

## Join us on Zoom for a GATE-AVID Virtual Seminar

Thursday, Dec. 2 • 5:30-7 p.m.

Learn more about TUSD's Gifted and Talented Education & AVID Advanced Education Programs

- Get to know more about what Gifted and Talented Education has to offer.
- See how AVID can support your student's success in school and beyond.
- Learn about your student's Advanced Learning Pipeline towards Higher Learning.

Join via Zoom – scan the QR code or go to [bit.ly/GATEAVID21](https://bit.ly/GATEAVID21)



## Family and Community Engagement

### Family Workshop Materials

- Advancing College Preparedness
- Building Career Knowledge
- Connecting to the Community
- Improving Communication
- Organizing Time and Materials
- Promoting Financial Literacy

\*all of the above are also available in Spanish Consider sending the handouts or a blurb from the handouts in a site newsletter home.

Please send info and pictures of your AVID students in action! Tag all the AVID social accounts too!

Twitter – @TUSDAVID  
Facebook – Tucson Unified AVID  
Instagram – Tucson Unified AVID Program

[Archived Weekly Communications](#)  
[Archived College Bulletins](#)

## Announcements:

- If you complete an APLM at your site, send the following information so I can input it in MyAVID:
  - Name of APLM, Date/time conducted, List of attendees
- [Tutorials Resources](#) and consider [Peer Tutors](#)
- [Field Trips Teams Folder](#)
  - Please fill out [Field Trip form](#)
  - After your site administration has signed off on field trip paperwork, please email paperwork to Jensen and Jhovanna
- [AVID Elective and Elementary Classroom Visit Sign Up](#) – the folder also includes the AVID feedback forms that will be used.



Adam Grant  
@AdamMGrant

Good teachers introduce new thoughts.  
Great teachers introduce new ways of thinking.

Good teachers care about their subjects.  
Great teachers care about their students.

Good teachers teach us what they know.  
Great teachers teach us how to learn.

## WICOR image to share

[AVID WICOR flyer](#)

**WICOR<sup>®</sup> (Writing, Inquiry, Collaboration, Organization, and Reading)** is an instructional approach that places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning. Each component includes strategies that engage both teachers and students. WICOR involves intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content, which in turn builds skills and behaviors that support college and career readiness.

This instructional approach involves a scaffolded process of skill-building, that begins in elementary school. Students gradually develop autonomy and demonstration of mastery of content through their K-12 journey.

Teachers in all content areas can intentionally incorporate WICOR strategies into their daily lessons. WICOR strategies are effective in any instructional setting, including face-to-face, blended, and virtual learning.

Writing	Inquiry	Collaboration	Organization	Reading
<b>Writing to:</b> <ul style="list-style-type: none"> <li>• At least for communication, reflection, and learning</li> <li>• Inquiry</li> <li>• Visible organization of thought</li> <li>• Communication with authentic audience</li> </ul>	<b>Supports the:</b> <ul style="list-style-type: none"> <li>• Identifying one's understanding</li> <li>• Critical thinking and problem-solving</li> <li>• Engaging in a variety of ways to solve problems</li> <li>• Engaging in thinking, learning, and discussion to improve resolution</li> </ul>	<b>Collaboration to:</b> <ul style="list-style-type: none"> <li>• Positive group interactions</li> <li>• Teamwork with shared responsibility</li> <li>• Sharing of ideas, information, and opinions</li> </ul>	<b>Organizing to:</b> <ul style="list-style-type: none"> <li>• Managing materials, time, and self</li> <li>• Practicing methodical study habits</li> <li>• Planning and prioritizing school, work, and social tasks</li> <li>• Engaging in goal setting, planning, and reflection</li> <li>• Strategically and intentionally taking responsibility for one's own learning</li> </ul>	<b>Reading to:</b> <ul style="list-style-type: none"> <li>• Making connections between texts, self, and the world</li> <li>• Navigating and comprehending rigorous texts</li> <li>• Evaluating information from a variety of formats</li> <li>• Organizing and applying text-based learning</li> </ul>
<b>Students who write:</b> <ul style="list-style-type: none"> <li>• Engage frequently in every content area and subject</li> <li>• Cite evidence to support their thinking</li> <li>• Show their understanding of content</li> <li>• Demonstrate command of academic vocabulary</li> <li>• Communicate as a content expert</li> <li>• Communicate their thinking independently and confidently</li> </ul>	<b>Students who inquire:</b> <ul style="list-style-type: none"> <li>• Analyze and synthesize multiple or diverse</li> <li>• Clarify their own thinking</li> <li>• Probe others' thinking</li> <li>• Work through ambiguity</li> <li>• Solve authentic problems</li> </ul>	<b>Students who collaborate:</b> <ul style="list-style-type: none"> <li>• Create a safe and supportive physical and philosophical environment</li> <li>• Work through identified obstacles and risks to achieve a common goal</li> <li>• Develop positive interdependence</li> <li>• Clearly communicate verbally and nonverbally</li> <li>• Leave obstacles to teacher/mentor</li> <li>• Develop the learning of others through inquiry and active engagement</li> </ul>	<b>Students who organize:</b> <ul style="list-style-type: none"> <li>• Set direct, self-created, self-monitor, and self-adjustable to reach academic goals</li> <li>• Develop and use tools to organize thinking, materials, and time</li> <li>• Develop and use processes, procedures, and tasks to study effectively</li> <li>• Prepare for rigorous content and engage fully in active learning</li> </ul>	<b>Students who read:</b> <ul style="list-style-type: none"> <li>• Actively engage and extend beyond the text</li> <li>• Make predictions and create visual images as they read</li> <li>• Understand text structures</li> <li>• Question the text and engage in deep inquiry</li> <li>• Become content experts</li> <li>• Evaluate sources for accuracy and bias</li> </ul>
<b>AVID supports writing through blended learning experiences including:</b> <ul style="list-style-type: none"> <li>• Disciplinary History</li> <li>• Academic language and literacy scaffolds</li> <li>• Learning through writing strategies</li> <li>• The focused note taking process</li> <li>• The writing process in every content area</li> <li>• Collaboration</li> <li>• Tutoring, Collaborative Study Groups, and Scholar Groups</li> </ul>	<b>AVID supports inquiry through blended learning experiences including:</b> <ul style="list-style-type: none"> <li>• Design thinking and problem-based learning</li> <li>• Computational thinking</li> <li>• Student-centered learning techniques</li> <li>• Open levels of thinking</li> <li>• Socio-cognitive Seminars</li> <li>• Tutoring, Collaborative Study Groups, and Scholar Groups</li> </ul>	<b>AVID supports collaboration through blended learning experiences including:</b> <ul style="list-style-type: none"> <li>• Academic language and literacy scaffolds</li> <li>• Socio-cognitive Seminars</li> <li>• Philosophical Chairs</li> <li>• Jigsaw, World Café</li> <li>• Reciprocal Teaching, and Numbered Heads</li> <li>• Socratic Seminar and Intercultural and Intergroup Dialogue</li> <li>• Tutoring, Collaborative Study Groups, and Scholar Groups</li> </ul>	<b>AVID supports organization through blended learning experiences including:</b> <ul style="list-style-type: none"> <li>• Student, adviser, calendar, planners, and agendas</li> <li>• The focused note taking process</li> <li>• Graphic organizers</li> <li>• Project planning and SMART goal setting</li> <li>• Tutoring, Collaborative Study Groups, and Scholar Groups</li> </ul>	<b>AVID supports reading through blended learning experiences including:</b> <ul style="list-style-type: none"> <li>• Disciplinary History</li> <li>• Academic language and literacy scaffolds</li> <li>• Culturally relevant texts</li> <li>• The critical reading process</li> <li>• The focused note taking process</li> <li>• Vocabulary building</li> <li>• Summarizing</li> <li>• Tutoring, Collaborative Study Groups, and Scholar Groups</li> </ul>