Welcome
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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!
Volunteer Requirements for Online Programs

1. Attend Volunteer Orientation Sessions #1 & #2

2. Complete a Live Scan Background Check ASAP

3. Sign our Online Interaction Policy (via Docusign)

Questions? Email us!
volunteer@826valencia.org
Meet our students!
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🌟
Who are our students?

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

Since August 2020, we are serving approx 800 students online each week.

All of our programs are offered free of charge and predominantly serve students of color and English Learners from under-resourced communities.
Commitment to Diversity, Equity & Inclusion (DEI)
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.
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.
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.
This country represents freedom, but to whom? Are we really free?

“Our America Was Never Great”
Lajaiyah Watkins / age 17
Working towards → Anti-racism at 826 Valencia
“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.
“I wouldn’t expect you to be Argentinian.”

The number for the dark classroom matched with
The number on the white sheet of paper I held in my hand
Students stood in front of the door waiting to enter
I stood behind them in line
It was my last class of the first day of freshman year
“Welcome to Algebra 1, Elena Rodriguez.”

“That’s your last name?”
“I wouldn’t expect you to be Argentinian.”
I jolted my head following the voice behind me
The shocked voice came from a tall, dark-haired boy

Dark brown hair and dark brown eyes An Asian appearance
With a Hispanic last name

Speechless by his comment
Full of shame
I kept my mouth closed and entered the class

“Stereotypes and Assumptions”
Elena R. / age 17
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?
# Language Matters

<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><strong>Primarily Black, Latinx, People of Color</strong></td>
<td><strong>Minorities</strong></td>
</tr>
<tr>
<td>Socio-economic status</td>
<td><strong>Primarily from under-resourced communities</strong></td>
<td><strong>Disadvantaged, under-privileged, poor, at-risk</strong></td>
</tr>
<tr>
<td>Sexual orientation</td>
<td><strong>LGBTQIA, heterosexual, and more!</strong></td>
<td><strong>Exclusively heterosexual</strong></td>
</tr>
<tr>
<td>Gender identity</td>
<td><strong>On the gender spectrum</strong></td>
<td><strong>Exclusively gender binary identified</strong></td>
</tr>
<tr>
<td>Immigration</td>
<td><strong>Varied statuses</strong></td>
<td><strong>Illegal, alien</strong></td>
</tr>
<tr>
<td>Home Life</td>
<td><strong>Loved, from a variety of family structures</strong></td>
<td><strong>Broken, neglected</strong></td>
</tr>
<tr>
<td>Language</td>
<td><strong>Bilingual, multi-lingual, English learners</strong></td>
<td><strong>Exclusively English-speakers</strong></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
Online Programs
PROGRAM SCHEDULES

MORNINGS

IN-SCHOOLS PROGRAMS
Mon–Thu
9 - 2 p.m.

*Only occasional Friday programs

AFTERNOONS

AFTER-SCHOOL TUTORING
Mon–Thu
2 - 6 pm

WORKSHOPS
Mon–Thu
2 - 6 pm
ELEMENARY IN-SCHOOLS PROGRAMS
Bret Harte, Malcolm X, Starr King, Bessie Carmichael, Tenderloin Community School, and more... Mon–Thurs, 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–Thurs, 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
shfits vary between 2pm–6pm
With elementary and middle school students

Provide guidance to 1-2 students with homework assignments and creative writing. You will help students navigate 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 succeed with their school work.

There are multiple 826 teams providing this support to students, corresponding to our physical locations in the Mission Center, Tenderloin and Mission Bay.

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 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.
PODCASTING WORKSHOPS
Mon–Thurs, varied times
Middle & High School students

Work with middle and high school classes to develop opinion podcasts that are evidence-based, rooted in authentic experience, and span the political spectrum. You will support students, create vivid, compelling, and reflective podcasts, and record the pieces with style and confidence.

**Tutors will work with students to build community, brainstorm, plan, write, explore writing for a targeted audience,** and revise their narratives. In the audio sessions, tutors will help prepare students to record their podcasts and explore audio editing and online publishing. Please note that no experience in audio production is necessary.

As a field trip volunteer, support youth as they create podcasts that will engage and inspire a listening audience!

BLACK STUDENTS INITIATIVE
Mon–Fri, varied times

The Black Students Initiative aims to

1) Increase the number of Black students 826 Valencia serves in our in-depth programs by 25%.

2) Hold intentional space for Black students to tell their own stories in their most truthful forms.

3) Improve the academic success and social and emotional confidence of our Black students.

4) Amplify Black student voices through publishing opportunities within and outside. 826 Valencia

Email volunteer@826valencia.org to learn more!
**Session Structure:** an example of a session schedule

- Pre-session tutor check-in
- Class or tutoring session begins for students
- Breakout room tutoring
- Class or tutoring session closes for students
- Volunteer tutor debrief
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’.

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!
Tutor Values
+ Tools
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!
Scenario Practice (breakout rooms)

Predictability + Flexibility

Week 1: You are working with two 3rd Grade students Zoe (she/her) and Luis (he/him) on a writing prompt: *Invent a machine and describe what it does and why it matters.*

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

How do you support both learners?

Discuss in small groups 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 (introduce yourself, ask how they are, ask a community builder question) | “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 matter what) | “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>
</table>
| Be receptive to each individual's situation                               | “How can I support you in this session?”  
“I know it feels hard, but I also know you can do it, and I am here to help.”                                                     |
| Offer choices and breakdown assignment into manageable pieces             | “Would you like to work on A or B first?”                                                                                              |
| Adjust your ideas of what a successful tutoring session looks like while maintaining high expectations. | Sometimes a student may write 2 pages, sometimes you may spend a session brainstorming and write 2 ideas.                               |
| Always praise student effort                                              | “Thank you for your perseverance today.”                                                                                              |
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
Tutor Tips
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.

- **Check on 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.

- **Vary tech tools:** Students may need to share their screen and you can annotate.

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

Revision Checklist

I have re-read the question/prompt to make sure I have answered it

My writing has a main idea or message

I have included enough details to keep my reader interested

All my details connect back to the main idea
<table>
<thead>
<tr>
<th>Drafting Questions</th>
<th>Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the beginning, middle, and end?</td>
<td>I have an exciting beginning that draws the reader in</td>
</tr>
<tr>
<td>How do you want to organize your ideas?</td>
<td>My writing has a beginning, middle, and end that make sense together</td>
</tr>
<tr>
<td>What happens next?</td>
<td>My ideas are easy to follow and well-paced</td>
</tr>
</tbody>
</table>
Drafting Questions

How do you feel about the topic?

Who will read your writing?

How do you want your readers to feel?

Revision Checklist

My writing sounds like me

My readers are:

I want my readers to feel:
<table>
<thead>
<tr>
<th>Drafting Questions</th>
<th>Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see, hear, smell, taste, and</td>
<td>I have used at least three sensory details</td>
</tr>
<tr>
<td>touch?</td>
<td></td>
</tr>
<tr>
<td>How can you show instead of tell?</td>
<td>I have used figurative language</td>
</tr>
<tr>
<td>How can you paint a picture for your</td>
<td>I have changed or added five words to make my</td>
</tr>
<tr>
<td>readers?</td>
<td>writing more interesting</td>
</tr>
<tr>
<td>Drafting Questions</td>
<td>Revision Checklist</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>How does the writing sound?</strong></td>
<td><strong>I have read my writing aloud to listen for flow</strong></td>
</tr>
<tr>
<td><strong>Do the sentences flow together?</strong></td>
<td><strong>All my sentences and words are in the right order</strong></td>
</tr>
<tr>
<td><strong>Have you used a mix of short and long sentences?</strong></td>
<td><strong>I have added transition words</strong></td>
</tr>
<tr>
<td><strong>Have you used transitions to show connections between sentences?</strong></td>
<td><strong>I have checked for fragments and run-ons</strong></td>
</tr>
</tbody>
</table>
**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

**Revision Checklist**

- All my sentences start with a capital letter
- Words aren’t capitalized unless they need to be
- All my sentences end with a punctuation mark
- All my dialogue is punctuated correctly
- I have worked with my tutor to correct spelling
Week 2: You are working with 3rd Grade student Zoe (she/her) on a writing prompt: Invent a machine and describe what it does and why it matters.

Zoe has a draft in her Google Doc, and needs to continue developing her piece.

How do you support and encourage Zoe in developing her piece? Refer to the sample student document on the next page and reflect on what questions and comments to make.
**Prompt:** Invent a machine and describe what it does and why it matters.

### Brainstorm questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Draft: (modified from <em>If Kids Could Vote</em>, by Zara R., age 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>kind</strong> of machine is this?</td>
<td>I think there should be a masheen for kids to vote for president. It could be just a kid president race or the same one. If kids could vote for presidents, I would want to vote. There are 3 presidents to vote for Nose Picker, Pensil Chewer, and Lice Spreader. I would want to vote for Pensil Chewer. She is less gross out of all of them.</td>
</tr>
<tr>
<td>What does this machine do?</td>
<td>I would write pensil chewer on my sheet of paper and put it into the machine, then wait for some time. The machine is big. Then, guess what? Pensil Chewer would win! Hooray! I would be so happy that pensil chewer has won. I sure she will make great laws.</td>
</tr>
<tr>
<td>What <strong>problems</strong> does this machine solve?</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:** Zoe
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.
● 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 volunteer becomes concerned for a student’s safety, they are required to report this immediately to an 826 staff member.
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.
## ROLES WHEN TUTORING

<table>
<thead>
<tr>
<th>Session Lead Role (Permanent 826 Staff)</th>
<th>Lead Tutor Role (individualized tutoring)</th>
<th>Support Tutor Role (also called observer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives early to session.</td>
<td>Greets the student warmly.</td>
<td>Ensures the session is “observable” and “interruptible”</td>
</tr>
<tr>
<td>Prepares tutors and observers.</td>
<td>Introduces the support tutor on the call.</td>
<td>Primary duty is to listen for safety reasons.</td>
</tr>
<tr>
<td>Coordinates with students and their families.</td>
<td>References and/or sets goals for the session.</td>
<td>Sometimes able to mute mic and turn video off.</td>
</tr>
<tr>
<td>Manages technology.</td>
<td>Provides encouragement and reinforces expectations.</td>
<td>May help with time reminders and tech support.</td>
</tr>
<tr>
<td>Leads the curriculum</td>
<td>Asks questions to challenge the student.</td>
<td>Reports violations to Session Lead.</td>
</tr>
<tr>
<td>Provides reflection and feedback opportunities.</td>
<td>Prompts student reflection.</td>
<td>Participates in debriefs and reflections.</td>
</tr>
</tbody>
</table>
826 Staff are here to help

Communicate to 826 honestly and clearly, before, during, and after sessions with your questions and feedback.
Zoom Tools
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.
Checklist of Zoom Features to Practice

- Sounds: Mute/unmute
- Video on/off
- Renaming Yourself (go to Participants -> find your name -> click More)
- 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
- Now you can do all of these things, can you explain to your partner or student how to do them?
- Leave meeting and return
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
- Change your virtual background (just for fun!)
Scenario Practice (in pairs)
Collaborating with second tutor

Week 3: You are working with two 3rd Grade students Zoe (she/her) and Luis (he/him) on a writing prompt: *Invent a machine and describe what it does and why it matters.* Students are editing their pieces.

Zoe has her camera off, and is working independently in her Google Document. Luis is having tech troubles and is not very responsive. There is a second tutor in the breakout room with you.

**How do you collaborate with the second tutor to support both students?**

*Practice needed* Zoom skills, then discuss scenario or role play it with your partner.
Reflection

What does building relationships look like online?

What was most challenging about that scenario?
I feel scared and weird in school. I feel like if I turn on my video, my classmates will laugh or they will make fun of me. It feels bad. I wish I could turn on my video.
One day, I went to 826. I felt scared. Then my dad walked in and said, “Turn on your video.” I did not want to, but I knew that he was serious. I turned it on. I waited for someone to comment or laugh or make me feel bad, but there was nothing, no laughter or shouting. I waited longer but still, nothing. I wondered if anyone would laugh at me, but class and time kept going on. Minute after minute, but still no one was laughing at me. I was beginning to think that no one was going to laugh at me at all.
All of a sudden a message popped up. It said, “Join Breakout Room 6.” I started to tremble. I was scared. I knew that I would have to talk in a Breakout Room. I was scared, but then I closed my eyes and told myself it would be fine.
So I pressed the “Join” button and it said, “Connecting.” I waited and waited, then I finally saw who I was with: TWO 826 TUTORS. I was furious. I wanted to run and hide, I never wanted to return. But I stood still like a rock. No matter how much I tried to run, I couldn’t. I was trapped!
Then Arel, an 826 tutor, said, “Hello,” and, “Let’s share our names.”
So we did, and when it came to my turn I said in a trembling voice, “My name is Yasmeen.” Then, a few minutes later, we were writing an “I Am” poem. I was starting to not feel so scared and I stopped trembling.
A few minutes later, when the 826 tutors and I were talking, a message popped up. It said, “Breakout Rooms are closing in 56 seconds.” I waited and waited and then it kicked us out. I yelled, “Noooo!”
Then the teacher, Diana, said, “Who would like to share?” I raised my hand so quickly, like a lightning bolt!

“On the Inside”
Yasmeen W. / age 9
Program Teams
Who’s Who at 826 Valencia
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Kendra Lappin
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Arel Wiedeholt Kassar
BVHM

Juan Avila
In-Schools

Madeline Schroeder
Mission Center

Michelle Espinoza
Mission Bay

Rajitmeet Singh
Mission Bay
Signing up for shifts on the Volunteer Calendar

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

Once you receive an email saying that you’re approved as a volunteer (yay, you!), the Volunteer Calendar on our website will be your information hub. Using just your email address, you’ll be able to sign up for all our volunteer opportunities. Volunteer shifts range from 1-4 hour commitments. We encourage you to find a program you like and commit to a weekly schedule so you can develop relationships and see students grow over time. If you do not receive an email letting you know you’re approved to tutor within two weeks of orientation, please contact volunteer@826valencia.org.

**STEP 1** Go to CALENDAR at the top bar of our website (826valencia.org) and then click VOLUNTEER OPPORTUNITIES.
Using the Volunteer Calendar

**STEP 2** Now you’ll see all the volunteer opportunities in the current month. As you hover over an opportunity, you can see the number of volunteers we currently have and how many we still need. Use the arrows at the top to toggle to the next month.

You can look at everything at once, or you can look at particular programs.
Using the Volunteer Calendar

**STEP 3** Click the program you want to volunteer for and then click the blue “sign up” link at the bottom of the page, enter the email address you used to register as a volunteer, and you’re done. You’ll receive an automated confirmation immediately. If there’s information you need to know before the session, the 826 staff lead will email you on the day or morning before your shift.
Communication is Key!

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

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

- Sign the **Online Tutor Agreement** on DocuSign.

- Answer our **post-orientation survey**

- 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!**
Upcoming Tutor Training Opportunities

Navigating Learning Needs: Best Practices
February 19th, 3:30-5:00 p.m.
https://826volunteer.secure.force.com/ValenciaVolunteerJobListings?Calendar=1&volunteerShiftId=a1b1H00000Bj4HJQAZ&jobId=a1Z12000003BAEAG&chapter=Valencia

Caring Community: Trauma-Informed Teaching
March 12th, 3:30-5:00 p.m.
https://826volunteer.secure.force.com/ValenciaVolunteerJobListings?Calendar=1&volunteerShiftId=a1b1H00000Bj4HOQAZ&jobId=a1Z1H000005KkvkUAC&chapter=Valencia

Diversity, Equity, and Inclusion: Discussion Hour
April 9th, 3:30-5:00 p.m.
https://826volunteer.secure.force.com/ValenciaVolunteerJobListings?Calendar=1&volunteerShiftId=a1b1H00000Bj5BRQAZ&jobId=a1Z1H000005Kk3IUAS&chapter=Valencia

Student Behavior Myths: A Toolkit of Strategies
April 30th, 3:30-5:00 p.m.
https://826volunteer.secure.force.com/ValenciaVolunteerJobListings?Calendar=1&volunteerShiftId=a1b1H00000Bj5BGQAZ&jobId=a1Z1H000005b7YUAQ&chapter=Valencia
Post Orientation Survey

Don’t forget to fill out our survey here: https://forms.gle/TtR8KEFLEHrCs6V9A

Post Orientation Survey/Evaluation (Online Programs)- SPRING 21

Thank you so much for completing our volunteer orientation process! This form is meant to be filled out after you’ve completed both session #1 and #2 of our online volunteer orientation process. It will ask you to reflect both on what you learned and how we can improve. Your feedback helps us continually modify our orientations.

If you haven’t yet completed both sessions, please reach out to volunteer@826valencia.org to reschedule before answering this survey. Your feedback helps us continually improve our orientations.
Tutor Virtual Interaction Policy

Don’t forget to sign through DocuSign!

Online Interaction Policy for Volunteers

826 Valencia staff and volunteers must follow the best practices and protocols for online programming outlined below. All guidelines listed here have been created to ensure the utmost safety of our students.

First and foremost, continue to follow the guidelines from our employee and volunteer handbooks, including:
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/
• Child Protection Resource: https://www.beaubidenfoundation.org/our-mission/
• Article: What Anti Racist Teachers Do Differently:
• SFUSD Distance Learning Guide:
  https://www.sfusd.edu/services/health-wellness/covid-19-coronavirus-resources-families-students/august-2020-fall-semester-learning-plans: