



## Advancement Via Individual Determination (AVID), Level III

PEIMS Code: N1290030

Abbreviation: AVID3

Grade Level(s): 11-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

Advancement Via Individual Determination (AVID) is a series of courses that prepare students for college readiness and success. Students receive instruction using a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own student agency, giving students voice and often choice in how they learn.

AVID III focuses on writing and critical thinking skills expected of first- and second-year college students. In addition to the academic focus of AVID III, there are college-bound activities, methodologies, and tasks that should be undertaken during the third year to support students as they apply to four-year universities and confirm their postsecondary plans.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grade 11. Students shall receive one credit for the successful completion of this course.
- (b) Introduction.
  - (1) AVID III focuses on writing and critical thinking skills expected of first- and second-year college students. In addition to the academic focus of AVID III, there are college-bound activities, methodologies, and tasks that should be undertaken during the third year to support students as they apply to four-year universities and confirm their postsecondary plans.
- (c) Knowledge and Skills.
  - (1) The student develops student agency through exploration of personal interests, individual choices, and character. The student is expected to:

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- (A) explore what leadership opportunities exist in extracurricular and community service activities within the school, local, or global community;
  - (B) evaluate the impact of personal decisions on the world;
  - (C) evaluate personal stress and anxiety levels, such as in preparation for and during tests;
  - (D) create a systematic decision-making model for personal financial decisions and circumstances;
  - (E) determine the best way to engage mentors who influence, support, and guide future transitions and success;
  - (F) apply strategies to support personal motivation;
  - (G) self-advocate and build a support network related to areas of academic need;
  - (H) identify obstacles that could hinder future success and develop a plan for overcoming them;
  - (I) apply self-awareness strategies and skills to a variety of academic challenges; and
  - (J) apply key learning points to real-world situations.
- (2) The student analyzes leadership and ethical conflict resolution skills. The student is expected to:
- (A) assess personal traits connected to integrity and ethical leadership;
  - (B) determine which leadership or mentorship opportunities across the school and community best fit personal goals and interests; and
  - (C) analyze personal responses to conflict situations to determine how to best handle future conflict in leadership roles.
- (3) The student prepares for rigorous academic courses by developing writing skills and composing various types of texts. The student is expected to:
- (A) develop writing skills related to expository research writing, incorporating Modern Language Association (MLA) or American Psychology Association (APA) format;
  - (B) gather information related to the writing prompt to generate a bank of resources and information;
  - (C) compose first drafts with a focus on establishing a clear purpose for the writing;
  - (D) use inquiry strategies to develop additional questions as needed;
  - (E) independently create and execute a plan for the revision process;
  - (F) analyze the language of writing and edit for voice, flow, and clarity;
  - (G) publish writing to an audience outside of the classroom such as an online forum;
  - (H) determine the appropriate format for notetaking based on the note-taking objective;
  - (I) demonstrate appropriate notetaking, with an emphasis on using strategies to organize notes such as indentation, bullets, outlines, skipping lines, or color-coding;
  - (J) analyze personal notes to determine if they meet the learning objective and help contribute to academic and personal success.
- (4) The student applies inquiry skills independently. The student is expected to:
- (A) use questioning techniques to think critically about content and concepts;

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- (B) generate questions in response to a misunderstood concept or problem;
  - (C) determine modifications to the process that would be needed to solve similar problems;
  - (D) evaluate learning and make connections between new learning and the broader world; and
  - (E) self-monitor and adjust actions on major tasks or assignments to complete these in a timely manner.
- (5) The student applies collaboration and presentation skills in the classroom setting. The student is expected to:
- (A) negotiate roles within a group through the adoption of effective elements of collaboration;
  - (B) integrate multiple perspectives into group products;
  - (C) generate unique ideas and solutions through group collaboration;
  - (D) interact with peers in complex situations while maintaining a focus on respect, trust, and empathy;
  - (E) assess group members' understanding of key academic concepts;
  - (F) use technology within the global community to research topics from multiple perspectives;
  - (G) evaluate ineffective verbal and non-verbal communication practices;
  - (H) demonstrate active listening by asking clarifying questions;
  - (I) use correct grammar when communicating; and
  - (J) demonstrate effective speaking skills before whole class.
- (6) The student applies and analyzes organization and time management skills. The student is expected to:
- (A) develop routines for using organizational tools and planning strategies to enhance academic performance;
  - (B) evaluate activity log or tracking system of community and extracurricular activities and hours to determine if the student is on-track to meet goals;
  - (C) describe the concepts and practices of backwards mapping;
  - (D) identify upcoming events to proactively avoid time-management conflicts;
  - (E) create short and mid-range goals that support achievement of long-term goals;
  - (F) modify goals and actions appropriately based on progress; and
  - (G) manage various graphic organizers to organize language and show relationships between key concepts.
- (7) The student prepares for rigorous academic courses by developing reading skills. The student is expected to:
- (A) select texts and justify that they meet the reading purpose;
  - (B) build background knowledge by previewing the text;
  - (C) connect vocabulary within a text to broader concepts of the text;
  - (D) create text dependent questions while reading that align with the reading purpose.

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- (8) The student demonstrates college preparedness by learning the meaning of various college terminology and various factors of college acceptance. The student is expected to:
- (A) analyze personal attributes of academic, social, and financial capability related to college selection;
  - (B) evaluate the student's current GPA and how it relates to choosing a college and career path;
  - (C) compare various college campus structures, services, and opportunities;
  - (D) research and evaluate scholarship offerings and grant opportunities;
  - (E) determine and produce long-term academic plans that have steps consistent with reaching academic goals;
  - (F) investigate and plan for a successful transition to the next step in the academic journey;
  - (G) investigate pathways offering work opportunities such as credentials, certifications, internships;
  - (H) evaluate and rank schools which match the student's eligibility, including those that would be a stretch and those for which there would be nearly guaranteed acceptances; and
  - (I) determine whether additional test preparation and testing are needed to meet college entrance or scholarship goals.
- (9) The student analyzes personal career options. The student is expected to:
- (A) develop a personal definition of success;
  - (B) refine key personal attributes for academic, social, and financial fit related to career selection;
  - (C) research how academic performance links to career performance and success;
  - (D) evaluate potential career fields and the opportunities that they provide;
  - (E) identify transitional phases related to work life;
  - (F) identify best fit career fields based on academic, social, and financial interests
  - (G) develop short- and long-term career pathways; and
  - (H) engage in real-world experiences within career fields of interest such as service-learning projects, job shadowing opportunities, or internship possibilities.

### Recommended Resources and Materials:

The recommended resources and instructional materials include the AVID Library and the AVID Professional Learning opportunities. Schools implementing the AVID elective course found the AVID Libraries to be useful support materials. The libraries contain resources for the AVID Elective Class and for schoolwide college readiness for all students.

Academic Reading Strategies / Clunis, T. (2013). Academic reading strategies. San Diego, CA: AVID Press.

AVID Academic Language and Literacy: A Schoolwide Approach / Bennett, S., Nagle, J., Scerrato, A., Castruita, J., & Platts, K. (2016). AVID academic language and literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID College and Careers: A Schoolwide Approach / Croce, A., Gerdes, K., Lamar, D., Lopez, H., Mata, D., Robin, J., & Scerrato, A. (2017). College and careers: A schoolwide approach. San Diego, CA: AVID Press.

AVID College Readiness: Working with Sources / Johns, A. M. (2009). AVID college readiness: Working with sources. San Diego, CA: AVID Press.

AVID Critical Thinking and Engagement: A Schoolwide Approach / Bendall, P., Bollhoefer, A., & Koilpillai, V. (2015). AVID critical thinking and engagement: A schoolwide approach. San Diego, CA: AVID Press.

AVID Culturally Relevant Teaching: A Schoolwide Approach / Boyko, T., Briggs, P., Cobb, M., Dragoo, H., Ferreira, L., O'Connor, J., & Sanders, J. (2016). AVID culturally relevant teaching: A schoolwide approach. San Diego, CA: AVID Press.

AVID for Higher Education Socratic Tutorial Support Guide / Krohn, B. (2015). AVID for Higher Education Socratic tutorial support guide. San Diego, CA: AVID Press.

AVID for Higher Education: High Engagement Practices for Teaching and Learning / Shapiro, D., & Cuseo, J. (2017). AVID for Higher Education: High engagement practices for teaching and learning. San Diego, CA: AVID Press.

AVID Reading for Disciplinary Literacy: A Schoolwide Approach / Allen, D., Duffy, M. M., Garcia, M. B., & Chippeaux, S. (2019). AVID reading for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID Writing for Disciplinary Literacy: A Schoolwide Approach / McKinney, C., Glazebrook, B., Sanders, J., & Shapiro, D. (2018). AVID writing for disciplinary literacy: A schoolwide approach. San Diego, CA: AVID Press.

AVID Tutorial Guide / Daws, T., & Schiro, P. (2012). AVID tutorial guide. San Diego, CA: AVID Press.

Preparing for College / Neumann, S., & Lopez, H. (2012). Preparing for college. San Diego, CA: AVID Press.

Social Sciences Student Engagement Strategies / Nicholson-Preuss, M. L. (2013). Social sciences student engagement strategies. San Diego, CA: AVID Press.

Supporting Math in the AVID Elective / Bugno, T. (2011). Supporting math in the AVID Elective. San Diego, CA: AVID Press.

The College Student's Guide to Public Speaking / Harlow, W., & Grant-Brown, J. (2012). The college student's guide to public speaking with AVID's WICOR strategies. San Diego, CA: AVID Press.

The Student Success Path / Solomon, B. (2011). The student success path. San Diego, CA: AVID Press.

**Recommended Course Activities:**

The Instructional Domain includes a focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR strategies), Character Development, Communication, and College Preparedness in the AVID class and is encouraged schoolwide in all subject areas. Student activities include:

- Socratic Seminars,
- Costa’s Levels of Thinking,
- Philosophical Chair discussions,
- collaborative activities, and
- inquiry-based tutoring.

**Suggested methods for evaluating student outcomes:**

The recommended assessment methods should include:

- binder checks;
- graded tutorial request forms;
- grade focused notes;
- tutorial participation grades;
- completed college applications; and
- class participation.

**Teacher qualifications:**

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

**Additional information:**

Interested districts should contact Barbara Copeland at [bcopeland@avid.org](mailto:bcopeland@avid.org) or (972) 591-2525.

AVID elective teachers participate in extensive content area professional learning during AVID Summer Institute and Path trainings. The content of these sessions targets the instructional skill development specifically aligned with success in rigorous courses in the foundation content areas. We therefore request completion of the Implementation strand at the AVID Summer Institute or Path (2-3 days of intense professional learning), as well as the expressed desire to be an AVID teacher.

Schools use the professional training at AVID Summer Institute (SI) as a strong resource for guiding implementation of the course. The AVID Summer Institute includes online learning and face-to-face learning. Before the SI, participants have pre-work (launches) to complete. Costs for SI started at \$850 in 2020.

Additionally, thousands of Texas educators attended content-specific AVID Path trainings, learning to incorporate effective instructional strategies into their TEKS-aligned content curriculum. Path training starts at \$450.

AVID Center provides a plethora of online resources for AVID schools and educators. The lesson plans for each day of the AVID class are the Weeks at a Glance (WAG) that AVID class teachers

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use as the basis for their curriculum and instruction. The WAG are what AVID teachers use to make sure they are covering the AVID Standards (seen as the Essential Knowledge and Skills in this document). We have online learning in the form of On Demand Modules and virtual trainings to enhance the professional learning of all educators at AVID sites. We also have an extensive file sharing area online so that AVID educators can have access to resources that they need for College Readiness schoolwide.