

Site: _____ Teacher _____ Date _____ Grade _____

AVID Curriculum Day Classroom Observation Tool

AVID Curricular Area _____ AVID Text and Page(s) _____

Strengths/Things to Consider:

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	<i>Instructional Techniques and Learning Strategies</i> "Look fors"	Notes
<p>AVID Components</p> <p>Writing to Learn How do these strategies develop critical thinking skills and enhance writing?</p>	<p><input type="checkbox"/> Use of Cornell notes</p> <p><input type="checkbox"/> Learning logs</p> <p><input type="checkbox"/> Essays/writing process</p> <p><input type="checkbox"/> Timed writing</p> <p><input type="checkbox"/> Quick writes</p> <p><input type="checkbox"/> Research</p> <p><input type="checkbox"/> Summarization</p> <p><input type="checkbox"/> Reflections</p> <p><input type="checkbox"/> Graphic Organizers</p> <p><input type="checkbox"/> Focus lesson topic _____</p> <p><input type="checkbox"/> Other _____</p>	
<p>Inquiry How do students understand and apply critical thinking through inquiry?</p>	<p><input type="checkbox"/> Socratic Seminars</p> <p><input type="checkbox"/> Philosophical chairs</p> <p><input type="checkbox"/> Questions by teacher promote critical thinking</p> <p><input type="checkbox"/> Questions by students seek clarification, probe for additional information, extend or apply learning</p> <p><input type="checkbox"/> Questions evident in Cornell notes</p> <p><input type="checkbox"/> Levels of inquiry lessons/activities</p> <p><input type="checkbox"/> Other _____</p>	
<p>Collaboration What structures are evident that demonstrate collaboration versus cooperation?</p>	<p><input type="checkbox"/> Collaborative groupings</p> <p><input type="checkbox"/> Jigsaw</p> <p><input type="checkbox"/> Carousel brainstorming</p> <p><input type="checkbox"/> Pair share</p> <p><input type="checkbox"/> Round robins, read-arounds</p> <p><input type="checkbox"/> Writer response groups</p> <p><input type="checkbox"/> Buzz groups</p> <p><input type="checkbox"/> Study-buddies</p> <p><input type="checkbox"/> Other _____</p>	
<p>Organization What evidence suggests students use organization to manage their academic lives?</p>	<p>Students:</p> <p><input type="checkbox"/> Maintain organized binders</p> <p><input type="checkbox"/> Keep planners, agendas updated</p> <p><input type="checkbox"/> Use a Focused Note-taking</p> <p><input type="checkbox"/> Plan short-term and long-term</p> <p><input type="checkbox"/> Use WTL strategies to organize</p> <p>Teachers:</p> <p><input type="checkbox"/> Evaluate binders</p> <p><input type="checkbox"/> Assist students in strategies</p> <p><input type="checkbox"/> Evaluate student note-taking</p> <p><input type="checkbox"/> Use procedures for activities</p> <p><input type="checkbox"/> Assist students in planning</p>	
<p>Reading to Learn What evidence suggests students comprehend and think critically about various types of reading?</p>	<p><input type="checkbox"/> Setting purpose/connecting to prior knowledge</p> <p><input type="checkbox"/> Pre-reading activities</p> <p><input type="checkbox"/> Marking the text</p> <p><input type="checkbox"/> Notetaking</p> <p><input type="checkbox"/> Academic vocabulary development</p> <p><input type="checkbox"/> Concept mapping</p> <p><input type="checkbox"/> SQ3R/SQ5R</p> <p><input type="checkbox"/> Summarizing/reflecting/extending</p> <p><input type="checkbox"/> Reciprocal reading/teaching</p> <p><input type="checkbox"/> Reader response journals</p> <p><input type="checkbox"/> Textbook analysis</p> <p><input type="checkbox"/> AVID Critical Reading strategy</p> <p><input type="checkbox"/> Other _____</p>	