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EDUC450
Reflection: AVID
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Being an AVID tutor once a week has been a different experience for me. It has occasionally been challenging, but has always been enjoyable working with students that seem to enjoy us being there. I can appreciate the aim of AVID and what it hopes to provide to students. Giving tangible pathways to students to get into colleges, and using successful methods of note-taking/problem-solving is going to help a lot of kids that might have otherwise not seen themselves going on to higher education.

One of the biggest challenges, has to be that the students are reviewing materials outside of my content area, and even subjects that I struggled in school with. Math was never my strong suit, and I think these AVID students are beyond my math abilities. I like that the training assured us that tutors are there to provide support, not function as teachers. I had to remind myself of that, and circle back to the inquiry questions we have students work out themselves.

I've seen many times where students say "I don't get it," or "I don't know," and they *do* actually know, they just need to sit with their question longer, reformat their question, or just persist. I think there's a lot of problems with struggling students that could be "solved" with students learning how to persevere more. It's not always a skill students have or know how to master, but us CSU students in the education program have a lot of skills in persistence to share with the AVID students.

Most of the tutoring support I offered was just encouraging students to go up to the board and to interact with their group members. Students were great at helping each other when they got

stuck, since many of them had the same or similar classes. Most of the questions were math related, but I was always excited when students brought up science or language questions. There have been a few times students asked me about my experience with CSU, getting into college, college life, scholarship applications, etc. I felt really good about our conversations and anecdotes I was able to provide to them about the college experience. I made sure to try and connect with each of the students in my group (there were always 4-5 students,) and ask them questions about their lives, school experience, and asked them tons of tips for myself on how I can be a “good teacher in their opinion.” Initially, I felt like it was hard to connect and keep conversations with the students going, but at this point, before the end of the semester, I think the students really enjoy our help and conversations.

The only feedback I can offer is that I wish there was a way for me to use my academic strengths to help AVID students. I was not much help with math, but if there was a way to focus on students that needed help with reading, writing and grammar I would have really enjoyed it, but never had the opportunity. Finally, I’m not sure if AVID will be supported at the schools I work at in the future, but I’m thankful for the experience and glad to know how it works if I do work at an AVID school.