to study with them.. . . . . Yes No

Tally Chart

In the columns below, put an "X" in front of the number if you answered "Yes" to that question in the survey. If you answered "No" to a question do not make any mark by that number. (If you did not answer some of the questions, go back and answer them now.)

Visual		**Auditory**		**Kinesthetic**	**Individual**	**Group**	**Oral**	**Written**
___ 5	___ 25	___ 3	___ 23	___ 1	___ 4	___ 8	___ 6	___ 2
___ 9	___ 27	___ 7	___ 31	___ 14	___ 12	___ 18	___ 22	___ 10
___ 13	___ 29	___ 11	___ 36	___ 26	___ 20	___ 24	___ 30	___ 18
___ 17	___ 37	___15	___ 39	___ 34	___ 28	___ 32	___ 38	___ 33
___ 21	___ 41	___ 19	___ 44	___ 42	___ 45	___ 40	___ 43	___ 35

Enter your totals from the above categories into the boxes on the left of each section. Then, do the math.

Receptive Style			Score
Visual		x 5 =	
Auditory		x 5 =	
Kinesthetic		x 10 =	

Social Style			Score
Individual		x 10 =	
Group		x 10 =	

Expressive Style			Score
Oral		x 10 =	
Written		x 10 =	

Total for Each Area

Shade the box that corresponds to each score.

10	20	30	40	50

10	20	30	40	50

10	20	30	40	50

HANDOUT 3.8c

3.8: Learning Styles

More About Learning Styles

Directions: Highlight the bullets in each column that are the best indicators for how you learn. Then complete the learning log on the next page.

AUDITORY LEARNERS	VISUAL LEARNERS	KINESTHETIC LEARNERS
What you like and how you learn:		
• Talking and listening—enjoys dialogue • Asking questions • Reading out loud • Moving lips while reading • Books on tape/CD • Voice, tempo and rhythm • Background music • Noise while you work • Panels, committees and debates • Storytelling • Remembers through auditory repetition • Use of inquiry • Hearing prompts like: — How does this work? — Hear what I'm saying? — Listen to this . . .	• Crossword puzzles and word searches • Charts, graphs and diagrams • Pictures • Neat surroundings • Reading to self • A quiet working environment • Organize thoughts by writing things down • Seeing rather than hearing something • Learn by watching demonstrations • Visualization • Step-by-step written instructions • Reading and writing strategies • Hearing prompts like: — Picture this . . . — Do you see what I mean? — How does this look to you?	• Touching everything • Textures (the way things feel) • Making/building things; using manipulatives • Fiddling or tinkering with things • Learning with items that you can hold and move (models) • Highlighting when reading • Physical activity and movement • Getting up out of seat or working on the floor • Rocking back in chairs; bouncing legs, tapping pencil, drumming • Using gestures (hands) when speaking • Learn by doing • Use of collaboration • Need more time to process information • Hearing prompts like: — How does that feel? — Are you able to grasp this idea?
Good study habits for you:		
• Discuss ideas with another student. • Don't miss class—you need the lecture. • Read things out loud. • Talk with someone about what has been read. • Make flashcards; use them with a partner or say the answers out loud. • Have some noise in your work or study environment (music, people talking, etc.). • "Talk" the material to yourself. • Study in a group; ask each other questions. • Read into a tape recorder, and then listen to yourself. • Create songs, poems or raps of the information you need to know.	• Organize your work space before starting to work or study. • Draw charts, diagrams, pictures, graphs, and maps. • Photocopy important pages or information and highlight/draw on them. • If you own the book, use a highlighter to mark important information; use different colors when writing. • Form pictures to which you can attach the information being learned. • Turn headings into questions and then read to find answers. • Copy or type notes. • Read the chapter before the lecture. • Use lists. • Make flashcards. • Hang pictures, charts, graphs and posters around your study area.	• Be well equipped with lots of tools—pens, pencils, paper, rulers, etc. • Get comfortable before you study. • Write and rewrite information. • Make summaries and outlines. • Use a highlighter to mark important information. • Study with another person; exchange notes while you study. • Put notes on cards that can be moved around as you study. • Make flash cards; carry them in your pocket or backpack; use them on the bus, when walking or whenever you have a short break. • Take Cornell notes as you study or read a textbook. • Create a game out of what you are studying. • Take a break every so often; stand up and walk around. • Have a drink or snack while you work. • While you read or study, have a pen, a piece of clay or a smooth stone in your free hand.
Interesting Side Notes		
• Auditory learners are often misunderstood because they ask questions and are thought not to be paying attention. • Many don't like to do written work or read a lot.	• Visual learners need to take the spoken word and make it visual. • They may draw, write lists, even doodle in order to learn. • They often will not be able to concentrate in a cluttered or noisy environment.	• Kinesthetic learners are often thought not to be paying attention because they are constantly moving. • They generally cannot concentrate for long periods of time without being able to move around.

3.8: Learning Styles

My Learning Style Reflection

My learning style is:

My learning style can be described in the following way:

Based on my learning style, some of my study habits are:

Since not every classroom may foster my learning style all the time, I can still do well in each of my classes by doing the following:

3.8: Learning Styles

Learning Style Classroom Observation

Directions: While observing in the AVID class, take notes about the types of activities the AVID Site Coordinator/ teacher asks students to do. Describe the learning styles that would work best for each activity and the learning styles that might be challenged by the activity.

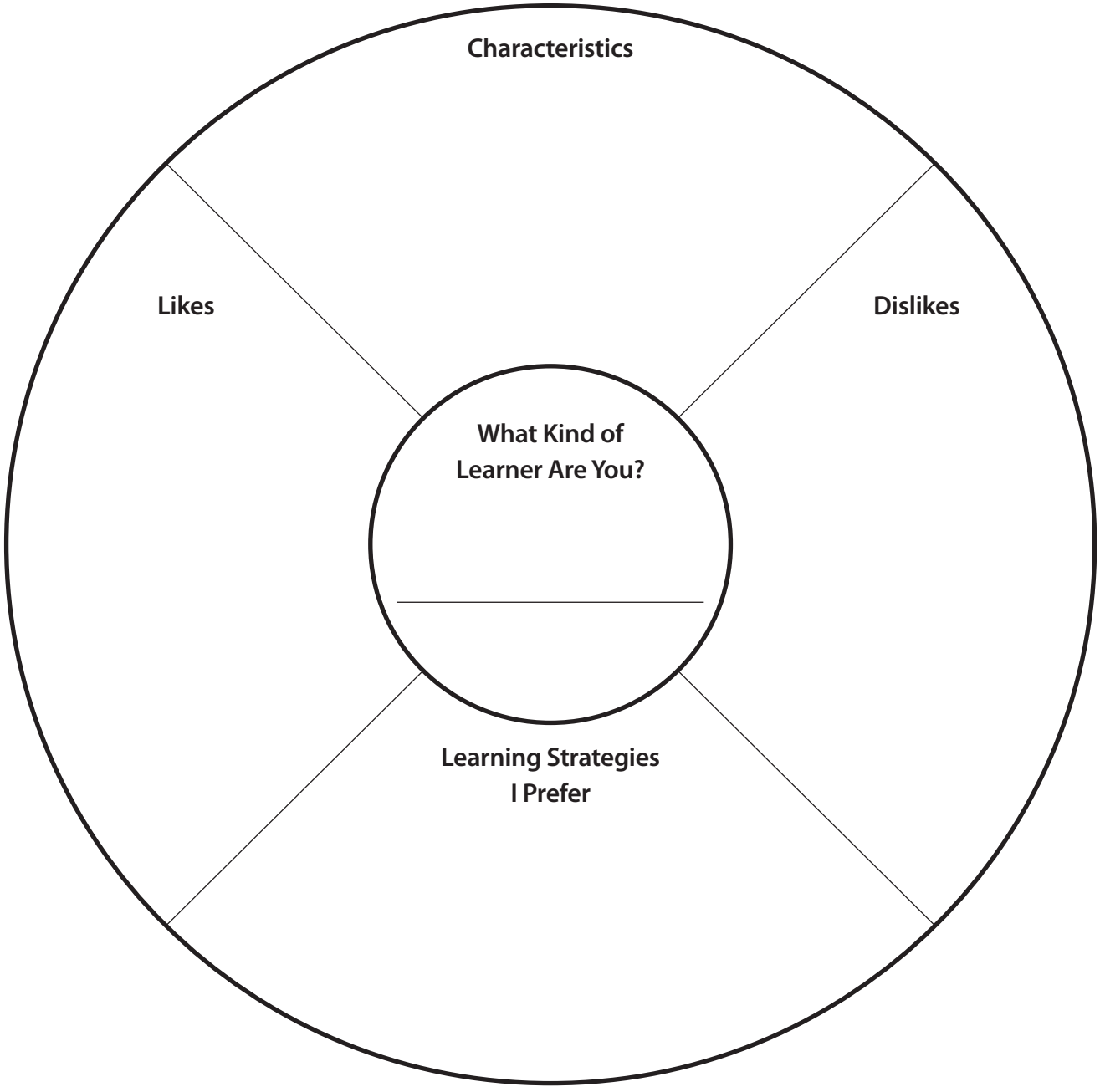
Describe Activity	Learning Styles This Would Work for	Learning Styles That Might Find This Challenging	Adaptations to Meet More Learning Styles
Oral drills, practicing new vocabulary words out loud; students repeating after the teacher	Auditory	Visual Kinesthetic	• Have students make and use flashcards that include a graphic/cartoon representation for each vocabulary word. • Students act out the vocabulary words.
1.			
2.			
3.			
4.			
5.			

3.8: Learning Styles

What Kind of Learner Are You?

(Whole-Class Activity)

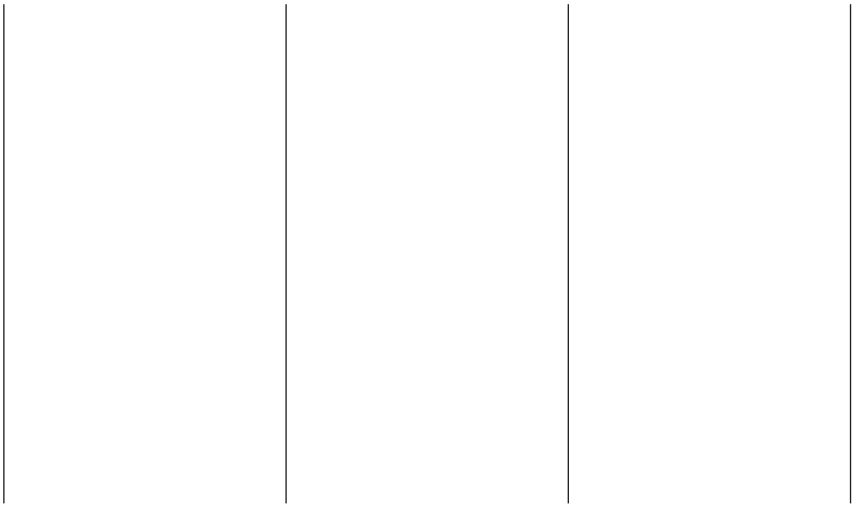
Divide students into three groups according to dominant learning style—auditory, visual and kinesthetic. Have each group discuss their learning style and complete the mandala below, using illustrations and/or words. Each group can then share its mandala in the way that fits the learning style.



3.9: Collaborative Work

Five Marks Problem

Question: How can you add five more marks to make ten?



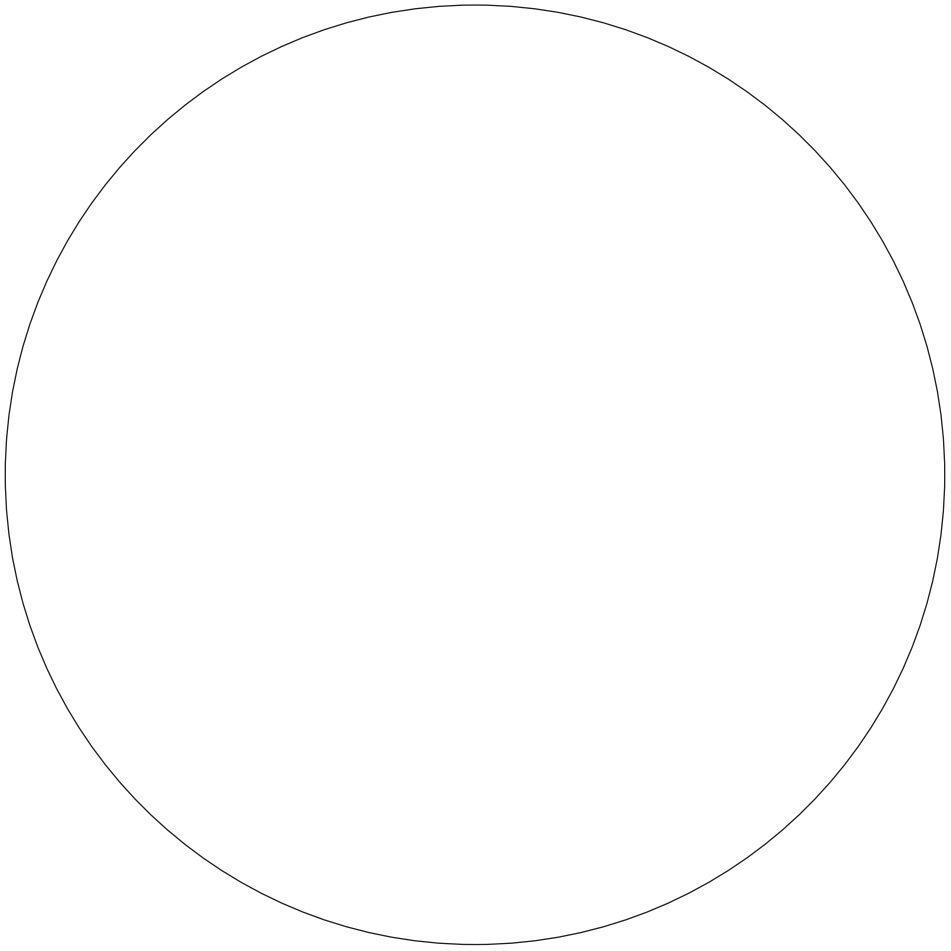
Answer to Amoeba Question

It will take the single amoeba three hours and three minutes to fill the jar. Once the amoeba in the first jar has reproduced itself (a process that takes three minutes), the jar is at the same point at which the second jar started. The only difference is that the amoeba in the first jar is three minutes behind the amoebas in the second jar.

3.9: Collaborative Work

Circle Problem

Question: What is the maximum number of parts into which a circle may be divided by drawing four straight lines?



Answer to the Water Lily Question

The lake is half covered on the fifty-ninth day. Since the water lilies double each day, the lake is half covered the day before it is fully covered.

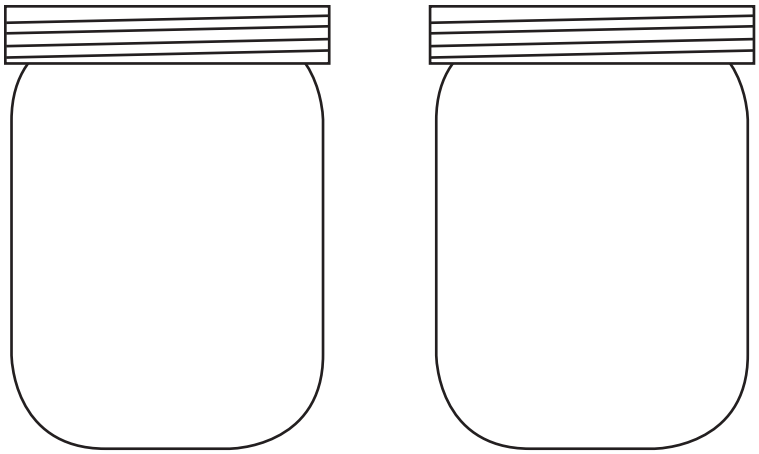
3.9: Collaborative Work

Amoeba Problem

There are two jars of equal capacity. In the first jar there is one amoeba. In the second jar there are two amoebas.

An amoeba can reproduce itself in three minutes. It takes the amoebas in the second jar three hours to fill the jar to capacity.

Question: How long does it take the one amoeba in the first jar to fill to capacity?



Answer to the Jamais/Toujours Question

1. Make the single question a nonsense question, such as, "Are you a rhinoceros?" Clearly, the individual who claims to be a rhinoceros is from Jamais.

OR

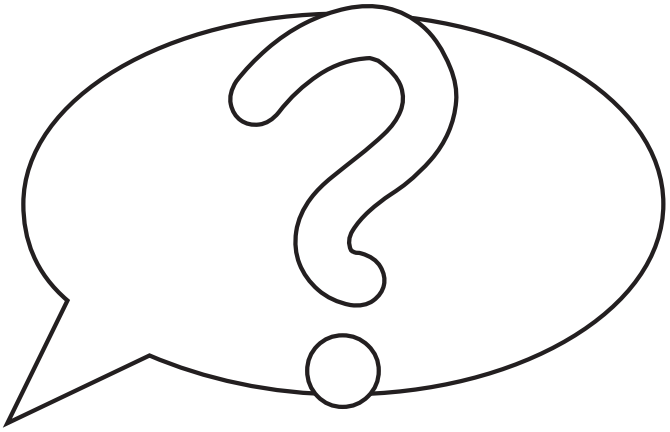
2. Ask any question that you can verify, such as, "Is it raining?"

3.9: Collaborative Work

Jamais/Toujours Problem

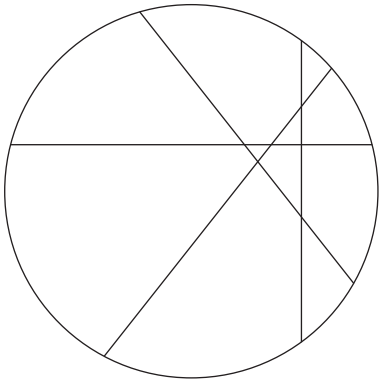
You know that the inhabitants of Jamais always lie, while the inhabitants of Toujours always tell the truth. You meet a man who you know comes from either Jamais or Toujours. You want to know which village he comes from.

Question: How can you find out by asking him only one question?



Answer to the Circle Question

Eleven segments may be formed with the four lines. The key is that each successive line must divide as many segments as possible.



3.9: Collaborative Work

Rope Ladder Problem

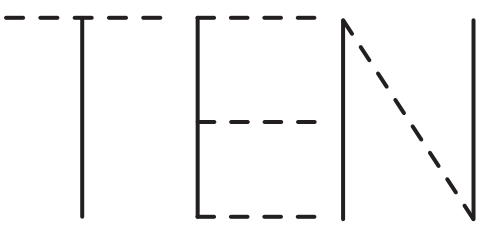
A ship is at anchor. Over its side hangs a rope ladder with rungs a foot apart.

The tide rises at the rate of 8 inches per hour.

Question: At the end of 6 hours, how much of the rope ladder will remain above the water, assuming that 8 feet were above the water when the tide began to rise?

Answer to the Five Marks Question

(Two other solutions are also possible. Can you find them?)

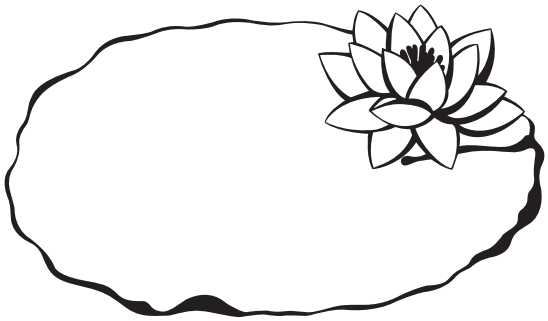


3.9: Collaborative Work

Water Lily Problem

Water lilies on a certain lake double in area every twenty-four hours. From the time the first water lily appears until the lake is completely covered takes sixty days.

Question: On what day is the lake half covered?



Answer to the Rope Ladder Question

Since the ship is afloat, the water level in relation to the ship is always the same. Therefore, eight feet of the rope ladder are above the water at the end, just as at the beginning.

3.9: Collaborative Work

Reflection: Let's Collaborate!

Directions: In your collaborative group, discuss the following questions after completing the group activity on *Handout 3.9a*.

1. How did you collaborate with your group? _____

2. What skills do you think are important when working with your peers? _____

3. What did it feel like to only be able to use inquiry (ask questions)? _____

4. What did it feel like when you did not know the answer or how to solve the question? _____

3.11: Tutorial Member Protocols and Observations

The 30-Second Speech Student Presenter Protocol

Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. Once a student has completed the pre-work inquiry and identified a point of confusion question for the tutorial group, it is important that he/she initiates a discussion through a 30-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry and critical thinking with group members.

Students should refer to the pre-work completed on the Tutorial Request Form (TRF) and give the 30-Second Speech to the tutorial group before the group members begin the critical thinking/inquiry process.

The steps for presenting a question are as follows:

Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your tutorial group.	• My question from my pre-work is . . . • My question from my point of confusion is . . .
2	Share what you know about your question.	• The academic vocabulary I needed to know to do my pre-work and to write my question is . . . • What I know about my question is . . .
3	Share your pre-work.	• Last night I was able to complete . . . • This is as far as I was able to do it on my own . . .
4	Share your point of confusion.	• My point of confusion is . . . • What I don't understand is . . .
5	Ask your group members to begin the questioning process.	• What questions do you have to assist me in understanding my point of confusion?

3.11: Tutorial Member Protocols and Observations

Student Presenter Observation Form

Use this handout to observe a student presenter. For each step of the presentation process, record your observations in the center column. Review this form with the student after the tutorial, and work together to come up with suggestions for improvement.

Steps to Presenting a Question	Record What You See and Hear	Steps for Improvement/Coaching
1. Reads the question generated from the point of confusion and records it on the whiteboard		
2. Explains what is known about the question, including academic vocabulary		
3. Shares pre-work, including critical thinking		
4. Shares point of confusion		
5. Asks group members to begin the questioning process		

3.11: Tutorial Member Protocols and Observations

Group Member Collaborative Inquiry Protocol

Steps	Description	Might Sound Like . . .
1	Listen to the student presenter's POC question and assess your knowledge on the topic.	• What do I know about his/her point of confusion? • What does the presenter not understand?
2	Analyze student presenter's prior knowledge and explanation of pre-work by using your content class notes.	• Based on my notes, his/her explanation is . . . • Using my notes, what questions can I ask to help the presenter?
3	Evaluate student presenter's pre-work by questioning: • assumptions • concepts/content • ideas • points of view • accuracy	• Why do you think . . . ? • Explain why you . . . • What do your notes say about . . . ? • How can you prove . . . ?
4	Question the student presenter to prompt deeper thinking to create understanding.	• What would happen if you . . . ? • Can you look at this from another perspective?
5	Record student presenter's question using a three-column note format (question, notes, steps or process).	• I should make sure to record the information so I can use it to do my homework. • Since I'm in this content class, too, I should make sure to record notes.
6	Check for student presenter's understanding.	• Can you give an example to illustrate your understanding? • How can we find out if this is correct?
7	Reflect in writing on clarifying your point of confusion or a point of confusion from another student.	• How did I clarify my point of confusion today? • Since I didn't present today, how did I increase my own understanding on Sarah's point of confusion?

3.11: Tutorial Member Protocols and Observations

Written Feedback—Letter to Student

Directions: Use the space below to write a letter to a student you observed. Provide constructive feedback based on your observations.

Dear _____,

Sincerely,

_____

Your AVID Tutor

Tutorial Protocol Action Plan

Key Tutorial Elements	Teacher Responsibility	Tutor Responsibility	Student Presenter Responsibility	Group Member Responsibility
1. Pre-Work: How do we ensure that each student is preparing (completing TRF and identifying a POC) for tutorials?				
2. 30-Second Speech: How do we support students to share their pre-work and prior knowledge at the start of the tutorial?				
3. Use of Resources: How do the student presenters and group members use their resources to support each other?				
4. Tutorial Inquiry: What are ways to encourage group member inquiry throughout the tutorial process?				
5. Checking for Understanding: How do tutors and group members check for understanding?				
6. Reflection: How do we promote ample time and opportunities to reflect on learning to increase achievement in the content class?				

3.12: Presenting and Questioning

Using Tutorial Question Stems

Directions: Use these stems throughout the tutorial process to assist in working through the levels of inquiry. The notes generated from the inquiry process should be recorded in a three-column note format. See three-column note format on the next page.

1. How are _____ and _____ similar?
2. What is the difference between _____ and _____?
3. How could _____ be used to _____?
4. What do you think would happen if _____?
5. How does _____ connect to what we've learned before?
6. What is a new example of _____?
7. What are the strengths and weaknesses of _____?
8. In your own words, what is _____?
9. Why is _____ important?
10. How would you explain _____?
11. What is another way to explain why _____?
12. How do you think _____?
13. How does _____ compare to _____?
14. How are _____ and _____ different?
15. Imagine that _____ ; how would you react?
16. What will happen to _____ if _____?
17. What speculation can we make about _____?
18. Considering _____, what conclusion can be made about _____?
19. How would you summarize _____ in your own words?
20. What are the real life applications of _____?

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3.12: Presenting and Questioning

Three-Column Notes

Directions: Group members take three-column notes on their own paper for each student presenter's questions during the tutorial process.

Point of Confusion Question	Tutorial Notes	Steps (Math/Science) Process (LA/History)

3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Student Presenter

Directions: As you watch the tutorial video, record your observations for the student presenter in the video next to each category listed in the first column. Record what you do as a student presenter for each category in the second column. Create next steps for yourself as an effective student presenter and record in the last column.

	Video Observations	Myself as a Student Presenter	Next Steps for Me
Stands up and presents question formally to the group			
Shares pre-work and point of confusion			
Presents an authentic question			
Records own thinking on the whiteboard, as well as the group's thinking			

3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Group Member

Directions: As you watch the tutorial video, record your observations for the group members in the video next to each category listed in the first column. Record what you do as a group member for each category in the second column. Create next steps for yourself as an effective group member and record in the last column.

	Video Observations	Myself as a Group Member	Next Steps for Me
Pushes the thinking of the student presenter through inquiry			
Seated where he/she can see the other group members and the whiteboard			
Takes detailed three-column notes on each student's question			
Engages in an inquiry-based discussion			
Helps student presenter check for understanding			

3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Tutor

Directions: As you watch the tutorial video, record your observations of the tutor in the video next to each category listed in the first column. Record what you do as a tutor for each category in the second column. Create next steps for yourself as an effective tutor and record in the last column.

	Video Observations	Myself as a Tutor	Next Steps for Me
Coaches and works with one group the entire period			
Sits with the tutorial group and away from the student presenter			
Facilitates the group and pushes the thinking of all students to a higher level			
Takes three-column notes for the student presenter and models taking three-column notes for the group members			
Checks student presenter's understanding of the point of confusion			

3.12: Presenting and Questioning

Tutorial Venn Diagram

3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

Directions: Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
Level 1	**Gather and Recall Information (Gathering/Input)** Ask **LEVEL 1** questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.	• What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	**Make Sense Out of Information Gathered (Processing)** Ask **LEVEL 2** questions to help student begin processing the information gathered, make connections and create relationships.	• Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and Evaluate Actions/ Solutions (Applying/Output)** Ask **LEVEL 3** questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.	• How do you know the answer is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech
Definition(s)	Word Connection/Meaning in Your World	
Compares to (Synonym/Similar)	Contrasts With (Antonym/Opposite)	
Forms of the WORD	Graphic Representation (Picture/Symbol) of the WORD	
Example Sentence With the WORD		

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech
justify	jus · ti · fy	verb

Definition(s)

1. To show something to be right
2. To uphold and defend as warranted or well grounded, give reason for
3. To declare as innocent, to acquit
4. To show a satisfactory reason or excuse for something

Word Connection/Meaning in Your World

As the mother of a toddler, I am constantly challenged to justify the decisions that I make. For example, just yesterday, I was explaining to my daughter why she is not allowed to watch television on school nights but instead can play with her toys, read books, color, sing, dance, scooter, etc.

Compares to (Synonym/Similar)

legitimize
clarify
rationalize
validate
verify
support
substantiate
argue for

Contrasts With (Antonym/Opposite)

indefensible
unjustifiable
unwarranted
unreasonable

Forms of the WORD

justifies
justification
justified
justifying
justificatory
justifiable
justifier
unjustifiable

Graphic Representation (Picture/Symbol) of the WORD

7 + 7 = 14

Example Sentence With the WORD

Ms. Perez asked her students to justify their math answer by drawing a picture to explain their thinking and solution.

3.14: Inquiry Activities

P.O.S.E.R.S. Photograph Analysis Strategy

Directions: This strategy is especially useful when analyzing primary source materials such as a photograph, piece of art or artifact. Use this form with one of the sources on the next page, or a source provided by your teacher, to record what you observe.

People: _____

Objects: _____

Setting: _____

Engagement (activities depicted): _____

Relationships: _____

Summary: _____

3.14: Inquiry Activities

Pledge of Allegiance

Directions: Read the Pledge of Allegiance on page 2 of this handout, and then answer the following Level 1, 2 and 3 questions.

Level 1:

What does "allegiance" mean?

What two words describe the United States of America?

Write your own Level 1 question here:

Level 2:

How is the Pledge similar to the AVID student or tutor contract?

How does one demonstrate allegiance?

Write your own Level 2 question here:

Level 3:

Does everyone in America have liberty and justice? Explain.

How would the Pledge change if it were written for your AVID class?

Write your own Level 3 question here:

The Pledge of Allegiance

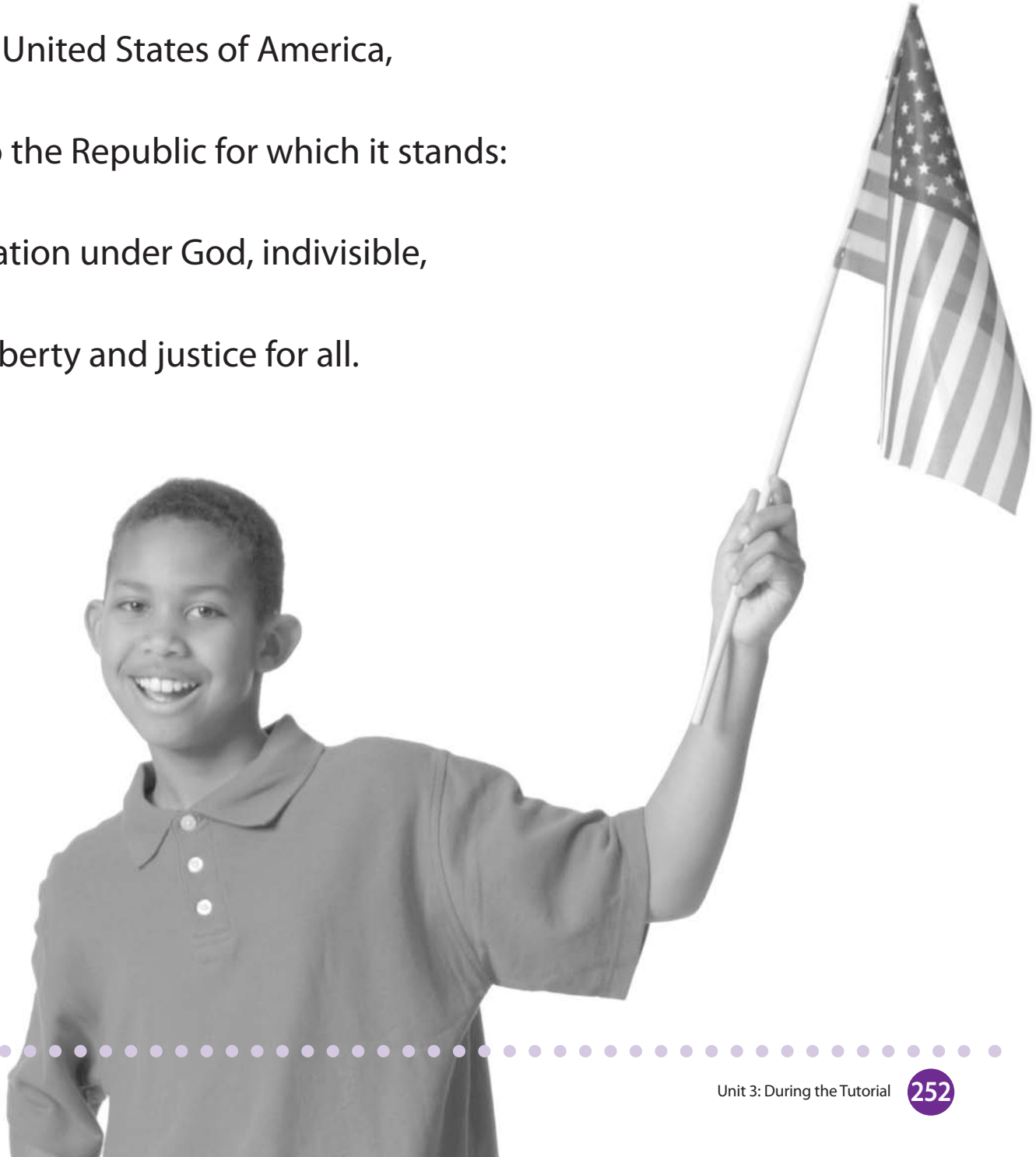
I pledge allegiance to the flag

of the United States of America,

and to the Republic for which it stands:

one nation under God, indivisible,

with liberty and justice for all.



3.14: Inquiry Activities

What's in a Cartoon?

Directions: Using the cartoon your teacher has provided or the one on the next page, write six questions (two for each level of Costa's Levels of Thinking) in the boxes below. Be sure to record your questions in random order on the chart (rather than starting with Level 1 and continuing to Levels 2 and 3). When done, exchange papers with a classmate and identify the levels of each other's questions.

Question	Level of Question (to be completed by partner)
1.	
2.	
3.	
4.	
5.	
6.	

3.14: Inquiry Activities

Name That Tune

Directions: Write six questions (two for each level of Costa's Levels of Thinking) based on the lyrics of a favorite song. Some songs that work well with this activity are: Lee Ann Womack– *"I Hope You Dance,"* Michael Jackson– *"Man in the Mirror"* and India Arie–*"A Beautiful Day."*

Song Lyrics (Use back of this page if more room is needed.)	**Questions**
	Level 1 Questions a. b.
	Level 2 Questions a. b.
	Level 3 Questions a. b.

3.14: Inquiry Activities

What Do Inquiring Minds Wanna Know?

To complete this inquiry process activity, students work collaboratively in groups of five or six with a tutor.

Directions

1. Distribute the assigned text (page 2) and have students read it silently while circling key words and underlining the main ideas.

2. Distribute index cards (one per student).

3. Assign the following roles to each group: one reader, two inquiring minds, an answerer and friends (remaining students).

4. Have the inquiring minds fold an index card in half vertically. They will use a verb from the "Three-Story House" (*Handout 3.13d*) to write a higher-level question based on the assigned text. The question should be written on the left side of the card.

5. The inquiring minds pass the index card to the answerer. The answerer then reads the question aloud to the group and provides the answer if he/she knows it. If the answerer does not know the answer, he/she can ask for help by "phoning" a friend(s).

6. The friend(s) help the answerer respond to the question.

7. Once the group decides on an answer, the answerer writes it on the right side of the index card (opposite the question).

8. All roles then shift one person to the left, and the process is repeated until the teacher calls time.

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3.14: Inquiry Activities

Assigned Text: "I'm Different …"

By Terrance Young
Orange Glen High School, Escondido, CA
2007 Summer Institute Student Speaker
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I'M DIFFERENT. Plain and simple. I stick out everywhere I go like a sore thumb. Walking down the street, I look like a tree that decided it grew tired of living a stationary life; at school I tower over the entire student population, often finding myself better acquainted with the tops of various heads than the faces that they claim. I don't fall into the usual stereotypical view on African-Americans, I won't allow myself to be trapped in the cage forged in society that says that Negroes are good at sports, grunt work and nothing else; this is what truly sets me apart from my friends and peers.

It seems that in today's society where sitting around the television watching Monday Night Football has become the new male bonding ritual, and finding out who beat who during the Madness that is March, and every little boy in the ghetto looks to professional sports as a way "out tha hood" instead of doing well in school and earning acceptance into college to better their education; I set myself apart. I put school before everything; sports, friends, and culture all mean a great deal to me, but I know that the only thing that is going to help me to obtain a better life and help me to reach my goals is a good college education.

Often I find myself feeling like I don't belong anywhere in the world. I am viewed by other ethnicities as Black, but according to the Black community, I am too light to be considered a soldier in The Struggle. Most of the time I run away from the fact that I'm multi-racial. When asked, I describe myself as Black, I check the box for African-American, I submerge myself deeply into every aspect of Black culture in an attempt to erase the White part of my being completely, the part that doesn't allow me to fit perfectly into the structured boxes society has set up. I feel that as a result of feeling out of place in the world, I can understand and sympathize with other people who feel like they don't belong in their environment, those who too feel out of place in the world, whether they are homosexual, of a different religion, or of a different race. AVID has helped me to become more than just a better student; AVID has helped me find a place in society where I feel that I truly belong, a place where I can let my light shine and help others to realize their own strengths and embrace their weaknesses.

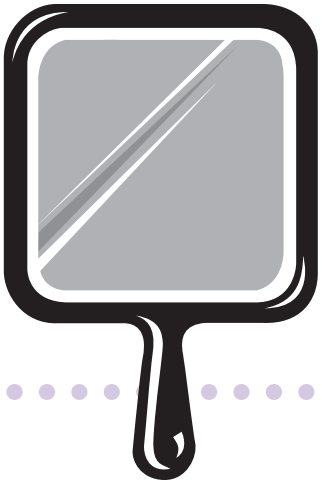
I also believe that one of the reasons that I am so focused on my schooling is that I have the benefit of four parents and have always been guided toward a better future by my parents constantly reminding me that with knowledge, I can do anything, be anything, and live my life the way I want to. I think that when I was growing up, with all of my parents, a hunger for learning was instilled in me. When I feel myself starting to fall, I picture my parents, past and present teachers pushing me to succeed; I picture those who doubt me and those who made me doubt myself and my abilities telling me that I wouldn't amount to anything; I remember the struggles of past AVID students: some forced to work in order to help support their families, dreaming of a better life; some living life in a dark haze, feeling alone and turning to education as a way out of the dark, and the triumphs they had, fighting against all odds to achieve something they were told they never could. This is what drives me; this is what inspires me to do the absolute best so that no one will ever doubt me again and make me feel like basketball is my only way "out tha hood."

3.14: Inquiry Activities

"I'm Different" Reflection

Use the words generated from Terrance Young's essay "I'm Different . . . " to connect your learning from the text:

- to yourself,
- to the real world and/or
- to previous learning/experiences.



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3.14: Inquiry Activities

Moving On Up: Writing Higher-Level Questions

Directions: Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale "Cinderella." The first set has been completed for you as an example.

Level 1	Level 2	Level 3
1. What are the names of the three stepsisters?	1. Compare and contrast Cinderella to one of her stepsisters.	1. Justify the reasons Cinderella's stepsisters are so undesirable to the prince.
2. Who is the person that grants Cinderella her wish of attending the ball?		
3. What is Cinderella's coach made out of?		
4. What happens at midnight?		
5. Who finds Cinderella's glass slipper?		
6. After Cinderella and the prince married, how do they live?		
7. What is the slipper made of?		
8. What changes happen as a result of the fairy godmother's magic?		
9. How does Cinderella get her name?		
10. Describe the ball at the palace.		

3.14: Inquiry Activities

More Higher-Level Questions

Level 1	Level 2	Level 3

Extension Activities

1. Students may answer these questions by having a text-based discussion, if you provide them with the fairy tale.
2. Have students repeat this activity with a different fairy tale, subject, novel or content area material.
3. Have students generate three Level 1 questions, three Level 2 questions and three Level 3 questions and fill in questions for the corresponding levels.
4. Use this activity to have students generate questions with content-level material to prepare for a test.
5. Refer to this activity when students bring lower-level questions during tutorials.

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3.14: Inquiry Activities

Levels of the Inquiry Process

The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

	Inquiry Level	Sample Questions (Group Members/Tutors)
Level 1	**Gather and recall information** (gathering/input) Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.	• What do you know about your question? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps needed to solve the question?
Level 2	**Make sense out of information gathered** (processing) Ask Level 2 questions to help student process the information gathered, make connections and create relationships.	• Can you break down the question into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and evaluate actions/ solutions** (applying/output) Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize or evaluate.	• How do you know the answer/solution is correct? • How could you check your answer? • Is there more than one way to solve the problem? • Could there be other correct answers? • Can you make a model of a new/different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could this method of solving this question work for other questions?

Inquiry Learning Process

Steps 1–3:
30-Second Speech

1
Identifying the Point of Confusion.
What is your question?

2
What do they know?
What can you tell me about it?

3
Clarify Understanding.
What does _____ mean?

Steps 4 & 5:
Group members push the thinking of the student presenter.

4
Key Comprehension Questions:
What have you already tried?
What is the relationship of ____ and ____ ?
Is there another way to look at it?
How would you graphically illustrate your process?
Where can you go for more information?

5

Clearly Understands
What would happen if you changed ____?

More Inquiry
What have we overlooked?

Confused??
What questions do you still have?

What would happen if you changed ____?

What have we overlooked?

What would happen if you changed ____?

6
Check for Understanding:
How would you teach this to a friend?

7
Reflect...
What did you learn?

Steps 6 & 7:
Student presenter checks his/her understanding and reinforces his/her learning.

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3.14: Inquiry Activities

Questions for Socratic Dialogue

Directions: Tutorial participants should utilize these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts and inferences during the tutorial process.

Questions for Clarification

- What do you mean by…?
- What is your main point?
- How does _____ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point _____ or _____?
- Could you give me an example?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?
- How does this relate to our discussion/problem/issue?
- What do you think John meant by his remark? What did you take John to mean?
- Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant?

Questions That Probe Purpose

- What is the purpose of _____?
- What was your purpose when you said _____?
- How do the purposes of these two people vary?
- How do the purposes of these two groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?
- What is the purpose of addressing this question at this time?

Questions That Probe Assumptions

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

Questions That Probe Information, Reasons, Evidence and Causes

- What would be an example?
- How do you know?
- What are your reasons for saying that?
- Why did you say that?
- What other information do we need to know before we can address this question?
- Why do you think that is true?
- Could you explain your reasons to us?
- What led you to that belief?
- Is this good evidence for believing that?
- Do you have any evidence to support your assertion?
- Are those reasons adequate?
- How does that information apply to this?
- Is there reason to doubt that evidence?
- What difference does that make?
- Who is in a position to know if that is the case?
- What would convince you otherwise?
- What would you say to someone who said _____?
- What accounts for _____?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- Can someone else give evidence to support that response?

Questions About Viewpoints or Perspectives

- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _____ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Maria's ideas alike? Different?

Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?

- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must be true?

Questions About the Question

- How can we find out?
- Is this the same issue as _____?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or difficult to answer? Why?
- What does this question assume?
- Would _____ put the question differently?
- Why is this question important?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- Do we all agree that this is the question?
- To answer this question, what other questions would we have to answer first?

Questions That Probe Concepts

- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?
- What main theories do we need to consider in figuring out _____?
- What main distinctions should we draw in reasoning through this problem?
- What idea is this author using in her or his thinking? Is there a problem with it?

Questions That Probe Inferences and Interpretations

- What conclusions are we coming to about _____?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of _____?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

3.15: Tutorial Process: Step 6

Clarifying Your Own Ideas, Clarifying What Others Say

Directions: Group members can use this checking for understanding document to ensure that the student presenter has clarified the point of confusion after completing the steps/process.

To clarify your thinking, you can do some very basic things:

1. **State** one point at a time.
2. **Elaborate** on what you mean.
3. Give **examples** that connect your thoughts to life experiences.
4. Use **analogies** and **metaphors** to help people connect your ideas to things they already understand.

SEEI . . . State, Elaborate, Exemplify, Illustrate

Here is one format you can use to make sure you are clear when speaking or writing your thoughts:

I think . . . (**State** your main point.)

In other words . . . (**Elaborate** on your main point in several sentences.)

For example . . . (Give an **example** of your main point.)

To give you an analogy . . . (Give an **illustration** of your main point.)

There are four questions that can be used to clarify what people are saying to you:

1. Could you state your basic point in one simple sentence?
2. Could you elaborate your basic point more fully (in other words)?
3. Could you give me an example of your point from your experience?
4. Could you give me an analogy or metaphor to help me see what you mean?

3.17: More Tutorial Essentials

Checking for Understanding

Directions: Group members should utilize these critical thinking questions throughout the tutorial process to ensure that the student presenter is thinking deeply about his/her question and is mastering the content.

Intellectual Standard	Description
Clarity	• Could you elaborate further? • Could you give us an example? • Could you draw a picture of what you mean?
Accuracy	• How could we check on that? • How could we find out if that is true? • Are we sure we aren't distorting the truth?
Precision	• Could you be more specific? • Could you give us more details? • Could you be more exact?
Relevance	• How does what you say relate to the problem? • How does that bear on the question? • How does that help us with the issue?
Depth	• What makes this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with?
Breadth	• Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways?
Logic	• Does all this make sense together? • Are we looking at this reasonably? • Does what you say follow from the evidence?
Significance	• Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important?
Fairness	• Am I considering all the relevant viewpoints? • Am I being selfish? • Am I being fair to myself and others?

3.17: More Tutorial Essentials

Tutorial Question Analysis

Identifying the Point of Confusion

Steps

1. Identify an academic class in which you are struggling, and select a question from the class.
2. Using this question, write down specific academic vocabulary and definitions.
3. Record any prior knowledge you have about the question.
4. Start solving the question and complete as much as you know how to do on your own.
5. Identify the point of confusion where you are no longer able to move forward toward an answer and create a specific question from this point.
6. During tutorials, your group members will ask you specific questions about your point of confusion rather than addressing your original question. See the examples below.

Example 1

- Original question from textbook/handout/quiz/test: Solve $x^2 - 3x - 4 = 0$ using the quadratic formula.
- Your initial tutorial question: How do I solve $x^2 - 3x - 4 = 0$?
- Identify what you know and can do: I know that if the discriminant is positive, the equation has two solutions; if negative, no real solution; if 0, one solution.
- New tutorial question (based on point of confusion): How do I find the value of the solution to determine how many solutions the equation has (2, 1, or no real)?

Example 2

- Original question from textbook/handout/quiz/test: Solve using the substitution method $4x + 3y = 16$ and $2x - 3y = 8$.
- Your initial tutorial question: How do I solve $4x + 3y = 16$ and $2x - 3y = 8$?
- Identify what you know and can do: I know how to substitute a number for x.
- New tutorial question (based on point of confusion): How do I solve one of the equations and substitute into the second equation to find an ordered pair solution?

Example 3

- Original question from textbook/handout/quiz/test: Simplify $\sqrt{9x^4}$?
- Your initial tutorial question: How do I simplify $\sqrt{9x^4}$?
- Identify what you know and can do: I know how to find $\sqrt{9}$, which would be 3.
- New tutorial question (based on point of confusion): How do I find the square root of an expression containing numbers and variable such as $\sqrt{9x^4}$?

3.17: More Tutorial Essentials

Your Turn

Directions: Revise and rewrite your tutorial questions to prompt members of your group to ask questions that specifically address your point of confusion.

Initial question from textbook/handout/quiz/test:

Academic vocabulary and definitions:

Identify what you know and can do:

New tutorial question based on point of confusion:

Initial question from textbook/handout/quiz/test:

Academic vocabulary and definitions:

Identify what you know and can do:

New tutorial question based on point of confusion:

Reflection: How did this activity help me write better questions that lead to a more effective tutorial?

3.18: Observation and Feedback

Key Terminology

Background

The form on *Handout 3.18b* can be used to provide the feedback needed to move tutorials to the collaborative model. This non-evaluative observation tool can also be used to coach and debrief the key areas of the tutorial process. Before using this form, however, it is essential to understand some key terminology.

Tutorial Process

Directions

Using this page as a guide to *Handout 3.18b*. Read the definition and explanation of each italicized term, and identify what you would see or hear to provide evidence for this aspect of the tutorial.

Cornell Notes and Resources

All students should bring to the tutorial the following *resources:* academic class Cornell notes, textbooks, worksheets, tests, quizzes and/or reference materials, and an authentic question that identifies the point of confusion.

Response: _____

_____

_____

_____

_____

Reflection

Reflection means thinking about one's learning and putting into one's own words the process used to understand a point of confusion. This should be done orally throughout the tutorial, and a written reflection should be completed individually (on a TRF) by each student at the end of the tutorial session.

Response: _____

_____

_____

_____

_____

3.18: Observation and Feedback

Teacher

Monitoring

When a teacher *monitors* a tutorial, he/she circulates among the groups, modeling higher-level questions and supporting the tutor and students.

Response: _____

_____

_____

Coaching

The teacher *coaches* students by asking higher-level questions that cause them to think deeply, create connections and understand a point of confusion, which in turn help them master academic content. This process may also include asking reflective questions, which prompts students to look at themselves and make necessary changes that improve their tutorial performance. Through *coaching*, the teacher guides students and tutors to achieve specific outcomes.

Response: _____

_____

_____

Tutor

Facilitating the Inquiry and Collaboration Process

A key responsibility of the tutor is to *facilitate inquiry and collaboration*. He/she encourages group members to move the thinking of the presenter by working together and asking higher-level questions. As facilitator, the tutor prompts students to ask questions about the content to promote inquiry and engagement.

Response: _____

_____

_____

Sits Away From the Student Presenter

The main interaction in the group should occur among students. The tutor's job is to facilitate such interaction. To help this happen, he/she sits with the group, takes notes for the student presenter, asks questions of group members to deepen the group's thinking, tracks students' behavior and participation (for later feedback) and encourages reflective thinking throughout the tutorial process.

Response: _____

_____

_____

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3.18: Observation and Feedback

Student Presenter

Presenting an Authentic Question

Each student presents his/her pre-work using 30-Second Speech and writing the point of confusion question on the board for all to see. The 30-Second Speech includes: reading the point of confusion question, sharing what you know about your question and pre-work and sharing the point of confusion. Group members use collaboration and inquiry to ask higher-level questions of the presenter. This helps the student make connections in his/her learning and sparks ideas and strategies for understanding the point of confusion. It is essential that the student presenter record the group's thinking, as well as his/her own, on the whiteboard, and identifies the steps or processes used.

Response: _____

_____

_____

_____

Group Members

Depth Through the Use of Inquiry, Collaboration and Discussion

Group members are responsible for creating depth by asking higher-level questions of the student presenter and of each other. By using questioning strategies and working together, students make deeper connections with the material presented, enabling them to identify the steps necessary to understand the point of confusion. Through questioning, the student presenter internalizes the process needed to master the material.

Response: _____

_____

_____

_____

Pushing the Thinking of All Students

The group does not provide the answer for the student presenter; instead, group members take turns asking questions of the student presenter, as well as engaging in inquiry-based conversations among themselves. This questioning triggers the student presenter to connect his/her prior knowledge with current learning and pursue a solution. When students are provided with the answer, they fail to internalize processes and concepts. Therefore, they are unable to use this information to solve similar problems in the future.

Response: _____

_____

_____

_____

3.18: Observation and Feedback

Tutorial Process Observation Checklist

Steps

- ☐ Both tutor and teacher complete the checklist on pages 2–3 independently based on their observations during the tutorial session.
- ☐ Teacher and tutor debrief the tutorial process by sharing their completed checklists with each other.
- ☐ Page 5 of *Handout 3.18b* can then be used to record overall rankings, as well as strategies for refining and improving tutorials.
- ☐ This entire process should be repeated within four weeks and the results from both observations compared.

3.18: Observation and Feedback

Tutorial Process Observation Checklist

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher	☐ Grades papers/ plans lessons ☐ Does not monitor student behavior ☐ Works one-on-one with a student for entire period ☐ Does not model higher-level thinking ☐ Does not check that student presenter has resources ☐ Tutors one tutorial group	☐ Observes tutorials ☐ Coaches tutor to monitor student behavior ☐ Works with a number of students one-on-one during the period ☐ Sometimes models higher-level thinking ☐ Checks that the student presenter has resources to support tutorial questions	☐ Monitors tutorials ☐ Coaches students to monitor their own behavior ☐ Stays with one or two groups the entire period ☐ Models higher-level thinking ☐ Checks that the student presenter uses resources to support tutorial questions	☐ Coaches students and tutors in the tutorial process ☐ Coaches students/tutors to share responsibility for monitoring their own/each other's behavior ☐ Rotates to all groups during the period ☐ Models higher-level thinking; validates students who ask higher-level questions ☐ Checks that the student presenter uses resources to support tutorial questions and for group member questions
Tutor(s)	☐ Conducts one-on-one homework help sessions ☐ Makes copies or completes teacher requests ☐ Asks questions and teaches solution to individual students ☐ Does not encourage three-column notes during tutorials ☐ Insufficient number of tutors ☐ No tutors	☐ Works with more than two groups during the period ☐ Stands in front of group with the student presenter ☐ Asks questions of the student presenter and teaches the solution ☐ Checks student presenter's understanding of the solution ☐ Monitors students to ensure that they take three-column notes on student questions	☐ Works with one or two groups in a period ☐ Works with the student presenter at the board; supports the student presenter in rewriting question, if necessary; discusses possible solutions with the group ☐ Asks questions of the student presenter and group members to promote discussion toward a solution ☐ Checks the student presenter's understanding of the point of confusion ☐ Monitors and encourages students to take three-column notes on all student questions	☐ Coaches and works with one group the entire period ☐ Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary ☐ Facilitates the group and pushes the thinking of all students to a higher level through inquiry ☐ Checks the student presenter's and group members' understanding of point of confusion ☐ Takes three-column notes for the student presenter to model strategies for the group members ☐ Encourages all students to take three-column notes on all student questions

3.18: Observation and Feedback

Tutorial Process Observation Checklist (cont.)

Student Presenter(s)	☐ Uses only small, individual board ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on his/her own work; there is no structured group interaction. ☐ Does not arrive with completed pre-work ☐ Does not record notes on the board ☐ Do not have resources to support his/her question	☐ Works at a large, upright whiteboard one-on-one with tutor/peer as the group listens ☐ Presents question at the board, then sits with the group as the tutor teaches the solution to the group ☐ Some students present authentic questions from their core subject areas. ☐ Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. ☐ Has resources to support his/her questions	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter ☐ Listens and records notes at the board while group members discuss questions ☐ Many students present authentic questions from their core subject areas. ☐ Records group thinking at the board ☐ Uses his/her resources for questions during tutorial	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group as the tutor takes three-column notes for the student presenter ☐ Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution ☐ Most students present authentic questions based on classroom performance in core subject areas. ☐ Records own and group thinking on the board ☐ Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members	☐ Work on own homework independently or in pairs, with or without tutor ☐ Seating arrangement does not promote collaboration. ☐ Do not take three-column notes ☐ Do not engage in the discussion ☐ Do not check student presenter's understanding of the process and/or solution	☐ Focus on conversations between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. ☐ Take three-column notes with tutor/teacher prompting ☐ Some engage in the discussion. ☐ Some assist in checking the student presenter's understanding of the process or solution.	☐ Discuss questions being presented ☐ Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. ☐ Take three-column notes on each student presenter's question ☐ Most engage in discussion around the point of confusion. ☐ Most assist in checking student presenter's understanding of the point of confusion.	☐ Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership ☐ Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. ☐ Take detailed three-column notes on each student's question ☐ All engage in discussion around the point of confusion. ☐ Assist in checking student presenter's understanding of the process and solution ☐ Engage in a reflection around the learning process and point of confusion

3.18: Observation and Feedback

Goals for AVID Tutorials

Directions: Set at least two personal goals that align with the AVID expectations for tutors and students on pages 4–5 of *Handout 1.5a.*

Sample Tutorial Goal:	**My Tutorial Goal:**	**My Tutorial Goal:**
Student: I want to ask each student presenter at least one higher-level question during the tutorial session. *Tutor:* I want to make sure all students are actively engaged during tutorials by having them take three-column notes.		
Sample Action Needed to Accomplish This Goal:	**My Action Needed to Accomplish This Goal:**	**My Action Needed to Accomplish This Goal:**
Student: I will use my "Tutorial Question Stems" worksheet and keep a tally of how many questions I ask. *Tutor:* I will take three-column notes for student presenter while he/she is at the board. During this time, I will also monitor the note-taking of group members.		

3.18: Observation and Feedback

Group Member Observation (Students)

1. Select a day when all tutorial groups will be able to participate in this observation activity.
2. Distribute copies of the "Tutorial Process Observation Checklist" (pages 2-3 of this handout) and review with students.
3. Have students individually complete the observation checklist based on what they see and hear during the tutorial. Provide the following instructions:
    a. Write your name at the top right of the checklist.
    b. During the tutorial, record your observations for the "Teacher," "Tutor," and "Group Members" by making check marks next to all statements that apply to the person(s).
    c. "Student Presenter": Each person in your group will be observing one student presenter. When it is your turn to be the student presenter, pass your paper to the person on your left so he/she can observe you as you present a question to the group. (You will have a chance to observe the person on your right when it is his/her turn.)
    d. At the end of the tutorial, discuss your observations with the other members of your group.
4. Distribute copies of "Reflection: Tutorial Process Observation" (page 4 of this handout) and review with students. Have students individually complete the reflection based on the results of their observation checklists.
5. To debrief the activity, have each group meet with the tutor and complete page 5 of this handout ("Tutorial Process Observation Debrief").

3.18: Observation and Feedback

Tutorial Process Observation Checklist

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
Teacher	☐ Grades papers/ plans lessons ☐ Does not monitor student behavior ☐ Works one-on-one with a student for entire period ☐ Does not model higher-level thinking ☐ Does not check that student presenter has resources ☐ Tutors one tutorial group	☐ Observes tutorials ☐ Coaches tutor to monitor student behavior ☐ Works with a number of students one-on-one during the period ☐ Sometimes models higher-level thinking ☐ Checks that the student presenter has resources to support tutorial questions	☐ Monitors tutorials ☐ Coaches students to monitor their own behavior ☐ Stays with one or two groups the entire period ☐ Models higher-level thinking ☐ Checks that the student presenter uses resources to support tutorial questions	☐ Coaches students and tutors in the tutorial process ☐ Coaches students/tutors to share responsibility for monitoring their own/each other's behavior ☐ Rotates to all groups during the period ☐ Models higher-level thinking; validates students who ask higher-level questions ☐ Checks that the student presenter uses resources to support tutorial questions and for group member questions
Tutor(s)	☐ Conducts one-on-one homework help sessions ☐ Makes copies or completes teacher requests ☐ Asks questions and teaches solution to individual students ☐ Does not encourage three-column notes during tutorials ☐ Insufficient number of tutors ☐ No tutors	☐ Works with more than two groups during the period ☐ Stands in front of group with the student presenter ☐ Asks questions of the student presenter and teaches the solution ☐ Checks student presenter's understanding of the solution ☐ Monitors students to ensure that they take three-column notes on student questions	☐ Works with one or two groups in a period ☐ Works with the student presenter at the board; supports the student presenter in rewriting question, if necessary; discusses possible solutions with the group ☐ Asks questions of the student presenter and group members to promote discussion toward a solution ☐ Checks the student presenter's understanding of the point of confusion ☐ Monitors and encourages students to take three-column notes on all student questions	☐ Coaches and works with one group the entire period ☐ Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary ☐ Facilitates the group and pushes the thinking of all students to a higher level through inquiry ☐ Checks the student presenter's and group members' understanding of point of confusion ☐ Takes three-column notes for the student presenter to model strategies for the group members ☐ Encourages all students to take three-column notes on all student questions

3.18: Observation and Feedback

Tutorial Process Observation Checklist (cont.)

Student Presenter(s)	☐ Uses only small, individual board ☐ Works on homework independently, in student pairs or one-on-one with tutor ☐ Focuses on his/her own work; there is no structured group interaction. ☐ Does not arrive with completed pre-work ☐ Does not record notes on the board ☐ Do not have resources to support his/her question	☐ Works at a large, upright whiteboard one-on-one with tutor/peer as the group listens ☐ Presents question at the board, then sits with the group as the tutor teaches the solution to the group ☐ Some students present authentic questions from their core subject areas. ☐ Records tutor-driven notes at board; notes are mainly reflective of the student presenter/tutor; discussion may lack group participation. ☐ Has resources to support his/her questions	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group; tutor occasionally at the board with the student presenter ☐ Listens and records notes at the board while group members discuss questions ☐ Many students present authentic questions from their core subject areas. ☐ Records group thinking at the board ☐ Uses his/her resources for questions during tutorial	☐ Works at a large, upright whiteboard presenting his/her own pre-work/point of confusion to the group as the tutor takes three-column notes for the student presenter ☐ Presents pre-work and shares point of confusion to the group; uses group member questions to assist in working toward a solution ☐ Most students present authentic questions based on classroom performance in core subject areas. ☐ Records own and group thinking on the board ☐ Uses his/her resources during tutorials for his/her questions and for group member questions
Group Members	☐ Work on own homework independently or in pairs, with or without tutor ☐ Seating arrangement does not promote collaboration. ☐ Do not take three-column notes ☐ Do not engage in the discussion ☐ Do not check student presenter's understanding of the process and/or solution	☐ Focus on conversations between the tutor and the student presenter at the board and provide little input ☐ Seating arrangements enable some students to have a clear view of whiteboard, listen and collaborate. ☐ Take three-column notes with tutor/teacher prompting ☐ Some engage in the discussion. ☐ Some assist in checking the student presenter's understanding of the process or solution.	☐ Discuss questions being presented ☐ Seating arrangements promote collaboration and discussion between some individuals in the group; some students have a clear view of the whiteboard. ☐ Take three-column notes on each student presenter's question ☐ Most engage in discussion around the point of confusion. ☐ Most assist in checking student presenter's understanding of the point of confusion.	☐ Take responsibility for pushing the thinking of the group through the use of inquiry; promote shared leadership ☐ Seating arrangements promote collaboration and discussion among all members; all students have a clear view of the whiteboard. ☐ Take detailed three-column notes on each student's question ☐ All engage in discussion around the point of confusion. ☐ Assist in checking student presenter's understanding of the process and solution ☐ Engage in a reflection around the learning process and point of confusion

3.18: Observation and Feedback

Reflection: Tutorial Process Observation

1. Check the description that best represents you as a student presenter based on the observation done on you.

☐ Not AVID ☐ Tutor-Centered ☐ Student-/Group-Centered ☐ Collaborative

What specifically can you do to be a collaborative student presenter?

- _____
- _____
- _____
- _____

2. Check the description that best represents your group based on the observation you completed.

☐ Not AVID ☐ Tutor-Centered ☐ Student-/Group-Centered ☐ Collaborative

What specifically can you do to be a collaborative group member?

- _____
- _____
- _____
- _____

3.18: Observation and Feedback

Tutorial Process Observation Debrief

Tutor's Name: _____

Date: _____ Subject of Tutorial: _____

1. Based on the "Tutorial Observation Checklist," how are the following best described overall? Please check.

a. Tutor:	☐ Not AVID	☐ Tutor-Centered	☐ Student-/Group-Centered	☐ Collaborative
b. Student Presenter:	☐ Not AVID	☐ Tutor-Centered	☐ Student-/Group-Centered	☐ Collaborative
c. Group Members:	☐ Not AVID	☐ Tutor-Centered	☐ Student-/Group-Centered	☐ Collaborative

2. What specific strategies, actions or changes can be implemented to move each of the following to the next level?

   a. Tutor: _____

   _____

   b. Student Presenter: _____

   _____

   _____

   c. Group Members: _____

   _____

3. Based on this observation, what are some of your strengths and areas of growth? Please list.

   Areas of Strength: _____

   _____

   _____

   _____

   _____

   Areas of Growth: _____

   _____

   _____

   _____

   _____

3.18: Observation and Feedback

Monthly Group Goal-Setting Sheet

Group Members

- _____
- _____
- _____
- _____
- _____

	Goal	Reflection
Week 1 Date: _____		
Week 2 Date: _____		
Week 3 Date: _____		
Week 4 Date: _____		