AVID Collaborative Study Groups

In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.

Why are CSGs a critical component of AVID Schoolwide?

In addition to the academic benefits, successful CSGs also serve as an independent demonstration of increasing mastery and application of skills built and reinforced through WICOR strategies. These skills include inquiry, note-taking, organization, collaboration, communication, and numerous other skills necessary for college readiness.

	Before	**During**	**After**
Performance Objective	*Students prepare to participate in CSGs.*	*Students collaborate to develop and deepen understanding through Socratic inquiry.*	*Students apply the learning from CSGs to enhance classroom performance.*
Academic Skills	• Students identify a specific question based on a concept or problem that they do not understand.	• Students articulate their specific question. • Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding. • Upon arriving at a solution, students identify generalized steps/processes that led to the solution. • Students appropriately use related academic vocabulary throughout.	• Students reflect on the learning in order to make connections between new learning and previous learning, their experiences, themselves, and/or their world. • Students reflect on the CSG process in order to continuously improve as active participants.
Guiding Questions	• From what source will questions be derived? • Will students choose their own specific question or will it be assigned by the teacher?	• To what resources will students need access? • How will students be grouped? • How will the CSGs be monitored to ensure active participation of all group members? • How will students be expected to record their learning?	• Will students reflect verbally or in writing? • How will the CSGs be evaluated?
Optional Components	• CSG Pre-Work • Academic Concept Rating Guide	• 30-Second Speech Student Presenter Protocol • 2-/3-Column Notes Template • Costa's/Bloom's Levels of Thinking Inquiry Stems • Questions for Socratic Dialogue • Checking for Understanding Inquiry Stems • Observation Checklist	• 30-Second Reflect and Connect • Guided Written Reflection • Grading/Evaluation of Learning/Process

What is the difference between a CSG and an AVID Elective class tutorial?

	Collaborative Study Groups	AVID Elective Class Tutorials
The Process	Three basic phases of Before, During, and After, with each including optional components to flexibly meet the school's and teachers' study group needs	Formalized 10-Step AVID Tutorial Process

When	In any subject area, as a:
	• Pre-assessment review of concepts/skills/problems:
	  · Ongoing checking-for-understanding (in relation to content standards/objectives)
	  · Review prior to unit, semester, summative exam (AP® test)
	  · Before-/after-school CSGs or needs-based CSGs during school
	  · PSAT® /SAT® /ACT® / standardized test prep
	• Post-assessment review of concepts/skills/problems not mastered:
	  · Test review (in lieu of test corrections)
	  · Practice PSAT/SAT/ACT test review
		Twice weekly during the AVID Elective class

Roles and Responsibilities	Teacher Student group members Student presenter Student leaders, such as AVID Elective students, can facilitate groups.	Teacher Student group members Student presenter One college-aged tutor per group
Student Skills Demonstrated	Both approaches build on a foundation of relational capacity to develop critical thinking, effective communication, Socratic inquiry, process identification, collaboration, listening, writing, and reflection skills in all students.	

Roles and Responsibilities: *This resource articulates the responsibilities of the teacher, student group members, and student presenter during the CSG process.*

Grouping Guide: *A guide for teachers to think through room and student arrangement prior to facilitating CSGs.*

Personal Implementation Plan: *A planning guide and sample for effectively implementing CSGs through a scaffolded process.*

AVID Schoolwide Strategy Planning Guide: *A guide for intentional implementation of a WICOR strategy, with CSGs given as the example.*

Before

CSG Pre-Work: *Similar to the Tutorial Request Form used by the AVID Elective class, this template provides students with the opportunity to use their resources and think critically about a question from a content area in order to go deeper to identify a Specific Question to be presented in their CSG.*

- **Directions for Teachers:** Determine the level of pre-work appropriate for your students, depending on age, subject matter, and possible scaffolding of CSG implementation throughout the school year. A sample CSG Pre-Work Think-A-Loud is available. This process takes time and repetition for students to master. Consider modeling and scaffolding the components of the Pre-Work form prior to expecting students to complete the form individually and/or outside of class.

Academic Concept Rating Guide: *Supports students in breaking down a study guide (pre-assessment) or test (post-assessment) to help pinpoint Specific Questions for the CSG. This can be used as an alternative or in addition to the CSG Pre-Work template.*

- **Directions for Teachers (Pre-Assessment):** Format student study guides, using the suggested template, by completing the left-hand column from the current unit of study. Students may complete the pre-assessment rating guide for homework prior to the CSG test review day.
- **Directions for Teachers (Post-Assessment):** Instead of doing test corrections and/or re-teaching, students will complete the rating guide for questions missed on the test. Students may complete this prior to (Columns 1–3) and during (Column 4) the CSG process in preparation for mastering missed concepts.

During

30-Second Speech Student Presenter Protocol: *A five-step process for students to present their Specific Question in a way that will create engagement, inquiry, and critical thinking with group members.*

2- or 3-Column Notes Template: *The notes/work generated from the question stems and inquiry process should be recorded. This template provides a format for consistent student use.*

Costa's/Bloom's Levels of Thinking Inquiry Stems: *Students can use this handout to generate questions for the student presenter during the CSG.*

Questions for Socratic Dialogue: *Group members can use these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts, and inferences during the CSG.*

Checking for Understanding Inquiry Stems: *Group members can utilize these critical thinking questions throughout the CSG process to ensure that the student presenter is thinking deeply about his/her specific question and is mastering the content.*

Observation Checklist: T*his resource allows the teacher or other instructional leader to record observations during the CSG in order to reflect on and improve the process.*

*Academic Language Scripts can be found here.

After

30-Second Reflect and Connect: *A five-step process for students to verbally reflect on the learning that occurred during the CSG process and connect it to other important ideas. This can also be completed prior to writing a written reflection.*

Guided Written Reflection: *A resource that guides students through a written reflection on the learning that occurred from clarifying the Specific Question. There are two open-ended reflection formats for the teacher to choose from, based on student readiness.*

Evaluation Guide: *This guide gives grading suggestions and shows a sample Pre-Work/Reflection template, with a grading rubric included.*