



**Decades of College Dreams**

**Advancement Via Individual Determination** [www.avid.org](http://www.avid.org)

# Academic Coach Training



**University of Missouri St. Louis**

**E. Desmond Lee Regional Institute of Tutorial Education**

[www.umsl.edu/~rite](http://www.umsl.edu/~rite)

# AVID

Advancement Via Individual  
Determination

*Preparing Students to  
Succeed*



## **AVID** Advancement Via Individual Determination

is a system of support that closes the achievement gap and prepares students for college.

### The Mission of AVID:

Is to ensure that **ALL** students, especially the least served students in the middle:

- Will succeed in rigorous curriculum
- Will complete a college preparatory path
- Will increase their enrollment in four-year colleges
- Will become educated and responsible leaders of society

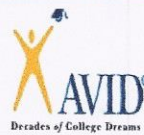
### AVID Curriculum:

<b>W - Writing</b>	Cornell Note taking
<b>I - Inquiry</b>	Critical Thinking Activities
<b>C- Collaboration</b>	Study Groups, Tutorials
<b>O- Organization</b>	Binders, Agendas
<b>R- Reading</b>	SQ3R (Survey, Question, Read, Recite)

The WICR curriculum and tutorial support from college tutors prepare AVID students for college success.

[www.avid.org](http://www.avid.org)

## **AVID STL**



District Director: **Tiffany King**  
RITE Facilitator **Linda Bell**

[tiffany.king@slps.org](mailto:tiffany.king@slps.org)  
[bellin@umsl.edu](mailto:bellin@umsl.edu)



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# Tutor Etiquette

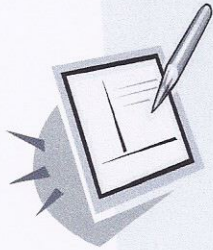
**AVID Tutors assist students academically and serve as a positive role model. Please adhere to the following code of conduct. Thank You.**

- 1. Be On Time - Some schools require check-in with the site coordinator.**
- 2. Be There - Please call 24 hours in advance if you are going to be absent. Give your teacher(s) your phone number and e-mail address.**
- 3. Be in proper attire - business casual, no shorts halters or tight fitting clothing.**
- 4. Be Cooperative – You might be asked to assist in a different “AVID” class rooms because of absences. This is how we build our AVID community. You are not expected to sub or stay in a classroom if the AVID teacher is not present.**
- 5. Be friendly but not a friend – refrain from conversing with students about personal topics. Redirect students to stay on task.**

“Children learn three ways, by example, by example, by example. Be a GOOD Example.”

~unknown~

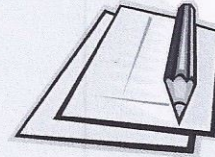
# Steps in the Tutorial Process



## Before the Tutorial

**1**  
Students take Cornell notes in their academic classes.

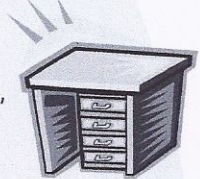
**2**



Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.

**3**

As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources.



**10**



Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

**9**

Students turn in their TRFs to teacher/tutor for grading and feedback.



**8**

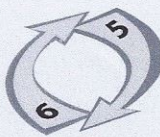
Students complete a written reflection on the learning that occurred from clarifying the point of confusion.



## After the Tutorial

**7**

Steps 5 and 6 are repeated for as many group members as time allows.



**6**

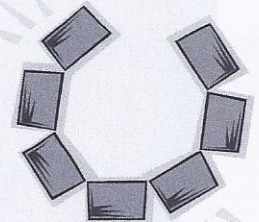
The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.



## During the Tutorial

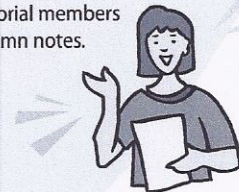
**4**

Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.



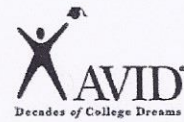
**5**

The student presenter begins the tutorial by giving a 30-Second Speech about his/her pre-work. Tutor and group members ask questions to guide the student presenter through the critical thinking process. All tutorial members take three-column notes.



# Tutorial Request Form A (TRF)

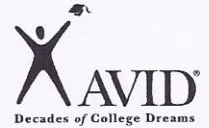
## Pre-work Inquiry (Before the Tutorial)



Subject: <u>Math</u>			Name: <u>Jalyn Mosley</u>																						
Standard Essential Question: <u>Problem Solving</u>			AVID Period: <u>4</u>																						
			Date: <u>3.31.12</u>																						
Pre-Work Inquiry <u>    </u> /12	Resources <u>    </u> /1	Collaborative Inquiry <u>    </u> /2	Note-Taking <u>    </u> /3	Reflection <u>    </u> /7	Total <u>    </u> /25																				
Initial/Original Question: <u>on what day is the lake half covered?</u> Source, Page # and Problem #: <u>Let's Collaborate Act.</u> <span style="float: right;">/1</span>																									
Key Academic Vocabulary/Definition Associated With Topic/Question: 1. double-twice as many; two fold in size/number 2. area-space occupied <span style="float: right;">/2</span>																									
What I Know About My Question: 1. Water lilies double in size every 24 hours 2. It takes 60 days for the lake to be completely covered <span style="float: right;">/2</span>																									
Critical Thinking About Initial Question: <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="border-right: 1px solid black; padding: 5px;">days (24 hrs)</th> <th style="padding: 5px;">lily total</th> </tr> </thead> <tbody> <tr><td style="border-right: 1px solid black; text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">2</td><td style="text-align: center;">2</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">3</td><td style="text-align: center;">4</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">4</td><td style="text-align: center;">8</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">5</td><td style="text-align: center;">16</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">6</td><td style="text-align: center;">32</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="border-right: 1px solid black; text-align: center;">60</td><td style="text-align: center;">#?</td></tr> <tr><td style="border-right: 1px solid black;"></td><td style="text-align: center;">totally covered</td></tr> </tbody> </table>			days (24 hrs)	lily total	1	1	2	2	3	4	4	8	5	16	6	32	↓	↓	60	#?		totally covered	Identify General Process and Steps: 1. Create a T-chart to show days and number of lilies doubling. 2. Double number of lilies each day (# from prior day x 2)		
days (24 hrs)	lily total																								
1	1																								
2	2																								
3	4																								
4	8																								
5	16																								
6	32																								
↓	↓																								
60	#?																								
	totally covered																								
			/3 <span style="float: right;">/2</span>																						
Question From Point of Confusion: <u>How do I determine when I have accurately reached the number of days when half the lake is covered?</u> <span style="float: right;">/2</span>																									

# Tutorial Request Form (TRF)

## Pre-work Inquiry (Before the Tutorial)



Subject: <i>Think-A-Loud</i>			Name:		
Standard Essential Question:			AVID Period:		
			Date:		
Pre-Work Inquiry ____ /12	Resources ____ /1	Collaborative Inquiry ____ /2	Note-Taking ____ /3	Reflection ____ /7	Total ____ /25
<p><b>Initial/Original Question:</b> Source, Page # and Problem #: _____</p> <p><i>(Directly from book, quiz/test, notes, etc.)</i></p> <ul style="list-style-type: none"> <li>• As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don't understand?</li> <li>• How can I simplify and explain this question in my own words?</li> </ul> <p style="text-align: right;"><i>/1</i></p>					
<p><b>Key Academic Vocabulary/Definition Associated With Topic/Question:</b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• What are the key academic vocabulary words I need to understand?</li> <li>• What are the definitions from my book or notes?</li> <li>• Can I define them in my own words?</li> </ul> </li> <li>2.</li> </ol> <p style="text-align: right;"><i>/2</i></p>					
<p><b>What I Know About My Question:</b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• What do I know about my initial question?</li> <li>• What concept does this remind me of?</li> <li>• How can I organize the information?</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>• Can I connect this concept to prior knowledge from this content area or another subject?</li> <li>• Can I make a prediction about a reasonable answer?</li> </ul> </li> </ol> <p style="text-align: right;"><i>/2</i></p>					
<p><b>Critical Thinking About Initial Question:</b></p> <ul style="list-style-type: none"> <li>• What can I show about my question?</li> <li>• What do the textbook or notes say about this topic?</li> <li>• How do I plan to approach this question; what strategies should I use?</li> <li>• Can I work backwards?</li> <li>• From my initial question, what do I know and what can I show?</li> <li>• Have I done a similar problem/question and what steps did I take to solve it?</li> <li>• Can I break down the question to smaller parts, and if so, what would they be?</li> <li>• Can I call someone from my class to assist me?</li> <li>• Is there a reliable website that can support me in my learning?</li> </ul> <p style="text-align: right;"><i>/3</i></p>			<p><b>Identify General Process and Steps:</b></p> <ul style="list-style-type: none"> <li>• What are the steps to what I know?</li> <li>• What can I show that I can apply to a similar problem?</li> </ul> <p style="text-align: right;"><i>/2</i></p>		
<p><b>Question From Point of Confusion:</b></p> <p><i>(This is the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.)</i></p> <p style="text-align: right;"><i>/2</i></p>					

## Three-Column Notes

**Directions:** Group members take three-column notes on their own paper for each student presenter's questions during the tutorial process.

Point of Confusion Question	Tutorial Notes	Steps (Math/Science) Process (LA/History)



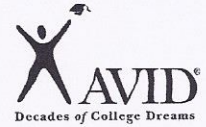
## 3.13: Inquiry in Tutorial

## Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

**Directions:** Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
<b>Level 1</b>	<p><b>Gather and Recall Information (Gathering/Input)</b></p> <p>Ask <b>LEVEL 1</b> questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.</p>	<ul style="list-style-type: none"> <li>• What do you know about your problem?</li> <li>• What does _____ mean?</li> <li>• What did you record in your class notes about the lecture?</li> <li>• What does it say in the text about this topic?</li> <li>• What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?</li> </ul>
<b>Level 2</b>	<p><b>Make Sense Out of Information Gathered (Processing)</b></p> <p>Ask <b>LEVEL 2</b> questions to help student begin processing the information gathered, make connections and create relationships.</p>	<ul style="list-style-type: none"> <li>• Can you break down the problem into smaller parts? What would the parts be?</li> <li>• How can you organize the information?</li> <li>• What can you infer from what you read?</li> <li>• Can you find a problem/question similar to this in the textbook to use as an example?</li> <li>• What is the relationship between _____ and _____?</li> </ul>
<b>Level 3</b>	<p><b>Apply and Evaluate Actions/ Solutions (Applying/Output)</b></p> <p>Ask <b>LEVEL 3</b> questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.</p>	<ul style="list-style-type: none"> <li>• How do you know the answer is correct? How could you check your answer?</li> <li>• Is there more than one way to solve the problem? Could there be other correct answers?</li> <li>• Can you make a model of a new or different way to share the information?</li> <li>• How do you interpret the message of the text?</li> <li>• Is there a real-life situation where this can be applied or used?</li> <li>• Can you explain it in a different way?</li> <li>• Could the method of solving this problem work for other problems?</li> </ul>



## Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

## Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection:  Yes  No

I was a student presenter during tutorial today:  Yes  No

My point of confusion was . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1

What I learned about my point of confusion is . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1

I gained a new/greater understanding of my point of confusion by/when . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /2

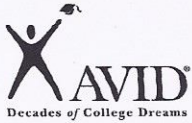
This learning is important because it connects to my previous learning/experience, myself and/or my world  
(circle one) in the following way . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /2

What I found meaningful about today's tutorial session is . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1

### 3.18: Observation and Feedback

#### During the Tutorial:

	Not AVID	Tutor-Centered	Student-Centered	Collaborative
<p><b>Teacher</b></p> <p>The teacher is responsible for <b>monitoring</b> the groups and <b>coaching</b> the tutors and students.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grades papers/plans lessons</li> <li><input type="checkbox"/> Does not monitor student behavior</li> <li><input type="checkbox"/> Works one-on-one with a student for entire period</li> <li><input type="checkbox"/> Does not model higher-level thinking</li> <li><input type="checkbox"/> Does not check that student presenter has resources</li> <li><input type="checkbox"/> Tutors one tutorial group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes tutorials</li> <li><input type="checkbox"/> Coaches tutor to monitor student behavior</li> <li><input type="checkbox"/> Works with a number of students one-on-one during the period</li> <li><input type="checkbox"/> Sometimes models higher-level thinking</li> <li><input type="checkbox"/> Checks that the student presenter has resources to support tutorial questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors tutorials</li> <li><input type="checkbox"/> Coaches students to monitor their own behavior</li> <li><input type="checkbox"/> Stays with one or two groups the entire period</li> <li><input type="checkbox"/> Models higher-level thinking</li> <li><input type="checkbox"/> Checks that the student presenter uses resources to support tutorial questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaches students and tutors in the tutorial process</li> <li><input type="checkbox"/> Coaches students/tutors to share responsibility for monitoring their own/each other's behavior</li> <li><input type="checkbox"/> Rotates to all groups during the period</li> <li><input type="checkbox"/> Models higher-level thinking; validates students who ask higher-level questions</li> <li><input type="checkbox"/> Checks that student presenter uses resources to support tutorial questions and for group member questions</li> </ul>
<p><b>Tutor(s)</b></p> <p>The tutor is responsible for <b>facilitating</b> the inquiry and collaboration process of the student group.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts one-on-one homework help sessions</li> <li><input type="checkbox"/> Makes copies or completes teacher requests</li> <li><input type="checkbox"/> Asks questions and teaches solution to individual students</li> <li><input type="checkbox"/> Does not check for understanding</li> <li><input type="checkbox"/> Does not encourage taking three-column notes during tutorials</li> <li><input type="checkbox"/> Insufficient number of tutors</li> <li><input type="checkbox"/> No tutors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works with more than two groups during the period</li> <li><input type="checkbox"/> Stands in front of group with the student presenter</li> <li><input type="checkbox"/> Asks questions of the student presenter and teaches the solution</li> <li><input type="checkbox"/> Checks student presenter's understanding of the solution</li> <li><input type="checkbox"/> Monitors students to ensure that they take three-column notes on student questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works with one or two groups in a period</li> <li><input type="checkbox"/> Works with the student presenter at the board; supports student presenter in rewriting question, if necessary; discusses possible solutions with the group</li> <li><input type="checkbox"/> Asks questions of student presenter and group members to promote discussion toward a solution</li> <li><input type="checkbox"/> Checks the student presenter's understanding of the point of confusion</li> <li><input type="checkbox"/> Monitors and encourages students to take three-column notes on all student questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaches and works with one group the entire period</li> <li><input type="checkbox"/> Sits with the tutorial group and away from the student presenter; supports the student presenter in rewriting the question, if necessary</li> <li><input type="checkbox"/> Facilitates the group and pushes the thinking of all students to a higher level through inquiry</li> <li><input type="checkbox"/> Checks student presenter's and group members' understanding of point of confusion</li> <li><input type="checkbox"/> Takes three-column notes for the student presenter to model strategies for the group members</li> <li><input type="checkbox"/> Encourages all students to take three-column notes on all student questions</li> </ul>



2.5: Binder Checks

# Form 1: AVID Binder Grade Sheet

Student's Name \_\_\_\_\_

Tutor's Name \_\_\_\_\_ Date \_\_\_\_\_

- Agenda/Daily Planner/Calendar ..... \_\_\_\_\_  (30 pts. possible)
- Notes (labeled with dates)..... \_\_\_\_\_  (30 pts. possible)
- Organization..... \_\_\_\_\_  (15 pts. possible)
- Neatness ..... \_\_\_\_\_  (15 pts. possible)
- No loose papers..... \_\_\_\_\_  (5 pts. possible)
- Supplies (zipper pouch) ..... \_\_\_\_\_  (5 pts. possible)
  
- Total** \_\_\_\_\_

## Comments

Agenda/Daily Planner/Calendar \_\_\_\_\_

\_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

Organization \_\_\_\_\_

\_\_\_\_\_

Neatness \_\_\_\_\_

\_\_\_\_\_

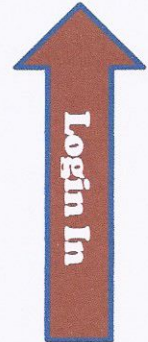
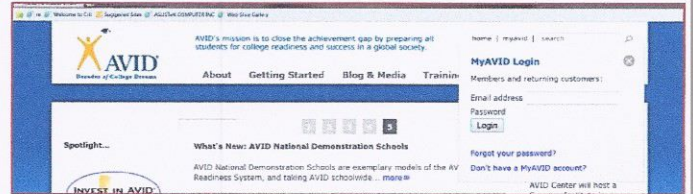
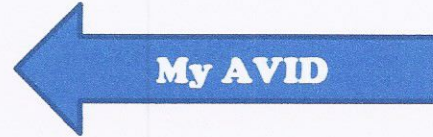
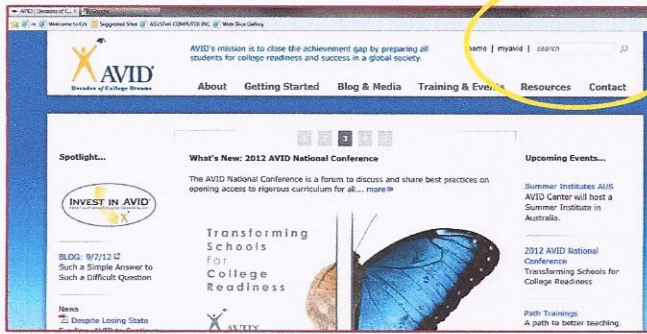
Loose pages \_\_\_\_\_

\_\_\_\_\_

Supplies \_\_\_\_\_

\_\_\_\_\_

# Setting Up An AVID Account [www.avid.org](http://www.avid.org)



1. Create a new account

2. First Name                      Last Name

Job title "tutor"                      E-mail

3. Role "AVID Elective Tutor"

State "MO"

County "St. Louis City"

District "St. Louis Public Schools"

Site (select any school)

Submit your request – District Directors will confirm and you will receive a confirmation e-mail.

## UMSL PAY SCHEDULE FOR TUTORS- FALL 2012

Pay Period (Ends Saturday)	Turn in Time Sheets & Enter Time on-line (usually Friday)	Pay Day (Wednesday)
Aug 19–Sep 01, 2012	Aug 31, 2012	Sep 12, 2012
Sep 02–Sep 15, 2012	Sep 14, 2012	Sep 26, 2012
Sep 16–Sep 29, 2012	Sep 28, 2012	Oct 10, 2012
Sep 30–Oct 13, 2012	Oct 12, 2012	Oct 24, 2012
Oct 14–Oct 27, 2012	Oct 26, 2012	Nov 07, 2012
Oct 28–Nov 10, 2012	Nov 09, 2012	Nov 21, 2012
Nov 11–Nov 24, 2012	***Nov 16, 2012	Dec 05, 2012
Nov 25–Dec 08, 2012	Dec 07, 2012	Dec 19, 2012
Dec 09–Dec 22, 2012	Dec 21, 2012	Jan 02, 2013

\*\*\* Dates Subject to Change because of holiday scheduling.

### Time and Effort Log

NOTE: All tutors are required to keep a “Time and Effort Log” showing the teachers’ signatures. The teacher’s signatures are mandatory for UMSL time approval.

**Reminder:** Time & Effort Log form is available on the RITE website: [www.umsl.edu/~rite](http://www.umsl.edu/~rite)

### Submitting Time

- 1. FAX** timesheet to Lucy Hubert at Fax No. 314-516-7483 or scan and e-mail to [HUBERTLC@umsl.edu](mailto:HUBERTLC@umsl.edu)

**AND**

- 2. Enter hours** on-line by visiting [www.UMSL.edu](http://www.UMSL.edu); click on “My HR”; log in.

**Please be sure to click on the “Submit” button after you enter your hours.**

*Lucy Hubert, RITE Office Coordinator Phone 314-516-7268*

### NOTE: Late Paycheck!

In order for you to be paid on time, it is imperative that you submit your timesheet(s) and enter your time on-line by the deadlines specified on the list above.

The second time you miss a deadline, you are to call the RITE office and make an appointment to come to the RITE office (Room 226A, South Campus Classroom Building) to submit your time by noon of the Tuesday following that payroll deadline.



## Teacher Absent Without Notice

Tutors and teachers are to exchange phone numbers and e-mail address so that contact can be made in the event of an absence (field trips, test). A 24-48 hour advance notice is preferred.

If your AVID teacher does not contact you about being absent then e-mail to the following information to me [bellin@umsl.edu](mailto:bellin@umsl.edu) and [tiffany.king@slps.org](mailto:tiffany.king@slps.org).

Please have your timesheet signed by an administrator or the school secretary. You are to enter 30 min for your time.

AVID tutorial can not take place with a substitute teacher because the sub does not know the tutorial process.

Your cooperation is appreciated.

Thank You,

Linda Bell

Subject box: Teacher Absent Without Notice

Tutor Name:	Date:
Teacher:	School:



## Tutor is Absent Without Notice

Tutors and teachers are to exchange phone numbers and e-mail address to contact each other in the event of an absence. A 24-48 hours in advance is preferred.

If your tutor is absent then you are to text, call or e-mail the tutor about being absent. Secondly, e-mail the information below to [bellin@umsl.edu](mailto:bellin@umsl.edu). I will conference with the tutor after 2-3 absences.

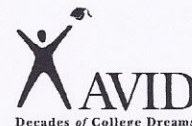
Your cooperation is appreciated.

Thank You,

Linda Bell

Subject box: Tutor Absent without notice

<b>Tutor Name:</b>	<b>Date:</b>
<b>Teacher:</b>	<b>School:</b>



Name: \_\_\_\_\_

Enrollment Date: \_\_\_\_\_

### 1.6: AVID Contracts

## AVID Tutor Agreement/Contract

*The mission of the AVID College Readiness System is to close the achievement gap by preparing all students for college readiness and success in a global society.*

### Tutor Goals

- Takes an active role in developing the academic and personal strengths of AVID students.
- Assists students in the successful completion of college eligibility requirements and in becoming college-ready.
- Provides academic support for students in rigorous courses.
- Encourages students to enroll in a four-year college or university after high school graduation.
- Serves as a role model/mentor to AVID students.

### Tutor Responsibilities

- Be positive and professional.
- Arrive on time and prepared for class.
- Act as a role model and wear appropriate attire at all times.
- Assist students in maintaining their AVID binders (with calendar, assignment sheets, Tutorial Request Forms and daily Cornell notes in all academic classes).
- Actively participate in collaborative groups and tutorials.
- Participate in AVID field trips and motivational activities (when possible).
- Inform teacher in advance of absences/tardies on a tutorial day.
- Become familiar with the specific routines and expectations of each AVID teacher's classroom.
- Facilitate the tutorial learning process and implement AVID methodologies.
- Adhere to district/site policies and procedures.
- Complete tutor training.

### Tutorial Agreement

I agree to accept enrollment/employment in the AVID Elective class and to meet the responsibilities of this position as outlined above. I understand that I must commit to remaining enrolled/employed in the AVID Elective for the entire year.

\_\_\_\_\_  
Site Tutor Trainer Signature

\_\_\_\_\_  
Tutor Signature

\_\_\_\_\_  
AVID Site Coordinator Signature

\_\_\_\_\_  
15 Site Administrator Signature