Volunteer Handbook 2020
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Orientation Goals

● Understand 826’s mission, tutor values, & programs.

● Build confidence and skills by engaging in self-reflection and collaborative learning.

● Be able to apply 826 Valencia’s tutoring values and tips to provide culturally responsive support to students.

● Feel inspired to tutor ASAP!
Orientation Goals

1. To know how to best support a student via video conferencing platforms (Zoom).

2. To understand and agree to all terms outlined in the 826 Valencia Online Interaction Policy.

3. To understand the definitions of the ‘tutor’ and ‘observer’ roles during all online tutoring sessions.
Volunteer Requirements for Online Programs

1. Attend a Volunteer Orientation
2. Attend an Online Tutor Training
3. Complete a Live Scan Background Check ASAP
4. Sign our Online Interaction Policy

Questions? Email us! volunteer@826valencia.org
Online Training Norms

- Be present, patient and kind
- Participate fully
- Respect confidentiality

- Mute your mic during presentation
- Keep your video on when possible
- Use the chat function when prompted or to pose a question.
- Complete the feedback survey (sent via email)
Meet our students!
Who is in the ‘room’?

1. Rename yourself, including your pronouns.

2. In chat: share your name, pronouns, and one word describing how you feel after watching our video.

3. Unmute and introduce yourself. We will go in order of chat responses!
Our Mission
826 Valencia is a nonprofit organization dedicated to supporting under-resourced students ages 6-18 with their creative and expository writing skills, and to helping teachers inspire their students to write.
History
826 Valencia was co-founded in 2002 by author Dave Eggers & educator Nínive Calegari.

Founding concepts
✧ Reduce the student-to-teacher ratio
✧ Provide under-resourced youth with tools and resources for academic success
✧ Be responsive to our young people and communities
✧ Professionally publish and amplify voices
✧ Create a space that fosters creativity and 🌟W🌟O🌟N🌟D🌟E🌟R🌟
WHY WRITING?

BUILD CRITICAL THINKING
- processing the world around us
- mental health
- reflecting on experiences

ERROR FOR SUCCESS IN SCHOOL
- math, science, social studies, & language arts
- Common Core requirement
- academic achievement
- preparing for college

FOSTERS CREATIVITY
- inspiration
- authorship
- imagination

YOUTH VOICE MATTERS
- contributing to the national dialogue
- strengthening our democracy
- building a better, more inclusive world

CREATES EMPATHY & COMMUNITY
- shared experiences
- understanding across differences
- amplifying marginalized voices

CRUCIAL TO ALL CAREER PATHS
- innovation
- accessing opportunity
- communicating ideas

YOUR IDEAS HERE

Additional topics:
- innovation
- accessing opportunity
- communicating ideas
Who are our students?

In 2018–2019 we worked with 9,000 students!

All of our programs are offered free of charge and serve predominantly low-income students of color and English Learners.

This Spring we supported around 400 students online!
Commitment to Diversity, Equity & Inclusion (DEI)
826 National was inspired to take a stand on issues of inclusion and diversity in light of the many events that spotlighted social and racial injustices throughout the country. We as educators, volunteers, and caring adults need to be aware of the wide range of issues our students face on a day-to-day basis. We need to support these young people as they navigate through and try to make sense of the world and their own identities.

We stand for our students.
We stand for our students’ right to express their opinions—freely, creatively, and safely—and to provide them the space to do that, free of judgment and full of support.

We stand for our students’ right to tell their stories, share their experiences, and seek out information and answers.
We stand for connecting our students to caring adults—volunteers eager to listen as students search for answers and discover themselves.

Through our work and our actions, we must continuously support the development of our students’ voices and stories, and also celebrate those voices and stories.

We stand for building diverse and inclusive environments for our students, our volunteers, and our staff.
The 826 Stand continued...

We need the support and the feedback from our community to ensure 826 is living up to these standards. Through our inclusion statement, our internal diversity and inclusion group, cultural competency resources provided to staff and volunteers, and partnerships with other organizations, we are always working towards being a more inclusive and supportive organization.

We at 826 have the privilege of working with the next generation of scholars, teachers, doctors, artists, lawyers, and writers. It’s our job to make sure they are able to take their own stands.

As an organization committed to encouraging youth in their creative expression, personal growth, and academic success, 826 National and its chapters recognize the importance of diversity at all levels and in all aspects of our work. In order to build and maintain the safe, supportive 826 environment in which great leaps in learning happen, we commit ourselves to inclusion: we do not discriminate on the basis of race, religion, ethnicity, age, gender identity, sexual orientation, socio-economic status, nationality, marital status, English fluency, immigration status, parental status, military service, or disability.

The 826 National network is committed to encouraging youth to express themselves and to use the written word to effectively do so. We encourage our students to write, take chances, make decisions, and finish what they start. And 826 strives to do this in an environment free from discrimination and exclusion.
As an organization that cares deeply about our students’ development, we commit to cultivating diverse, inclusive and equitable environments (in person and online) where all are welcome and able to thrive.
Working towards →
Anti-racism at 826 Valencia
This country represents freedom, but to whom? Are we really free?

“Our America Was Never Great”
Lajaiyah Watkins / age 17
“Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”

- NAC International Perspective: Women and Global Solidarity
Anti-racist teachers take black students seriously. They create a curriculum with black students in mind, and they carefully read students’ work to understand what they are expressing. This might sound fairly standard, but making black students feel valued goes beyond general “good teaching.” It requires educators to view the success of black students as central to the success of their own teaching. This is a paradigm shift: Instead of only asking black students who are not doing well in class to start identifying with school, we also ask teachers whose black students are not doing well in their classes to start identifying with those students.

“What Anti-racist Teachers Do Differently”
-Pirette McKamey, Mission High School Principal
What is implicit bias?

We all have biases, associations and assumptions that are informed by our identities and the world we live in.

Some biases are implicit, so we’re not even aware of them. [Watch this video after our training today.](#) An example of an implicit bias is if a Latinx student is complimented by a teacher for speaking perfect English, but he is actually a proficient English speaker. Here, the teacher assumed that simply because he is Latinx that English would not be his first language.
Implicit Bias: Interrupted!

1. **Name it**: Recognize the bias (informed by society and identity).
2. **Pause**
3. **Reframe**: Make sure your words/actions align with our tutoring values.
4. **Take note** of alternative examples that defy your implicit bias.

For example: Who do you immediately picture when you think of a published author?
<table>
<thead>
<tr>
<th>Topic</th>
<th>Our students are:</th>
<th>Our students are not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity</td>
<td>Primarily Black, Latinx, People of Color</td>
<td>Minorities</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>Primarily from under-resourced communities</td>
<td>Disadvantaged, under-privileged, poor, at-risk</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>LGBTQI, heterosexual, and more!</td>
<td>Exclusively heterosexual</td>
</tr>
<tr>
<td>Gender identity</td>
<td>On the gender spectrum</td>
<td>Exclusively gender binary identified</td>
</tr>
<tr>
<td>Immigration</td>
<td>Varied statuses</td>
<td>Illegal, alien</td>
</tr>
<tr>
<td>Home Life</td>
<td>Loved, from a variety of family structures</td>
<td>Broken, neglected</td>
</tr>
<tr>
<td>Language</td>
<td>Bilingual, multi-lingual, English learners</td>
<td>Exclusively English-speakers</td>
</tr>
</tbody>
</table>
We are united to fight for our human rights, better education, health, housing and safety. We didn’t decide where to be born. But what we do decide is where we go for better opportunities in life and what we do to make the best accomplishments we can for a better world.

“Dreamers Won’t Give Up”
Carlos G. / age 18
826 Tutor Values

- We believe that all students want to learn and are capable of learning. → Everyone can learn

- We believe that every student is inherently worthy and deserving of respect. → Everyone deserves respect

- We believe in the importance of meeting each student’s unique needs. We adapt our approach for diverse learners. → Everyone learns differently

- We believe that tutoring (like writing) is a practice. → We’re all always learning and it takes practice
**Growth Mindset**

- **We all have the ability to grow**, and the recognition that growth sometimes involves effort and struggle, and that’s okay!

- **Embrace complexity.** Many of our students face significant barriers to academic success and a can-do attitude does not address these circumstances. While it is important to maintain a high bar, we must also be empathetic, curious, and adaptive.

- **Sounds like:** "You've made some great progress, and I see you're becoming frustrated with x. Why is that? What support do you need?"
Yes!

We ask our tutors to communicate a resounding and unconditional “YES!” to every student who walks through our doors.

And...

We’re also here to transform our student’s relationship to writing, hence the “Yes! And...”

Socratic Method

Ask a lot of questions to provide challenges and independent thinking to problem solve.
Social-Emotional Learning

*flexibility • predictability • connection • empowerment*

- Challenges may impact student behavior AND students want to learn and need a sense of safety and tailored tools to do so
  - We support *all* our students in their full complexity
  - It is our role to be adaptive and empathetic supports

**Supporting students through challenging times**

- Acknowledge feelings
- Listen, adapt, and reflect on your own relationship (what comes up for you). You are a caring educator, not therapist
- Maintain compassion and authenticity
- Inform staff if you are worried about students
  - we’ll be addressing this in the second session!
You are working with two 3rd Grade students Zoe and Luis on a writing prompt: **Invent a machine and describe what it does and why it matters.**

Zoe immediately begins working independently on their notepad or Google Doc; Luis says to you: “This is too hard, can we do something else?”

**How do you support both learners?**

Discuss and prepare for every group to share out one strategy
## Predictability: Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Always begin with a check-in                                     | “Hi I’m Lila, I’m looking forward to working with you today. What’s your name?”  
“How are you? What have you been reading/watching lately?”               |
| Structure your time with students                                | “I’m going to work with Luis first, and check in with you, Zoe in 20 min. I’m excited to seeing what ideas you’ve drafted for your invention.” |
| Set clear yet flexible goals (but be sure to praise effort no    | “Let’s see if we can come up with 5 ideas of different inventions and start writing about one by the end of today.”                          |
## Flexibility: Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be receptive to each individual's situation</td>
<td>“How can I support you in this session?”</td>
</tr>
<tr>
<td></td>
<td>“I know it feels hard, but I also know you can do it, and I am here to help.”</td>
</tr>
<tr>
<td>Offer choices and breakdown assignment into manageable pieces</td>
<td>“Would you like to work on A or B first?”</td>
</tr>
<tr>
<td>Adjust your ideas of what a successful tutoring session looks like while maintaining high expectations.</td>
<td>Sometimes a student may write 2 pages, sometimes you may spend a session brainstorming and write 2 ideas.</td>
</tr>
<tr>
<td>Always praise student effort</td>
<td>“Thank you for your perseverance today.”</td>
</tr>
</tbody>
</table>
Six Traits of Writing

IDEAS

ORGANIZATION

WORD CHOICE

VOICE

SENTENCE FLUENCY

CONVENTIONS
Drafting Questions
What’s the question/prompt?
What’s your writing all about?
What’s the main idea or message?
What details will keep your reader interested?
How do the details connect to the main idea?
Drafting Questions
What’s the beginning, middle, and end?
How do you want to organize your ideas?
What happens next?
Drafting Questions
How do you feel about the topic?
Who will read your writing?
How do you want your readers to feel?
Drafting Questions
What do you see, hear, smell, taste, and touch?
How can you show instead of tell?
How can you paint a picture for your readers?
Drafting Questions
How does the writing sound?
Do the sentences flow together?
Have you used a mix of short and long sentences?
Have you used transitions to show connections between sentences?
CONVENTIONS

FINAL TOUCHES

Drafting Questions*

What are you trying to say here?

How can we separate your ideas into sentences and paragraphs?

What are the most important words in the story?
Let’s make a word bank of key words

*for tutor use only when errors in conventions interfere with meaning
Many would want to work alone and be “independent” but you can only go so far on your own. In modern day, you will be forced to work with others. You may see it as a curse or a burden but remembering that you have someone to help you grow (vice versa) is something magical. When you know something or they know something, why not share and converse with each other? Sure, learning something new can be a challenge, but once you practice and are able to understand the new material, it’ll definitely benefit you, regardless of whether you see it now or later. Now I know that working by yourself can feel great, but working alone in the real world are rare cases. In modern day, almost every job requires you to work with others. The more you get used to working with others, the more you’ll get better at it and hopefully you’ll even enjoy it. Personally, working with others has helped me break out of my shell. Especially tutoring at 826 has helped me become more open and talkative, tutoring isn’t just teaching, it’s a 1 on 1 session where we communicate for mutual benefits, theirs is academic and mine is social. Overall collaborating is something that builds community. Community is what makes us human and is what has let us survive for so long. How are you able to build community if you’re the only person in it? I hope you understand where I’m coming from and hope you fasten your seatbelts, because a lifetime of working with others awaits you.
Many would want to work alone and be “independent” but you can only go so far on your own. In modern day, you will be forced to work with others. You may see it as a curse or a burden but remembering that you have someone to help you grow (vice versa) is something magical. When you know something or they know something, why not share and conversate with each other? Sure, learning something new can be a challenge, but once you practice and are able to understand the new material, it’ll definitely benefit you, regardless of whether you see it now or later. From my point of view, collaboration is extremely beneficial, personally it’s difficult seeing what could be improved on in a piece that I’ve worked on. You can’t self diagnose. Now I know that working by yourself can feel great, but working alone in the real world are rare cases. In modern day, almost every job requires you to work with others. The more you get used to working with others, the more you’ll get better at it and hopefully you’ll even enjoy it. Personally, working with others has helped me break out of my shell. Especially tutoring at 826 has helped me become more open and talkative, tutoring isn't just teaching, it’s a 1 on 1 session where we communicate for mutual benefits, theirs is academic and mine is social. Overall collaborating is something that builds community. Community is what makes us human and is what has let us survive for so long. How are you able to build community if you’re the only person in it? Many would say, “Well, how would we keep the community, in times with social distancing?” To that I say, it takes a community to continue social distancing in practice. Knowing that others are in practice of social distancing can encourage you to stay in practice of social distancing as well. Personally, my community consists of the people around me, including my family, friends, neighbors, etc. Every community is different, and that's completely fine. Every community has something dear and special about them, which ultimately brings everyone together. I hope you understand where I’m coming from and hope you fasten your seatbelts, because a lifetime of working with others awaits you.
I am a rushing river, adapting to change. I can go with the flow, getting stronger with many storms.

From *A Bolt of Lightning*  
By Franklin H., age 11  
826 Valencia student author
Volunteer Guidelines

Expectations and Processes for you as a volunteer tutor!
Tutor Expectations

**Attendance**
Please be on time.

**Communication**
Be clear with staff, students and families.

**Boundaries**
Do not exchange personal information (email, phone, address)
Use respectful language.
Maintain confidentiality.
Never be alone with a student (including in virtual spaces)
Video Conferencing

Video Conferencing Protocol:

- All video conferencing must be restricted to specific programming goals.
- Video conferencing may be recorded for safety and training purposes.
- At minimum, two adults must be on a video conference with students for the duration of the call. At least one of the adults must be 826 staff.
- Keep your video on. Stay on screen and engaged.
- Make sure you are in a quiet place with a neutral backdrop to have your call. Confirm your internet connection is stable.
- In a group discussion, plan to mute your mic when not speaking. This decreases the potential of distracting noise.
  - In 1:1 sessions, please keep your mic on.
- Contact the session lead using chat with questions and concerns at any time.
Mandated Reporting

826 Valencia staff are mandated reporters in cases of suspected abuse or neglect.

If, in the course of a tutoring session, a staff member or volunteer becomes concerned for a student’s safety, they are required to report this immediately to an 826 staff member.
826 Staff are here to help

Communicate to 826 honestly and clearly, before, during, and after sessions with your questions and feedback.
Student Safety

Student Safety.

I understand that, as a volunteer, I may not

● exchange contact information with students at any time,
● set up appointments with students outside of 826 Valencia,
● provide transportation to any students,
● or purchase anything for students without permission from 826 staff.

I understand that if a student says, writes, or suggests that they have been hurt, want to hurt someone else, or want to hurt themselves, I am mandated to report this to program staff. I understand that online sessions may be recorded for safety and training purposes.

I will not publish a student’s name, school, or any other identifying information, or share photographs of any students on social media or a personal blog, without the permission of 826 staff.
Program Teams

Who’s Who at 826 Valencia
826 Programs Staff

MISSION CENTER
826 VALENCIA ST.

Lucie Pereira
Programs Coordinator
lucie@826valencia.org

Melissa Anguiano
Programs Manager
melissa@826valencia.org

Caroline Woods Mejia
Programs Coordinator
caroline.woodsmejia@826valencia.org
826 Programs Staff

TENDERLOIN CENTER
180 GOLDENGATE AVE.

Jillian Wasick
Programs Director
jillian@826valencia.org

Nana Boateng
Programs Coordinator
nana@826valencia.org

Precediha Dangerfield
Programs Coordinator
precediha@826valencia.org

Ricardo Cruz Chong
Programs Coordinator
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826 Programs Staff

MISSION BAY CENTER
13104TH ST.

Karla Brundage
Programs Manager
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Shelby Urbina
Programs Coordinator
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Nesley Rojo
Programs Coordinator
nesley@826valencia.org
826 Programs Staff

IN-SCHOOLS PROGRAMS
VARIOUS SCHOOL SITES

Yareli Arreola
Programs Coordinator
yareli@826valencia.org

Ryan Young
Programs Manager
ryan@826valencia.org

Stina Perkins
Programs Coordinator
stina@826valencia.org
826 Programs Staff

IN-SCHOOLS PROGRAMS
BUENA VISTA HORACE MANN K-8

Ashley Smith
Programs Manager
ashley@826valencia.org

Diana Garcia
Programs Coordinator
diana@826valencia.org
826 Programs Staff

AMERICORPS -
BAYAC
Service Year

INTERNS
1-2 Semesters
ELEMENTARY IN-SCHOOLS PROGRAMS
Bret Harte, Malcolm X, Starr King, Bessie Carmichael, Tenderloin Community School, and more...
Mon–Fri, varied times

Each program is in support of a teacher and their classroom as they work on specialized projects throughout the year and build their writing portfolio. The students benefit from working with the same tutor consistently, therefore a weekly commitment is preferred.

SECONDARY IN-SCHOOLS PROGRAMS
Middle & High: Everett MS, Mission HS, SF International HS, Downtown HS
Mon–Fri, varied times

Join us as we partner with middle and high school teachers to support students with individualized feedback, editing, and small group instruction as they work on a range of writing projects, from spoken word to argumentative essays.

Additional project specific orientation and training required for most projects. Projects range from 2-10 weeks; a regular commitment for the duration of each project is required.
AFTER-SCHOOL TUTORING
Mon–Thu
shifts vary between 2pm–6pm
With elementary and middle school students

Provide guidance to 1-2 students with their homework assignments and creative writing prompts. You will be helping students navigate their homework, which may include a variety of online resources, paper worksheets, and handwritten journals.
This is a huge opportunity to build strong, lasting relationships with students and help them be more successful with their school work.
There are multiple 826 teams providing this support to students, corresponding to our physical locations: Mission Center, Tenderloin Center and Mission Bay Center.
Weekly commitment is preferred.

BUENA VISTA HORACE MANN (BVHM) K-8 WRITING ENRICHMENT
Mon–Thu, varied times
With elementary and middle school students

Work with students from BVHM to develop their writing skills. During the school day, there will be opportunities to meet with students and their class teacher to support writing projects.
After-school, students and tutors work more independently to build their writing portfolio with various 826 Valencia writing activities!
This is an incredible opportunity to build strong relationships with elementary aged English Language Learners who are developing their writing skills in English.

Weekly commitment is preferred.
| **Session Lead Role**  
| (Permanent 826 Staff) | **Lead Tutor Role**  
| (1:1 tutoring) | **Support Tutor Role**  
| (formerly observer) |
| --- | --- | --- |
| Arrives early to session. | Greets the student warmly. | Ensures the session is “observable” and “interruptible” |
| Prepares tutors and observers. | Introduces the support tutor on the call. | Primary duty is to listen for safety reasons. |
| Coordinates with students and their families. | References and/or sets goals for the session. | Could be listening for training reasons. |
| Manages technology. | Provides encouragement and reinforces expectations. | Sometimes able to mute mic and turn video off. |
| Leads the curriculum | Asks questions to challenge the student. | May help with time reminders and tech support. |
| Provides reflection and feedback opportunities. | Prompts student reflection. | Reports violations to Session Lead. |
| | Participates in debriefs and reflections. | Participates in debriefs and reflections. |
Session Structure: an example of individual tutoring

Before: Sign-up on volunteer calendar; receive email with details

1. **Arrive** to session on Zoom 5 minutes early

2. **Introduction** with session lead, all students and all tutors together. Welcome and writing prompt is shared.

3. **Break-out rooms**: Session lead will divide everyone into a ‘breakout room’, with 1 Student, 1 Lead Tutor, 1 Support Tutor.

4. In your breakout room - **Greet your student!**
   a. Introduce yourself and each other.
   b. Ask an icebreaker question.
   c. Check the students’ sound and video are working
   d. Ask students if they have everything they need for the session.
Session Structure: an example of individual tutoring

5. **Set goals** for the session together in your breakout room: Determine the workload between homework and 826 suggested activities.

6. **Throughout**: Work hard, take breaks, be supportive, have fun!

7. **In closing**:
   a. Ask student to identify what went well, what they thought was challenging.
   b. Share your thoughts and praise about students’ achievements.

8. **Debrief**: Return to main session and share with session lead and other volunteers.

**After**: sign-up for your next shift!
Example of additional projects in After-School Tutoring

Agenda for the Week of May 4th - May 7th

Woodland Creatures Agenda

- Woodland Creature Community Norms
- Weekly Journal Prompt
- Star Reading Challenge ★
- Brain Break!
- Weekly Writing Project
- Snack time with the Chef
- Shout outs and Appreciations

Remember! You have all week to complete the assignments in this slideshow :)
General Tutor Tips

- **Be personable:** Engage in conversation, ask the student how they are, and share about yourself before jumping into the writing.

- **Offer student choice:** Instead of deciding for the student, ask questions to prompt the student to think of ideas and keep the session flowing.

- **Check-in with all students:** Try to ask one of your students to work independently for a bit, remind them to share the mic.

- **Set clear expectations:** Keep track of time, set achievable goals for the session, check in often.

- **Meet students where they are:** Support their exploration of ideas and help in getting ideas written down.

- **Encourage effort:** Continue to offer support. Ex: “You are working so hard, thank you for your concentration.”
Online Tutor Tips

- **Narrate your actions:** Communicate more than you think you would need to in person. Ex: "I’m pulling up the reading example now, just a moment."

- **Use alternative ways of responding:** If a student is not responsive, ask for a thumbs up, a Zoom reactions, or a response in the chat.

- **Ask for progress:** Ask the student to read what they’re working on, hold it up to the camera, or screen share their document with you.

- **Offer breaks:** Make time for a stretch or to get some water and come back.

- **Vary tech tools:** If needed, you can scribe for your student.

- **Get comfortable with silence:** Give time for the student to work on a response before responding, sit through silences.
Communication is Key!

Read all pre-session emails and documents make time to ask clarifying questions.

Don’t understand something during the tutoring session? Ask for help and/or message the 826 staff.
826 Student Expectations

● Be respectful, safe, and responsible with your digital footprint.

● In our large group, mute yourself unless it is your turn to talk.

● When it’s time to chat, chat positive and appropriate words, or you can use the clapping reaction.

● Be a leader! Listen quietly when another student, 826 tutor, or teacher is speaking.
826 Student Expectations

- Ask for help if you get lost.
- Show KINDNESS when others share ideas.
- Speak up! There’s so much we can learn from you!
- Try our best.
Scheduling

- For consistent, individualized student support, weekly commitment is best.
- Classroom support, varied schedule.
- More information around Sept 8th!
Signing up Volunteer Calendar

- Use the email that you signed up with
- Ignore the color code
- Email the contact listed on the opportunity
Reflection

What does building relationships look like online?
ZOOM
Familiarize yourself with these features:
- Mic (Mute/on)
- Camera
- Chat
- Changing your input/output for mic and speakers
- Using the camera to share work (something you wrote or a picture in a book).

Safety features:
- Observer will also be present, but likely silent/no video
- Session Lead will hop in and out to check in.

Other:
- Screen sharing and whiteboard use→ walk through these features.
Zoom Controls to Use
Checklist of Zoom Features to Practice

- Sounds: Mute/unmute
- Video on/off
- Share Screen (a google doc, a website with video and sound, a whiteboard)
  - sharing desktop vs. sharing browser window
  - Annotation Tools on Share Screen
    - Text, Shape, Free Draw, Clear Annotations, Pointer
- Ask for Help Button
- Chat
  - To “everyone”
  - To one specific person
- Speaker vs. Gallery view
- Hold a written piece up to the screen
  - Determine if mirror imaging is needed
- Now you can do all of these things, can you explain to your partner or student how to do them?
- Leave meeting and return
ZOOM Practice
Time!
Practice at Home

Do you know how to:

- Connect a speaker and/or headphones via bluetooth?
- Log into Zoom from the website (zoom.us) and change settings from the preferences section.
- Change your virtual background (just for fun!)
SFUSD Distance Learning
Guiding Principles

Anti-Racist Education for EACH and EVERY Providing the necessary opportunities to all by ensuring that each student has the right resources to reach their individual potential in relevant, accessible and thought provoking instruction.

Flexibility & Fluidity: Designing opportunities for learning as fluid to transfer seamlessly between brick & mortar and digital environments while prioritizing flexible instruction that presents content in authentic and meaningful ways.

Partnership: Consistent framework for collaboration across sites and grade spans, with a focus on deep partnership with families, CBOs (like 826) and educators, mutually committed to accomplishing shared goals and actively problem solving

Humanizing: Supporting families, students and staff wellness through healing practices that create partnership & build community to create a safe & supportive school culture & climate.

Health & Safety: The health and safety of our students, families, staff and teachers is paramount.

Responsive Listening and responding to feedback, input and data. Timely and responsive communication to various stakeholder groups.

Consistency & Continuity: Aligning key elements of the work to ensure the student and family experiences are consistent across the city.
Resource List

826 Valencia Students
- Writing & Inspiration: https://826valencia.org/student-writing/
- Podcasts: https://soundcloud.com/826messageinabottle

826 Valencia Training Tools:
- Introduction to Google Classroom (this may be outdated so expect more updates as we learn more!) https://youtu.be/tEYIMUnAM0Y
- Additional Zoom tutorial: https://www.youtube.com/watch?v=QOUwumKCW7M&t=13s&authuser=2
- Oasis Volunteer Resource Page: https://826valencia.org/volunteer/oasis/
- Facebook Volunteer Community Page (Please join!) https://www.facebook.com/groups/valenciaresourcepage

Articles and Websites Reference during our Training:
- Article: Explaining AP style on Black and white: https://apnews.com/afs:Content:9105661462
- Website Pronouns: https://www.mypronouns.org/
- SFUSD Distance Learning Guide: https://www.sfusd.edu/services/health-wellness/covid-19-coronavirus-resources-families-students/august-2020-fall-semester-learning-plans:
Next Steps

- Review this tutor handbook. Read and sign the **Online Tutor Agreement**
- Complete your **Live Scan background check**
- Start browsing the **volunteer calendar**!
- Join our **Volunteer Community Facebook Group**
- Email **volunteer@826valencia.org** with any and every question!

**THANK YOU!**