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A Study of Underachievement: How to Turn the Average Student into the Above Average

Dillon Jones
Old Dominion University

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A STUDY OF UNDERACHIEVEMENT:
HOW TO TURN THE AVERAGE STUDENT INTO
THE ABOVE AVERAGE

A Research Study
Presented to the Graduate Faculty
of the Department of Occupational and Technical Studies
at Old Dominion University

In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree

By
Dillon Jones
December 1996
This research paper was prepared by Dillon L. Jones under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVAL BY: Dr. John M. Ritz
Advisor and Graduate Program Director

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Dillon Jones
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CHAPTER I

INTRODUCTION

"Wow, this is a long line," said John as he waited in line to place his order. His friends who were accompanying him to McDonalds were playing around and tossing a ball to kill their time in line. After they had received their order, the group then sat enjoying their meal. "This chicken sandwich really looks good," said John as he started to unwrap it. His mouth was drooling from the sweet smell of the sandwich that was dressed in lettuce and so seductively covered with mayonnaise and ketchup. Just as John had begun to pick up the sandwich to take a bite, a voice echoed through the room.

"John, what is the answer! ? John, John! Are you paying attention?" John with a look of a lost child, responded "I'm sorry, I didn't here the question." The teacher looked at John and said, "You spend too much time daydreaming and not enough time paying attention. You need to start taking this class a lot more serious."

John is like many students who are lost everyday in the educational system; he chooses to tune out from the actual world for one that is a creation of his mind. They tune out for many different reasons. Some because of problems at home or in school, but most simply because the work is not exciting enough to keep their attention. These students may be found in the middle of the class standings. They may have an average grade of a "C" but have an above average understanding of the course work. The students in fantasy land are often the ones that understand the lessons the best. They are the students that do the homework the least and have built the most frustration among teachers. These students are underachievers.

Every school day teachers are faced with the challenge of helping at-risk students. Usually the true at-risk students are not the students that are trying to drop out, they are the students that are still in school but are not doing the work. These students are the pupils that get the least amount of attention. Teachers mostly attend to the students at the
low end of the grading scale, while enhancing the education of the students at the high end. Those students falling in the middle are the students that can become the high end learners, but they are neglected because they are not failing and are not exceeding the standard. According to Benjamin Bloom, every student can master any type of material. The only difference among students is the time that it takes for mastery and the work that is put into that mastery (Callaghn, 1994, p. 43-44). Without motivation, the time put into a lesson may be wasted because the student does not wish to learn the material. Teachers are often reminded that they cannot force instruction on the students. They can simply offer it in a way that is accepted by the majority of the students.

In the Newport News School District, there is a program that targets underachievers and tries to mold them into above average students. This program is called Advancement Via Individual Determination, AVID for short. It tries to place the students in charge of their own learning. This program was first developed in California as a college preparatory program in which students facilitate their own academic success (Newport News Schools, 1995, p. 1). Due to the success of the program and its students, the program was brought to Newport News and implemented.

The program consisted of a group of selected students and selected teachers and tutors that are usually employed from neighboring colleges and universities. The students learn discipline and organizational skills through the use of a binder for their classes. This binder is graded once a week, and must contain "Cornell" style notes. The binder must also have assignment sheets, and be in an orderly manner to promote effective learning. Student-centered activities include guest speakers, field trips, group discussions and cooperative work groups that meet twice a week.

Students use WIC, writing, inquiry and collaboration, as the basis for most activities. This program helps to create a greater sense of control and cooperation for the students. Students view learning as a team effort that needs the help of everyone, not just one individual. Students find ways to motivate themselves and to help enhance the learning
environment through feedback. In this program it is important for the students to feel that they are on the same side as the teacher and the tutors, but this raises a very important question. Is the AVID program really successful?

STATEMENT OF PROBLEM

The main problem of this study was to learn whether the Advancement Via Individual Determination Program of the Newport News School District has effectively helped underachieving "C" students to become above average, focused, college bound learners.

RESEARCH OBJECTIVES

The main goal of this research was to prove that the Advancement Via Individual Determination Program of Newport News School District is an effective tool in cultivating underachieving students to become more productive, attentive learners. Related objectives of this study include the following:

1. What is an underachiever and why do they underachieve?
2. What are the strengths and weaknesses to the AVID program in converting poor students to good learners?
3. Has the underachiever become an achiever through a positive change in attitude?

BACKGROUND AND SIGNIFICANCE

Underachievers have been in the school systems since their creation. These students were often misunderstood and redirected to alternative teaching which only made the problem worse. Bright underachieving students were often overlooked, especially in schools that served at-risk populations (Baum, Renzulli, and Herbert, 1994, p. 48). Newport News Public Schools, despite this tragedy, has taken the incentive to try and help these misguided, lost scholars. Through the AVID program, Newport News has
given the underachievers in the school district an opportunity to focus themselves and create a sound academic base.

Public schools are funded by the tax payers. This is also true for the Newport News Public School system. Programs such as AVID, if not ran effectively, wastes tax payer dollars. These funds can be redirected into other programs that are more effective. This study therefore was vital to the assessment of tax payer dollars. This research was also important because if programs such as AVID are to be fully implemented in other schools across the nation, there must be an in-depth evaluation of the effectiveness of this intervention program. According to Carolyn Fehrenbach in her article, "Underachieving Gifted Students: Intervention Programs That Work," these programs can demonstrate that the pattern of underachievement can be broken and that understanding the cause of underachievement and implementing intervention programs can propel students in the direction of individual success. If the United States is to achieve its goal of becoming the leading nation in the study of science and mathematics, these brilliant underachievers must be awakened to help in this struggle.

LIMITATIONS

This study was limited for various reasons. First, the study was limited to the Newport News School District and its students. The research was then narrowed to include only one middle school and one high school. The School Boards definition of Middle Schools was used to clarify the age of the students in these schools. The study includes the students, teachers, and AVID tutors of the selected group of students.

The background of the research was limited by the duration of the program, which was four years (Fall 1992-Spring 1996). Data was obtained through the school district and the related publication released to the public. Surveys and interviews were conducted among the participants, along with observations. Participation in the program
was another limitation to the information gathered. Due to the right of confidentiality of the students, information in the student files such as GPAs were restricted. The scope of the research study was also a factor that limited the number of schools that could participate. This in turn limited the amount of information that could be collected.

ASSUMPTIONS

Before research was conducted, the following assumptions were made:

A. The students of the program were motivated, active, self-directed, learners who felt that they had control over their learning.

B. The tutors of the program were a positive influence on the students.

C. The exposure to alternative teaching methods helped to enhance student creativity and learning.

D. The program could be run more effectively, if adequate funds were available.

E. The students in this program were confident that they were successful learners with an opportunity to attend any school of their choice.

F. The teachers of this program were essential for student development.

PROCEDURES

To complete this study, several components needed to be completed. First a comprehensive review of literature was completed from January 1996 to March 1996. The review was conducted to research the problem, its causes and characteristics. A review of literature was also needed to identify the history and methods of the AVID program nationally and locally. After the literature was reviewed, an evaluation method was then selected in May to best answer the question of this study and to prove the assumptions stated earlier in this chapter. An instrument was then distributed to teachers of both a high school and a middle school in early June. The data was then collected,
tabulated and recorded in July. The researcher used the results of the tabulations to draw conclusions and to make recommendation on the AVID program in early August.

DEFINITION OF TERMS

The following is a clarification of the terms used in this study.

Above Average Student- A student whose grade range was above a "C/B" average.

AVID- Short for Advancement Via Individual Determination. It is a program used by the Newport News School District to help eliminate the middle rated students.

AVID Tutor- A tutor employed by the school district to help facilitate the AVID tutorial sessions. These tutors are usually students of neighboring colleges and universities who have shown academic stability.

College Bound- Students who plan and work toward attending college within one year of graduation.

Middle School- These are schools which include the 6th through 8th grades. These students are grouped to help add stability to learning during the first few years of puberty.

NNSD- Short for the Newport News School District that is located in the Hampton Roads area of the eastern side of Virginia.

OVERVIEW

Underachievers are a common group of students in most school districts. They are often some of the brightest, most creative and hardworking students in the school system. These students often miss the opportunity to bloom and reach their potential, due to their underachievement. The Advancement Via Individual Determination Program of the Newport News School District has attempted to solve this problem of underachievement. This study will provide evidence of the success of this program to help shape the minds
of its participants into ones that are successful, college bound, self-confident and motivated.

The information used in conducting this study will show the effectiveness of the AVID procedures for student advancement. This study will give a history of the AVID program and its methods and philosophies. This study will also describe the average AVID week and the activities of students, teacher, and tutors during a typical week. The attitudes that the students, teachers, and tutors have toward the program will be surveyed to validate the effectiveness of the program. At the conclusion of this study, there will also be a brief description of recommendations suggested by the students, teachers, tutors and the researcher for further advancement of the program and its participants. Included in the Appendices are copies from the Newport News School District's AVID training program handbook in addition to copies of the evaluation instruments.
CHAPTER II
REVIEW OF LITERATURE

This is Chapter II of this research study called the Review of Literature. In this section, the term underachiever is defined, along with the causes and signs of underachievement. This section also gives the history and description of the Advancement Via Individual Determination program, which began in California.

WHAT IS AN UNDERACHIEVER?

Underachievers come in all shapes, colors, sizes and backgrounds. These broad characteristics make it difficult for experts to define the term underachiever. Underachievers are camouflaged and blend in well with other students whose work may be considered average. This makes the hunt for underachievers one that may take effort and time. Fortunately, experts have developed many different definitions that may aid in the hunt for these hidden scholars.

According to two experts, Dowdall and Colangelo, underachievers may be defined as students who demonstrate a high capacity for academic achievement but are not performing satisfactorily on daily academic tasks and achievement tests (Griffin, 1988, p. 29). The Krauses', two other experts in the field of education, use a similar definition to the one used by Dowdall and Colangelo. According to the Krauses' study, underachievers are students who have a discrepancy between their expected performance and their actual performance (Griffin, 1988, p. 29). These definitions are based on the teacher's expectations of a student. These expectations may be established through the observation of the student and the expectations set on them by others. In 1985, McCall defined underachievers as students whose grades are substantially below what might be
expected on the basis of IQ, aptitude or achievement test scores (Griffin, 1988, p. 30). Although similar in some aspects, these definitions define the term in different ways.

Dowdall and Colangelo, in their 1982 study, identified three main categories for defining underachievement. These classifications included the difference between two standardized measures (ACT and SAT), the difference between standardized measures and performance on some nonstandardized measures (ACT and GPA) and the difference between two nonstandardized measures (Colangelo, 1993, p. 155). As pointed out in Anastasi's 1976 study, the discrepancies between intelligence test scores and achievement test scores are the main factors in determining underachievement. Anastasi felt that most underachievers are simply a result of test error that may be due to a statistical effect of an imperfect method of measurement (Colangelo, 1993, p. 155). Although many experts tend to disagree with Anastasi's views, one cannot overlook the possibilities of unreliable and invalidated test results are being used to classify students.

Just as fire has smoke, underachievers also give warning signs. Underachievers may be students who do not try, appear lazy, seem immature and get upset if they do not get their way, act up, and appear shy. These students may often be found dismissing school as "stupid" or "boring" and may also appear to have low self-confidence and be rebellious (Griffin, 1988, p. 30). These signs are often misplaced and labeled as the cause, not the product. This misjudgment leads teachers into labeling the students as trouble makers, low achievers and unteachable. In an article entitled, "Teacher Expectations and Underachieving Gifted Children," the authors Kolb and Jussim illustrated the "self-fulfilling prophecy," in which students eventually become the type of student that the teacher has predetermined him/her to be. This is accomplished through the positive or negative influence a teacher gives to his/her prize students or worse students.

The definitions of an underachiever vary from researcher to researcher. This makes it difficult for the classification of these special students. To aid in this classification, one may become knowledgeable of the several signs that accompany this type of problem. If
one is to properly understand underachievers, one must understand why they underachieve.

**WHAT CAUSES STUDENTS TO UNDERACHIEVE?**

The question, why do people do certain things, is a very hard one to answer. This question requires one to synthesize and find the underlying motivation or lack of motivation that causes an action. When exploring the causes of underachievement, experts have had just as much luck agreeing on theories as they did on definitions.

In 1991 Ker identified three main factors that accounted for underachievement. First, the expert noted that wrong test scores and measurement errors may have an effect on the problem (Colangelo, 1993, p. 156). Ker felt that many students are labeled incorrectly due to poorly validated tests and measures. Other researchers such as Dowdall and Colangelo have also agreed with the theory of test and measurement errors (Griffin, 1988, p. 33). The second account dealt with "closet learners." Underachieving learners were defined by the researcher as students who are motivated to learn at home but do not perform within the structure of a school (Colangelo, 1993, p. 156). Students who are bored, too angry or depressed with the dullness and repetitiveness of the instructed material, are the last category noted by Ker (Colangelo, 1993, p. 156). Ker's research stated that these students do not perform in class, when given the opportunity are happy to show the extent of their knowledge on achievement and other standardized tests (Colangelo, 1993, p. 156).

The Krauses in their study also identified three main causes for underachievement. The primary attribute named in their research dealt with deficiencies in academic skills. They felt that these students did not have efficient test-taking, note-taking, listening, and writing skills to achieve in their studies (Griffin, 1988, p. 31). Next the two researchers named deficiencies in behavioral self-control as the secondary cause to this dilemma.
These students did not possess the necessary self-monitoring, self-reinforcement, stimulus control and time management skills required to perform well in school (Griffin, 1988, p. 31). Interfering effective factors are the last cause named by Krause and Krause. This account dealt with over dependence, poor motivation and personality dysfunctions (Griffin, 1988, p. 31). Both the Krauses and Ker identified three main causes for underachievement. Other researchers have established a few other reasons for this lack of achievement.

Among them are two researchers, Janos and Richardson. In their 1985 report, they identified unsupportive backgrounds, conflicts in family and other relationships and poor and personal adjustment (Fehrenback, 1993, p. 88). In addition, other researchers have reported the student's personal character as a contributor. Among these contributors are perfectionism, procrastination, unwillingness to take risks and the feeling of competition when none exists (Fehrenback, 1993, p. 88).

HISTORY OF AVID

Educators have felt that underachievement was a problem that needed to be addressed. According to Bloom's theory of mastery learning, any student can master a task if given sufficient time on the task and provided with adequate instruction of academic skills (Callahan, 1995, p. 43). Due to these assumptions and a court ordered desegregation of a San Diego school district, the Advancement Via Individual Determination (AVID) program was created in 1980.

The program was started in response to a new student population of 500 low-income, at risk students being bused to the Clairemont High School (Swanson, 1993, p. 2). The program was the brain child of the Chair of the English Department, Mary Catherine Swanson. The goal of Swanson was to increase the number of college bound students among these newly bused students. Before the imposed bussing, 80% of the graduates of
the high school went to college (Swanson, 1993, p. 2). Many teachers felt that the standard of education would diminish, thus having low expectations for the newly arriving students.

The name of the program was developed from the Latin word *avidus* that means eager for knowledge (Swanson, 1993, p. 1). The AVID program served two main purposes. The first, to increase college participation among African-American, Alaskan/Native American, Latino and Low-Income students who were most underrepresented in post secondary education (Swanson, 1993, p. 1). The second purpose is to restructure secondary school teaching methodologies to allow college prep curricula to be accessible to all students (Swanson, 1993, p. 2). Through tutoring, academic skills remediation and group collaboration, students were able to raise morale, grades and teacher expectations.

Within the first three years, the program proved to be a great success. The original 30 participants all graduated and went on to attend college. Out of the 30 graduates, 28 decided to attend four year institutions, while the remaining two chose to attend community colleges (Swanson, 1993, p. 7). In 1991 an extensive study was conducted of the program. It tracked the progress of all 144 AVID graduates from 1990-1991. Out of the 144, students 72 went to four year institutions, 60 went to two year institutions and the remaining 12 did not attend college immediately after graduation (Mehan, 1992, p. 4). These enrollment numbers were 50% higher than both the local and national averages.

The AVID program has gained national recognition for its methods of converting underachievers into achievers. Many school districts across America are now examining how the AVID program has achieved success.

**THE STRENGTHS AND WEAKNESSES OF THE AVID FORMULA**

The AVID program considers the causes of underachievement. With this in mind, the program, with its formula for making more successful students, is better equipped to
address the needs and interests of these hidden scholars. The AVID program starts its program on sound principles, and then expands to a flexible body of instruction and activities that have stood the test of the unwilling student.

The AVID program is founded on two important themes, which are referred to as maxims. The first is, "How do I know what I think until I see what I write or hear what I say (Swanson, 1993, p. 5)." The second is, "It is better for a student to be a partner in learning at a teacher's side for five minutes, than a disciple at his or her feet for five months (Swanson, 1993, p. 5)." This theme opened the door to the style of cooperative learning where the student and the teacher are on the same side instead of opposite sides. The program uses these two principles to create one of its learning styles called WIC. WIC, which stands for writing, inquiry and collaboration, teaches the students to write their thoughts, look into things that they are unsure of and to share these thoughts and findings with their fellow students. The AVID program shows that it is easier for students to help one another than to just help themselves.

The AVID formula contains many elements of success. An aspect of the program is the isolation of the group members. With this isolation, the students meet once everyday in a specially decorated room, with their fellow AVID students, teacher and tutors. This isolation helps to build a sense of comfort and trust. Next, the program teaches and reconstructs basic academic skills. These skills include note-taking, studying and test taking. The students are also taught how to apply to colleges by properly filing applications, taking visits and interviewing. Lastly the AVID program encourages the teacher to act as a sponsor for the students. The teachers of the AVID program often may be found checking on student progress, absences, disciplinary problems and many other things that are not usually covered under the typical teacher's job descriptions. Though very beneficial, the AVID program is not without its flaws.

Since the program is run by teachers, it is almost impossible to exclude any human flaws that may decrease the effectiveness of the program. First, perpetual bias is
considered. Perpetual bias is when teachers perceive, evaluate, or remember their students' behavior in ways that are consistent with their erroneous beliefs (Kolb, 1994, p. 27). Since these students are labeled, teachers may set an unjust or invalid expectation on them. This may cause the teacher to misgrade the student if the student does not meet the teachers' expectations. Second, if the program is to be run effectively, it calls for effective teachers and tutors. If teachers or tutors are unable to control group discussion and activities or just simply control themselves, the students are left without proper guidance and without the AVID principles. The next weakness of the AVID program is the cost. The cost of the program limits the amount of student participants and tutors. Cost may also affect the activities sponsored by the program and supplies given to the students. Finally, since the tutors are college students, the program is held dependent on the class schedules of these students. Many college students have classes during the day. This makes it difficult for the program to find qualified hard working and supportive tutors that are available.

DESCRIPTION OF NEWPORT NEWS SCHOOL DISTRICT'S AVID PROGRAM

Due to the success of the AVID program, members of the Newport News School District started to become impressed with the AVID idea and started plans for possible implementation. After months of planning and interviewing teachers, students and tutors, the program was implemented into the Newport News School District in the fall of 1991.

The AVID student elects to be a part of this program. To be selected for the program, the student must first apply and then complete an interview process. The student must be college bound and demonstrate the will to work and make changes. To take advantage of these benefits and to confirm their commitment and dedication to the program, AVID students and parents are required to sign a contract at the beginning of the program. The AVID student makes a commitment to work diligently toward success in all areas, enroll
in classes geared toward college-prep, and to contribute to an environment where learning is a cooperative effort (Newport News School District, 1995, p. 4).

In middle school, AVID is offered in the core subjects where its methods are integrated into each course. AVID in the high school is a different process. The class is chosen as an elective, with the student meeting five times per week. Two meetings each week are dedicated to survival and college entry instruction. Here, the students acquire skills that will enhance their ability to think critically, manage time and take notes. In addition to these skills, the students are taught textbook reading, library research and study skills (Newport News School District, 1995, p. 3). Lessons are also given to prepare the student for tests that are mandatory for college attendance, i.e., ACT and SAT. The other two meetings per week concentrate on tutorials. The student must prepare questions about their assignments prior to class and then through collaborative work groups to have them answered. The objective of tutorials is to teach students to seek and use help of others (Newport News School District, 1995, p. 3). The tutors, assist the student in discovering a system of question-and-answer that will help him/her record, analyze, synthesize and evaluate core concepts (Newport News School District, 1995, p. 3). Motivational activities are the focus of the last session of the school week. This allows time for the student to visit and explore local businesses, colleges and hear career and college speakers. These sessions expose students to numerous educational and career opportunities.

The AVID tutors are taken from area universities which include Hampton University, Christopher Newport University, Old Dominion University, and the College of William and Mary. The tutors must represent a balanced academic background by holding a 2.8 GPA or better and by being dedicated to the growth and success of the student (Newport News School District, p. 6). The tutors should be excellent role models and motivated, organized and successful college students who believe that the AVID student can succeed too (Newport News School District, p. 6). The tutors must possess the ability to guide
the student to academic and personal excellence. Tutors are required to mentor and assist students in courses work, respond to student writings, and evaluate the students binders that include notes and assignment sheets. The tutors are also asked to talk with the teacher about the progress of the students and assist with some areas of program planning. Training sessions and group meetings are created to assist and prepare the tutors to work with the AVID students and to support and understand the student's needs.

The AVID teacher is responsible for developing the academic and personal strength of students who have made a commitment to become actively involved in their own education (Newport News School District, p. 1). Teachers are responsible for setting an interesting and stimulating learning environment and for scheduling events that enhance the effectiveness of the program. It is essential that the AVID teacher be aggressive in order to establish the importance and intensity of tutorials, binder checks and to maintain control of their AVID classroom. In high schools, the AVID teacher serves as an additional counselor who seeks to keep the student out of trouble and assumes the role as a guardian. In addition to these requirements, AVID teachers should be able to communicate AVID program goals and program ownership to the student. The AVID student must accept their role as the builders of the program more than just students occupying space within a program. The AVID teacher must also be knowledgeable about alternative teaching practices to keep the students interested and continue to motivate them toward improvement.

SUMMARY

Underachievers are a large percentage of the average student population. They are often overlooked because they are not dropping out, yet they are not labeled gifted or talented. Underachievers can accomplish many of the same academic tasks achievers can, if they are given proper motivation and academic skills. The Advancement Via
Individual Determination program was created to answer the call of the hidden scholar within many underachievers. In the next chapter entitled methods and procedures, the research population and procedures used will be explained along with the instruments used in data collection.
CHAPTER III
METHODS AND PROCEDURES

Chapter III of this study is called Methods and Procedures. In this chapter, the research methods used in solving the problem along with the population, research variables, instrument design, procedures, methods of data collection and statistical analysis are explored.

POPULATION

The populations for this study group consisted of 64 students, six (6) tutors, and two (2) teachers from the Newport News School District. These individuals represent two schools in the district, one middle school and one high school. A sample of 21 students, three (3) tutors and one (1) teachers were taken from the middle school. A sample of 43 students, three (3) tutors and one (1) teacher were taken from the high school.

RESEARCH VARIABLES

The research variables of this study were the methods that the AVID program used to motivate its students. These variables included collaborative tutorial groups, teaching of academic survival skills such as test and note-taking and support personnel that include the AVID tutors and teachers. In addition to these variables, homogeneous grouping in the middle school and high school, field trips and guest speakers were also used in this research study.
INSTRUMENT DESIGN

This research was conducted as a descriptive study. The instruments used in this study were designed to answer the research objectives and to confirm the assumptions given in Chapter I. Three instruments were used to obtain information from the students, teachers, and tutors regarding their opinions of the program and its outcomes. An instrument was designed for each of the three response groups. To provide added flexibility for the respondents, an open-form instrument was used along with informal interviews, to collect the needed data. The interview and survey questions were validated and approved by the research director of the author. These instruments were validated to insure their ability to obtain the necessary information to satisfy the research goals and assumptions. A copy of the instruments used may be found in Appendix A, located at the end of this research study.

FIELD PROCEDURES

The students of the AVID program were selected from a group of students that applied and interviewed with the program coordinators. After acceptance into the program students were asked to sign an AVID contract to show good faith in working toward the goals of the program. All AVID students were placed in advanced academic classes with the support of the AVID classroom. The AVID class met every day during the regular school year in an assigned, specially decorated room. Two meetings were tutorial based, the other two were instructional, with the remaining day for motivational exercises. Binder evaluations were conducted once each week to insure proper note-taking and organizational skill usage.
METHODS OF DATA COLLECTION

Informal interviews and on-site observations were conducted at various times during the months of March, April and May of 1996. The instruments for data collection were created and distributed to selected teachers, for distribution to their students in June. All data collected in the study was subject to approval by the Director of Research and Development of the Newport News School District. After approval, the researcher obtained the completed instruments from the selected teachers in early August. The instrument for the tutors was distributed by the researcher and completed by tutors that remained in the local area during the month of July.

STATISTICAL ANALYSIS

Due to the limitations of this study, a more in depth data analysis was not possible. All data was tabulated and then recorded according to the following categories, school and respondents. Data was calculated and presented in both raw and percentile scores. To best illustrate select findings, data was placed in tables and figures.

SUMMARY

The participants in this study were students, teachers and tutors from a high school and a middle school in the Newport News School District. The data collected for this study was in the form of open-form instruments, informal interviews and on-site observations. The instruments were designed according to the research objectives and assumptions given in Chapter I. The data was collected through the months of March and June of 1996. The survey instruments were obtained during the months of July and August of 1996. In Chapter IV the results of the data collected and the evaluation methods used are reported and explained.
CHAPTER IV

FINDINGS

The problem of this study was to determine whether or not the Advancement Via Individual Determination Program of the Newport News School District has effectively helped underachieving "C" students to become above average, focused, college bound learners. In this chapter, entitled Findings, the research data collected will be presented along with its statistical analysis. This data will be presented in three main sections which include students, tutors and teachers. Within these sections the responses to each question will be explored for both the high school and the middle school. A table containing the response to each survey question is located behind its respective questionnaire in Appendix A located at the end of this research study.

AVID STUDENTS

In this section the data collected on the opinions of the AVID students is reported. A total of 64 students were given questionnaires on their attitudes toward the AVID program, tutors, teachers, and their personal attitudes. Forty-three of the 64 students were from the high school and the remaining 21 students were from the middle school. The following is a description of the students' responses. Some of these findings are supported by figures and tables.

How long have you been in AVID?

Of the high school students, 23.3% (10) responded that this was their first year, 65.1% (28) stated that this was their second year and 11.6% (5) stated that this was their third year in the program. The 21 middle school students responded by 100% that this was their first year in the program.
What is your opinion of the AVID program? Has it made a positive influence on your attitude academically and socially?

The majority of the respondents in both the middle and high schools had a positive response to the program. Seventy-nine percent (34) of the high school and 81% (17) of the middle school students agreed that the program has had a positive influence on their attitude. Fourteen percent (6) of the high school and 9.5% of the middle school students felt that the program had no effect, with the remaining 7% (3) of the high school students and 9.5% (2) of the middle school students unsure about their response. See Figure 1.

**Figure #1**

**Student's Opinion of the AVID Program**

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

How do you feel about your AVID tutors?

Of the high school students surveyed, the responses were as follow: 74.4% (32) felt positive about the role of the tutors in the AVID classroom, 7.0 % (3) felt that the tutors were not instrumental to their learning, with the remaining 18.6 % (8) feeling unsure.
about the contribution of the tutors. In the middle school, the majority of the students, 95.2% (20), felt that the tutors were vital for their learning, and only 4.8% (1) disagreed with the need for the tutors in the program.

**How successful are the tutors at offering support?**

The high school and middle school students agreed that the AVID tutors were very successful at providing support. Eighty-eight percent (38) of the high school and 100% (21) of the middle school students felt that their AVID tutors were supportive. This left only 11.6% (5) of the high school students feeling that the tutors were not successful at offering support. See Figure 2 for an illustration of these percentages.

![Figure #2](image)

**Students' Opinions of the AVID Tutors**

- **High School**
- **Middle School**

- **Supportive**
- **Unsupportive**

**How do you feel about your AVID teacher?**

The majority of the students in both the high school and the middle school had positive feelings about their AVID teachers. Ninety point seven percent (39) of the high school and 90.5% (19) of the middle school students embraced their teacher. While only
4.7 % (2) of the high school students did not accept the efforts of their teachers in the AVID classroom. The remaining 4.7 % (2) of the high school and 9.5 % (2) of the middle school students were unsure of their feelings toward their AVID teacher.

**Does your AVID teacher offer support and guidance to you?**

Of all the high school students surveyed, 93.0 % (40) felt that their AVID teachers were supportive throughout the program, 2.3 % (1) felt that the teachers did not offer support and the remaining 47.5% (2) were unsure about their teachers' role in the classroom. The middle school students' responses divided in the same pattern. Eighty-five point seven percent (18) felt that the teachers were supportive, 4.8 % (1) felt that received no support from the teachers and 9.5 % (2) were unsure about the support and guidance offered by the teacher. See Figure 3 for an illustration of these percentages.

**Has AVID affected your attitude about attending and doing well in school?**

The majority of the students, 69.0 % (29) of the high school and 76.2 % (16) of the middle school, seem to agree that the AVID program has had a positive affect on their attitude. Only 2.4 % (1) of the high school students felt that a negative change was the result of the program. The other 28.6 % (12) of the high school and 23.8 % (5) of the middle school students noticed no change in their attitudes since enrollment in the program. See Figure 4 for an illustration of the distribution of responses.

**Has AVID helped to change your attitude about yourself and what you are able to do?**

Of the high school, 62.8 % (27) students felt that the AVID program has given them a better view of themselves and their abilities, while 27.9 % (12) of the students felt that there was no change in their opinions about themselves and the remaining 9.3 % (4) were left unsure. The middle school students agreed by 71.4 % (42) that the program helps
them to view themselves more positively. Twenty-three point eight percent (17) of the students felt that the program did not change their perception of self, and only 4.8 % (1) unsure about any personal changes. See Figure 5 for a representation of the percentages of responses from the middle school and the high school.

Figure #3

Opinions of AVID Teachers' Support

![Opinions of AVID Teachers' Support](image)

Figure #4

Change in Attitude Toward Attendance

![Change in Attitude Toward Attendance](image)
What do you plan to do after high school?

Of all the high school students surveyed, there were several post high school plans. Most of the students, 81.4% (35) chose to attend college, while 11.6% (5) opted to enlist in the military. Two point three percent (1) chose trade school, leaving 4.7% (2) undecided about their future plans. Unlike the high school students, 100% (21) of the middle school students chose college as their next step after high school. Refer to Table 1 for a summarative distribution of responses to this question.

<table>
<thead>
<tr>
<th>Question#9</th>
<th>College</th>
<th>Trade</th>
<th>Military</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>35</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>Middle School</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>1</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

If you could change anything about AVID to make it a better program, what would you do?

There were many suggestions given and agreed upon by both the high school and middle school students. Some of the suggestions, listed from the most popular to the least popular include, Trips and Activities, Improved Tutors and Tutorials, Better
Students and Discipline, Restructure the Program and Guest Speakers and Scholarships. See Table 2.

<table>
<thead>
<tr>
<th>Question#10</th>
<th>High School</th>
<th>Middle School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trips &amp; Activities</td>
<td>20</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>More Teachers</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tutors &amp; Tutorials</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Better Students &amp; Discipline</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Restructure Program</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Guest Speakers &amp; Scholarships</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Unsure</td>
<td>11</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>21</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

**Student Recommendations for AVID Improvement**

**AVID TUTORS**

In this section of the Findings, the responses of the AVID tutors are reported. Questionnaires were given to six AVID tutors, to assess their opinions of the AVID program, students and teacher. Three of the six respondents tutored in middle schools, while the others tutored in high schools. Some of the data collected by the instrument is also reported and illustrated in a table.

**Do you feel that the AVID Program is effective in helping the participants to become better students?**

The high school and middle school tutors were all in agreement that the AVID Program assisted in the students' academic improvement. However, of the three (3) middle school tutors surveyed, only one (1) found the program to be ineffective, simply because students were not kept interested and under control.
Do you feel that the AVID teachers help the progress of the students?

In both the high school and the middle school, one (1) of the three (3) tutors surveyed disapproved of the teachers efforts in the classroom due to insufficient classroom order. Two (2) of the three (3) tutors in the high and middle schools felt that the teachers were very supportive in offering guidance, counseling and serving as a friend.

If you could make any changes in the AVID program for the better, what would you do?

When asked to offer changes that would improve the program, the tutors all seemed to agree that More Funding, Program Unification, Better Student Selection, More Tutors, and Better Program Supplies were necessary for the program to improve. Other responses and suggestions included Better Activities, Better Classroom Discipline, More Tutorials, and Student and Tutor Ownership. See Table 3 for an illustration of the tutor recommendations.

<table>
<thead>
<tr>
<th>Question #3</th>
<th>High School Tutors</th>
<th>Middle School Tutors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Funding</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Better Activities</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Program Unification</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Better classroom discipline</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>More Tutorials</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Better Student Selection</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>More Tutors</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Student and Tutor Ownership</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Better Suppliers</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
</tbody>
</table>

Tutor Recommendations for AVID Improvement

AVID TEACHERS

In this section the responses of the two teachers surveyed are reported. These teachers represent both the high school and the middle school, with one teacher responding for each school. Both teachers were asked to respond to questions that dealt
with the AVID program and tutor effectiveness. One of the responses in the following section is placed on a table for simplified assessment.

**Do you feel that the AVID program is effective in helping the participants to become better students?**

The high school teacher and middle school teacher agreed that the program was successful. Both teachers felt that with minor improvements, the program will continue to reach great heights.

**Do you feel the AVID tutors help the progress of the students?**

The high school teacher and middle school teacher agreed that the tutors were a major resource to the program and were vital in the classroom for the students' success. The teachers also felt that the tutors provided insight on college curriculums offered and life after high school.

**If you could make any changes in the AVID program for the better, what would you do?**

When asked to suggest changes to improve the AVID program, the high school and middle school teacher agreed that More Funding, Teacher Planning Time and Better Student Selection were musts in enhancing the program. The high school teacher also suggested a need for Student Observations, Parental Contacts and Guidance Counseling. The middle school teacher recommended also that More Tutors and Better Supplies will also raise the effectiveness of the program. Refer to Table 4.
The data collected in this study was obtained through questionnaires developed and distributed to AVID teachers, tutors and students. Sixty-four students were surveyed from a middle and a high school in the Newport News School District. Forty-three students represented the high school and twenty-one students represented the middle school. Of the students surveyed, the majority felt that the AVID program was effective in creating a positive influence on them academically and socially. These students also agreed that the tutors that participated in the program were successful in providing support and direction when needed. The students responded that the AVID teachers were also very effective in promoting direction and leadership. After responding to questions of program effectiveness, the students were asked to recommend improvements to the program. A few of the most popular responses were, more trips and actives, more tutors and better tutorials, or that they were unsure or would not change anything.

Six tutors were questioned about their opinions of the program. Three of the six were middle school tutors, while the remaining three were high school. The majority of the tutors felt that the program was effective in helping the students meet the demands of the academic world. Of the tutors that felt that the program was uneffective, they named the
lack of classroom control as the main contributing factor. The tutors were split when asked about the effectiveness of the AVID teachers. Once again the reason for uneffectivness was due to the lack of classroom control. When asked to recommend improvement to the program, a few of the more common topics given were more funding, better student selection, better supplies and more tutors.

One teacher from a high school and one from a middle school were both surveyed on their opinions toward the AVID program and its participants. Both teachers felt that the program was effective in creating a change in both student achievement and behavior. The teachers also agreed that the tutors of the program were an essential part of the AVID process. They were able to give the students direction and support in relation to the real world both in and out of college.

In the next chapter, entitled Summary, Conclusions and Recommendations, a summary will be given of the entire research study. Also, the findings of this study will be matched to the research goals and assumptions for validation. In addition, this next chapter will list the recommendations given by the researcher and those given by the students, teachers, and tutors.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This is Chapter V of the research study entitled Summary, Conclusions and Recommendations. In this chapter the study is first summarized from Chapters I to IV and then conclusions are given based upon the findings of the data collected. The collected data will also be used to determine if the research goals were met and if the assumptions made were valid. At the end of this chapter, recommendations are given by the researcher for future progress of the Newport News AVID program based upon the results of the study.

SUMMARY

Everyday in most classrooms across the nation, there are brilliant young students hiding themselves from the eyes of teachers. These students, which go by the name of underachievers, are a major part of the silent and underrepresented middle cluster of students. For years researchers and educators have experimented to find a cure for these ailing learners to become achieving scholars.

In Virginia there is a school district located in Newport News which has a motivational program called AVID that started in 1991. AVID is an acronym for Advancement Via Individual Determination. This program attempts to take the average student and then mold him/her into an above average learner. The problem of this research study was to validate the effectiveness of the AVID program developed in the Newport News School District to produce students who have better attitudes toward themselves and their education. This attitude change would increase their ability to become more successful students.
The objectives of this study were to identify what is an underachiever and why do they underachieve, to identify the strengths and weaknesses of the AVID program and to show that the Newport News School District's AVID program was effective in changing students' attitudes. This research was very significant due to the large number of brilliant students who are constantly overlooked everyday in this nation's educational system. This country cannot afford to continue producing underachieving students because underachieving students often become underachieving citizens. Many programs have made claims of effectiveness, yet have not truly created any change other than the one in the pockets of the taxpayer. Programs like AVID must be evaluated for their effectiveness for a number of reasons. First, to prove that the cycle of underachievement can be broken. Second, to verify that tax payer dollars have been spent on necessary and functional programs.

Limitations to this study were due mainly to the school district's policies and the time allotted to collect and record the data. Due to the sensitivity of student records, GPAs were not made available to determine whether a correlation existed between student grades and attitudes. Due to time constraints, additional surveys to students at large were also not possible to reduce the chance of skewing the data. Data collection was also limited to questionnaires, informal interviews and observation to answer research objectives and assumption.

The population used in this study consisted of students, teachers and tutors of the school district's AVID program. This population was narrowed to a sample of one high school and one middle school. Of the schools surveyed there was a total of sixty-four (64) students, six (6) tutors and two (2) teachers that responded to the surveys. The instruments used in this study consisted of open-form questionnaires and interview questions. The research questions were approved by the researcher's advisor and by the Newport News School District. The data was obtained during the month of June and
reported, tabulated and placed into figures and tables for simplified illustration. The
mode was used to identify the most popular responses. A percentile was also used to
depict a ratio of the responses to the number of completed surveys.

CONCLUSIONS

After the collection of instruments, the data was tabulated and then examined.
Conclusions were drawn on the effectiveness of the program based upon the assumptions
made at the on set of the study and the findings of the data collected in Chapter IV of the
study. On the proceeding pages, one will find the conclusions made by the author and an
explanation of how it was reached.

Students that are products of the AVID program were motivated, active, self-
directed, learners who felt that they had control over their learning.

Seventy-nine point seven percent of all students surveyed felt that the program had a
positive influence on their academic and social attitude. Seventy-one point four percent
of all students felt that the AVID program has improved their attitudes toward attending
school and doing well in classes. An additional 65.5% of all students felt that the way
they view themselves has also improved because of the AVID program. See Figure 6 for
an illustration of these percentages. The researcher concludes from these results, that the
AVID program has an effect in helping to motivate the students to become self-directed
learners.

The tutors that were members of the program had a positive influence on the
students.

Eighty-one point three percent of all the students approved of their AVID tutors and
another 92.2% of the students strongly agreed that the tutors were very supportive and
valuable. One hundred percent of the teachers surveyed agreed that the tutors were a significant component of the AVID program. Due to this strong level of approval, the researcher concludes that the AVID tutors are a positive influence on the students. Refer to Figure 7 for an illustration of the percentage for responses toward the AVID tutors.

**Figure #6**

![Change in Attitude](image)

**Figure #7**

![Positive Influence on AVID Program](image)
The AVID program can be run more effectively if adequate funds were made available.

Forty-three percent of the AVID students desired more field trips and activities. These requests are only possible if more funding is provided. One hundred percent of the tutors surveyed felt the programs needed more funding in order to provide a more interesting learning environment for the students. One hundred percent of the teachers desired more funding to expand supplies and resources in the classrooms. They felt that this would enable them to enhance their personal lesson plans and keep students focused. The researcher from these showings concluded that the AVID program can have a more effective program if adequate funds are provided.

The students who are products of the AVID program were confident that they were successful learners with an opportunity to attend schools of their choice.

Sixty-five point six percent of all students felt that their attitude toward themselves and their abilities had changed for the better. Eighty-seven point five percent of the students surveyed chose college as their next step beyond high school. Another 9.4% of the students chose trade schools or military institutions as their goal. See Figure 8 for a depiction of the percentages of the respondents that felt that AVID resulted in a positive change and that they were confident in their choice to attend college.

Figure #8

[Diagram showing bar graph with percentages for Positive Change and Confident on Attending College]
The researcher concludes that the AVID students were confident that they were successful learners and had the opportunity to attend a school or university of their choice.

The teachers of the AVID program were essential for student development.

Ninety point six percent of all the students admired their teachers and 90.8% felt that their teachers were very supportive and instrumental in their learning. Sixty-six point seven percent of all the tutors also felt that the teachers were very supportive to the students and that they were an important part of the student's progress in the classroom. The researcher concludes from these results that given a student who is willing to learn, work and make changes, the AVID teachers are essential for student development.

RECOMMENDATIONS

In order to enhance the AVID program, the students, teachers and tutors were asked to suggest changes that they would like to see implemented into the program. In this section, these recommendations given will be presented along with the personal suggestions developed by the researcher based upon the findings and the conclusion of the study.

The Student Recommendations

The students desired the selection of better student participants and the addition of teachers and tutors, to allow for more individual assistance and better discipline in the classroom. Many students expressed a lack of interest at times and suggested more trips, activities and hands-on work. The high school students, whose focus are more related to graduation and college enrollment, recommended more collegiate guest speakers and information on scholarship opportunities.
The Tutors Recommendations

The AVID tutors suggested more funding to provide for better activities and better supplies for the program. Recognizing the need for more one-on-one help, the tutors also found a need for an increase in tutors and tutorial sessions. The tutors also recommended better student selection to allow for a more disciplined classroom and to promote student and tutor ownership. Having to interact with several different AVID classrooms, the tutors also recommended that the program become more universal. The tutors noted that if the program were operating with the same structure within every learning environment, the students and tutors would become better apt to reach program goals in the event of a change of location or teacher is required.

The Teachers Recommendations

The teachers recommended a need for more program funding and better supplies to improve the quality of classroom activities and events. Teachers noted that the majority of the AVID binders given to students were unusable before the end of the school year. The teachers also felt that student observations along with increased parental contact and guidance counseling would also enhance the program. In addition, the teachers desired more time to organize and plan the activities that they were providing for the students, for counseling and academic follow-ups.

The Researchers Recommendations

After the completion of the research study on the AVID program in the Newport News School District, the researcher has developed the following recommendations:

1. A database of AVID students be created to track the progress of students during and after high school. This will help to alleviate future problems of obtaining evaluation data and will help to provide an ongoing description of the program's effectiveness. This database may be created through the use of program indicators used in evaluating most
educational programs. These indicators may include any, but should include to the following:

a. GPAs of current participants and the amount of change from previous year
b. Number of students that entered college within one year of graduation
c. School drop-out rates
d. School attendance
e. Number of students requiring disciplinary action
f. ACT and SAT scores

2. Greater focus should be placed on attempting to make such activities as binder evaluation criteria and tutorial session procedures more universal. This will help in the transition of students and tutors from class to class and school to school. This will also help to provide a more consistent level of educational vigor than is placed on the AVID process. This may be possible by developing a more detailed evaluation sheet that includes a better point description of what a point is worth and what it is not worth. This sheet should also include examples that would tell teachers, tutors and students what a half page of notes for a class is worth by the AVID standard, not the individual teacher or tutor. A more detailed tutorial training program may be developed using model teachers and tutors to help new teachers and tutors to identify the high level of standards that the program requires of its participants.

3. A more in-depth study should be conducted on the program that would include a qualitative study to determine whether students' grades have increased. This study should also show a correlation between the students' grades and their change in attitude.

4. Further study should be conducted to identify resolutions for the problems and concerns noted by the students, teachers, and tutors. The following are areas that should be addressed in future studies:

a. Student, teacher and tutor selection and evaluation process
b. Classroom procedure, which may include creative learning activities, tutorial sessions, collaborative workgroups and student academic development
c. Increased funding
d. Program evaluation, which may include evaluation models, indicators, instruments and findings

The recommended study areas may be completed by the program coordinators, the district's research department or by hiring an outside consultant familiar with the AVID program and program evaluation and research methods.
BIBLIOGRAPHY


AVID Tutor Survey

Please print your answers to the following questions.

School ___________________________  Grade __________________

1. Do you feel that the AVID Program is effective in helping the participants to become better students? __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Do you feel that the AVID teachers help the progress of the students? Please explain why or why not. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. If you could make any change in the AVID program for the better, what would you do? __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Thank you very much for your time and effort.
## Tutor Findings

### Question #1

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AVID Teacher Survey

Please print you answers to the following questions.

School ___________________ Grade ________________

1. Do you feel that the AVID Program is effective in helping the participants to become better students? __________________________________________
   __________________________________________
   __________________________________________

2. Do you feel that the AVID tutors help the progress of the students? Please explain why or why not. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. If you could make any change in the AVID program for the better, what would you do? __________________________________________
   __________________________________________
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Thank you very much for your time and effort.
Teacher Findings

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AVID Students Survey

Please print the answers to the following questions.

School ____________________________ Grade _______________

1. How long have you been in AVID? __________________________

2. What is your opinion of the AVID program? Has it made a positive influence on you academically and socially? ________________

3. How do you feel about your AVID tutors? __________________________

4. How successful are the tutors at offering support? __________________________

5. How do you feel about your AVID teacher? __________________________

6. How does your AVID teacher offer support and guidance to the students and tutors? __________________________

7. What has AVID done to your attitude about attending and doing well in school? ________________

8. Has AVID helped to change how you feel about yourself and what you are able to do? __________________________

9. What do you plan to do after high school? __________________________

10. If you could change anything about AVID to make it a better program, what would you do? __________________________

Thank you very much for your time and effort.
APPENDIX B

AVID HISTORY AND REQUIREMENTS
FAX COVER SHEET

Date: December 4, 1996

TO:        FROM:

Name: Dillon Jones  Name: Rob Gira
Org.: Old Dominion Univ.  Section: AVID Center
Location: Norfolk, VA  Office Number: (619) 682-5057
FAX Number: 757 683-5227  FAX Number: (619) 682-5060
Office Number:  # of pages (inc. cover page):

Subject: Copyright Permission

Dear Mr. Jones: Based on our phone conversation on December 4, the AVID Center grants you one-time permission to reprint portions of the AVID Tutor Training manual for your research study for the class Problems in Vocational Education. Please give proper credit in the bibliography.

Sincerely,

Robert Gira
Director of Communications and Client Relations

Message:
WHAT IS AVID
An Introduction

AVID comes from the Latin root avidus, meaning "eager for knowledge." The acronym AVID also stands for Advancement Via Individual Determination, a program targeting students in grades 6-12 who are considered "in the middle" academically. AVID prepares students most underrepresented in postsecondary education for four-year college eligibility by restructuring teaching methodologies within schools to make college preparatory curricula accessible to all students. AVID also creates a unit among six important elements of education: students, curriculum, faculty, tutors, parents and community. These elements, working together toward the goal of educating the "whole student," support the AVID program and solidify it to achieve the goal.

No one should assume that all of the AVID components can be implemented in one year. Of paramount importance in the first year is identifying students who meet the program prerequisites. Other important components include using writing as a tool for learning, implementing collaborative groups, building strong site teams, using inquiry, and organizing tutorial groups.

Writing is basic to thinking, learning and growth. In AVID writing AVID is used as a tool for learning in all subject areas. Students in AVID are required to write daily via learning logs, Cornell notes, class summaries, writing prompts, or quickwrites. Within AVID teachers employ collaborative learning rather than cooperative learning. Collaborative groups promote shared leadership, individual accountability and positive interdependence unlike cooperative groups. In collaborative learning groups, the method of instruction used by the teacher/student is inquiry. Inquiry is unique in one critical way: it immediately engages students with their own thinking processes by teaching students to think for themselves instead of "chasing the right answer." During tutorials, AVID students use writing as a tool for learning, collaboration, and inquiry for synthesis and evaluation of course work.

Traditionally, most students and teachers work in isolation. The AVID program gives students and teachers the opportunity to reap the benefits of collaboration. It is the team building aspect of the AVID program that makes this a rewarding experience in education. The esprit de corps, which develops over the course of an AVID program's existence, is not improves the overall effectiveness of the school.

Those of us who began our AVID journey last year have found that it is one filled with challenges, rewards, and perpetual discovery. In the world of AVID, there are no egos. We are a community of learners, all eager to prepare our students for the social and educational victories which seemed out of reach before this program. We are reminded by the smiles of our students that together we do make a difference by the smiles of our students.
AVID
Advancement Via Individual Determination

Colleges nationwide lament the low enrollment of underrepresented and low-income students in postsecondary education. Of further concern is the poor academic preparation of those who do enter college. Many of these students with potential to succeed in college need extra encouragement and academic assistance which traditional secondary schools do not offer.

Goals of AVID:
To prepare middle and high school students most underrepresented in postsecondary education for four year college eligibility.

- Increase college preparation and college awareness on part of students
- Increase academic success of students at the high school level
- Increase opportunities for students to enroll in advanced level college preparatory courses at the high school level
- Provide support services for students enrolled in the program
- Develop and encourage a positive attitude toward high school and higher education on the part of AVID students

Characteristics of AVID Students:
- identified as having academic leadership and personal potential by parents, teachers, counselors, and students themselves
- have a desire to attend college
- have a willingness to prepare for the demanding course requirements of four-year colleges and universities

How AVID Works:
The goal of AVID is to educate the "whole student." This is achieved by unifying six important elements of education: students, curriculum, faculty, tutors, parents, and community.

AVID Results:
A well-developed AVID program improves standardized test scores, increases advanced level course enrollments and the number of students attending college. The AVID program was started in San Diego Public Schools in 1980. From 1986 to 1991, 98.8% of AVID graduates have enrolled in college, a rate of 87% higher than the overall student population of San Diego County. In 1991 senior classes at AVID sites completed four-year college entry requirements at a rate 140% higher than the statewide rate.
The following are requirements for AVID students:

1. Plan to enroll in college preparatory classes.

2. Maintain a notebook (3 ring binder provided) with class and test notes for each academic course, assignment sheets and tutorial forms.

3. Take at least one page of notes in every class each day.

4. Spend two hours per night on homework and study.

5. Maintain satisfactory citizenship and attendance in all classes.

6. Complete AVID assignments including writing and speaking tasks.

7. Participate in AVID tutorials.

8. Plan to take the PSAT/SAT at least once.

9. Attend the AVID field trips, during school and after school.
THE AVID PHILOSOPHY

Four maxims have guided the AVID program:

There is no ego in the AVID classroom

This motto illustrated the philosophy that students, tutors, and teachers in AVID are collaborative learners. We all generate ideas that can be implemented. We criticize and praise each other's work. We all have strengths and weaknesses, and we respect the abilities of one another.

How do I know what I think until I see what I write?

Writing is the method we use to improve ourselves academically; writing is an outgrowth of thinking. It is not possible to write what we cannot think, unless we are parroting someone else. Since writing is a reflection of the thought process, it does not have to be technically perfect; however, it allows us and others to understand what we know and what we don't know so that we might work together toward better understanding. Writing about all of our subjects and sharing that writing with teachers, tutors, and students in study groups works to help us make huge leaps academically.

It is better for a student to be an apprentice at a tutor's or teacher's side for five minutes than a disciple at his or her feet for five months.

The least effective method of teaching is the teacher-centered lesson. Whether the teacher acts as a moderator or dictator, lecturer or "facilitator," makes little difference. The fact is that in this circumstance, the students are passive so that little learning
takes place. The most effective teaching method is tutorial. This kind of teaching is creative intervention in the students' learning processes at times and in ways that can be most immediately useful to their understanding of what is required of them.

Education depends on preserving the dignity of the learner.

Whether we are working with students or colleagues, preserving one's dignity is the key to initiating change that is positive and substantive.
TEACHING METHODOLOGIES USED IN AVID IN A NUTSHELL

"AVID methodology" is not about changing curriculum but is about allowing almost all students to have access to a rigorous college preparatory curriculum. The teaching methodology which is most effective in this quest is

- Collaborative, subject specific learning groups
- Inquiry Method
- Writing as a tool of learning

COLLABORATIVE LEARNING GROUPS

Within AVID, we refer to our groups as collaborative rather than cooperative because they do not necessarily follow all the organization rules which gurus of cooperative learning espouse. In AVID, the purpose of collaborative learning is to bring students together to take responsibility for their own learning. In small groups, they ask, explore, and answer questions; they become better listeners, thinkers, speakers, and writers; they discover ideas and remember them because they are actively involved with them. The teacher/tutor becomes a coach, carefully guiding students in their learning. Research shows that students learn best when they are actively manipulating those materials through making inferences and then generalizing from those inferences. Collaborative groups encourage this kind of thinking.

Collaborative Learning Groups Vs. Traditional Learning Groups

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Teacher/tutor ignores group functioning
No group processing

Teacher/tutor observes and intervenes
Groups process their effectiveness

Preparing for Collaborative Learning Groups

The Task:

In collaborative learning groups, students experience the process of learning, the how as well as the what of learning. In order to achieve this, the teacher/tutor must carefully guide the group to encourage members to share their ideas and to explore and respect the ideas of others. The group must constantly probe and define and redefine until the expression of ideas is precise and clear. The group task may have students share individual completed assignments or notes, work together to brainstorm or to problem solve.

Selection Groups:

In collaborative learning, there is no set way to group students. Depending on the class and the assignment, the teacher may use teacher-determined, self-selected, spatial, or randomly selected groups.

Preparing Students:

Students need to be prepared to work in groups, and, indeed, in the beginning, may shy away from group work because they are reluctant to share their work. Group work should begin with experiences which are nontargeting and gradually increase in task demands and duration. Teachers need to discuss "group etiquette," stereotyping and group dynamics with the students before they begin work as well as tell them that the benefits to working in collaborative groups are

1. No one knows everything.

2. Teachers expect analysis, synthesis, and evaluation of subject matter, which is "the stuff" of collaborative groups.
3. Students will move further faster and remember more.

4. Being with other people is more fun than learning alone!

Since learning to collaborate in groups is an ongoing process, after completing a group activity, the students should write about and discuss what went well in their groups and what they need to improve for the next time.

Avoiding Mayhem:

1. Provide the students with careful instructions and simple directions before they move into groups.

2. Establish a specific routine for moving into groups.

3. Have students move their desks close together to prevent loud talking and to create a group atmosphere conducive to exchanging ideas.

4. Establish a reasonable time limit. Allowing too much time for an activity can cause the groups to deteriorate. It is better for the groups to have too little time than too much.

Remember, it takes time and practice for students to learn to work effectively in collaborative learning groups.
AVID STUDENT CONTRACT

The AVID Team at ______________________ School believes the following requirements will assure your success in the AVID program.

By signing this contract I agree to:

- Enroll in the AVID class for the remainder of my middle school years and high school years.
- Study two or more hours per day, completing all homework assignments.
- Maintain AVID notebook, take class notes, and keep track of assignments.
- Participate in AVID tutorial groups.
- Take a rigorous curriculum, assisted by my parents, AVID teacher, and counselor.
- Help teachers and students maintain a positive learning atmosphere.
- Participate in AVID field trips and required activities.

Student’s Signature ____________________________

AVID PARENT CONTRACT

I AGREE TO:

- Support the AVID class requirements outlined above.
- Attend all AVID parent meetings.
- Provide encouragement and support to ensure my child’s success.

Parent’s Signature: ____________________________________________
APPENDIX C

AVID STUDENT NOTE TAKING
HOW TO TAKE CLASS NOTES

A. Be active.
   1. Sit toward the front of the class.
   2. Sit away from friends who may distract you.
   3. Sit up.
   4. Make an effort to concentrate as completely as possible and understand what is being said.
   5. Reflect and think about what is being said.
   6. Respond to what is being said.
   7. Always be thinking of questions: How does this relate to other points in the lecture, in the book?
   8. When you do not understand something, stop the teacher and ask.

B. Write notes in your own words.
   1. Write in phrases.
   2. Write quickly but legibly -- your notes do not have to be immaculate.
   3. Take down new vocabulary and definitions.
   4. Try to write down the outline the teacher is using, looking for organization.
      a. A lecture is like a paper; it has an introduction, body, and conclusion.
      b. Write down the main points and their supporting evident.
   5. Look for clues the teacher may give indicating important points. Some techniques teachers use to stress main points are:
      a. They pause or slow down.
      b. They use repetition.
c. They modulate the volume of their voices.

d. The use introductory phrases (e.g., "The four main points are" or "Note the relationship").

e. They write on the board.

f. They gesture or use visual aids.

6. Sometimes there is no organization. Take down what you can and hope to sort it out later!

7. Be selective.

a. Too many notes destroy the value of note taking.

b. If you find you are not writing fast enough, it really means that you are writing too much.

8. Keep up with the speaker by writing only the important ideas such as places, dates, names, descriptions of events, contributions, examples, new ideas, important books, causes, effects, evaluations, new terms, and definitions.

Lecturer says: "Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the Island of Cos in 460 B.C."

You write: Hippocrates (gr.) Father of Med., born 460 B.C.

a. Use abbreviations for long, familiar words.

Lecturer says: "George Washington was not, in a sense, our first president."

You write: G. Wash. not 1st Pres.?

b. Paraphrase. Turn complicated sentences into simpler, easier to understand sentences.

Lecturer says: "Hawthorne is being studies afresh and found to have something to say that is relevant to our condition."

You write: New studies of Hawthorne show his relevance to us.
c. Write dates and other figures and names as soon as you hear them, then go back and finish the point you were writing. This is important so that you will be accurate and not have to ask the speaker to repeat.

Lecturer says: "Mark Twain fell in love with Olivia Langdon, and they married 1870."

You write: Twain Olivia Langdon in 1870

d. Skip several lines between subjects. Skip one line or indent to break a given subject into various parts. Give your topic lots of space to stretch out. Invent new titles for each new topic. Organize.

e. Underline important points.

f. Be as neat as possible while still writing quickly. Usually cursive is the quickest form. Produce notes that can be shared. Rewrite if necessary.

C. Note taking format:

1. Use lined paper and mark a wide left margin.

2. At the top of the page note the date, class, and topic of the lecture.

3. During the lecture, write in the right column.

D. Reviewing your notes:

1. Review them within 24 hours to clean them up and to jot down questions while they are fresh in your mind.

   a. Make them understandable.

   b. Add important information and delete irrelevant information.

   c. Make the organization of the lecture clear.

   d. Develop questions and pick out keywords and phrases from your notes, and place these in the left margin opposite the information in your notes.

   e. Notice how ideas in the left column relate to one another.
2. Review your notes regularly to keep the information fresh in your mind and to avoid cramming for exams - this actually takes less time than trying to relearn the information at the last minute. It also builds confidence.

a. Spread your notes on a table covering the right side of the page.

b. Using your questions and key words and phrases, try to recall the material on the right.

c. Recite out loud from your notes.

d. Make summary sheets of the most important material and any unlearned material.

e. Recite from your summary sheets.

f. Make "summary of summary" sheets of any material still unlearned.

g. Try to anticipate test questions. You have probably already done this in writing questions from your notes.

**REMEMBER:** These class notes along with test notes are the basis for the study groups you form in AVID. Without them, a tutor does not know what you understand and what you don't. Always keep your notes for review until the course is completed.
<table>
<thead>
<tr>
<th>Lecture Questions</th>
<th>Lecture Notes</th>
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</table>

*If there was no class lecture, write a learning log.*
Who was Iphigenia? | Iphigenia - daughter of Agamemnon
What was her fate? | The winds' direction of Aulis
                | Agamemnon has turned against Antaeus
                | Must sacrifice Iphigenia
                | (to abandon duties as general)
                | daughter brought to camp, under pretext of marrying Achilles.
Errisfer: Iphigenia to Helios

Chapter 14: Religion and Ritual - Practice for Eternity.
Religion < Religious: binding things back
- a self-imposed commitment
- relationship to divinity, beliefs, reinforcement of acts, enactment of ritual.

Catholic - act, sacrament

Protestant - word, bible, focus on pulpit.
APPENDIX D

AVID TUTOR TRAINING
THE LEARNING PROCESS

Whether students are engaged in solving a math problem, drawing conclusions from a science experiment or drafting an English essay, mastery of the actual process of learning is fundamental to arriving at a polished final result. With some generalization, the learning process can be broken down something like this:

- **Stage One:** Getting Started
- **Stage Two:** Focusing and Organizing
- **Stage Three:** Working It Through
- **Stage Four:** Response/Confirmation/Revision
- **Stage Five:** Final Product
- **Stage Six:** Teacher Evaluation
- **Stage Seven:** Evaluation Follow-Up

Regardless of subject area, AVID tutors are at their best when they are flexible and creative at enlisting various strategies which actively engage students in each stage of the learning process. The key to student and tutorial success is time: time to think, discuss, write, revise, confirm, respond and examine teacher evaluations. With the hurry-up-and-finish pace of most students, tutors are of service in guiding students patiently through the process of arriving at final products until the time invested in each stage of the learning process is second nature to students.
INQUIRY METHOD

In collaborative learning groups, the method of instruction used by the teacher/tutor is inquiry. Compared to didactic instruction and coaching, inquiry differs from its counterparts in one unique and very critical way: it immediately engages students with their own thinking processes. In other words, it teaches students to think for themselves instead of chasing the Right Answer. What then results from such a precarious modus operandi, especially with students as young as seven or eight years old? Student ownership for enlarged understanding of concepts and values. So when Socrates in the Platonic dialogue says,

Let us examine this question together, my friend, and if you can contradict anything that I say, do so, and I shall be persuaded.

_Crito_, Plato

he captures the essence of inquiry as an instructional method. Specifically illustrated by Socrates' statement are several points:

1. Participants begin the learning groups with questions.

2. Participants engage in all levels of critical thinking, from recall of knowledge to evaluation.

3. Participants pursue understanding with mutual respect and civility, mindful of each other's dignity.

4. Participants are willing to be persuaded by arguments/evidence more powerful than their own and to change their minds in light of fresh insights.

_**Description:**_

For students in collaborative learning groups, the text for inquiry may come from ideas/notes in their learning logs or materials from their subject area classes. Thus students should be encouraged to come to the group with questions already formulated. Guided by the teacher/tutor, students exchange responses and collaborate in a
search for understanding. Verification of the questions raised and responses given comes by returning to the text. The success of the group rests on the belief that the group can arrive together at some understanding that would not be arrived at independently.

**Process:**

Once the group session begins, the ensuing interaction should sound like conversations moved along by a series of, "How can...," "What do you mean by...," "Why does...," "I don't see the connection between...," and so on. There are several questioning strategies teacher/tutors can use to lead their groups. Two highly recommended methods outlined below are based on work in cognitive functions respectively by Benjamin Bloom and Arthur Costa.

Using Bloom's hierarchy of cognitive skills, teacher/tutors can ask questions that follow along a continuum.¹

![Diagram of Bloom's hierarchy of cognitive skills]

A second way to craft questions applies Costa's model of intellectual functioning in three levels.² Level one questions focus on gathering and recalling information; level two on making sense of gathered information; and level three, on applying and evaluating information. Examples of the types of behaviors that solicit questions using Costa's levels appear on the following pages.

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<table>
<thead>
<tr>
<th>Level One:</th>
<th>defining</th>
<th>What is the definition of &quot;lunar eclipse?&quot; (definition)</th>
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<tbody>
<tr>
<td></td>
<td>describing</td>
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<td>Level Two:</td>
<td>analyzing</td>
<td>How can we express the equation $2x(4-5y)+3y=26$ in three ways? (list)</td>
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<td>comparing</td>
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<td>sequencing</td>
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<td></td>
<td>synthesizing</td>
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</table>

**What is the definition of "lunar eclipse?"**

**How can we express the equation $2x(4-5y)+3y=26$ in three ways?**

**Which states seceded from the Union to form the Confederacy?**

**How does "The Road Not Taken" (Frost) begin?**

**In Native Son, how does Bigger Thomas' violence against his gang members reveal a deeply-rooted insecurity and fear of people?**

**In The Bet (Chekov), how do the lawyer and the banker differ in their attitudes toward capital punishment?**

**How does the term "manifest destiny" capture the essence of western expansion in the United States?**

**If the moon is full August 17, July 18, and June 19, when will it be full in April?**
Level Three: applying a principle
evaluating
hypothesizing
imagining
judging
predicting
speculating

Using the Principle of communicative property, how can we find out the number of apple trees in an orchard having 15 rows, 5 trees each? (application)

Which of the characters in Great Expectations suffered the most? (judgment)

In Catcher in the Rye, how might Phoebe, years later, describe Holden to her children? (speculation)

The importance of inquiry method cannot be overstated. Skillful questioning by teachers and tutors empowers students to have mastery of their own learning. The converse, giving answers, breeds dependence on the teacher or tutor and is, therefore, detrimental to the students.
WRITING AS A TOOL OF LEARNING

Writing allows students to think in complex ways. Writing contributes to self-knowledge. Writing helps clarify and order experience. Writing helps students to be better readers. Writing enables students to "do better" in school. Writing is basic to thinking, learning, and growth.

Thinking

- Writing is a unique, graphic record of thought that can be reviewed, revised, and used to make new cognitive jumps.

- Writing makes a unique contribution over and above conversation to the development of thought.

- Writing is a slow, static, graphic record of original thought. This record allows review and revision.

* Writing is visible, permanent.

- Writing assumes a much slower analysis and synthesis and transforms process into a simultaneous review of thought.

- Writing leads to new inner speech and thought.

- Writing enriches and elaborates the thought process.

* Writing is essential for linear, analytical thinking.

- Without writing one cannot generate history as an academic pursuit.

Learning

- Writing is a crucial adjunct to learning.

- Writing helps us absorb new information and builds structure of knowledge.

- Writing helps us find out if we really know the topic.
- Writing is available for instant review.

- Reportage would be impossible without writing.

- Writing is central to the process of understanding new facts and concepts or evaluating new experience.

- Writing allows for clarifying, analyzing, synthesizing concepts.

- Writing is essential to determining what and how much one knows.

- For a self-critical person, writing is essential for evaluation and analysis.

- Writing is essential to the scientific method—until it is written, it cannot be examined.

- Writing is a means of development of conceptions and contemplation.

- Writing changes the writer: now there is a graphic record, a visual example of the writer's knowledge.

- Writing as a process simultaneously employs symbolism and graphics. It employs sight and hand.

- Writing results in discovery of what we didn't know we knew.

- The more we write, the more we know, and the better we are able to compete academically.

Writing to learn within AVID assumes three main forms:

1. Notetaking

2. Learning logs

3. Writing process discourse mode lessons
THE WRITING PROCESS

Fortunately for all of us, understanding of the writing process gives meaning and definition to our varied contortions as we work toward putting thoughts in final form on paper. It is important that student writers understand that it may be desirous to return to various stages of the process several times during the course of developing a final piece of writing. The basic stages of the writing process can be broken down as follows:

- Prewriting
- Organizing
- Write Rough Draft
- Edit
- Response/Revision
- Rewrite Draft

Tutors in any subject area can be excellent audiences for student writing given an understanding of the writing process. There are a myriad of ways of assisting students in each stage of the process: a few suggestions are included in the pages that follow.
BINDER EVALUATION

Student binders display the degree to which AVID strategies are integrated into student performance. From records of tutorial sessions to notes to overall organization, binders are a reflection of student commitment to the program and to themselves. Through binder evaluation, tutors become an immediate audience for work that may never be evaluated by a teacher, and have a clear grasp of areas that need to be worked on with students.

Tutors are using a variety of methods to evaluate binders: meeting as a group to discuss students’ binders, evaluating binders individually with students, guiding students in evaluating their own binders periodically. Whatever the procedure developed with your coordinator, keep in mind that binders should represent a cumulative effort: students responding to tutor recommendations and working to refine study skills showcased in the binders.

Binder evaluation reinforces long-term goals when tutors:

- indicate areas of strength
- are honest about areas that need improvement
- follow-up on areas where improvement has been recommended
- maintain high expectations
- emphasize the idea that AVID techniques displayed in binders are instruments to measure efforts in all classes
- take into account the individuality of each student
- look for completeness of notes, evidence of time spent in tutorial sessions, use of assignment sheets and overall organization
- establish a consistent method of evaluation between tutors
- communicate criteria for evaluation to students
- encourage student response and follow-up to evaluations
- remind students that time invested during the week ensures binder scores that reflect student use of AVID methods
ASSIGNMENTS: 1 point - 4 of 5 current assignment sheets
0 points - 3 or fewer current assignment sheets

TUTORIAL: 4 points - for approximately 1 hour total of tutorial contact
(e.g., 4 tutor contacts, 15 minutes each)

NOTES: 7 points - complete, dated, legible notes for all classes
6 points - completed, dated, legible notes for 4 out of 5 classes
5 points - complete, dated, legible notes for 3 classes, minimal notes for other classes
4 points - dated notes for 3 classes, incomplete and messy
3 points - dated notes for 2 classes, incomplete and messy
2 points - dated notes for 1 class, incomplete and messy but easily found
1 point - dated notes for 1 class, incomplete and messy, for which tutors have to search
0 points - no dated notes to be found
AVID TUTORIAL GUIDELINES

AVID tutorial sessions should provide students with an active learning experience. College tutors work with students two hours per week in all academic areas. Tutorial sessions are a time for students to discuss class notes, clarify challenging concepts, review for tests and solve any troublesome homework problems. The tutor's role is one of a discussion leader, not that of an answer-giver. For a successful tutorial session to occur, several guidelines must be followed as closely as possible.

1. By the time students come to AVID, they have completed all assignments to the best of their ability and class or book notes are complete and ready to be shared with other students.

2. Tutors are stationed around the room according to need and subject area. ALL students MUST report to one of the tutorial groups.

3. Students must bring binders to tutorial groups so that they can share notes with each other.

4. In order to receive tutorial credit, students must bring class and/or book notes, participate in a discussion of the notes, complete a tutorial worksheet, and/or give peer tutoring.

5. If students need help in two or more subject areas, they may change groups at an appropriate time.

As an active, interested learner, students should be encouraged to strive for knowledge through reading, writing, speaking, and listening, not merely completion of his/her assignments. AVID sets high expectations for students because we know they have the ability and determination to be successful!
TUTORIAL WORKSHEET

NAME: ________________________  SCORE: __________________
DATE: ________________________  TUTOR’S INITIALS _________
PERIOD: _______________________  MATERIALS:  YES  NO

1. FOCUS:  What two questions do you have today about your school work?
   a. 
   b. 

2. NOTES:  Take notes on your tutorial discussion. Use this space.