

AVID/ Individual/ Small Group Instruction Reflection
November 26, 2017

AVID was a beneficial experience for not only me but my students as well. Teamwork is an aspect where AVID stands tall. Students not only get experience working as a team but also begin to understand that solving and answering questions can benefit them even if it's not in their corresponding content area. I feel like another benefit of small group work like AVID is the relationship and trust building with your students. As these relationships shape classroom climate and culture. There were two types of group work I experienced during my AVID experience; groups in which all the questions were regarding an individual subject like math and groups in which many different questions and points of confusion arose. Both scenarios were helpful for myself as well as my students. I think leading groups with a diverse atmosphere allowed for students to think differently and empathize with their classmate's questions. The groups came together to help each other communally. Within the AVID work community each student is an individual with their own questions and point of confusion. Having a student driven conversation allows for the individuality and uniqueness of each student to show though. When students lead the discussion via questioning, it allows for myself as a vacillator and educator to control the learning environment. Things like overseeing and facilitating time on each question, deciding which student will go next, and allowing for students to work together builds overall classroom autonomy. I tried to allow students time to think and ask questions. This format was advantageous for myself in leaning strategies for questioning and intervening during student

discussion. One thing I tried to do with each group was set high expectations. This translates into the classroom by discussing my expectations with my students. Honesty and communication is paramount in the classroom, where I tried to emulate this in my AVID groups as well. We tried to mix most of our groups up between lower classman and upper classman. This teaching strategy was constructive. I noticed that in every group I worked with, there were generally one or two leaders. I tried to encourage and empower my students as individuals. I feel the best way for students to learn is not necessary from myself as the teacher but from each other. The learning environment is dynamic, complex, and ever changing. As an art major I didn't really get many art questions during the program. I got in the groove of facilitating other content areas, which was very positive. It was just as I got comfortable working in other content areas, I got a question about art. I was able to respond by allowing my students to work through the question. This experience allowed me to work with students outside of my content area and begin to recognize faces with names, and begin building relationships.