What Does College Success and Career Readiness Mean?

Regardless what postsecondary path chosen, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.
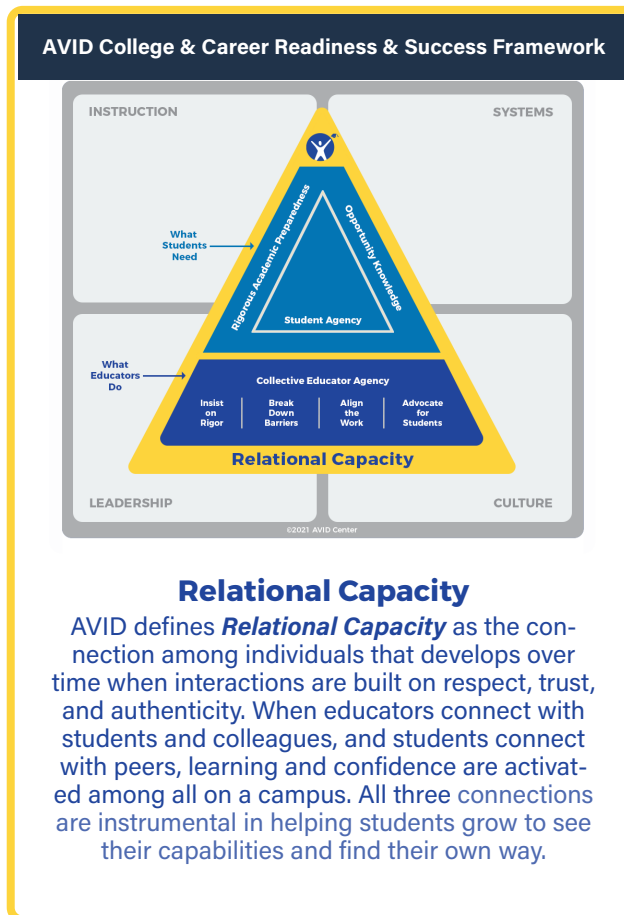
Ensure Student Success

Over four decades, we have seen that when school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

What Students Need

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

1. **Rigorous Academic Preparedness** — Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

2. **Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

3. **Student Agency** — Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

AVID College & Career Readiness & Success Framework

Relational Capacity

AVID defines *Relational Capacity* as the connection among individuals that develops over time when interactions are built on respect, trust, and authenticity. When educators connect with students and colleagues, and students connect with peers, learning and confidence are activated among all on a campus. All three connections are instrumental in helping students grow to see their capabilities and find their own way.

What Educators Do

Educators play an important role in student success. To bring about this transformation, educators must:

· **Insist on Rigor** — Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.

· **Break Down Barriers** — Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.

· **Align the Work** — Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.

· **Advocate for Students** — Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

Collective Educator Agency

AVID defines this as educators taking intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other. When Collective Educator Agency develops on a campus, the learning environment transforms into one where students are challenged, supported, and provided the tools needed to succeed.

WICOR

Writing

Writing is:
- A learning tool
- A personal and public communication tool
- A visible record of thinking

Students who write:
- Consider audience and purpose
- Engage in writing as a form of disciplinary literacy to address specific situations
- Cite evidence to support their thinking
- Deepen their understanding of content

The AVID curriculum supports writing through the use of:
- Focused note-taking
- Quickwrites, summaries, and reflections
- Argumentative, narrative, expository, and descriptive writing
- The writing process

Inquiry

Inquiry is:
- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:
- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports inquiry through the use of:
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

Collaboration

Collaboration is:
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

Students who collaborate:
- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports collaboration through the use of:
- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

Organization

Organization is:
- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:
- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

The AVID curriculum supports organization through the use of:
- Binders and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

Reading

Reading is:
- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:
- Understand text structures
- Apply prior knowledge and make connections to other texts, themselves, and the world
- Make predictions and ask questions
- Create visual images as they read

The AVID curriculum supports reading through the use of:
- Deep reading strategies
- Focused note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching

The Five Phases of the Focused Note-Taking Process

AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

Taking Notes	**Create the notes.** Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
Processing Notes	**Think about the notes.** Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
Connecting Thinking	**Think beyond the notes.** Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
Summarizing and Reflecting on Learning	**Think about the notes as a whole.** Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
Applying Learning	**Use the notes.** Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

10–2 Lesson Structure

10–2 Structure and Rationale	• The structure involves the following: • **10 minutes:** <u>receiving</u> information/taking notes • **2 minutes:** <u>processing</u> information • **1–2 minutes:** <u>summarizing</u> information • Allows students the necessary time to process information and concepts presented in whole-group instruction or from reading the text. • The structure allows for greater retention of information and improvement in the quality of notes, questions, and summaries.
10 Minutes: Whole-Group Instruction or Reading Text Selection	• The student receives information from a lecture/presentation, audiovisual source, or from reading a text for **10 minutes** and takes focused notes. • Encourage students to use abbreviations and short-cuts while taking notes.
2 Minutes: Partner/Small Group Processing	• "Input" pauses for **2 minutes** while the students take time to process the information by working collaboratively in pairs/small groups to do the following: • Share notes. • Revise/refine notes. • Fill in gaps in notes. • Clarify information/concepts presented. • Create questions on the left side. • During this time, students should rely on the support of peers to assist them in processing the information.
1–2 Minutes: Independent Summarizing	• Students then take **1–2 minutes** to process the information individually and create a one-sentence summary to be written just below the chunk of notes. • The instructor may have students share their sentence summaries as a way to check for understanding.
Repeat the Process	• Repeat the process until all information has been presented or read.
Last 5 Minutes of Class: Whole Group	• Reserve the last **3–5 minutes** of the period for the students to interact with the instructor. • Students can ask questions to: • Summarize notes. • Resolve unanswered questions in their notes. • Get clarification about information presented. • Sort out misconceptions/gaps.

10–2 Lesson Structure

According to Pascarella and Terenzini in their 2005 meta-analysis of research on how college affects students and student learning, the dominant pedagogical strategy college faculty members use is lecturing. However, research has indicated lecturing alone is not an effective teaching or learning strategy. For more than 25 years, studies have highlighted how difficult it is for lectures to hold students' attention. Milton, Pollio, and Eison (1986) reported that 15 percent of students' class time was spent "fantasizing." Johnstone and Su (1994) noted that students "capture less than half of the important ideas that are stated verbally." And in a survey of students in a variety of academic disciplines, Fassinger (1996) found they were "less actively involved in class than their instructors perceive them to be."

Cognitive studies offer insight into the ways human brains process and remember bits of information, and corroborate the work of Milton, Johnstone, and Fassinger. In 1956, Princeton psychologist George Miller observed that the working memory could hold seven pieces of information. However, according to Sweller (1999), evidence indicated that Miller's findings far overstated our "cognitive load"—the mind's ability to store and process information. Sweller suggested that "we can process no more than about two to four elements at any given time." And in 1998, Jensen emphasized that "the human brain is better equipped to perceive and process information in short, focused timeframes (lasting no longer than 10–15 minutes), followed by opportunities to 'act' on the information it has processed." This conclusion provides important support for adopting the 10–2 lesson structure. Finally, Joe Cuseo's survey of the literature highlights studies, including one by Verner and Dickinson in 1967 and another by Penner in 1984, that point to a dramatic drop in student attention and concentration after the first 10–15 minutes of continuous lecture (Cuseo, 2010)—another reason to consider this strategy.

It is important to note that these conclusions about attention span and cognitive load were reached before the full advent of the digital age. Challenges in keeping students' attention are multiplied by our electronic reality. Carr (2010) and UCLA psychiatrist Gary Small (2008) indicated students' cognitive load has been dramatically reduced by the "hours that [they] spend exploring the Internet." They argued that our brains are changing as a result of the digital environment—and "not necessarily for the better."

A more effective lesson structure, the 10–2 lesson structure, uses both lecturing and intentional student reflection and engagement to increase student learning. It addresses many of the challenges and cognitive realities already mentioned. The research of Ruhl, Hughes, and Schloss (1987) demonstrated that brief lectures followed by a few minutes of reflection time can be far more effective as a teaching and learning strategy than longer lectures. Specifically, they found the following model resulted in significantly better recall and comprehension by students: The lecture is delivered in intervals ranging from 12–18 minutes. Each segment of the lecture is followed by 3 minutes of student discussion or reflective writing. In pairs, students discuss and rework their notes or reflect in writing.

Ruhl and his colleagues reported "mean scores large enough to make a difference of two letter grades" when this model was used. The 10–2 lesson structure developed by Rowe (1983, 1986) accommodates situations in which lecturing may be the most efficient method for delivering a particular content, while also providing students time to process that information.

In sum, to use the 10–2 lesson structure:

1. Identify logical points every 10–20 minutes throughout the lecture to accommodate a 2- or 3-minute "processing pause."

2. Assign students to teams or pairs.

3. During the "processing pause," encourage student groups or partners to share their notes, fill in gaps, and help each other clarify ideas and concepts.

4. Offer specific collaborative strategies or prompts during the processing time: Think–Pair–Share, Jigsaws, one-pagers, learning logs, brainstorming, whip-arounds, graphic organizers, reflections, quickwrites, quickdraws, or concept maps, for example.
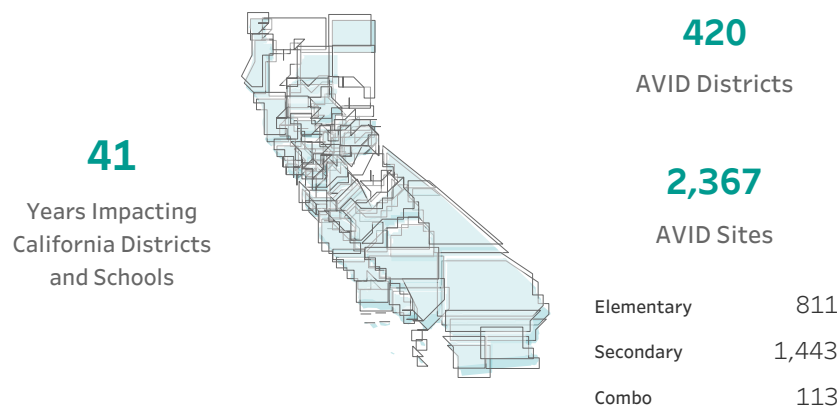
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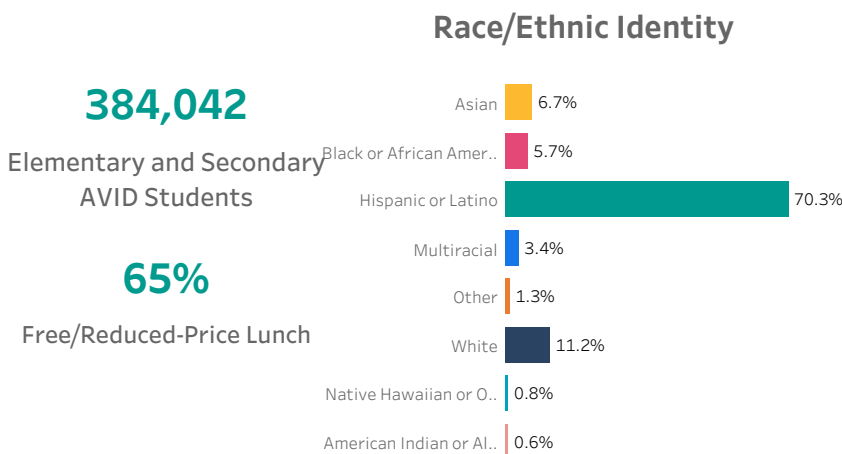
California Snapshot

AVID, Advancement Via Individual Determination, is a 501(c)(3) nonprofit organization established in 1980. During the 2021–22 school year, AVID impacted more than 2.5 million students, providing academic and social support to ensure students' success in high school, college, and careers.

AVID California Current Statewide Impact

41

Years Impacting California Districts and Schools

420

AVID Districts

2,367

AVID Sites

Elementary	811
Secondary	1,443
Combo	113

278,804   California teachers, administrators, and counselors are AVID-trained

California AVID Students Served: 2021-2022

384,042

Elementary and Secondary AVID Students

65%

Free/Reduced-Price Lunch

Race/Ethnic Identity

Asian	6.7%
Black or African Amer..	5.7%
Hispanic or Latino	70.3%
Multiracial	3.4%
Other	1.3%
White	11.2%
Native Hawaiian or O..	0.8%
American Indian or Al..	0.6%

Goals of the AVID College and Career Readiness System

Accelerate underachieving students who have potential into more rigorous courses.

Teach academic and social skills not targeted in other classes.

Provide intensive support with in-class tutors and a strong student–teacher relationship.

Create a positive peer group for students.

Develop a sense of hope and personal achievement through hard work and determination.

AVID National Demonstration Sites

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220

62

In California

AVID National Demonstration Schools are exemplary models of the AVID College and Career Readiness System. Demonstration Schools undergo a rigorous validation process and are required to be revalidated every few years to ensure high levels of implementation, with quality and fidelity to AVID strategies schoolwide.

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AVID.org

AVID California
Closing the Opportunity Gap

Enrollment* at Two and Four-Year College Campuses: 2020-2021

AVID California seniors are enrolling at more consistent rates between major subgroups than the **U.S. population overall**.
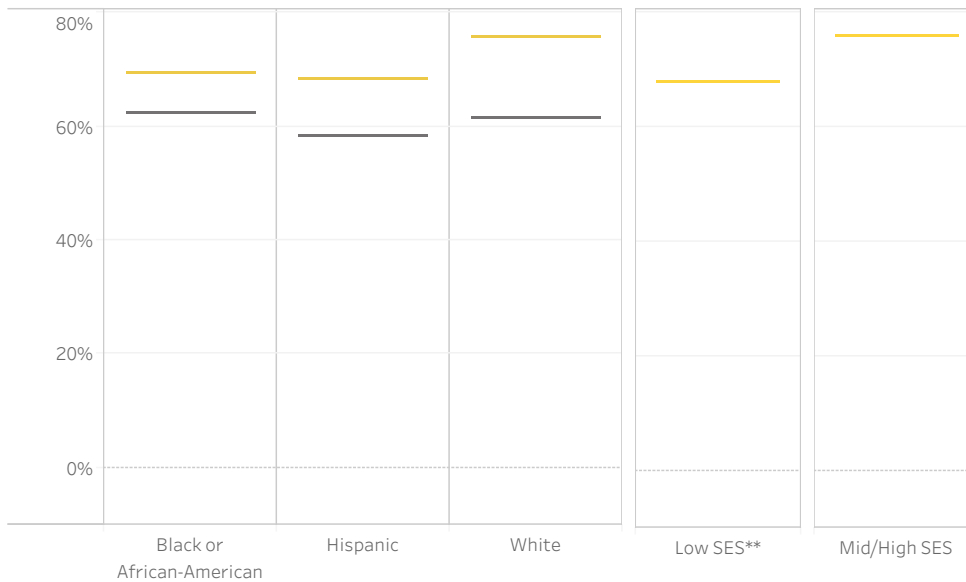
*Enrollment data for the first fall term after high school; **Socio-Economic Status (SES) US Comparator Data not available.
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https://www.census.gov/data/tables/2021/demo/school-enrollment/2021-cps.html
Some results may be masked due to small numbers to protect student confidentiality.

Impressive Results for AVID California Seniors

78%
Took at Least One Course of Rigor*

100%
Graduated On Time

3.4
Average High School GPA

85%
Applied to Four-Year College

78%
Accepted to Four-Year College

92%
Completed Four-Year College Entrance Requirements

*Course of Rigor: AP®/IB®/Cambridge; AVID. (2018–2022). AVID senior data collection: AVID California N = 47,991 [Electronic Database].

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

AVID.org