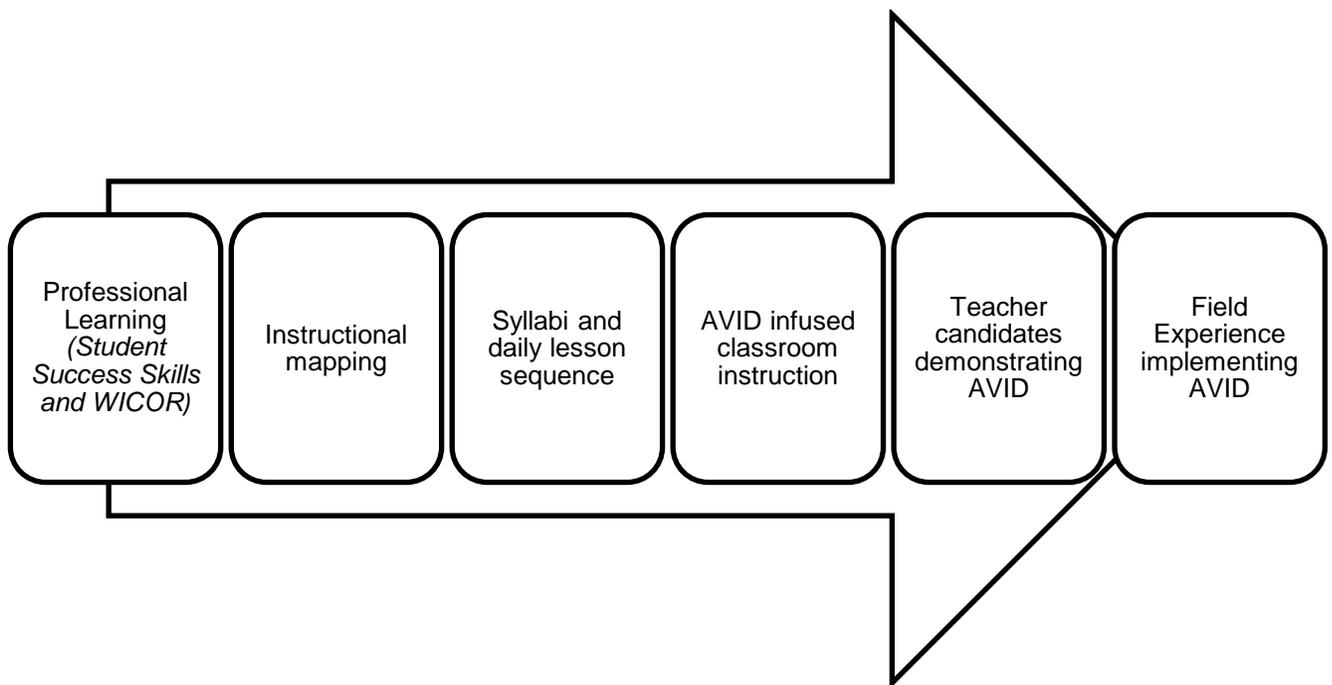


Embedding AVID Teacher Preparation Programs

One of the major components of the AVID Teacher Preparation Initiative is the embedding of AVID frameworks, methodologies and strategies into the instructional design of the teacher preparation courses. In the previous chapter the components of the foundational elements of AVID as WICOR and Student Success Skills were presented and sample applications were given. After these base instructional concepts have been studied the next step in the process is for the faculty to work together to determine the instructional maps for their credential area. Upon completion of the maps the syllabus and daily sequence reflect the insertion of AVID into each course. (Samples are included in the following pages.) Professors then model and teach the AVID framework, methodologies and strategies. Through a metacognitive process the professors have the teacher candidates reflect on their own response to the AVID component that the professor has taught and modeled. The teacher candidates are then given the opportunity to respond to the AVID instruction by leading the class using that AVID strategy. Finally, teacher candidates utilize the AVID strategies in their field experiences and student teaching. The progression might be better shown through a flowchart:



AVID *TPI* Instructional Mapping Matrices

In order to insure that all teacher candidates will be given the opportunity to master the AVID concepts both in understanding and in implementation before graduation and to insure that professors consistently and with fidelity present these ideas in all levels of teacher preparation courses AVID Instructional Implementation Maps are created by each professor and certification area. These matrices are organized by teacher candidate certification areas, i.e., EC-6, Counseling, and Bilingual Education. Each map shows how specific concepts that are essential to the AVID philosophy are taught at three different levels of mastery:

- Introduced
- Developed
- Maintained/Practiced.

For example, Socratic Seminars would be “introduced” in a foundational course, deepened at a “developed” level through a mid-level course and then “maintenance” of that strategy would include senior level courses as well as field experiences.

This format insures that a concept is not taught and then “forgotten” but rather that it is part of a cycle of continuous learning and implementation. Thus, a teacher candidate has the opportunity to begin his/her teaching career with many deeply learned and practiced methods and strategies that are proven to support student college readiness.

The instructional maps also allow the professors to keep “real-time” records of specific AVID strategies as the course is taught. These will be helpful for future research, documentation for lessons taught for various purposes and to insure that teacher candidates are actually being exposed to a specific AVID methodology and/or strategies at all levels during the students’ enrollment.

Each professor will have two maps for each course taught:

- an “ideal” map showing AVID instructional frameworks, methodologies and strategies to be taught in a specific course
- a “real-time” map that is a running record of which AVID methodologies and strategies that were actually taught in a class. This map uses the “ideal” map as the base for the “real-time” map. The professor uses a drop-down box to add the exact strategy used along with the date. The information derived from the second map serves as a foundation for future syllabus and lesson plan adjustments.

ELEMENTARY PLANNING: EC -6TH: UTPB

COURSE	W	I	C	O	R
3352	CONTENT CONNECTIONS-INTRO SQ3R	LEVELS OF QUESTIONS/ANSWERS-INTRO	PURPOSEFUL GROUP PROJECTS-INTRO Paper bag- intro		GRAPHIC ORGANIZERS-INTRO
4362	JOURNAL-INTRO KWL	CRITICAL THINKING SKILLS-INTRO	STUDY GROUPS-INTRO Paper bag- intro	STAR-INTRO	
4311	SUMMARY REFLECTIONS-INTRO	CRITICAL THINKING SKILLS-DEVELOPED	FOCUS GROUPS-INTRO	STAR-DEVELOPED	
4313	LEARNING LOG--INTRO	CROSS-CURRICULAR CONNECTIONS-INTRO	STUDY BUDDIES-INTRO Paper bag-developed		LEARNING LOG--INTRO
3322	CONTENT CONNECTIONS-DEVELOPED I am poem	SOCRATIC METHODS ACTIVITIES-INTRO	PURPOSEFUL GROUP PROJECTS-DEVELOPED	2/3 column notes-INTRO	THINK ALOUD-INTRO
4317	SUMMARY REFLECTIONS-DEVELOPED Think aloud	LEVELS OF QUESTIONS/ANSWERS-DEVELOPED			GRAPHIC ORGANIZERS-DEVELOPED
4325	LEARNING LOG-DEVELOPED 3 point paragraph Marking the Text-intro	CROSS-CURRICULAR CONNECTIONS-DEVELOPED	FOCUS GROUPS-DEVELOPED	CORNELL -- intro	LEARNING LOG-DEVELOPED EFFECTIVE READING METHODS-DEVELOPED Emily Dickinson- Partings
4324	JOURNAL-DEVELOPED QUICK WRITE	SOCRATIC METHODS ACTIVITIES-DEVELOPED	STUDY BUDDIES-DEVELOPED	2/3 column notes-DEVELOPED	THINK ALOUD-DEVELOPED ANTICIPATION GUIDE
4324	D-L-I-Q	CAT/FISH	CAROUSEL	STAR	D-L-I-Q
4324	3 point paragraph	WORD SORT	GALLERYWALK	TICKET OUT THE DOOR	
4324	Learning logs	LEARNING CENTERS	JIGSAW		EFFECTIVE READING METHODS-DEVELOPED
4327	SUMMARY REFLECTIONS-MAINTAIN	CRITICAL THINKING SKILLS-DEVELOPED	PURPOSEFUL GROUP PROJECTS-MAINTAIN	STAR-MAINTAIN	EFFECTIVE READING METHODS-DEVELOPED

4372	LEARNING LOG-MAINTAIN	CRITICAL THINKING SKILLS-MAINTAIN	STUDY GROUPS-MAINTAIN	CORNELL -developed 2/3 column notes - MAINTAIN	LEARNING LOG-MAINTAIN
4312	JOURNAL-MAINTAIN	LEVELS OF QUESTIONS/ANSWERS-MAINTAIN	STUDY BUDDIES-MAINTAIN		THINK ALOUD-MAINTAIN
4373	CONTENT CONNECTIONS-MAINTAIN LEARNING WALL Stretch journal BUZZ GROUP -“Letter” -Language is Power -Discourse patterns	SOCRATIC METHODS ACTIVITIES-MAINTAIN CAT/FISH SORT WORDS Primary source-intro	STUDY GROUPS-DEVELOPED CAROUSEL Paper bag-maintain -Language is Power -Discourse patterns	CORNELL -developed 2/3 column notes-MAINTAIN STAR Graphic organizers-maintain	GRAPHIC ORGANIZERS-MAINTAIN BUZZ GROUP Stretch journal
4680					
4099	SUMMARY REFLECTIONS-MAINTAIN	CROSS-CURRICULAR CONNECTIONS-MAINTAIN	FOCUS GROUPS-MAINTAIN	CORNELL -MAINTAIN	EFFECTIVE READING METHODS-MAINTAIN

INTRO

DEVELOPED

MAINTAIN

Topics from AVID ELL book

Topics from AVID Critical Reading book

Topics from AVID Social Science book

Topics from AVID Elementary book

Topics from AVID Postsecondary book

Topics from AVID Student Success book