

AVID Elective Teacher Training

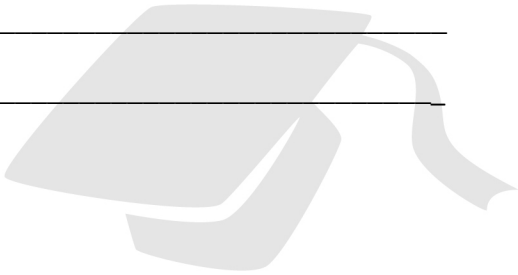
How to Take the CORNELL WAY Schoolwide

Handouts

AVID Essential No. 5	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 5
Instructional strategies are taught in the AVID Elective class to develop students' organizational skills that promote academic self-management.	<ul style="list-style-type: none"> <input type="checkbox"/> Sample student goals <input type="checkbox"/> Use of most current AVID's <i>Weeks at a Glance (WAG)</i> <input type="checkbox"/> Use of most current AVID <i>Focused Note-Taking</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Strategies for Success</i> <input type="checkbox"/> Classroom observations of teachers, tutors, and students using organizational strategies <input type="checkbox"/> Binders (digital and/or analog) <input type="checkbox"/> Portfolios (digital and/or analog) <input type="checkbox"/> Lesson plans of AVID Elective class teachers and Site Team teachers <input type="checkbox"/> Evidence of professional learning modeling organizational strategies <input type="checkbox"/> Cornell notes demonstrating increase of organized thought <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Use of time management skills (e.g., digital or analog agendas and planning calendars) <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 5:</p> <p>_____</p>

Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2

Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1. <input type="checkbox"/> No evidence exists that students in the AVID Elective class receive instruction on the use of tools to organize their thinking and learning (e.g., graphic organizers, reflections, learning logs, and focused note-taking).	<input type="checkbox"/> Students in the AVID Elective class receive instruction on the use of organizational tools to promote thinking and learning.	<input type="checkbox"/> AVID students use tools to develop and organize their thinking, studying, and writing in classes other than AVID.	<input type="checkbox"/> AVID students independently apply organizational tools most appropriate to the task to manage their responsibilities in all core academic classes.
2. <input type="checkbox"/> Students do not develop and use the AVID binder.	<input type="checkbox"/> AVID students organize course materials using the AVID binder (analog or digital) for AVID and other academic courses.	<input type="checkbox"/> AVID students effectively use the course materials in the AVID binder as study tools for AVID and other academic courses.	<input type="checkbox"/> The use of organizational study tools for organizing academic course materials and resources is a schoolwide practice.
3. <input type="checkbox"/> Students do not manage their time through prioritization and agenda planning.	<input type="checkbox"/> AVID students use agendas, calendars, or planners (analog or digital) to keep track of coursework and non-academic activities.	<input type="checkbox"/> AVID students strategically use and model agendas, calendars, or planners to backward map large projects, create to-do lists, and prioritize tasks to promote academic self-management.	<input type="checkbox"/> AVID students consistently implement effective time management strategies in all of their classes and extra-curricular activities.
4. <input type="checkbox"/> Students do not arrive to the AVID Elective class prepared to participate in their courses and interact with instructors.	<input type="checkbox"/> AVID students arrive to the AVID Elective class with their AVID binder and necessary course resources (e.g., homework, notes, and textbook).	<input type="checkbox"/> AVID students actively participate in all content classes, using resources such as notes, homework, etc. during class discussions and collaborative activities.	<input type="checkbox"/> Through active use of academic resources, AVID students identify points of confusion and seek clarity from instructors, tutors, and peers as they take responsibility for their



AVID Essential No. 6	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 6
<p>A strong, relevant writing and reading curriculum provides a basis for instruction in the AVID Elective class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of most current AVID <i>Weeks at a Glance (WAG)</i> <input type="checkbox"/> Use of most current AVID <i>Writing</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Critical Reading</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Focused Note-Taking</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Weekly</i> <input type="checkbox"/> Classroom observations of teachers, tutors, and students using WICOR strategies <input type="checkbox"/> Student work samples of AVID assignments over extended time reflecting students' use of higher-level questions <input type="checkbox"/> A selection of students' timed-writing essays <input type="checkbox"/> Cornell notes and Tutorial Request Forms demonstrating evolving use of higher-level questions and critical thinking <input type="checkbox"/> Binders (analog/digital) <input type="checkbox"/> Portfolios (analog/digital) <input type="checkbox"/> Evidence of teacher/tutor collaboration <input type="checkbox"/> Lesson plans of AVID Elective class teachers and Site Team teachers <input type="checkbox"/> Agendas/transcripts/evaluations of professional learning modeling WICOR strategies <input type="checkbox"/> Written reflections of student learning (e.g., AVID learning logs and quickwrites) <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level: Level 0: _____ Level 1: _____ Level 2: _____ Level 3: _____</p> <p>Overall level for Essential 6: _____</p>

Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2

Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1. <input type="checkbox"/> Students in the AVID Elective class spend little or no time receiving instruction in writing-to-learn strategies or using the AVID writing curriculum.	<input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, using the AVID writing curriculum.	<input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, which are part of a year-long instructional plan based on the AVID Standards, and use these strategies in classes other than AVID.	<input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, which are part of a year-long instructional plan that is aligned with the AVID Standards, and use these strategies in all core academic classes.
2. <input type="checkbox"/> Students spend little or no time receiving instruction on the writing process.	<input type="checkbox"/> Students in the AVID Elective class receive instruction in the writing process and participate in timed writings.	<input type="checkbox"/> Students in the AVID Elective class spend time each week writing to clarify and organize experiences in essays, letters, and reports.	<input type="checkbox"/> AVID students utilize multiple forms of media, both analog (print sources) and digital (electronic), to create permanent documents or records for review, study, analysis, synthesis, and evaluation. (continued on next page)

<p>3. <input type="checkbox"/> Students do not use Cornell notes and do not understand their usefulness for accessing rigorous curriculum.</p>	<p><input type="checkbox"/> Cornell notes are a weekly part of the AVID classroom; instruction is provided on their use (e.g., Focused Note-Taking System).</p>	<p><input type="checkbox"/> AVID students take and use Cornell notes as part of the AVID Elective class and use them weekly in classes other than AVID.</p>	<p><input type="checkbox"/> AVID students take and use Cornell notes and have integrated the development of effective note-taking skills for understanding rigorous content and preparing for tests in all core academic subject areas. They model Cornell note-taking for other students as a schoolwide strategy for assisting students to access rigorous content.</p>
<p>4. <input type="checkbox"/> AVID students do not use class time to write reflections of their learning and/or use AVID learning logs at least weekly.</p>	<p><input type="checkbox"/> AVID students' individual written reflections of their learning are a weekly part of the AVID class (e.g., AVID learning logs).</p>	<p><input type="checkbox"/> AVID students' written reflection and/or learning logs are a weekly part of the AVID class and are used in classes other than the AVID Elective class.</p>	<p><input type="checkbox"/> AVID students' written reflections and/or learning logs are a weekly part of the AVID Elective class and are used in all core academic classes.</p>
<p>5. <input type="checkbox"/> No evidence exists of the use of critical reading strategies in the AVID Elective class.</p>	<p><input type="checkbox"/> Students in the AVID Elective class spend time each week receiving instruction in the critical reading process; reading instruction is scaffolded to increase comprehension skills; reading-to-learn strategies are taught to access rigorous curriculum, including connecting to prior knowledge and understanding text structure.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive instruction in the critical reading process to access increasingly more rigorous text in AVID and in other academic courses.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive support in the use of the critical reading process. Reading activities apply to both analog (print sources) and digital (electronic) sources and are part of a year-long instructional plan; AVID students use the critical reading process in all academic courses.</p>

NOTE: Writing-to-learn strategies are informal writings that include: quickwrites, learning logs, reflections, journals, etc. See AVID writing curriculum and *AVID Weeks at a Glance*. For additional information, view e-learning Module, *WICOR Overview* on MyAVID.

What are some of the particular strengths reflected in your evidence of AVID Essential 6 at your school?

What aspects of AVID Essential 6 have room for growth? How might you address these in your site plan?

FOUR PARTS OF THE CORNELL WAY

PART I. NOTE-TAKING:

Reading or listening to information for the first time while jotting down and organizing key points to be used later as a learning tool

C Create Format

Step 1: Create Cornell notes format and complete heading.

If Cornell notepaper is not provided, set up paper upon entering the classroom:

- Write name, class, period, date, topic, standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
- Leave 2 inches on the bottom of each page for summary.
- Be prepared to actively listen and take notes.

If Cornell notepaper is provided, upon entering the classroom:

- Write name, class, period, date, topic, standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Be prepared to actively listen and take notes.

O Organize Notes

Step 2: Organize notes on right side.

- Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, and while participating in tutorials, etc.
- Listen and take notes in own words—paraphrase what you hear.
- Leave spaces for revisions by skipping lines between ideas.
- Abbreviate words and use symbols, when appropriate.
- Write in phrases (not complete sentences).
- Use bullets or lists, when possible.
- Use indentation to show relationships between ideas.
- Know what to write: important information vs. trivial information.
- Recognize cues, “This is important...” “This may be on the next test...” and repeated information.
- Incorporate teacher’s note taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.

PART II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions, and use collaboration to create meaning.

R Review and Revise

Step 3: Review and revise notes

- Use the “Cornell Note Revision Checklist” to revise notes.
- Separate main ideas from details by underlining.
- Keep important information by highlighting or color coding.
- Delete unimportant information by drawing a line through it or not highlighting.
- Add your own thinking/fill in details to clarify, complete, or create greater meaning and understanding.
- Paraphrase information.
- Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
- Add references from/to other materials as they come to mind or make connections to other concepts/content.
- Use symbols (star, checkmark, etc.) to indicate what is significant.
- Use * for information that may be used on a test, essay, tutorial day, etc.
- Create a visual or symbol to represent and help recall information.

N Note Key Ideas

Step 4: Note key ideas to create questions.

- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading, or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with this main idea.
- Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3
 - Lower-Level Questions: Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question or develop additional notes adding personal meaning and details to create ownership of the material.
 - Higher-Level Questions: It is important for the Cornell notes to create higher-level questions by applying Bloom’s or Costa’s vocabulary. It is necessary to understand the meaning of the word used and how to use the terminology accurately ask a higher-level question. Adding “How do you...” does not create a higher-level question.

E Exchange Ideas

Step 5: Exchange ideas by collaborating.

- Collaborate with a peer(s), as a small group, in your tutorial group, whole class, outside of class, etc., to compare, enhance, and revise your notes.
- Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- Brainstorm a list of key vocabulary from the lesson to be included in the summary.

PART III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L Link Learning

Step 6: Link learning to create a synthesized summary.

- Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.
- Address the essential question of the lesson in the summary.
- Use the notes of the right side as support to write the summary.
- Synthesize, combine main ideas together, to internalize learning from the questions/notes.
- Answer the higher-level questions from the left side in the summary to tie together the main ideas.
 - Creating a summary is the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor, or classmate.
 - Leave the right side blank until this discussion has happened.
 - Document the clarification in the blank space on the right side, after the discussion.

L Learning Tool

Step 7: Use completed Cornell notes as a learning tool.

- Review notes taken, questions developed and summary; this may also be done in a study group.
- Apply new learning to increase performance in content class by using notes to study for a test, to write an essay, as a reference during tutorial, to prepare for a presentation or Socratic Seminar, Philosophical Chairs, etc.
- Interact with material by taking notes, writing questions, and summarizing to internalize material to increase new learning.
- Using the notes as a learning tool provides opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.

PART IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W Written Feedback

Step 8: Provide written feedback.

- Submit Cornell notes weekly to be checked for quality using the Cornell notes rubric or checklist and/or quantity in binder check.
- Review, revise, and improve notes, questions, and summary based on feedback.
- Written feedback and suggestions for improvement may be provided by a peer, a tutor, or teacher.

A Address Feedback

Step 9: Address written feedback.

- Address feedback by using “Cornell Note Focus Goal Activity” to create a goal for improvement on future note-taking.
- Use the feedback provided, identify an area of challenge.
- Write a focus goal to improve this area.
- Identify specific actions to address this challenge in future note-taking.

Y Your Reflection

Step 10: Reflect on your learning.

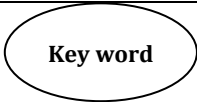
- Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
- Review notes, questions, and summaries on all Cornell note pages.
- Reflect on the learning by completing a “Cornell Note Reflective Log” to show how you mastered and/or applied your new knowledge.

Step 3: Cornell Note-Taking Revision List

Name: _____ Date: _____

Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3.... A, B, C...	1. Number the notes each time a new concept or main idea
<input type="checkbox"/>		2. Circle vocabulary/ key terms in pencil
<input type="checkbox"/>	<u>Main idea</u>	3. Highlight or underline main ideas in pencil
<input type="checkbox"/>	^	4. Fill in gaps of missing information and/ or reword/ paraphrase in red
<input type="checkbox"/>	Unimportant	5. Delete/ cross out unimportant information by drawing a line through it with a red pen
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/>	Visual/symbol	8. Create a visual/ symbol to represent important information to be remembered

Step 4: Cornell Note Questions

Directions: Follow these steps as you create questions during Step 4 of the note-taking process.

Steps for Creating Questions	
Step 1:	<u>Read the essential question/standard/objective</u> at the top of the Cornell notes.
Step 2:	<u>Review the first chunk</u> of notes on the right side. A chunk is defined as a section of notes with the same main idea.
Step 3:	<u>Identify the main idea</u> of this first chunk.
Step 4:	<u>Write a question</u> for the first chunk that can be answered by the main idea.
Step 5:	<u>Repeat this process</u> until all the main ideas in each chunk of notes are incorporated into questions.
Step 6:	<u>Reread your questions.</u> Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
Step 7:	<p><u>Create an additional higher-level question</u> that incorporates two of the lower-level questions.</p> <p>For example: Lower-level question #1: What is the definition of perimeter? Lower-level question #2: What is the definition of area? New higher-level question added to notes: How does perimeter compare/contrast to area?</p>
Step 8:	<u>Create notes</u> to address the new higher-level question created from lower-level questions.
Step 9:	<u>Review your questions/notes</u> to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
Step 10:	<u>Review your questions/notes</u> to study for tests/quizzes, write essays, or use for a tutorial question.

Step 6: Cornell Note Summary Template

Steps for Writing a Complete Summary	
Step 1:	<u>Read the essential question/ standard/ objective</u> at the top of the Cornell notes.
Step 2:	<u>Respond/</u> to the essential question/ standard/ objective in one sentence—this is the introductory sentence to the summary. Use your own words in writing your summary.
Step 3:	<u>Review the first chunk</u> of notes on the right side.
Step 4:	<u>Reread the first question</u> written for the 1 st chunk.
Step 5:	<u>Write a one-sentence response</u> to this question incorporating content-based vocabulary.
Step 6:	<u>Repeat this process</u> until all your questions are incorporated in the summary—accounting for all the main ideas in your notes.
Step 7:	<u>Reread your summary</u> for clarity and accuracy, adding transitions, when possible.
Step 8:	<u>Review your summary</u> to study for tests/quizzes, writing essays, completing the “Cornell Note Reflection Log,” etc.

Summary Paragraph Template:

Essential question/ standard/ objective introductory sentence:

Response to the question for the 1st chunk of notes:

Response to the question for the 2nd chunk of notes:

Response to questions for all additional chunks of notes:

Step 8: Cornell Note-Taking Checklist

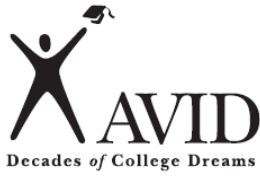
Name: _____ Evaluator: _____ Date: _____

Step 8: Use *Written* feedback provided by peer, tutor, or teacher to improve the quality of notes, questions, and summaries

Directions: Use a ✓ mark in the appropriate column based on the Cornell Notes collected.

STEP	Indicators	Yes (2 pts. each)	Inconsistent/ Incomplete (1 pt. each)	No (0 pt. each)
Step 1: Create Format	<ul style="list-style-type: none"> • Heading in ink: (Name/ Class/ Topic/ Period/ Date) • Standard/ Objective/ Essential Question recorded 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Step 2: Organize Notes	<ul style="list-style-type: none"> • Only main ideas, key words, and phrases recorded • Sufficient space/indentation is used to show relationships between main ideas • Abbreviations/ symbols used appropriately • Bullets are used to create lists and organize notes • Paraphrasing/shortcuts is evident in notes 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 3: Revise Notes/	<ul style="list-style-type: none"> • Notes are numbered to indicate a new concept, main idea, or topic • Vocabulary/ key terms are circled and main ideas are highlighted or underlined in pencil • Missing/paraphrased information is added in red 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 4: Note Key Idea	<ul style="list-style-type: none"> • Questions on left are developed to reflect main ideas in notes on the right side 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonus!	<ul style="list-style-type: none"> • Summary reflects the questions/ notes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points = _____ out of 22



Name: _____

Date: _____ Grade: _____

My Goal

When writing down your goal, be sure it is SMART:

S – Specific

M – Measurable

A – Action-oriented

R – Reasonable

T – Timely

1. What do you want to do?
2. By what date do you want to complete your goal?
3. How will you accomplish your goal?

My SMART goal for my students:

2.8: The Cornell Way

Tips for the Cornell Way

I. NOTE-TAKING:

Reading or listening to information for the first time while jotting down and organizing key points to be used later as a learning tool

C *Create Format*

Step 1:

Create Cornell notes format and complete heading.

If Cornell notepaper is not provided, upon entering the classroom:

- Write name, class, period, date, topic and standard/objective in heading.
- Create an Essential Question based on the standard/objective to be addressed in the notes and in the summary.
- Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
- Leave 2 inches on the bottom of each page for summary.
 - It is unrealistic and inappropriate to summarize every individual page.
 - There should be a summary at the bottom of the page at the closing of a lesson, concept, topic, etc.
- Be prepared to actively listen and take notes.

If Cornell notepaper is provided, upon entering the classroom:

- Write name, class, period, date, topic and standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Be prepared to actively listen and take notes.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Create Cornell note format before going to class. • If your teacher does not provide you with an Essential Question, collaborate with classmates to create one from the posted topic, standard and/or objective.
Tutor	<ul style="list-style-type: none"> • Provide samples of Cornell notes taken from college courses.
Teacher	<ul style="list-style-type: none"> • Provide Cornell notepaper to students. • Model to students how to set up their own paper in the Cornell note format. • Create school site Cornell notepaper and include school's mascot; upload onto the school's website for students to download from home. • Have student write the heading in pen to ensure current notes are submitted weekly.
Site Team	<ul style="list-style-type: none"> • Color code Cornell notepaper for each content subject to assist students in organizing their notes in binder. • Post topic, standard and/or objective for students; assist students in using the standard/objective to create the essential question for the lesson.

I. NOTE-TAKING:

Reading or listening to information for the first time while jotting down and organizing key points to be used later as a learning tool

O *Organize Notes*

Step 2:

Organize notes on right side.

- Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, participating in tutorials, etc.
- Listen and take notes in your own words—paraphrase what you hear.
- Leave spaces for revisions by skipping lines between ideas.
- Abbreviate words and use symbols, when appropriate.
- Write in phrases (not complete sentences).
- Use bullets or lists, when possible.
- Change pen colors to indicate change in concept.
- Use indentation to show relationships between ideas.
- Know what to write—important information vs. trivial information.
- Recognize cues, “This is important . . .,” “This may be on the next test . . .,” and repeated information.
- Incorporate teacher’s note-taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Review the abbreviations list before taking notes. • Create symbols/abbreviations for words you might need to use in each content class. • Sit next to AVID classmates in content classes to support each other in the note-taking process. • Anytime information is delivered, you should be taking notes even if the teacher does not explicitly ask you to do so. • Some situations when note-taking is appropriate are: giving directions, watching a video, reading a textbook/novel, listening to a guest speaker, during a lab, during a PowerPoint presentation, etc.
Tutor	<ul style="list-style-type: none"> • When reviewing student notes, indicate places where students can speed up their note-taking by using abbreviations, bullets and/or lists.
Teacher	<ul style="list-style-type: none"> • Provide time each class meeting for students to work independently and collaboratively to review and refine notes. • Coach content area teachers to provide time for students to compare notes at the end of class. • Teach AVID students how to turn any teacher-generated resource (PowerPoint, worksheet, reading log, lesson) into Cornell notes by refining notes, adding questions and a summary.
Site Team	<ul style="list-style-type: none"> • Provide students with an abbreviations list for each content subject. • Teach personal cues such as: pacing, phrasing, repetition to assist students in knowing what is important. • Incorporate your own style of note-taking into the Cornell note format; teach students how to use the right side to record information for content.

II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions and use collaboration to create meaning.

R *Review and Revise*

Step 3:

Review and revise notes.

- Use the “Cornell Note Revision Checklist” to revise notes.
 - Separate main ideas from details by underlining.
 - Keep important information by highlighting or color coding.
 - Delete unimportant information by drawing a line through it or not highlighting.
 - Add your own thinking/fill in details to clarify, complete or create greater meaning and understanding.
 - Paraphrase information.
 - Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
 - Add references from/to other materials as they come to mind or make connections to other concepts/content.
 - Use symbols (star, checkmark, etc.) to indicate what is significant.
 - Use * for information that may be used on a test, essay, tutorial day, etc.
 - Create a visual or symbol to represent and help recall information.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Work with a partner from your content class to use the “Cornell Note Revision Checklist” to revise and refine notes. • Seek clarification about confusing information.
Tutor	<ul style="list-style-type: none"> • Review student revision during tutorials as students use Cornell notes from content classes to support questions during the session.
Teacher	<ul style="list-style-type: none"> • Use students’ Cornell notes to teach the revision process of identifying main ideas, paraphrasing information and asking for clarification from peer/teacher. • Review and model the use of the “Cornell Note Revision Checklist” multiple times so students see the value and can repeat the process independently.
Site Team	<ul style="list-style-type: none"> • Create model Cornell notes of certain lessons so that students can check their notes against the model notes. • Provide time at the end of class daily for students to review and refine notes by working in pairs, using class resources and seeking clarification from the teacher.

II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions and use collaboration to create meaning.

N *Note Key Ideas*

Step 4:

Note key ideas to create questions.

- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with each main idea.
- Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3:
 - **Lower-Level Questions:** Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question, or develop additional notes adding personal meaning and details to create ownership of the material.
 - **Higher-Level Questions:** It is important for the Cornell notes to create higher-level questions by applying Bloom’s or Costa’s vocabulary. It is necessary to understand the meaning of the words used and how to use the terminology accurately to ask a higher-level question. Adding “How do you . . .” does not create a higher-level question.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • At the end of day, review revised notes and create a question for each chunk. • Use the Levels of Thinking Handout to assist in creating higher-level questions.
Tutor	<ul style="list-style-type: none"> • Review questions created and assist students in changing lower-level questions into higher-level questions.
Teacher	<ul style="list-style-type: none"> • Review Bloom’s/Costa’s Levels of Thinking with students. • Explicitly teach the key vocabulary for each level.
Site Team	<ul style="list-style-type: none"> • When creating lessons, activities and assessments, use higher-level questions as a way of modeling higher-level thinking/inquiry to students. • Have students generate one higher-level question based on the lesson and share with class prior to exiting the classroom.

II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions and use collaboration to create meaning.

E *Exchange Ideas*

Step 5:

Exchange ideas by collaborating.

- Collaborate with a peer(s), as a small group, in your tutorial group, as a whole class, outside of class, etc., to compare, enhance and revise your notes.
- Using a different color pen, fill in any gaps and clarify any points of confusion in writing to complete your notes.
- Brainstorm a list of key vocabulary from the lesson to be included in the summary.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Meet with a study buddy or peer to review/fill in gaps in the notes you have taken in each academic content class.
Tutor	<ul style="list-style-type: none"> • Attend an academic class that most AVID students are struggling in, and take Cornell notes along with the students. • Share your notes with the AVID students in the AVID Elective class, and provide opportunity for them to exchange strategies for successful note-taking.
Teacher	<ul style="list-style-type: none"> • Provide students with time in the AVID Elective class to fill in gaps with their peers for each academic content area. • Model inquiry to expose missing information in notes, and assist students in filling in this information.
Site Team	<ul style="list-style-type: none"> • Allow students time to review their notes with a peer/small group after taking them. • Create word walls with the key academic vocabulary from the lesson for students to reference in their note-taking.

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L *Link Learning*

Step 6:

Link learning to create a synthesized summary.

Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.

- Address the Essential Question of the lesson in the summary.
- Use the notes of the right side as support to write the summary.
- Synthesize, or combine main ideas together, to internalize learning from the questions/notes.
- Answer the higher-level questions from the left side in the summary to tie together the main ideas.
 - Creating a summary provides the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor or classmate.
 - Leave the right side blank until this discussion has happened.
 - Document the clarification in the blank space on the right side, after the discussion.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Respond to each higher-level question written on the left side in your summary. • Write a one-sentence GIST for each chunk and record it in the summary section.
Tutor	<ul style="list-style-type: none"> • When there is extra time on a tutorial day, have students read aloud their summaries from their content class notes so that tutorial group members can provide feedback.
Teacher	<ul style="list-style-type: none"> • Use the GIST strategy to help students create succinct summaries. • Lecture using the 10 and 2 note-taking model = lecture for ten minutes and provide two minutes for students to process and summarize information. Train staff on the 10 and 2 note-taking model.
Site Team	<ul style="list-style-type: none"> • Before students take notes, review the Essential Question based on the standard of the lesson. • Before students write the summary, review the Essential Question based on the standard of the lesson. Have students respond to the Essential Question in their summary. • Provide opportunity for students to create a summary sentence throughout the note-taking process.

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L *Learning Tool*

Step 7:

Use completed Cornell notes as a learning tool.

- Review notes taken, questions developed and summary; this may also be done in a study group.
- Apply new learning to increase performance in content classes by using notes to study for a test, to write an essay, as a reference during tutorial, or to prepare for a presentation, Socratic Seminar, Philosophical Chairs, etc.
- Interact with material by taking notes, writing questions and summarizing to internalize material to increase new learning.
- Using the notes as a learning tool provides the opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Fold Cornell notepaper on the crease or line in order test yourself and check your answers. • Review notes and create questions for tutorial.
Tutor	<ul style="list-style-type: none"> • Review student notes from a class he or she is struggling in, and use the notes to create higher-level questions for the student to answer. • Ask students, "How are you using your Cornell notes?"
Teacher	<ul style="list-style-type: none"> • Have students bring in content class notes and test each prior to a class test. • Have students create test questions based on their notes.
Site Team	<ul style="list-style-type: none"> • Use Cornell notes to play a class game (Jeopardy, etc.) to review for an upcoming test. • Allow students who have revised their notes to use them during a test/quiz.

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W *Written Feedback*

Step 8:

Provide written feedback.

- Submit Cornell notes weekly to be checked for **quality** using the Cornell notes rubric or checklist, and/or for **quantity** in a binder check.
- Review, revise and improve notes, questions and summary based on feedback.
- Written feedback and suggestions for improvement may be provided by a peer, tutor or teacher.

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Take time to review feedback received on notes and make the necessary changes. • Ask questions to clarify what the feedback comments and notes mean to fully understand what the comments mean.
Tutor	<ul style="list-style-type: none"> • Request to see notes of students who struggle with Cornell notes prior to the student turning in the notes. • Check for the quantity of notes during binder checks.
Teacher	<ul style="list-style-type: none"> • Use the Constructive Feedback Handout to give quality comments that students can use to make positive changes in their notes. • Provide extra credit/points for students who choose to revise/refine their notes based on the feedback they receive. • Check for the quality of Cornell notes using the Die Grading Activity.
Site Team	<ul style="list-style-type: none"> • Collaborate with Site Team to create quantity and quality guidelines for students to follow. • Coordinate collection dates so that students can receive credit in both the AVID and content classes.

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

A *Address Feedback*

- Step 9:**
- Address feedback by using “Cornell Note Focus Goal Activity” to create a goal for improvement in future note-taking.
 - Use the feedback provided; identify an area of challenge.
 - Write a focus goal to improve this area.
 - Identify specific actions to address this challenge in future note-taking.
- Address written feedback.**

Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Review focus goals prior to the next week’s note-taking. • Select one area for improvement of the Cornell notes. Focus only on this while taking notes.
Tutor	<ul style="list-style-type: none"> • Ask students what they are working on this week based on the “Cornell Note Focus Goal Activity.”
Teacher	<ul style="list-style-type: none"> • Have students use the “Cornell Note Focus Goal Activity” weekly so that students can reflect on their areas for growth. • Based on the tracking sheet, provide direct instruction on curriculum days to improve on the noted areas. • Use a tutorial day to have tutors work with students in completing their “Cornell Note Focus Goal Activity.”
Site Team	<ul style="list-style-type: none"> • Collaborate with the AVID Elective teacher to discuss the areas that students are struggling in. Decide as a team which areas to work on in the content class to reinforce good note-taking.

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

Y *Your Reflection*

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- Step 10:**
- Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
- Reflect on your learning.**
- Review notes, questions and summaries on all Cornell note pages.
 - Reflect on the learning by completing a “Cornell Note Reflective Log” to show how you mastered and/or applied your new knowledge.
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Audience	Tips for this Step of the Cornell Way
Student	<ul style="list-style-type: none"> • Keep notes for your content class in an organized fashion to be ready to complete “Cornell Note Reflective Log” and be ready to study all material for any upcoming tests/quizzes.
Tutor	<ul style="list-style-type: none"> • Use the “Cornell Note Reflective Log” to assist on tutorial days.
Teacher	<ul style="list-style-type: none"> • Provide content teachers with professional development on using the “Cornell Note Reflective Log” in their classrooms. • Provide time on Fridays for students to bring in all their Cornell notes on a particular topic in order to complete the “Cornell Note Reflective Log” for their content class.
Site Team	<ul style="list-style-type: none"> • Have students complete the “Cornell Note Reflective Log” in the content class to use as a culminating activity for a unit of study and a way to support the AVID class.



INDIVIDUAL ACTION PLAN

AVID MISSION STATEMENT: AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

NAME: _____ SCHOOL YEAR: _____

SCHOOL/ DISTRICT: _____

GOAL/ OUTCOME: _____

ACTION/TASK/STEP	TIMELINE	REFLECTION
What steps will be taken to accomplish this goal? How will I make it happen? Does anyone else need to be involved? Is there a cost involved?	When will I accomplish this goal? Do the actions need to be chunked and benchmarked?	What evidence will I have to demonstrate my success? How will accomplishing this goal help support AVID's mission? What challenges might I encounter? How will I overcome these challenges? How is my personal plan aligned to the school's Site Team Plan? Who might support me & help hold me accountable?

Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:

Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:

Cornell Notes



Topic/Objective:

Name:

Class/Period:

Date:

Essential Question:

Questions:

Notes:

Summary:

