

Commentary

Beth Parker, *TPI* AVID Center

The AVID Teacher Preparation Initiative began in June 2011 at Summer Institute with the teams from the two pilot universities, University of Texas at Arlington and University of Texas of the Permian Basin, meeting to develop initial Action Plans and structures to provide the foundation for this Initiative. The focus of these teams came from the vision of Dr. Holly Hungerford-Kresser, former AVID Elective teacher and now an assistant professor of education at the University of Texas at Arlington. Dr. Hungerford-Kresser realized the need for teacher candidates enrolled in university education programs to have a deep understanding of and practice with the AVID frameworks, methodologies and strategies in order to be prepared to teach a broad spectrum of students. Working with the Texas Higher Education Coordinating Board and through a grant from the Meadows Foundation, AVID moved forward to form the AVID *for* Higher Education Teacher Preparation Initiative.

The University of Texas at Arlington and the University of Texas of the Permian Basin Teacher Preparation Initiative Site Teams have worked tirelessly during the initial year of the program to embed AVID strategies into their teacher preparation courses with great success. Over 67 classes in these universities have AVID embedded into their instructional design. More than 500 teacher candidates participated in these classes during the 2011-2012 school year. In addition to the process of embedding AVID, these teams created numerous structural processes and documents that have been included in this Implementation Guide. Our hope is that these documents and the information found in this Guide will provide foundational information, resources and guidance as new sites move forward with the implementation of the AVID Teacher Preparation Initiative.

Our continued goal at AVID throughout the entire system is to close the achievement gap by preparing all students for college readiness and success in a global society. By preparing future teachers through university teacher preparation programs, we also have the opportunity to bring the AVID system full circle as these teacher candidates leave the universities prepared to teach in a manner that allows all students to be *college ready*.

It has been an exciting year to observe the professors, teacher candidates and local partnering school systems respond to the results of the AVID Teacher Preparation Initiative. I have had the opportunity to hear directly from the professors as they have told me that their AVID training and collaboration are making a marked impact on their planning and teaching as well as the receptiveness of their students. It has been an incredible experience to hear the teacher candidates share how excited they are to be learning and practicing the AVID methodologies and strategies in their education courses. These future teachers feel strongly that these skills will enable them to effectively teach a broad spectrum of students to be *college ready*.

I look forward to continued work with the pilot universities and with new universities to join us in the AVID Teacher Preparation Initiative. These professionals are having and will continue to have great impact on our nation's future teachers.

Letter AVID TPI

University of Texas of the Permian Basin (UTPB) as a part of the AVID for Higher Education system has truly had an impact on Ector County ISD's AVID program in great ways. Having a community wide AVID system in Odessa has created a continuous cycle of college readiness growth and support benefitting many entities. Not only are the education major students at UTPB receiving instruction and pedagogy in AVID, some of the college students have completed their practicum within the AVID secondary elective classes in ECISD. Teachers that ECISD hire from UTPB will now have AVID knowledge and will have practiced the skills through the AVID curriculum, which enables our district to get a jump start on AVID. ECISD and UTPB have worked collaboratively in many different partnerships to bring academic success to all students. ECISD has been fortunate to have been invited to participate in some of the AVID staff development alongside some of the UTPB higher education faculty. Having teachers and professors sit alongside each other and vertically align the skills that students need to be successful has been such a powerful teaming experience. This alignment has had a tremendous impact on building and maintaining a community wide system of college readiness, which will impact our students' lives and that of our community.

Dianne Mata
Ector County ISD
Director of Guidance/Counseling and AVID

AVID TPI

Teacher Candidate Comments

“The mapping process is an excellent framework to facilitate a faculty’s understanding of the WICOR strategies taught in each university course. The map delineates where concepts are “introduced”, “developed” and “maintained”. The map provides a guide to assess the fidelity of the use of WICOR strategies within the unit’s programs. Our framework for the WICOR map stem from the research ideas of assessment by Dr. Mary Allen, former Director of the Institute for Teaching and Learning, California State University.” ~ Lorraine Spickermann, Lecturer, University Texas of the Permian Basin, School of College of Education.

Teacher Candidates in EC – 6 at University of Texas of the Permian Basin

“I have learned many new concepts to take into the classroom. I particularly enjoy the inquiry method. I have always been quick to just give the students the answer; it is important to ask questions to get them thinking and problem solving on their own.”

“I have used the note taking, time management, and the organization skills in my other class and actually have quite a good system going at this point.”

“Strategies are explained in more in detail than in other texts, and that was very helpful. I used several of the teaching strategies in my field experience in the classroom. The students enjoyed the ‘names’ of the strategies as well.”

“AVID is a great program that offers lots of useful strategies. This semester is the first I had ever heard of AVID, but I can definitely see that it is useful teaching tool. It offers sound teaching strategies and examples of ways to implement them in a classroom setting.”

“Through my AVID training, I now understand that I need to place a heading on all of my notes so I can go back over them at home. I also am utilizing a modified version of the Cornell notes. I still bullet my notes but I now ask myself questions in the margins.”

“When I was first introduced to AVID, I did not want to have anything to do with AVID. I did not want to learn AVID and I certainly did not want to learn to teach AVID. After reading several of the strategies, my thinking started to change. Then I attended an AVID training session and now my thinking has changed 100%. The AVID program has wonderful strategies that I look forward to teaching in my own class someday.”