

AVID Tutorial Process Overview

The 10 Steps of the AVID Tutorial Process has been divided into three parts—*before* the tutorial, *during* the tutorial, and *after* the tutorial. These three parts provide a framework for the 10 steps that need to take place to create effective, rigorous, and collaborative tutorials.

Read and note the key components of each step of the AVID Tutorial Process by circling the key terms and underlining the main ideas.

Before the Tutorial (Steps 1–3)

1

Students identify an initial question as they engage in rigorous coursework.

The beginning of the tutorial process is when students identify a question, concept, or problem in an academic class that is causing them confusion. This initial question can come from material presented in lectures, textbook readings, videos, handouts, tests, quizzes, projects, or other resources. If students are having difficulty finding an initial question, it could be that they are not facing enough rigor in their coursework.



2

Students complete the Tutorial Request Form (TRF) and identify their Point of Confusion (POC).

Once students have identified an initial question based on a concept or problem they do not understand, they complete the pre-work inquiry on the TRF. This pre-work includes the initial question, key vocabulary, prior knowledge, critical thinking about the initial question, and steps used to identify the Point of Confusion and the question they develop based on their Point of Confusion to bring to the tutorial.



3

Students divide into groups with one tutor and prepare for the tutorial.

As students enter the room, the teacher/tutor checks that the TRF pre-work is complete. Students are divided into groups with one tutor and prepare for tutorials by taking out their resources including a binder, notes, textbooks, or supportive technology. It is important to communicate the method that is used to group students (e.g., *Tutorials and Grades Analysis* results, question content, core teacher).



During the Tutorial (Steps 4–8)

4

Student presenter gives a 60-Second Speech ending with the Tutorial Question from the POC.

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 presenter has been identified, they give a 60-Second Speech for the group members that addresses their pre-work inquiry and identified Point of Confusion, along with what they know about the initial question, and any academic vocabulary that is central to the topic. Students end their 60-Second Speech by asking their Tutorial Question, which they based on their Point of Confusion from the initial question.



5

Students engage in academic conversation using collaborative inquiry.

As students begin the academic conversation, they record their thinking and approach in the notes in a collaborative space, such as on the board. The ability to hold rich academic conversations is crucial to success not only in school—as evidenced by increasing focus on the context, depth, and breadth of classroom conversations in state standards—but also in career settings.



Tutorials are structured to help students grapple with difficult concepts while developing academic speaking and listening skills in their content areas. In order to support their growth, students must use and feel comfortable with content vocabulary, as well as with the formal language register of academic settings. The academic conversation takes place in between the 60-Second Speech and the 60-Second Synthesis and consists of Socratic questioning and academic dialogue supported by templates, sentence stems, and language scripts.

During the Tutorial (Steps 4–8)

6

Students check the presenter's understanding as they articulate generalized steps.

Group members and tutors check the student presenter's understanding as the student presenter reviews the work and articulates the steps used to clarify the Point of Confusion. This is an opportunity to assess the strength of the presenter's understanding and ensure they see the connections between their Point of Confusion and the solution to the Tutorial Question.



7

Student presenter shares the resolution of their POC in a 60-Second Synthesis of their learning.

The student presenter gives a 60-Second Synthesis articulating the inquiry and critical thinking of the group once the academic conversation and collaborative inquiry process have ended. This is a recap of the Point of Confusion, the notes that captured the critical thinking of the group, and the steps taken to come to a solution. Presenters should refer to the work completed on the board as they give the 60-Second Synthesis to the tutorial group.



8

Students repeat Steps 4–7 with the next presenter.

Steps 4 through 7 are repeated for as many group members as time allows. A system should be in place to support expeditious transitions between student presenters. If time runs out before some students have had a chance to present, a system should be in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session when the critical thinking process does not enable the students to clarify a Point of Confusion. In this situation, the session can be used to create questions to take back to the content teacher for additional support.



After the Tutorial (Steps 9–10)

9

Students summarize their academic learning and reflect on the tutorial process.

After engaging in the tutorial process, it is critical for students to summarize the new learning that occurred from clarifying their Point of Confusion, and to reflect on the tutorial as a whole. Summarizing and reflecting can happen in both verbal and written form, depending on the intent of the teacher. Summarizing and reflecting verbally after a tutorial session is a collaborative endeavor. Summarizing and reflecting in writing is an important individual metacognitive process that also aligns with Phase 4 of AVID's Focused Note-Taking Process. Either path supports students as they hone their summarizing and reflecting skills and ask themselves, "What have I learned?," "How will it be useful?," and "How can I continue to improve?" Summary and reflection should happen after each tutorial session.



10

Students apply their tutorial skills and learning in their academic classes.

The tutorial process is completed during Step 10 when students take what they have learned about their Point of Confusion and apply that new learning when they return to their academic classes. This step in the tutorial process is also an opportunity for students to reflect more generally on the skills they have developed through tutorials and how those skills can also help them in their academic courses.

